KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Tuesday, August 30, 2022
9:00 – 10:30 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

<table>
<tr><td>**I.**</td><td colspan="2">**Call to Order**</td><td>Regent Kiblinger, Chair</td><td></td></tr>
<tr><td></td><td>A.</td><td>Roll Call and Introductions</td><td></td><td></td></tr>
<tr><td></td><td>B.</td><td>Approve minutes from June 15, 2022</td><td></td><td>p. 3</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>**II.**</td><td colspan="2">**Other Matters**</td><td></td><td></td></tr>
<tr><td></td><td>A.</td><td>KU Transition to Postsecondary Education Program</td><td>Dana Lattin, KU</td><td>p. 6</td></tr>
<tr><td></td><td></td><td>• Determination to Thrive – Kansas Alumni (article)</td><td></td><td></td></tr>
<tr><td></td><td>B.</td><td>Approve AY 2021 Performance Reports</td><td>Sam Christy-Dangermond</td><td>p. 12</td></tr>
<tr><td></td><td></td><td>• Emporia State University</td><td></td><td>p. 15</td></tr>
<tr><td></td><td></td><td>• Kansas State University</td><td></td><td>p. 19</td></tr>
<tr><td></td><td></td><td>• Wichita State University</td><td></td><td>p. 23</td></tr>
<tr><td></td><td></td><td>• Cowley Community College</td><td></td><td>p. 27</td></tr>
<tr><td></td><td></td><td>• Fort Scott Community College</td><td></td><td>p. 31</td></tr>
<tr><td></td><td></td><td>• Highland Community College</td><td></td><td>p. 35</td></tr>
<tr><td></td><td></td><td>• Labette Community College</td><td></td><td>p. 39</td></tr>
<tr><td></td><td></td><td>• Neosho County Community College</td><td></td><td>p. 43</td></tr>
</table>

III. **Suggested Agenda Items for September 14th Meeting**
    A.   Introduce Student Body Presidents
    B.   Discuss Program Review Reports for Reporting Years AY 23 and AY 24
    C.   Performance Funding Model
    D.   OER Annual Report

IV. **Adjournment**

Date Reminders:
- 2022 KCOG Conference is October 7, 2022
- 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 virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Cynthia Lane

Blake Benson

Diana Mendoza

Board Academic Affairs Standing Committee
AY 2023 Meeting Schedule

Tentative BAASC Academic Year 2022- 2023 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 30, 2022	Virtual Meeting	9:00 a.m.	August 9, 2022
September 14, 2022	Topeka	11:00 a.m.	August 24, 2022
October 4, 2022	Virtual Meeting	9:00 a.m.	September 13, 2022
November 1, 2022	Virtual Meeting	9:00 a.m.	October 11, 2022
November 16, 2022	Kansas State University	11:00 a.m.	October 26, 2022
November 29, 2022	Virtual Meeting	9:00 a.m.	November 8, 2022
December 14, 2022	Topeka	11:00 a.m.	November 23, 2022
January 3, 2023	Virtual Meeting	9:00 a.m.	December 13, 2022
January 18, 2023	Topeka	11:00 a.m.	December 28, 2022
January 31, 2023	Virtual Meeting	9:00 a.m.	January 10, 2023
February 15, 2023	Topeka	11:00 a.m.	January 25, 2023
February 28, 2023	Virtual Meeting	9:00 a.m.	February 7, 2023
March 22, 2023	Topeka	11:00 a.m.	March 1, 2023
April 4, 2023	Virtual Meeting	9:00 a.m.	March 14, 2023
April 19, 2023	Pittsburg State University	11:00 a.m.	March 29, 2023
May 2, 2023	Virtual Meeting	9:00 a.m.	April 11, 2023
May 17, 2023	Topeka	11:00 a.m.	April 26, 2023
May 30, 2023	Virtual Meeting	9:00 a.m.	May 9, 2023
June 14, 2023	Topeka	11:00 a.m.	May 24, 2023

*Please note virtual meeting times are 9 a.m., and Board day meetings are 11 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES

Wednesday, June 15, 2022

The June 15, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 10:30 a.m. The meeting was held in person at the Board office, with a virtual option available.

In Attendance:

Members:	Regent Kiblinger	Regent Rolph	Regent Schmidt
	Regent Winter		

Staff:	Daniel Archer	Amy Robinson	Sam Christy-Dangermond
	Tara Lebar	Crystal Puderbaugh	April Henry
	Judd McCormack	Marti Leisinger	Karla Wiscombe

Others:	Adam Borth, Fort Scott CC	Aron Potter, Coffeyville CC	Ani Kokobobo, KU
	Barbara Bichelmeyer, KU	Chuck Taber, K-State	Cathy Blasi, Pratt CC
	Cindy Hoss, Hutchinson CC	Dennis Allin, KUMC	Howard Smith, PSU
	Jason Sharp, Labette CC	Jean Redeker, KU	Jennifer Roberts, KU
	Jennifer Ball, Washburn	Joan Brewer, ESU	JoLanna Kord, ESU
	Karen Johnson, PSU	Kim Zant, Cloud County CC	Lisa Blair, NWKTC
	Matt Schuette, KUMC	Michelle Schoon, Cowley CC	Luke Dowell, Seward County CC
	Monette DePew, Pratt CC	Robert Klein, KUMC	Sarah Robb, Neosho CC
	Sarah Riegel, Barton CC	Shawn Keough, ESU	Shirley Lefever, WSU
	Tanya Gonzalez, K-State	Tarynn Brenner, PSU	Tiffany Bohm, KCKCC
	Kim Krull, Butler CC	Tiffany Evans, Colby CC	Tom Nevill, Butler CC
	Heather Morgan, KACCT		

Roll call was taken for members and presenters.

Approval of Minutes
Regent Schmidt moved to approve May 26, 2022, meeting minutes, and Regent Winter seconded the motion. With no corrections, the motion passed.

Renewal of National American University (NAU) Conditional Certificate
Crystal Puderbaugh presented the update and requested to continue NAU's conditional certificate of approval on page six of the agenda. On November 2, 2021, the Board approved placing NAU on a conditional certificate of approval due to financial concerns. NAU provided the requested information, including a financial improvement plan, teach-out agreements, and additional bonding. As of March 17, 2022, there were 20 Kansas students enrolled in NAU's spring term. Regulations require year-end financial information when determining if minimum requirements are met. NAU's year-ended May 31, 2021, financial statements do not meet the minimum requirements. Based on interim financial statements, it appears that NAU is progressing toward more financial stability. NAU's fiscal year ends on May 31, 2022, and staff will review the information once fiscal year-end financial information is provided.

Regent Rolph moved to place the item on the Board discussion agenda, and Regent Winter seconded. The

motion passed unanimously.

Private Post-Secondary Degree-Granting School Approval
Crystal Puderbaugh presented the request for a new certificate of approval for degree-granting authority for Fuller Theological Seminary on page nine of the agenda. The institution has requested authority to provide online courses to Kansas residents. The Private and Out-of-State Postsecondary Educational Institution Act requires private and out-of-state postsecondary educational institutions to obtain a certificate of approval. Fuller Theological Seminary has met the standards established by the Act and the regulations adopted pursuant to the Act.

Regent Rolph moved to place the item on the Board consent agenda, and Regent Schmidt seconded. The motion passed unanimously.

Private Post-Secondary (PPS) Report
Crystal Puderbaugh presented the Private Post-Secondary (PPS) report. She highlighted the following:
- In FY 2021, there were 120 institutions approved to operate in Kansas; 73 of which were in-state, and 47 were out-of-state
- There was a total of 2,327 approved programs in FY 2021; 288 Doctorate, 639 Master, 395 Bachelor, 146 Associate, and 859 Certificate/Diplomas
- There was a total of 23,684 Kansas students enrolled in approved programs, with the most significant numbers coming from real estate and insurance pre-licensure training courses, health professions and related programs, and business, management, marketing, and related support services
- There was a total of 16,572 awards completed in FY 2021; 25 Doctorate, 145 Bachelor, 403 Associate, and 15,835 Certificate/Diplomas
- Legislative amendments to the Act to clarify and strengthen the Board's authority in the areas of jurisdiction, consumer protection, strengthened oversight, and penalties are effective July 1, 2021
- Staff has proposed regulation amendments to align with the updated statutes, increase consumer protection and institutional accountability, and eliminate some outdated requirements

Performance Agreement Model
Daniel Archer provided potential models and indicators at the May 26th BAASC meeting. Institutions were asked to provide feedback on the indicators by June 1, 2022. Daniel indicated that based on feedback and discussions, it may be an excellent opportunity to shift the upcoming year's Performance Agreement Model to a project-based one. For example, the National Institute of Student Success (NISS) has recommended institutions create degree maps that outline a student's degree requirements from start to finish, listing specific courses by semester. As such, BAASC discussed using project-based metrics to measure performance in the future, such as degree maps and math pathways.

Regent Rolph moved that they table the discussion to hear the CEP report, and Regent Winter seconded. The motion passed.

Concurrent Enrollment Partnership (CEP) report.
Karla Wiscombe presented the AY 2021 Concurrent Enrollment Partnership (CEP) report. Most of the information for this report can be found in KHEStats. Institutions are encouraged to look at their individual reports in KHEStats.

Performance Agreement Model (continued)
During the upcoming Board Retreat, the Regents will likely discuss a project-based Performance Agreement Model and revisit the NISS report and recommendations. Regent Kiblinger would like to hear at a future

BAASC meeting how the NISS playbooks are being utilized at the participating institutions.

Direct Support Professionals (DSP) Update
Regent Schmidt stated there is a meeting at Emporia State University the following week with the team working on the DSP initiative curriculum to discuss disseminating information across the state. They will discuss any next steps at this meeting.

Adjournment
The next BAASC meeting is scheduled for August 30, 2022, at 9:00 a.m. New BAASC members will be introduced at this meeting.

Regent Schmidt moved to adjourn the meeting, and Regent Rolph seconded. With no further discussion, the meeting adjourned at 11:59 a.m.

KU TRANSITION TO POSTSECONDARY EDUCATION

The University of Kansas

The University of Kansas Transition to Postsecondary Education (TPE) was initially developed in 2015 with the receipt of a five-year US Department of Education, Office of Postsecondary Education model development grant.

The only inclusive postsecondary education opportunity in Kansas for people with intellectual disability (ID), TPE focuses on inclusive academics, career development, and student life and has provided enhanced services and supports that are in addition to and in support of the broad array of existing academic supports, experiences, and student life opportunities at KU. The program, developed to align with existing academic and student support structures, provides an avenue for postsecondary education for a group of Kansans who have, historically, not had access to higher education.

Since fall, 2016 TPE has supported 38 students (of which 33 are Kansas residents) with ID to:

- take a *minimum of 6 credit hours/semester of existing KU courses* with their non-disabled peers and that align with their career and personal goals;

- complete a program of study resulting in the *TPE Certificate on their official KU transcript*;

- receive weekly *academic coaching, career advisement, and peer mentoring*;

- have the option to *live in KU Housing* (including Scholarship Halls) in a dorm of their choice;

- obtain *career internships and paid jobs* during college, and paid, integrated employment after graduation;

- increase their *self-reliance, self-determination and independence* through practice and experience; and,

- participate in the wide array of *student life opportunities* with non-disabled peers.

Students in TPE are *bona fide KU students*, paying full tuition and fees, and, as a result, receive the full complement of services and supports KU provides to any undergraduate student. To cover a

1

portion of the costs of providing academic coaching, peer mentoring, and career advising, *students pay an additional fee of $12,000/year*. In collaboration with the KU Office of Financial Aid, TPE applied for and received Comprehensive Transition Program (CTP) status for federal financial aid (work study and Pell Grant) for students who qualify.

As of May 2022, *22 students in TPE will have successfully completed a TPE certificate (81% completion rate)*, and students in TPE have generated about *700 credit hours across multiple schools*. In January 2022, we interviewed 10 applicants for fall 2022 admission, and we accepted nine. Of those, seven *(70%) of the applicants are from out of state*, who reported that they prioritized TPE over programs closer to them or within their home state due to the *quality and high level of inclusion of the KU program*.

When compared with the other programs that received the federal development grant, TPE excels.
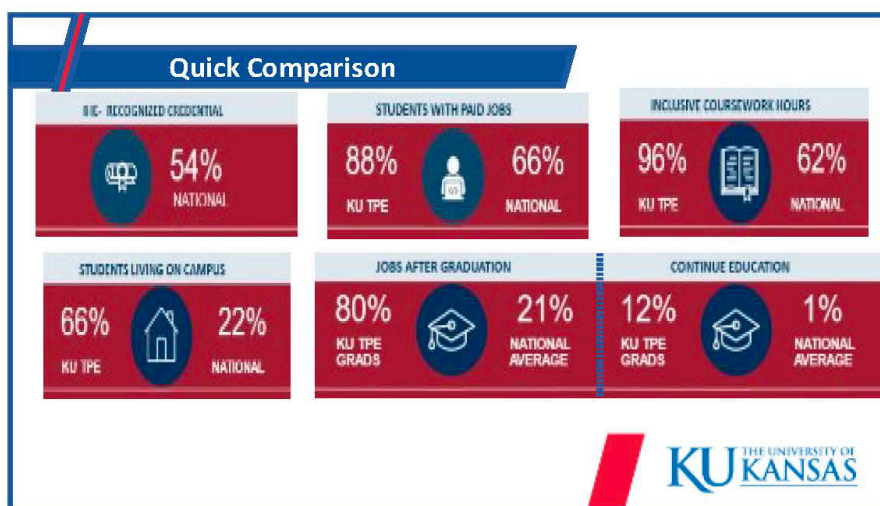
Peers are the grease on the wheels for helping students in TPE experience college life, and these typically-developing KU undergraduates have been *peer academic coaches* (for academic work), and as *peer mentors* (in student life activities). They facilitate connections with other KU students, support students to advocate for themselves, and show them how to maneuver the challenges of college-level coursework. Furthermore, a major tenet of TPE is that we *collaborate with existing student services and support* units on campus to meet the needs of TPE students prior to developing separate supports and services. These partnerships have been extremely beneficial in developing a network of "champions" across campus who come together to co-sponsor activities, initiatives, and help recruit peers.

Students enrolled in KU through the TPE certificate program from FA2016- SP2022 have generated approximately *712 credit hours*. Increasingly, we have students who are enrolling in significantly more than the minimum of 6 credit hours/semester.

2

We have actively sought support outside of KU, to both cover students' program fees as well as to contribute to the overall program. A *sustained and meaningful partnership with the state vocational rehabilitation provider*, Kansas Rehabilitation Services (KRS) has resulted in KRS creating a new service that covers a portion of some students' costs to attend KU through TPE. Discussions with other state and non-profit agencies regarding ways to sustain TPE as well as support students and families to apply and pay for the additional program fee have occurred over the years. TPE has worked with KU Endowment Association for private foundation grants and stewardship, and sponsored a crowdfunding event.

In short, KU has a very high quality inclusive postsecondary education program to provide students with intellectual and developmental disability a meaningful credential. The program completion rate (about 80%) and the employment outcomes of TPE graduates are impressive. We stand out among our peers. Prospective students from other states are bypassing programs within their states to attend KU because of the inclusiveness and outcomes of the program. We educate future tax payers. Supporting the TPE model of providing inclusive higher education credentials to young adults with intellectual and developmental disability presents opportunities for replication in other parts of Kansas to produce competent and high quality employees for businesses throughout the state.

My course and KU is better with true diversity. Modeling inclusivity and developing those skills will travel beyond the classroom to leadership in the greater community.   ~ Asst. Prof, Theater

3

CHEERS!

Transition to Postsecondary Education program celebrates its first five years

KU Transition to Postsecondary Education has much to celebrate following five highly successful years supporting undergraduate students with intellectual and developmental disabilities on the University of Kansas campus. Initially funded through a grant from the U.S. Department of Education Office of Postsecondary Education, KU Transition to Postsecondary Education (TPE) has supported 29 students who work toward a two-year undergraduate certificate by completing at least 24 hours of KU credit-bearing courses as well as career internships.

"The School of Education & Human Sciences is proud to host TPE," says Dean Rick Ginsberg. "Over the program's short five years of supporting students, the students have had educational, career and life experiences that will have a lasting impact on their lives as well as all those they interact with on campus. It is a model program for the country."

Program director Dana Lattin points out that TPE's mission is to ensure that students with intellectual and developmental disabilities (IDD) have opportunities to experience inclusive undergraduate educational opportunities at KU to prepare for their careers and adult lives through academic, career and student life experiences. In all those areas, TPE outperforms national averages from the 58 peer programs across the country.
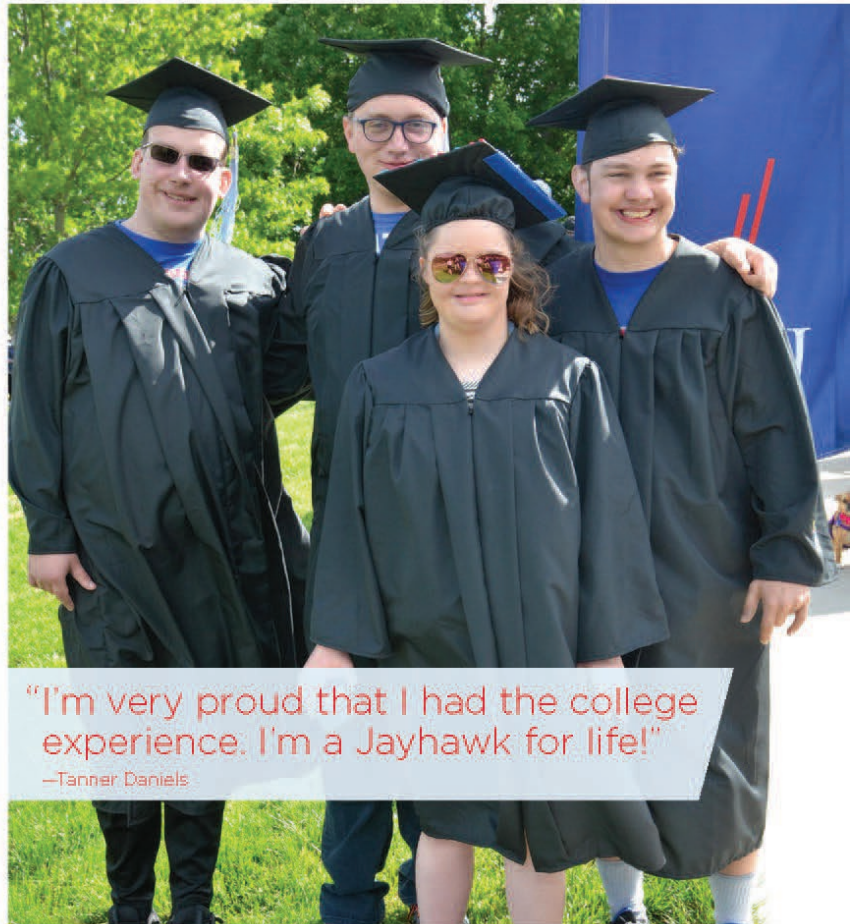
"I'm very proud that I had the college experience. I'm a Jayhawk for life!"
—Tanner Daniels

May 2019 TPE certificate graduates Tanner Daniels, Joseph Frager, Sarah Schaffer and Rhein Murphy
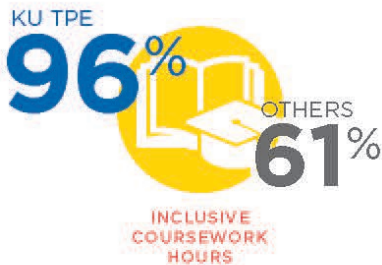
KU TPE
96%
OTHERS 61%
INCLUSIVE COURSEWORK HOURS

"We had a vision for having a high level of inclusion and belonging at KU for students with IDD," Lattin says. "It's been an exceptional process of working with students, faculty and multiple units across campus who joined us in making that vision a reality."

Tanner Daniels of Olathe, a 2019 TPE certificate graduate, has embraced his many acquired skills and experiences from his time at KU, and he uses them daily in his job at a HyVee grocery store.

"I feel like I've done better with my life," Daniels says. "I still have some

3

things I need to work on, but this definitely helped me refine my skills and make me more independent."

His parents, Steve and Melissa Daniels, were apprehensive letting him be on his own, but they knew he'd have an academic advisor, an academic coach, a peer mentor and other supports.

"We controlled a lot of what he did at home," says dad Steve Daniels, "and it was difficult for us to drop him off (at college), but he lived on campus both years and thrived. The big thing for us was to give him a college experience and for him to gain some independence."

Their son went beyond that, though, setting the curve for all students in his Geology 121 class on a test about dinosaurs. "I will always take pride in that, by the way," he says. The class was taught by Leigh Stearns who was "a bit nervous" about working with a student with IDD but became a strong supporter of TPE.

"I was impressed by how Tanner's participation impacted class dynamics and my own teaching," says Stearns, who used universal design for learning (UDL) to adapt some of her lessons. "He was a star. He knew so much more about dinosaurs than any of us, including myself. I learned a lot about universal practices and how to be very clear and explicit about my expectations for each assignment."

Dnydra and Dnycia Scott, sisters from Colorado, are second-year KU students this fall. Dnydra Scott, who told us this summer she couldn't wait to get back to campus, encourages others with IDD to attend KU with

Dnycia and Dnydra Scott are second-year KU TPE students this fall.
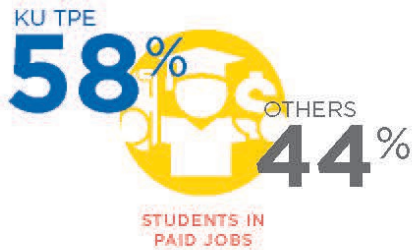
"They have great resources."
—Dnydra Scott

the support of TPE. "Give it a shot. They have great resources," she says. "You get to live like other KU students, doing adult things and getting work done."

Dnycia Scott says the schoolwork is challenging but resources such as the Writing Center and her peer mentor through TPE, Katie, helped her succeed. She also volunteered at the Lawrence Humane Society. "TPE helped me learn to get back and forth to where I was volunteering. They prepare you for working and going to school."

Another returning student this fall is Karsyn Aylward from Lenexa, Kansas, who is focused on pursuing a nursing career. TPE staff have helped her look for health-related internships and jobs. The pandemic interrupted that search, but in the meantime, she finds that her coursework, student life and associated skill-building is helping her with confidence and independence.

"Getting to classes on my own. Finding stuff to do. Finding clubs on my own. It makes me feel happy and proud that I did it," Aylward says.

TPE has been great for the campus community, too. Michael Wehmeyer, chair of the Department of Special Education, appreciates the relationships built between TPE students, other students, and faculty and staff.

"As a university community, we are committed to diversity, equity, inclusion and belonging," Wehmeyer says. "Having KU students in the TPE program on campus, taking KU classes and engaging in campus activities adds to the opportunities for all students to get to know students with intellectual and developmental disabilities, to learn about their strengths and interests, and to become friends. The TPE program is important to the Department of Special Education because it is one way in which the department's commitment to inclusion is exemplified."

A graduate of the School and the KU special education department, Sean Phelan (B.S.E, 2018; M.S.E. 2021) teaches special education at Blue Valley North High School. He's an example of how the TPE program ripples beyond the KU campus. His experiences as a peer mentor for KU students in TPE have directly influenced his teaching philosophy and strategy.

"Because TPE was an inclusive education experience, I consider myself more of an inclusive educator, rather than a special education teacher," Phelan says. "TPE showed me that students with intellectual disabilities really can go to college, get a meaningful credential, take classes, be independent. Our goal [at BV North] is transition — to help students get out of high school and be successful. Since I saw that next step for three years, it's really helped me reflect and go back and think,

KU TPE
63%

OTHERS
22%

LIVING ON CAMPUS

4

KU TPE

58% OTHERS

44% STUDENTS IN PAID JOBS

'OK, how can I be more direct with my instruction for my students now to better help them (prepare for college and careers)?' TPE really helped shape me for doing what I'm doing now, in a lot of different ways."

Ten students with IDD are attending KU this fall, receiving services and supports from TPE and building on the successes of its first five years. The exponential impact goes well beyond students in TPE, reaching peer mentors and academic coaches, KU students, faculty, instructors, businesses and those who will intersect with these graduates in the future. During their two years at KU, students in TPE are building foundations for the future, making memories, finding friends and getting an opportunity to fully engage in college life — like any other Jayhawk.

"I'm very proud that I had the college experience," says Daniels, the 2019 TPE grad. "I'm a Jayhawk for life!"

—*Brad Stauffer*

Help sustain KU TPE

The TPE program is heavily reliant on the generosity of our external donors. Without these gifts, the program would not be able to create the life-changing, positive outcomes we see within our students.

If you are interested in supporting the continued success of KU TPE and its long-term sustainability, please contact Dana Lattin at dlattin@ku.edu. Your financial contributions help assure additional students with intellectual disabilities have the Jayhawk college experience.

KU TPE is accepting applications for fall 2022. To learn more, visit **tpe.ku.edu**

5

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Funding Guidelines, the Academic Year 2021 Performance Reports are presented for review. Staff recommends approval of the attached performance reports and associated funding levels.

August 30, 2022

Background

Through the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) and 2) determine the amount of new state funds awarded as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines, both of which have been updated periodically over the years. The current performance agreement model, which is attached, has guided institutions in developing their performance agreements, in which each institution typically chooses six "indicators" by which their performance will be measured through reporting on those indicators each year. Recently, these agreements have been restructured every three years.

In 2019, the last time in which performance agreements were scheduled to be restructured, the Board was in the midst of developing its new strategic plan. As such, substantive changes were not made to the existing performance agreements at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 through Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating "bridge agreements." Ultimately, the bridge agreements were approved to cover three years: AY 2020, AY 2021, and AY 2022. For these bridge agreements, about half of the institutions replaced at least one of their indicators[1] while the remaining institutions continued using the same indicators that were used in the older agreements.

As any new funding awarded depends upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2021. These reports will be the basis for awarding any new funds in July 2023. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2021 performance reporting, reviewing, and funding cycle is detailed below.

July 2022:		Fall & Spring 2022:		July 2023:
Institutions Submit AY 21 (Summer 20, Fall 20, and Spring 21) Performance Reports to KBOR	→	Regents review and approve AY 21 Performance Reports	→	AY 21 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

---

[1] For all indicators that were continued, the same baselines were used for the AY 2020 – AY 2022 bridge performance agreements. Any institution changing to a different indicator for which they provided the data used the most recent years of data leading up to the reporting year to establish a baseline.

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

- 100% of New Funding Available
  The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators.**

- 90% of New Funding Available
  An institution will be awarded 90% of the new funding for which it is eligible if:
    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**.

As institutions turned in their reports, staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports. Consistent with the Board's performance funding guidelines, staff recommends the institutions listed below receive 100% of any new funding for which they are eligible.

Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the first page of those reports for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and the reporting year of AY 2021. However, it is the <u>comparison to the baseline data</u> that indicates the direction of the arrow and determines the outcome for each indicator for AY 2021.

University/College	Funding Recommendation	Page
Emporia State University	100% funding	15
Kansas State University	100% funding	19
Wichita State University	100% funding	23
Cowley Community College	100% funding	27
Fort Scott Community College	100% funding	31
Highland Community College	100% funding	35
Labette Community College	100% funding	39
Neosho County Community College	100% funding	43

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[2] • Percent of students employed or transferred • Wages of students hired[3] • Third party technical credentials and WorkKeys, if applicable
Institution-Specific Indicators[4]	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.

---

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

[3] As provided by the Kansas Department of Labor.

[4] 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.

Emporia State University Performance Report AY 2021

Contact Person:
JoLanna Kord

Phone: 620-341-6839
email: jkord@emporia.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students	1 (Cohort KBOR data)	Fall 2012 Cohort: 438/601 = 72.9% Fall 2013 Cohort: 485/668 = 72.6% Fall 2014 Cohort: 530/732 = 72.4% Baseline: 72.6% Selected Top Three Peers 2014 Avg. **Baseline: 76.7% Gap: 4.1%**	524/675 = 77.6% Top 3 Peers 2020 Avg. = 76.3% Gap = -1.3	↑	414/561 = 73.8% Top 3 Peers 2021 Avg. = 77.0% Gap = 3.2	↑		
2 Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students	2 (KBOR data)	Fall 2009 Cohort: 275/660 = 41.7% Fall 2010 Cohort: 270/616 = 43.8% Fall 2011 Cohort: 256/575 = 44.5% **Baseline: 801/1,851 = 43.3%**	(Fall 2014 Cohort) 339/732 = 46.3%	↑	(Fall 2015 Cohort) 365/731 = 49.9%	↑		
3 Increase Scholarship Funds raised	3	FY 2013: $2,565,418 FY 2014: $2,883,190 FY 2015: $2,733,495 **Baseline: $2,727,368**	$3,113,656	↑	$3,747,614	↑		
4 Increase enrollment for undergraduate traditional students ages 24 and younger	1	AY 2013: 3,203 AY 2014: 3,306 AY 2015: 3,355 **Baseline: 3,288**	2,876	↓	2,633	↓		
5 Increase performance of students on institutional assessments: core mathematical skills	2	Analytical Reasoning Skills Mean Score AY 2015: (n=106) 2.6 AY 2016: (n=127) 3.0 AY 2017: (n=122) 2.9 **Baseline: 2.8**	2.9 (n=102)	↑	3.1 (n=94)	↑		
6 Increase student credit hours (SCH) completed through Distance Education	1	AY 2013: 33,834 AY 2014: 36,173 AY 2015: 38,558 **Baseline: 36,188**	53,363	↑	63,650	↑		

Emporia State University Performance Report AY 2021

Indicator 1: Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students

Description: Aligning with Foresight 2020 strategic goal one, ESU is committed to improving the first-to-second year retention rates of first-year, full-time students. Our goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of peers Pittsburg State University and University of Nebraska at Kearney, and aspirant peer, South Dakota State University (76.7%). We anticipate these retention rates stabilizing with incremental growth over time as improving student success is an institution-wide priority in *The Adaptive University* Strategic Plan, 2015-2025.

Result: The students who are attending college right now are committed to their journey and find value in higher education. Though there have been unusual situations and current events, students are seeking out and finding the support resources that we have increasingly made available. Our elevation of support services, including counseling, embedded tutors, and advisor assistance, plus greater utilization of our Early Alert and Care team programs have allowed us to be more proactive to student needs. In addition, an increase in governmental assistance has been valuable for the retention of our students and the additional dollars were used to provide students' assistance not previously offered.

Indicator 2: Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students

Description: Aligning with Foresight 2020 strategic goal 1 - Increasing Higher Education Attainment, Emporia State University (ESU) is focused on improving the six-year graduation rates for incoming student cohorts of first-time, full-time, degree-seeking students. As per our strategic plan goal 3, ESU contributes to enhancing the competitive role of Kansas by enrolling, retaining, and graduating students ready for life and career. A key performance indicator for ESU's strategic plan goal 3, is the tracking of six-year graduation rates for first-time, full-time degree-seeking cohorts.

Result: Annual improvement in our six-year graduation rate reflects institution-wide strategies dedicated to advising, academic support, enhanced scholarships, using the degree-works software to assist students in academic planning and scheduling, reducing major programs of study to 120-credit hours, and the integration of student success support services throughout the educational experience.

Indicator 3: Increase Scholarship Funds raised

Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase scholarship funds raised on an annual basis to support student success. This indicator tracks success in increasing funding available for student scholarships. The specific metric is cash gifts (i.e., planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. The Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

Result: Emporia State University exceeded the baseline and achieved a year-over-year increase in non-deferred scholarship contributions by $633,958 (20.4%). This outperformance was due in part to the realization of several large, planned gifts benefiting scholarships, including four that were each greater than $100,000. We were also able to secure ten new scholarship gifts at or above the $50,000 level as a direct result of our development activity in support of the Together, Forward campaign. One key facet of the campaign is support for talent awards; that is, scholarships intended to help ESU recruit and retain talented artists, musicians, thespians, and student-athletes. We will continue to promote talent awards as a priority for private support as the campaign progresses.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger. Over the past three years, increasing ESU's enrollment numbers for traditional students has been a top priority. In a resource-scarce environment, growing enrollment advances Emporia State University's mission and increases higher education attainment among Kansas citizens.

Result: ESU's greatest challenge right now is our decreasing enrollment trend for undergraduate students. Despite the declining number of traditional college-going students in the high school pipeline, the Admissions team has continued to utilize best recruiting practices and has explored new opportunities. ESU is partnering with the City of Emporia, Lyon County, and the ESU Foundation on strategic enrollment initiatives including elevating our E-Sports and Disc Golf student clubs, dedicating more resources to our Basic Needs initiative, and providing scholarships for new transfer students living on-campus in residence halls. We have just launched a Strategic Enrollment Management Plan that reviews and examines recruitment staff and engages the entire campus including academic departments and programs, marketing, administration and finance, and student affairs units which all have roles in our strategic recruitment efforts.

Indicator 5: Increase performance of students on institutional assessments: core mathematical skills
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the American Association of Colleges & Universities Quantitative Literacy Value Rubric to evaluate student works. This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%). On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored.

Result: The initial random sample from sixteen sections of College Algebra resulted in 109 students selected, which was reduced to ninety-four students as the sample size was based on students' participation in all four exams used in the evaluation. The overall mean score was 3.1/4.0. Students scored highest in the Representation and Interpretation Skills categories as both scores were 3.2/4.0. The Calculation score was 3.1/4.0 and the Application score was 3.0/4.0. Overall, these findings confirm that our strategies were beneficial in improving students' scores. Combining improvement strategies for both representation and application by converting words into algebraic expressions with applications skills matching the conversion exercises was successful. And, as hypothesized led to improvements in both categories. The calculation score remains constant, and students appreciated the integration of competition into the classroom learning experience. Next year we will focus on the application dimension and on improving overall student learning in all four areas.

Indicator 6: Increase student credit hours (SCH) completed through distance education
Description: Continuous growth in distance education provides vital educational opportunities for Kansans by providing increased access to higher education while promoting technology-enhanced learning. ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

Result: The increase in student credit hours (SCH) can be attributed to a variety of initiatives to increase our online presence and to better serve Kansas citizens who are place-bound and in need of distance education options. At the undergraduate level, we created a General Studies option and expanded our general education online options so students could fulfill all program requirements in that modality. At the graduate level, we followed three strategies to meet the needs of place-bound Kansas students: 1) the creation of four 18-hour certificates to serve the needs of teachers who fell short of Higher Learning Commission (HLC) requirements for graduate-level specialization to teach dual-credit courses or community college level courses; 2) the creation of new professional programs to meet areas of shortage within the state, including an Elementary Education program that allows career changers to access a master's degree and licensure, a Nursing program with concentrations in administration and teaching targeted to nurses working in rural hospitals, and an Information Technology program to train cybersecurity workers throughout the state; 3) developed accelerated online programs (AOP) to allow teachers and business professionals more flexible course dates (7-week blocks with 6-starts per year) to align with their busy lives. Our masters' programs in Accountancy, Business Administration, Curriculum and Instruction, and Educational Administration are our fastest-growing graduate programs.

Emporia State University Performance Report AY 2019							AY 2019 FTE: 4,891	
Contact Person: David Cordle		Phone and email: dcordle@emporia.edu; 620-341-5171					Date: 8/6/2020	
Emporia State University	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. Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students.	1	2012 = 72.9% (438/601) 2013 = 72.6% (485/668) 2014 = 72.4% (530/732) 3-YR Avg. Baseline: 72.6% Selected (Top Three) Peers: 2014 Avg. Baseline: 76.7% Gap = 4.1%	73.2% (485/663) Gap = 3.5%	↑	74.8% (452/604) Gap = 1.9%	↑	76.7% (503/656) Gap = 0.0%	↑
2. Performance of students on institutional assessments - core workplace skills: communication	2	*Writing Skills Mean Score AY 2015 = 2.78 (n=115) AY 2016 = 2.81 (n=107) Baseline: 2.80	2.80	↔	2.52	↓	2.45	↓
3. Increase Scholarship Funds Raised in each year in relation to the Baseline.	3	FY2013 = $2,565,418 FY2014 = $2,883,190 FY2015 = $2,733,495 Baseline: $2,727,368	$3,616,623	↑	$3,065,774	↑	$2,557, 223	↓
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	AY 2013 = 3,203 AY 2014 = 3,306 AY 2015 = 3,355 Baseline: 3,288	*3,249	↓	*3,178	↓	3,152	↓
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	**Analytical Reasoning Skills Mean Score AY2015 = 2.6 (n=106) AY2016 = 3.0 (n=127) Baseline: 2.8	2.9 (n=122)	↑	2.8 (n=141)	↔	3.0 (n=121)	↑
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188	39,268	↑	42,516	↑	42,988	↑
*Data corrected by institution 5/11/2020. **Updated metrics and baselines Spring 2017								

Kansas State University Performance Report AY 2021				AY 2021 FTE: 18,301 Date: 7/20/2022				
Contact Person: Bin Ning			Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
Phone: 785-532-3931 email: bning@ksu.edu	**Foresight Goal**	**3 yr. History**	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 *KBOR data*	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% **Baseline: 9,286/11,237 = 82.6%**	2,753/3,161 = 87.1%	↑	2,507/2,912 = 86.1%	↑		
2 Increase Number of Degrees and Certificates awarded	1 *KBOR data*	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 **Baseline: 5,060**	5,500	↑	5,228	↑		
3 Increase 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**	71	↓	$201.9M 68	↑		
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**	54	↓	$105.2M 54	↓		
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 **Baseline: 500**	740	↑	723	↑		
6 Increase percent of degrees and certificates awarded in STEM fields	2 *KBOR data*	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) **Baseline: 38.3% (5,819/15,179)**	2,667/5,500 = 48.5%	↑	2,427/5,228 = 46.4%	↑		

19

Kansas State University Performance Report AY 2021

Indicator 1:   Increase First to Second 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 the retention rates are calculated by KBOR staff. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Result: Retention rate dipped slightly but is still significantly higher than the baseline level. The rate is expected to rise again this coming fall as a result of institutional wide efforts to improve student experience and success.

Indicator 2:   Increase number of degrees and certificates awarded
Description: This indicator is a count of the number of degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and calculated by KBOR staff.

Result: It is slightly lower than last academic year as a result of undergraduate enrollment decline in recent years, but still higher than historical 3-year average. Our Strategic Enrollment Plan (SEM) has brought the university together to increase our enrollment and we have seen some positive signs such as increase in out-of-state students, online students, transfer students, and enrollment on the K-State Salina campus. More interdisciplinary programs have been launched which will help create synergies among colleges and pathways for degree completion.

Indicator 3: Increase Rank for total research expenditures
Description: This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the National Science Foundation. The final control rank is from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication. This indicator is another key metric for the K-State 2025 strategic plan. These rankings usually reflect a 2-3-year lag.

Result: Our ranking of 68th place is higher than the baseline level and also moved K-State higher from last year's 71st place. Under an extremely competitive environment of winning research grants, it is laudable for the faculty and researchers at K-State to gain solid ground at the national level.

Indicator 4: Increase Rank for annual giving
Description: This indicator is the rank for the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation. Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data (dollars and control rank) are from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication.

Result: 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 affects our ranking. Our three-year average annual giving of all types, including endowed gifts, reached an all-time high of $182M according to the most recent KSU Foundation Report (2021).

Indicator 5: Increase number of students from underrepresented groups receiving degrees
Description: This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees.

Result: The number is slightly lower than last year but higher than historical average. Our university-wide emphases on improving diversity and inclusion, greater

services to students from underrepresented minorities and first-generation students will continue to show positive outcomes.

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 (using the Kansas Board of Regents' definition of STEM fields) divided by the total of degrees and certificates awarded over an entire 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. The metric is derived by KBOR staff from data provided by K-State.

Result: The number remains steady at historically high level. More STEM programs will create greater opportunities to further increase the number of graduates from STEM fields.

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)	
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	
			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

Wichita State University Performance Report AY 2021			Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)		AY 2021 FTE: 11,758 Date: 6/27/2022
Contact Person: Shirley Lefever Phone: 316-978-5761 email: Shirley.lefever@wichita.edu	Foresight Goal	3 yr. History	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	
1 Increase number of certificates and degrees awarded	1	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 *KBOR data* **Baseline: 3,003**	3,222	↑	3,435	↑			
2 Increase the percent of STEM degrees conferred	2	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% *KBOR data* **Baseline: 3,192/9,010 = 35.4%**	1,114/3,222 = 34.6%	↓	1,129/3,435 = 32.9%	↓			
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2013: $25,306,000 ranking: 1 AY 2014: $28,797,000 ranking: 1 AY 2015: $29,146,000 ranking: 1 **Baseline: $27,750,000 ranking: 1**	$74,551,000 Ranking: 1	↑	$74,329,000 Ranking: 1	↑			
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2013: 269 AY 2014: 301 AY 2015: 302 **Baseline: 291**	425	↑	475	↑			
5 Increase the first to second year retention rate of first-time, full-time freshmen	1	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% *KBOR data* **Baseline: 2,859/3,882 = 73.6%**	1,213/1,602 = 75.7%	↑	1,075/1,496 = 71.9%	↓			
6 Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY 2016: 825 AY 2017: 860 AY 2018: 890 **Baseline: 858**	987	↑	1,091	↑			

Wichita State University Performance Report AY 2021

Indicator 1: **Increase number of certificates and degrees awarded**
Description: Wichita State uses 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. This work is overseen and monitored by the Office of Student Success, which includes a student success coach assigned to each college. Results will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.
Result: **MET - The number of certificates and degrees totaled 432 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Management 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. WSU is the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. This funding 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. The Fairmount College Science and Math Education Center oversees and operates initiatives to encourage enrollment in the natural sciences. This measure will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.
Result: **NOT-MET - STEM degrees were just under one-third of all earned degrees and 2.5% below the baseline.** The number of STEM degrees awarded and the total number of UG degrees are higher than at baseline, having increased in both AY 2020 and AY 2021, but the *proportion* of STEM degrees has declined slightly due to non-STEM degrees increasing at a higher rate. All 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. The new focus on digital transformation and the accompanying academic programs should increase the proportion of STEM degrees awarded.

Indicator 3: **Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry**
Description: Enhancing industry-based research is one of the focuses of WSU's strategic plan. According to the National Science Foundation (NSF), WSU again ranked No. 4 in the nation with $105 million, a $48 million increase from 2018, including both industry and federally funded programs. Additionally, Wichita State has held its position as the top university in the country for industry-funded aeronautical Research & Development (R&D) with a total of $74 million (according to NSF'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. For this indicator data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.
Result: **MET-** The latest data available indicate **retention of WSU's first-place ranking**. WSU expended $74,329,000 in research and development this year, $46,579,000 more than the baseline. Access to the new crash dynamics lab has yielded new research opportunities for the National Institute for Aviation Research. The Vice Provost for Research and Dean of the Graduate School continues to work on enhancing faculty research productivity using new supports and expectations.

Indicator 4: **Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)**
Description: WSU is the most diverse public university in the state. Our goals are to recruit and retain a student body that is reflective of the community we serve, and work towards a higher degree completion rate among underrepresented minority (URM) graduates. To that end, WSU will: 1) Provide special outreach to groups where under-represented minorities are represented such as AVID, TRIO, GEAR UP, 2) Host recruitment events, group visits and attending cultural,

community and college fairs designated for under-represented minority groups, 3) Offer bilingual services and oversight recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploy Admissions Office recruitment representatives to schools in highly diverse Kansas communities, 5) Provide academic, cultural, social and outreach services to cultivate and sustain an inclusive campus that strives for academic success, and 6) Provide scholarships, including full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar and a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students. Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

Result: **MET - WSU awarded 184 more certificates and degrees to URM students over the baseline of 291**. 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, Passage 2 Success, Passage Scholars, 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 and be successful in college. 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 access and affordability.

Indicator 5: Increase the First to Second Year Retention Rate of First-Time/Full-Time Freshmen
Description: Wichita State University has a strategic enrollment management plan and campus-wide multi-pronged collaborative initiative (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 supporting retention and graduation rates. Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student ($\geq$ 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2020 the 2019 cohort will be measured and for AY 2021 the 2020 cohort.

Result: **NOT-MET - WSU's first to second year retention rate for this reporting cycle is 1.7% below the baseline of 73.6%**. The number of students retained and the total number of students reflect growth over baseline, but this cycle, compared to the last cycle, reflects the lower number of First-Time/Full Time freshman during the Covid year of enrollment. Success coaches in each of the academic colleges provide individualized support to students and academic advisors use data-driven software to intervene with at-risk students. WSU continues to focus on improvements in connecting students to academic support, campus connections, mental health and psycho-social supports, and financial resources. Academic and student life leaders continue to plan and implement programs that provide wholistic approaches to retention and success of students. These initiatives saw much success in the last reporting cycle and we expect to see retention rates increase again in the coming year.

Indicator 6: Increase number of certificates and degrees awarded to First-Generation students
Description: Wichita State University continues to experience an increase in the enrolled number of first-generation 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 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.

Result: **MET - WSU awarded 233 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 involved in efforts to proactively meet the needs of first generation students and strengthen support services for first generation students. The newly formed First Generation Coordinating Council provides coordination of campus-wide efforts.

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

Cowley Community College Performance Report AY 2021

AY 2021 FTE: 1,895
Date: 6/24/2022

Contact Person:
Michelle Schoon

Phone: 620-441-5204
email: michelle.schoon@cowley.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college-ready cohort	1 *KBOR data*	Fall 2012 Cohort: 278/449 = 61.9% Fall 2013 Cohort: 204/348 = 58.6% Fall 2014 Cohort: 175/275 = 63.6% **Baseline: 657/1,072 = 61.3%**	233/349 = 66.8%	↑	244/374 = 65.2%	↑		
2 Increase the completers success rate in the gateway courses of English Composition I and College Algebra	1	Fall 2015 Cohort: 846/1,182 = 71.6% Fall 2016 Cohort: 823/1,042 = 79.0% Fall 2017 Cohort: 941/1,126 = 83.6% **Baseline: 2,610/3,350 = 77.9%**	908/1,079 = 84.2%*	↑	831/979 = 84.9%	↑		
3 Increase the percentage of students who completed, became employed or transferred	2 *KBOR data*	AY 2012 Cohort: 555/915 = 60.7% AY 2013 Cohort: 505/881 = 57.3% AY 2014 Cohort: 534/871 = 61.3% **Baseline: 1,594/2,667 = 59.8%**	377/684 = 55.1%	↓	408/690 = 59.1%	↓		
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	Fall 2010 Cohort: 506/829 = 61.0% Fall 2011 Cohort: 508/778 = 65.3% Fall 2012 Cohort: 450/786 = 57.3% **Baseline: 1,464/2,393 = 61.2%**	249/376 = 66.2%	↑	230/336 = 68.5%	↑		
5 Increase the persistence rates (fall to fall) for students in developmental courses	1	Fall 2012 Cohort: 249/462 = 53.9% Fall 2013 Cohort: 190/364 = 52.2% Fall 2014 Cohort: 137/259 = 52.9% **Baseline: 576/1,085 = 53.1%**	88/156 = 56.4%	↑	92/167 = 55.1%	↑		
6 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	AY 2012: 2.162 AY 2013: 2.201 AY 2014: 2.327 ****Baseline: 2.214**	2.201	↓	2.434	↑		

*Reflects corrections made by the institution on 6/24/2022.
**Baseline was corrected 5/27/21.

Cowley Community College Performance Report AY 2021

Indicator 1: Increase first to second year retention rates of college-ready cohort
Description: In order to improve first to second year retention, we must first improve semester to semester retention. 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. Additionally, new data dashboards are being developed and a retention team established to identify needs in this area.

Result: Cowley College met this indicator with a 65.2% for AY2021 compared to the baseline of 61.3%. The College has been focused on providing clear transfer pathways that guide students to re-enrollment and to transfer. Academic advisors were equipped with new data dashboards during AY 2021 to quickly identify at-risk students to drive a more intrusive advising model. In conjunction, the College has been providing advisor training during the first of each semester to address issues that advisors might be having with student enrollment. Finally, the College's 2022-2025 strategic plan includes goals and targets to decrease stop out for specific student subgroups.

Indicator 2: Increase the completers success rate in the gateway courses of English Composition I and College Algebra
Description: The College will use the data from the National Community College Benchmark Project (NCCBP) for the completers success rate of English Composition 1 and College Algebra. Using the numerator as the number of students that received a C or better and the denominator as the number of students that completed the course (ABC/ABCDF), the College will establish a baseline using information from Fall 2015, Fall 2016, and Fall 2017. Using the completer success rate of the two courses, Cowley will combine the numerator and denominator of the two and compare them to the three-year baseline established. Although the numbers might appear to be high, they are only around the 50th percentile according to NCCBP benchmarks. Fall 2018 data will be used for the AY2020 Performance Report and Fall 2019 data will be used for the AY2021 Performance Report, in accordance with the benchmark project reporting that has Fall 2018 data being reported in AY2020 and Fall 2019 data being reported in AY2021.

Result: Cowley College met this indicator with 84.9% of the cohort successfully completing the gateway courses for AY2021 compared to the baseline of 77.9%. Cowley currently uses a corequisite (ALP) approach in English Composition I and an accelerated math pathway for College Algebra. In addition, a writing lab was established three years ago that has been very successful in helping students succeed in English Composition I. Cowley College plans to expand the writing lab concept to other subject areas for AY22 through the development of a new student success center called the Tiger Learning Center. The College is also reviewing the challenges of the accelerated model in the online modality.

Indicator 3: Increase the percentage of students who completed, became employed, or transferred
Description: The College has a mission to educate students seeking a degree and planning to transfer to another institution as well as students seeking vocational training and headed into the workforce. Cowley will work to strengthen relationships between transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. We are placing additional value on advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce. We will use the state data on completion, transfer and employment as provided by KBOR.

Result: Cowley College did not meet this indicator, achieving a 59.1% in AY2021 compared to the 59.8% baseline. Although we did not achieve the benchmark, we have made significant progress on this indicator over the previous year. A factor that is still affecting this indicator is Cowley College is located in a county that borders Oklahoma. Approximately 7% of Cowley students are from Oklahoma and if they return to work in Oklahoma or transfer to an Oklahoma school, they would not be in the success indicator, compared to 5.4% of Oklahoma students when the baseline was established. The College also has an online Non-Destructive Testing program and milling program that trains workers internationally. Cowley College continues to guide students in career exploration and job placement through the Workforce and Career Center on campus. Students using these services are being tracked with employment data with the goal of better job placement success of Cowley completers.

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.

Result: Cowley College met this indicator with a 68.5% in AY2021 compared to the baseline of 61.2%. A major factor in the success of this indicator is the focus on stackable credentials and better tracking of certificate completers in the student management system.   The College is working with advisors to stress the importance of coding the students correctly in the enrollment process so that the appropriate credentials can be awarded.

Indicator 5: Increase the persistence rates (fall to fall) for students in developmental courses

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. Using a cohort of first-time full-time students enrolled in developmental courses, we will use the number enrolling in the subsequent fall as the numerator and the total number enrolled in the previous fall as the denominator for calculating percentage.

Result: Cowley College met this indicator with 55.1% of the developmental cohort in AY2021 being retained from fall to fall, compared to the baseline of 53.1%. Even though this indicator was met, the College has noted the decline over the past year. The new Tiger Learning Center and student success center processes will be developed over the upcoming year, along with new data dashboards with predictive analytics to help identify students who may be falling behind, with the focus on remediation and completion.

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

Description: 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 overall first year grade point average (GPA) will be recorded for all first-time full-time students enrolled in developmental courses and compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Result: Cowley College met this indicator with a developmental student GPA of 2.434 compared to the baseline of 2.214 GPA. A factor in the success of this indicator was the use of the writing center and other academic support initiatives. The College will expand this service to cover more subject areas with professional and peer tutoring, tracking the success of the initiative over the upcoming two years.

Cowley Community College Performance Report AY 2019								AY 2019 FTE: 2,006
Contact Person: Michelle Schoon		Phone and email: 620-441-5204; michelle.schoon@cowley.edu						Date: 7/13/2020

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)	↓	62.2% (255/410)	↑
2 Increase the number of certificates and degrees awarded.	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓	666	↓	816	↓
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)	↓	58.5% (349/597)	↓
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)	↑	Fall 2017 Cohort 76.4% (185/242)	↑
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)	↑	Fall 2018 Cohort 52.3% (102/195)	↓
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	↑	AY2018 2.279	↑

*Updated 4/06/2018

Fort Scott Community College Performance Report AY 2021

AY 2021 FTE: 1,151
Date: 8/2/2022

Contact Person: Adam Borth — Phone: 620-223-2700, ext 3400 email: adamb@fortscott.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percent of first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 92/158 = 58.2% Fall 2013 Cohort: 110/204 = 53.9% Fall 2014 Cohort: 86/182 = 47.3% **Baseline: 288/544 = 52.9%**	92/172 = 53.5%	↑	97/161 = 60.2%	↑		
2 Increase the three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 96/252 = 38.1% Fall 2011 Cohort: 62/177 = 35.0% Fall 2012 Cohort: 58/162 = 35.8% **Baseline: 216/591 = 36.5%**	73/158 = 46.2%	↑	59/157 = 37.6%	↑		
3 Increase the percent of students earning job-ready certifications	2	AY 2013: 532/851 = 62.5% AY 2014: 522/890 = 58.7% AY 2015: 442/678 = 65.0% **Baseline: 1,496/2,419 = 61.8%**	519/774 67.1%	↑	371/590 62.9%	↑		
4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing	1	AY 2013: 77/115 = 67.0% AY 2014: 86/108 = 79.6% AY 2015: 60/82 = 73.2% **Baseline: 223/305 = 73.1%**	89/110 = 80.9%	↑	97/113= 85.8%	↑		
5 Increase the success rate of students completing online course(s) with a grade of "C" or better''	1	AY 2013: 562/723 = 77.7% AY 2014: 551/706 = 78.0% AY 2015: 602/772 = 78.0% **Baseline: 1,715/2,201 = 77.9%**	835/1018 = 82.0%	↑	902/1,057= 85.3%	↑		
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year	1	AY 2014: 223/324 = 68.8% AY 2015: 247/329 = 75.1% AY 2016: 267/365 = 73.2% **Baseline: 737/1,018 = 72.4%**	203/211 = 96.2%	↑	206/221= 93.2%	↑		

Fort Scott Community College Performance Report AY 2021

Indicator 1:   Increase the percent of first-to-second year retention rates of the college-ready cohort
Description: We continue to work at increasing the retention rates and have promoted the importance of degree completion in the College Orientation course and encourage students to enroll early for the next semester. We are utilizing an Early Alert system coupled with a new position created in 2018, Director of Advising/Retention to maintain continuous contact with students. This data represents all first-time, full-time students who then enroll in the following semester.

Result: FSCC exceeded the baseline for the fifth consecutive year. Retention utilizing intrusive advising, by contacting students via text message and email whenever an instructor has a concern has remained a top priority. The Early Alert system is used by instructors to identify students needing additional support, which notifies institutional advisors to contact the student. Free tutoring in the Student Success Center is an additional support service that also helps increase success and retention.

Indicator 2:   Increase the three-year graduation rates of the college-ready cohort
Description: Our Institutional Graduation Rates are based on data acquired through KBOR and KHEDS. The graduation rates look at first-time, full-time, degree-seeking, college-ready students who complete their degree at our institution within three years. We believe that the percentage of students completing a degree within three years can be improved with a combination of advising, retention, Early Alert systems, and communicating to students the advantages of degree completion. We have focused on a student centered schedule, including more online options to ensure students can obtain all classes needed for a degree within a two year period.

Result: FSCC exceeded the baseline for graduation rates, however, the overall percentage was lower than the previous year. The college attributes the higher graduation rate to multiple factors. As mentioned in indicator 1, intrusive advising and focusing on retention have been key factors. A student-centric course schedule can also be attributed to maintaining a three-year graduation rate above the baseline.

Indicator 3:   Increase the percent of students earning job-ready certifications
Description: Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. This data was obtained through the KHEDS report (basic counts), we used the follow up information from this report. Within this data set the numerator represents all students earning industry recognized credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average.

Result: FSCC continues to experience a high percentage of students earning job ready certifications. 371 students were successful in earning an industry credential out of the 590 students seeking certifications. FSCC is proud of the high-quality technical education offered in Southeast Kansas to allow students to upskill and improve themselves for the demands of the workforce. The number of students seeking job-ready certifications decreased during the previous AY, possibly due to the impacts of the pandemic. FSCC maintains strong partnerships with business and industry in the area and is working to increase the number of students seeking industry recognized credentials by working with local school districts and advisory boards.

Indicator 4:   Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing
Description: This data reflects students who successfully completed Developmental English, then successfully completed English 101. The numerator represents the number of non-college ready students successfully completing English 101 with a "C" or better; the denominator represents all non-college ready students completing English 101 with a letter grade. Students withdrawing from English 101 courses are excluded from the denominator. Data is collected through our

administrative database system (POISE). We will measure the success by the percent of students completing the course with a "C" or better.

Result: FSCC exceeded the baseline with this indicator for the fifth consecutive year. While the success of students is worth noting, particularly intriguing is the increase in the number of students being provided the opportunity to complete English 101 after being identified as non-college ready. Due to changes in the developmental education curriculum in English, specifically, implementing the Accelerated Learning Program (ALP) (in which students take English 101 and an English Enrichment course as corequisites) and utilizing more accurate placement metrics, students are having more opportunities to complete the college level course. Because this has created more opportunities for students to complete English 101, the denominator AND numerator continue to increase significantly from just two years ago. In AY2019, only 83 students were included in the non-college ready denominator; compared to 113 this year. This year, 97 of the 113 students were successful in completing, which demonstrates success in both access and completion of this indicator.

Indicator 5: Increase the success rate of students completing online course(s) with a grade of "C" or better''
Description: The percentage of students completing the course with a "C" or better was determined by dividing the number of students with a "C" or better by the total of students enrolled in online courses. The numerator represents students completing an online course with a "C" or better (enrollment as of the last day of class) and the denominator represents all students enrolled in online courses on the final day of class. Online enrollment continues to grow at FSCC, and this remains a major focus.

Result: As mentioned in indicator 4, FSCC continues to see improvement in the denominator (more students) and the numerator (success rate) for this indicator. Nearly every instructor at FSCC has taught online courses, and online students are afforded the same resources and services as traditional ground-based students. The support from library services with troubleshooting issues has removed hurdles for students who are struggling with technology, allowing more students to complete online courses.

Indicator 6: Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year
Description: The data represents students who successfully completed English 101 and 102 with a "C" or better divided by all part time and full time students completing English 101 and 102 within the same academic year. Students dropping or withdrawing from the course are not considered in the numerator or denominator.

Result: The number of students completing both English 101 and 102 in the same year was once again higher than the baseline. FSCC advising focuses on students being able to have continuity from one semester to the next, trying to keep the same instructor and type of schedule. The changes discussed in indicator 4 have positively impacted the success in both English 101 and 102. This year, 206 students out of the 221 who completed English 101 and 102 in the same year were successful. While FSCC knows not all those students were considered non-college ready, students who may have been unsuccessful with developmental education in the past, are able to maintain higher motivation and success level through both English 101 and 102 classes.

Fort Scott Community College Performance Report AY 2019								**AY 2019 FTE: 1,292**
Contact Person: Adam Borth		**Phone and email: 620-223-2700 ext. 3400; adamb@fortscott.edu**						**Date: 6/29/2020**
Fort Scott 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 percent of first to second year retention rates of college ready cohort	1	Fall 12 Cohort - 92/158 (58.2%) Fall 13Cohort -110/204 (53.9%) Fall 14 Cohort - 86/182 (47.3%) Baseline: 52.9% (288/544)	54.7% (76/139)	↑	62.0% (98/158)	↑	57.7% (90/156)	↑
2 Increase the three-year graduation rates of college ready cohort	1	Fall 10 Cohort - 96/252 (38.1%) Fall 11 Cohort - 62/177 (35.0%) Fall 12 Cohort - 58/162 (35.8%) Baseline: 36.5% (216/591)	28.6% (52/182)	↓	29.7% (49/165)	↓	35.3% (49/139)	↓
3 Increase the percent of students earning job-ready certifications	2	AY13 - 532/851 (62.5%) AY14 - 522/890 (58.7%) AY15 - 442/678 (65.0%) Baseline:61.8%(1496/2,419)	66.4% (503/757)	↑	63.1% (502/795)	↑	62.3% (451/724)	↑
4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.	Institutional non-college ready	*AY13 - 77/115 (67.0%) AY14 - 86/108 (79.6%) **AY15 - 60/82 (73.2%) **Baseline: 223/305 (73.1%)	71.6% (48/67)	↓	82.7% (81/98)	↑	85.5% (71/83)	↑
5 Increase the success rate of students completing online course(s) with a grade of "C" or better	Institutional	AY13 - 562/723 (77.7%) AY14 - 551/706 (78.0%) AY15 - 602/772 (77.9%) Baseline: 77.9% (1,715/2,201)	80.7% (654/810)	↑	85.3% (775/909)	↑	85.4% (794/930)	↑
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	Institutional	F13SP14 - 223/324 (68.8%) F14SP15 - 247/329 (75.1%) F15SP16 - 267/365 (73.1%) Baseline: 72.3% (737/1,018)	96.75% (268/277)	↑	90.5% (268/296)	↑	93.1% (269/289)	↑
*Updated 7/16/2018		**Updated 7/16/2019						

Highland Community College Performance Report AY 2021							**AY 2021 FTE: 1,581** Date: 5/31/2022	
Contact Person: Sharon Kibbe Phone: 785-442-6012 email: skibbe@highlandcc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**		**Reporting AY 2022 (SU21, FA21, SP22)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of degrees and certificates awarded	1 *KBOR data*	AY 2013: 653 AY 2014: 650 AY 2015: 613 **Baseline: 639**	609	↓	617	↓		
2 Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion	2 *KBOR data*	AY 2012: 325/554 = 58.7% AY 2013: 334/601 = 55.6% AY 2014: 365/616 = 59.3% **Baseline: 1,024/1,771 = 57.8%**	383/683 = 56.1%	↓	351/598 = 58.7%	↑		
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014: 42 AY 2015: 34 AY 2016: 38 **Baseline: 38**	5	↓	78	↑		
4 Increase the percentage of students passing Fundamentals of Math	1	AY 2014: 93/149 = 62.4% AY 2015: 95/156 = 60.9% AY 2016: 94/151 = 62.3% **Baseline: 282/456 = 61.8%**	63.3% (62/98)	↑	60.0% (21/35)	↓		
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers	2	AY 2013: 18/20 = 90.0% AY 2014: 20/20 = 100.0% AY 2015: 14/20 = 70.0% **Baseline: 52/60 = 86.7%**	75% (18/24)	↓	90.0% (18/20)	↑		
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Shared Performance Expectation "Act Responsibly" in the last semester of their programs	2	AY 2014: 65 AY 2015: 75 AY 2016: 86 **Baseline: 75**	79	↑	75	↔		

Highland Community College Performance Report AY 2021

Indicator 1: Increase the number of degrees and certificates awarded
Description: Highland will continue strengthening academic advising as well as academic success and retention efforts. In addition to the strategies implemented to increase Associate of Arts and Associate of Science degrees, including the reverse transfer initiative, Highland will encourage technical students to complete the Associate of Applied Science AAS pathway which combines required technical program courses with general education courses aligned with workplace skills. Indicator 1 measures total number of degrees and certificates awarded per academic year.

Result: 617 degrees and certificates were awarded during AY 2021, 22 awarded degrees/certificates below the baseline. However, the number of degrees and certificates awarded increased by 8 over AY 2020. We used Summer 2020 to implement COVID-19 protocols throughout our institution. This included rearrangement of physical space to maintain social distancing, organization of in-person courses to accommodate hybrid delivery, and training faculty on advanced uses of our newly implemented learning management system. Enrollment trended down in Fall 2020 as students showed concern for what the semester and year might bring with the pandemic continuing to present new challenges. Additionally, our short-term certificates (Certified Nurse Aide, Certified Medication Aide, Emergency Medical Technology) continued to be impacted due to the pandemic given the restrictions for outside entities to enter and provide services within clinical settings as well as testing impacts and/or delays due to COVID-19.

Indicator 2: Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion
Description: Highland will continue to cultivate strong business and industry partnerships to connect our graduates with Kansas employers. Highland will also continue the small but steady growth in program completers due to the incentive funding provided by Excel in CTE and the opening of our Western Center in Baileyville. Indicator 2 measures the percentage of program completers who are employed in Kansas in a related occupation one year after graduation.

Result: 58.7% (351/598) of HCC graduates were employed or transferred in Kansas one year after completion. This number increased by 2.6% over last year and is above the baseline of 57.8%. While HCC experienced a decline in overall enrollment during FY21, the institution increased the percentage of graduates employed in Kansas one year after completion. HCC still has many out of state students who return home or transfer out of state after graduation. Our Athletics Department has been more focused on recruiting Kansas athletes so we expect this percentage to go up as we grow our enrollment of in-state students. Due to HCC's service area touching both the Missouri and Nebraska state lines, we will continue to lose some graduates to jobs and universities across the border. We hope the addition of Early Childhood (ECH) as a daytime program at our Technical Center in Atchison, our Western Center in Baileyville, and our Wamego Center as well as our Computer Support Specialist (CSS) program at our Wamego Center will also prepare more Kansans to go straight to work in these fields.

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR)
Description: By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Tech Center staff at the Atchison Technical Center will inform students about the value of obtaining this documentation and encourage them to take the KCWR. Indicator 3 measures the number of technical program students at the Atchison Technical Center earning the Kansas Certificate of Work Readiness (KCWR).

Result: Seventy-eight students earned a Kansas Certificate of Work Readiness (KCWR), which is above our baseline of 38. This is also significantly above the indicator performance in AY 2020 (5) which was due entirely due to COVID-19 complications.

Indicator 4: Increase the percentage of students passing Fundamentals of Math
Description: Fundamentals of Math is a foundation course for students at Highland with very low skill level in Math. Developmental math faculty have adopted a continuous improvement strategy in addressing the needs of these students. Instructors will continue to implement computer-based learning systems, active learning techniques, and other hybrid learning strategies suggested by National Association of Developmental Education (NADE). Indicator 4 measures the percentage of students who earn a grade of "CR" for passing MAT 090 on their first attempt.

Result: 60% (21/35) students passed Fundamentals of Mathematics on their first attempt in AY 2021. This is below the benchmark of 61.8% and below the AY 2020 indicator of 63.3% (62/98). Note the change in the number of students enrolled in AY 2021 (35) as compared to AY 2020 (98). The enrollment change during this time was due to the institution's attempt to reduce barriers for students to the Mathematics gateway course (College Algebra). Our prerequisites for Intermediate and College Algebra courses were shifted to multiple measures rather than static placement tests at the end of AY 2020. This qualified more students to place in Intermediate or College Algebra courses thus reducing enrollment in Fundamentals of Mathematics. This also resulted in the students enrolling in Fundamentals of Mathematics having lower overall multiple measure scores indicating their potential lack of preparation for this course and need for significantly increased support from tutoring and support services. Our full-time Math faculty member continues to serve as the Math Specialist for our Student Support Services Program. We have facilitated additional training for our Mathematics tutors to provide support. Additionally, we revised the prerequisite requirements for students in Intermediate and College Algebra to better align with outcomes of multiple measures and continue to advise students in correct placement to support success in Mathematics classes.

Indicator 5: Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers
Description: This indicator addresses an area of critical need for the Kansas economy. Note: The Kansas State Board of Nursing (KSBN) requires nursing programs to have a first time pass rate of 75% to remain certified. It is especially challenging for small programs to obtain and maintain in the 90% range each year; however, the HCC nursing program has adopted this goal. In response to a lower first-time pass-rate in 2015, nursing faculty now require all students to take and pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN) Practice Test prior to registering for the credential examination. Indicator 5 measures the percentage of the Licensed Practical Nurse to Registered Nurse (LPN-RN) Bridge Program cohort who pass the National Council Licensure Exam (NCLEX) on their first attempt.

Result: For AY 2021, we improved our first attempt pass rate to 90% when compared to the prior year. This places us above our baseline of 86.7%. We recently completed a full review by the Kansas State Board of Nursing (KSBN) in Spring 2022. We were removed from monitoring after this visit. We also maintain accreditation in good standing with the Accreditation Commission for Education in Nursing (ACEN).

Indicator 6: Increase the number of Tech Center students obtaining a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs
Description: This is an institution-specific quality measure, relating to employment readiness. Responsible workplace behavior, a desirable soft-skill trait, will be assessed by instructors using a rubric with research-based competencies related to workplace success. Instructors will assess program completers on regular attendance, time on task, effective teamwork, and use and care of instructional equipment. Indicator 6 measures the number of Atchison Technical Center students who earn a "3" or higher on all rubric items in the last semester of their program.

Result: As part of our accountability programming, we asked faculty to assess all of their students in the fall semester using this rubric. This helped faculty identify any areas of concern. Based on this data, faculty were able to add more lessons related to responsible workplace behavior as needed. In the spring semester, the Atchison Technical Center graduates in the last semester of their programs were assessed. We met our baseline of 75 students earning a 3 or higher on all rubric items.

Highland Community College Performance Report AY 2019							AY 2019 FTE: 1,916	
Contact Person: Erin Shaw		Phone and email: 785-442-6012; eshaw@highlandcc.edu					Date: 7/1/2020	
Highland 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 HCC degrees and/or certificates awarded.	1	*AY 2013 653 AY 2014 650 AY 2015 613 *Baseline: 639	576	↓	686	↑	695	↑
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.	2	AY 2012 325/554 58.7% AY 2013 334/601 55.6% *AY 2014 365/616 59.3% *Baseline: 1,024/1,771 57.8%	61.5% (397/646)	↑	59.3% (337/568)	↑	53.9% (367/681)	↓
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014 42 AY 2015 34 AY 2016 38 Baseline: 38	64	↑	78	↑	93	↑
4 Increase the percentage of students passing Fundamentals of Math.	1	AY 2014 93/149 62.4% AY 2015 95/156 60.9% AY 2016 94/151 62.3% Baseline: 282/456 61.8%	62.7% (101/161)	↑	55.8% (92/165)	↓	64.3% (99/154)	↑
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%	100% (19/19)	↑	100% (20/20)	↑	66.7% (14/21)	↓
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Specific Performance Expectation, "Act Responsibly", upon completion of their programs.	2	AY 2014 65 AY 2015 75 AY 2016 86 Baseline: 75	66	↓	67	↓	61	↓

*Updated 7/16/2018

Labette Community College Performance Report AY 2021

AY 2021 FTE: 928
Date: 7/19/2022

Contact Person: Jason Sharp

Phone: 620-820-1255
email: jasons@labette.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of first-time, full-time college-ready freshmen	1 *KBOR Data*	Fall 2012 Cohort: 74/131 = 56.5% Fall 2013 Cohort: 67/107 = 62.6% Fall 2014 Cohort: 71/105 = 67.6% **Baseline: 212/343 = 61.8%**	61/110 = 55.5%	↓	65/113 = 57.5%	↓		
2 Increase the number of certificates and degrees awarded	1 *KBOR Data*	AY 2013: 425 AY 2014: 435 AY 2015: 391 **Baseline: 417**	375	↓	319	↓		
3 Increase the percentage of students successfully completing English Composition I	1	AY 2014: 302/431 = 70.1% AY 2015: 311/435 = 71.5% AY 2016: 315/439 = 71.8% **Baseline: 928/1,305 = 71.1%**	330/432 = 76.4%	↑	299/406 73.6%	↑		
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013: 110/178 = 61.8% AY 2014: 79/126 = 62.7% AY 2015: 132/204 = 64.7% **Baseline: 321/508 = 63.2%**	129/157 = 82.2%	↑	118/155 76.1%	↑		
5 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013: 81/88 = 92.0% AY 2014: 92/104 = 88.5% AY 2015: 76/88 = 86.4% **Baseline: 249/280 = 88.9%**	68/76 = 89.5%	↑	52/53 98.1%	↑		
6 Increase three-year graduation rates of college ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 24/105 = 22.9% Fall 2011 Cohort: 30/127 = 23.6% Fall 2012 Cohort: 39/131 = 29.8% **Baseline: 93/363 = 25.6%**	45/96 = 46.9%	↑	37/110 = 33.6%	↑		

Labette Community College Performance Report AY 2021

Indicator 1:   Increase the first to second year retention rates of first-time, full-time college ready freshmen
Description: We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "… providing a supportive environment for success…." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Result: We did not show directional improvement for this indicator. Labette implemented an Early Alert Program in AY19 which has shown to be consistent and successful to address academic concerns early in a semester. AY21 resulted in 96 notifications to the Vice President of Student Affairs and other student support service staff. Labette's strategic enrollment management committee started developing further and now contains four subcommittees; recruiting, onboarding, retention and completion. The retention committee made many recommendations and the one that we are starting to see as impactful is running D's and F' twice a semester (mid semester). Once those grades are pulled, notifications are sent to the advisors of those students so they can work on academic improvement goals in a timely manner. Additionally, Labette is moving the entire college to an intrusive advising model with an advising center. This will start July 2022 and the goal of this shift is to work more intrusively with students from start to finish to retain and move toward degree or certificate completions.

Indicator 2:   Increase the number of certificates and degrees awarded
Description: This indicator was selected to ensure that we keep our focus on increasing the number of completers.   Our advisors have increased efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received. Students and advisors also have the ability to determine exactly how close the student is to completing their degree or certificate.

Result: We did not show directional improvement for this indicator. This area has fluctuated both in decline and growth. We had an extremely high baseline using AY13 – 15 (417) data. AY17 results in this category were 338 which increased year to year until AY19 with 391. The college then started to shift downwards to 375 in AY20 and 319 in AY21. The college feels there are a few contributing factors to the decline: National Pandemic (COVID-19) and drop of enrollment. For AY20 the country experienced a pandemic (COVID-19) that closed commercial operations and movement in mid-march. Institutions and individuals (students) had additional burdens placed on them during this time frame. That burden extended into AY21 as the nation and states still had varying restrictions imposed upon travel, operations, gatherings, masks, etc. The American Rescue Plan offered by the Biden Administration tried to provide pandemic relief funding for individuals as well as businesses in a variety of forms but students had to make hard personal decisions regarding the cost of, or closure of, daycares, jobs, personal finances, education, etc. There is a direct correlation between the number of students enrolled and the number of students who graduate. KBOR's Building a Future Report 2022 annual report cited on page 12, "The percentage of high school graduates entering college immediately after graduation in 2020 was 44.8%, down 9.3 percentage points in five years." Further citing, "The college going rate for those entering college two or more years after high school graduation was also down, indicating more students are not deferring their postsecondary education, but foregoing it entirely." This was also cited in the 2021 annual report. Thus, highlighting this is a statewide trend not specific to any Kansas college alone. Although, LCC was on an upward trend year to year until the pandemic. We will continue to evaluate ways to increase the number of certificates and degrees awarded and find ways to demonstrate the value of having postsecondary credentials.

Indicator 3: Increase the percentage of students successfully completing English Composition I
Description: We chose this indicator because it allows us to focus on LCC student improvement in writing. Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Result: Directional improvement from the baseline was demonstrated. For the last several years, Labette has made transitions in its offering of developmental English coursework. The college continues to offer developmental coursework but has moved to phase out the Accelerated Learning Program due to scheduling

and progression conflicts. The English Comp I with Review course saw increased enrollment and offerings over the last couple of semesters as it assists students with scheduling and allows them to track towards degree completion quicker. The English Comp I with Review classes are offered in computer labs where students spend time writing and the instructors are able to guide them through the writing process.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program
Description: The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education including students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities, and who demonstrate a need for academic support. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. The SSS Director collects the data and provides it to the Department of Education.

Result: Directional improvement from the baseline was demonstrated. Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees. The Student Support Services work diligently with students to prepare and provide interventions for academic success. They continue to stay abreast regarding trends, changes, and other factors that will improve student success.

Indicator 5: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program
Description: Students graduating from our six Health Career programs - Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant (PTA), Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility including a new state-of-the-art patient simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikins, PTA simulation lab, X-Ray machine, patient exam rooms, ICU, Obstetrics room, emergency care room, and debriefing room, have helped to better prepare our students with experiential training for the current job market. We have increased our employment career fair opportunities and recruiting visits, and have also increased the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

Result: Directional improvement from the baseline was demonstrated. LCC Health Career Programs continue to fill workforce needs and many students continue their education in the field. This is demonstrated by great collaboration and support of health care & educational providers in our area.

Indicator 6: Increase three-year graduation rates of college ready cohort
Description: We chose this indicator to keep our focus on increasing retention, resulting in increased graduation rates. The Financial Aid Department continues to work with advisors and others at the college to ensure they are providing accurate information about financial aid when a student first enrolls. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Result: Directional improvement from the baseline was demonstrated. The Retention and Completion Committees are developing and evaluating continued efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees. In addition, the college is working towards completing an enrollment management plan which will help increase three-year graduation rates for the college ready cohort.

Labette Community College Performance Report AY 2019 | **AY 2019 FTE: 1,160**

Labette Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1	Fall 12 Cohort 74/131 56.5% Fall 13 Cohort 67/107 62.6% Fall 14 Cohort 71/105 67.6% Baseline 212/343 61.8%	51.2% (64/125)	↓	72.9% (70/96)	↑	59.6% (65/109)	↓
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓	356	↓	391	↓
*3 Increase the % of students successfully completing English Composition I.	2	AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1%	78.7% (384/488)	↑	71.7% (365/509)	↑	71.0% (340/479)	↔
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2%	70.5% (124/176)	↑	75.8% (122/161)	↑	77.2% (139/180)	↑
5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86.4% Baseline 249/280 88.9%	95.8% (68/71)	↑	98.5% (67/68)	↑	100% (71/71)	↑
6 Increase three year graduation rates of college ready cohort.	1	Fall 10 Cohort 24/105 22.9% Fall 11 Cohort 30/127 23.6% Fall 12 Cohort 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑	21.6% (22/102)	↓	32.0% (40/125)	↑

*May 2018 – BAASC approved change to indicator 3

Neosho County Community College Performance Report AY 2021								
AY 2021 FTE: 1,030 Date: 7/18/2022								

Contact Person: Sarah Robb Phone: 620-432-0302 email: Sarah_Robb@neosho.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 53/178 = 29.8% Fall 2011 Cohort: 19/104 = 18.3% Fall 2012 Cohort: 67/192 = 34.9% **Baseline: 139/474 = 29.3%**	77/202 = 38.1%	↑	87/207 = 42.0%	↑		
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013: 317/404 = 78.5% AY 2014: 279/347 = 80.4% AY 2015: 287/368 = 78.0% **Baseline: 883/1,119 = 78.9%**	286/362 = 79.0%	↑	263/333 79.0%	↑		
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013: 619/642 = 96.4% AY 2014: 554/573 = 96.7% AY 2015: 361/384 = 94.0% **Baseline: 1,534/1,599 = 95.9%**	1052/1071 = 98.2%	↑	1,009/1,025 98.4%	↑		
4 Strengthen student performance in developmental writing	1	AY 2013: 112/156 = 71.8% AY 2014: 119/147 = 81.0% AY 2015: 103/131 = 78.6% **Baseline: 334/434 = 77.0%**	95/116 = 81.9%	↑	89/113 78.8%	↑		
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013: 71/112 = 63.4% AY 2014: 53/88 = 60.2% AY 2015: 113/139 = 81.3% **Baseline: 237/339 = 69.9%**	76/96 = 79.2%	↑	56/91 61.5%	↓		
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013: 1,629/21 = 77.6% AY 2014: 1,628/21 = 77.5% AY 2015: 1,657/21 = 78.9% **Baseline: 4,914/63 = 78.0%**	1732/21 = 82.5%	↑	1,749/21 83.3%	↑		

Neosho County Community College Performance Report AY 2021

Indicator 1: Three-year graduation rates of college ready cohort
Description: NCCC will increase the three-year graduation rate of college-ready students using cohort data compared to the 3-year baseline. This indicator includes cohorts of students who enrolled as first-time, full-time, degree-seeking students who were not enrolled in any developmental courses in the initial year. NCCC strives to provide excellent advising and guidance for students to work toward completion, therefore a focus on increasing this rate will challenge us to ensure appropriate completion pathways are made clear to our students.

Result: The AY 2021 data demonstrates that NCCC exceeded the goal established for this baseline. Updated processes and communication standards from the advising department on campus and a newly established advisor training professional development module have made a positive impact on graduation rates.

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. 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. Outcome data from all sections of each course per academic year are used. 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.

Result: Last year was the first time in three years in which NCCC attained an improvement on this goal. This year, while we did not improve any further, we did maintain this score through another academic year. I certainly hope in the years to come we will see further improvement in our student's assessment scores related to analytical thinking. We have now an established support staff to help faculty members in their efforts in the classroom.

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 reported number of tests taken.

Result: NCCC has performed above the baseline for this goal for AY 2021. The faculty and staff in Workforce Development at NCCC maintain a commitment to ensure these opportunities are provided to students. There is a strong, coordinated effort in this area to not only encourage the completion of third-party credentials, but also to effectively document the results.

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. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success from baseline data of the pre-composition 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).

Result: Although we did not maintain the high score reported in AY2020, NCCC is able to indicate that we did improve from the established baseline for this goal in AY 2021. The difficulties our students endured during the pandemic are showing up in these results along with indicator 5. The very swift movement to online and virtual learning has impacted the success of our students during this time.

Indicator 5: Strengthen student performance in college level English after completing developmental writing
Description: NCCC will increase student academic success in 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 analyze and respond to the results. Continued analysis will help to determine causation and support continued improvement in this pathway. 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).

Result: Unfortunately NCCC must report a significant decline with indicator 5. Much of this decline is likely related to the COVID pandemic as mentioned with indicator 4. Not only were students faced with multiple hardships during this time, the faculty members in these courses had to pivot very quickly into different and new learning environments. In addition, our entire population had to deal with the variety of stresses and potential loss of life due to the pandemic. I hope that we will see an increase in success in the next year's report.

Indicator 6:   Increase student success with system wide 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.

Result: The baseline for this goal was exceeded for AY 2021, again suggesting that NCCC students are engaged in successful learning and effective transfer of credits to other institutions. The course learning outcomes represent the core of our educational process. The faculty members at NCCC are committed to documenting continuous improvement associated with each of these learning outcomes.

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)	↑