

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

**VIRTUAL MEETING AGENDA
Tuesday, November 29, 2022
9:00 a.m. – 10:30 p.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.

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|--|-------------------------|-------|
| I. Call to Order | Regent Kiblinger, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve minutes from November 16, 2022 | | p. 3 |
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| II. Consent Agenda | | |
| A. BAS in Applied Cybersecurity – KU | Barbara Bichelmeyer | p. 5 |
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| III. Discussion Agenda | | |
| A. Approve New Systemwide Transfer Courses | Karla Wiscombe | p. 13 |
| • ART2020 – Art in the Elementary Classroom | | |
| • MUS2010 – Music in the Elementary Classroom | | |
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| IV. Other Matters | | |
| A. Approve AY 2021 Performance Reports | Sam Christy-Dangermond | p. 15 |
| • Dodge City Community College | | |
| • Butler Community College | | |
| • Colby Community College | | |
| • Johnson County Community College | | |
| • Pratt Community College | | |
| • Seward County Community College | | |
| • Washburn University/Washburn Institute of Technology | | |
| B. Request to change indicator for AY 2020 – AY 2022 Performance Agreement – | Sam Christy Dangermond | p. 59 |
| • Butler Community College | | |
| • Washburn University | | |
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| V. Suggested Agenda Items for December 14th Meeting | | |
| A. Educator Workforce Task Force, KS First/Diploma Plus, Advantage KS Coordinating Council, Systemwide Gen Ed Implementation updates | | |
| B. Strategic Plan Pillar One Dashboard Recommendations | | |
| C. TAAC Quality Assurance Report | | |
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| VI. Adjournment | | |

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**

<i>BAASC Academic Year 2022- 2023 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
August 30, 2022	Virtual Meeting	9:00 a.m.	August 9, 2022
September 14, 2022	Topeka	10:30 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, November 16, 2022

The November 16, 2022, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Kiblinger at 11:00 a.m. The meeting was held on the Kansas State University campus, with a virtual option through Zoom.

In Attendance:

Members:	Regent Kiblinger Regent Benson	Regent Mendoza	Regent Lane
Staff:	Daniel Archer Karla Wiscombe John Yeary Julene Miller	Amy Robinson Tara Lebar Gage Rohlf Judd McCormack	Sam Christy-Dangermond Cindy Farrier Marti Leisinger Crystal Puderbaugh
Others:	Adam Borth, Fort Scott CC Aron Potter, Coffeyville CC Brent Thomas, ESU Howard Smith, PSU JoLanna Kord, ESU Linnea Glenmaye, WSU Shirley Lefever, WSU Thomas Nevill, Butler CC Sadie Williams, KU Quinn Leffingwell, Washburn	Andy Howe, K-State Ashley Jack, WSU Chuck Taber, K-State Jean Redeker, KU Karen Johnson, PSU Robert Klein, KUMC Tanya Gonzalez, K-State Tosca Harris, Allen CC Parker Vulgamore, K-State	Angela Pool-Funai, FHSU Barbara Bichelmeyer, KU Elaine Simmons, Barton CC Jennifer Callis, SATC Laura Stephenson, Washburn Ryan Stanley, FHSU Tricia Paramore, Hutchinson CC Monette DePew, Pratt CC

Roll call was taken for members and presenters.

Approval of Minutes

Regent Benson moved to approve the November 1, 2022, meeting minutes, and Regent Mendoza seconded the motion. With no corrections, the motion passed.

Consent Agenda

Crystal Puderbaugh presented a request for a new certificate of approval with degree-granting authority for Aspen University. Aspen University offers certificates and degree programs in education, business, computer science, and health care, and they are seeking approval to offer online programs in Kansas. The university is accredited by the Distance Education Accrediting Commission and an agency recognized by the U.S. Department of Education.

Regent Benson moved to place the new certificate of approval with degree-granting authority for Aspen University onto the Board agenda for final approval, and Regent Lane seconded. The motion passed unanimously.

Reoccurring Updates

- Regent Lane provided a Kansas First/Diploma Plus update. The group met recently and has continued working towards strategically creating a plan that advances the concept that all students graduate with a post-secondary credential. Their initial goal is to support current and dual enrollment for under-

resourced students, focusing on supporting 9-24 college hours to take during their junior or senior year. They recommend that the Kansas State Board of Education and the Kansas Board of Regents enter into an agreement that sets a standard tuition rate for this project. They are continuing to focus on who is eligible and are refining their estimate. They currently project approximately 40% of Kansas juniors and seniors may qualify. The overall fiscal request for this will be \$11 million. School districts may be asked to cover the costs of books. The use of Open Education Resources (OER) will be encouraged. The group has identified courses that will be eligible, starting with Systemwide Transfer Courses in the student's field of study. Regent Lane noted that college navigators assigned to each participating institution are key.

- Regent Lane provided an Educator Workforce Task Force update. The Deans of the Schools of Education have been asked to prepare a report to the Board in December that will impact how we prepare educators and ensure that we have quality educators across the state. Committee work addresses several issues, including a systemwide approach to paid applied learning; increasing the number of teachers qualified to teach concurrent courses; addressing shortages in special education, elementary ed., math, science, and counseling; eliminating barriers to licensure; and systemwide transfer of an associate degree for elementary education.
- Regents Kiblinger and Lane provided a Strategic Plan Pillar One Dashboard update. They envision the dashboard having actionable data that will support decision-making processes, guide Regents and institutional leaders in setting strategy, as a basis for performance funding, and assist in CEO evaluation processes. An updated dashboard was presented with 18 foundational metrics focused on Pillar One, which includes new indicators tied to the National Institute for Student Success (NISS) recommendations. The next steps include finalizing definitions for foundational indicators, obtaining institutional feedback on definitions and proposed supporting indicators, working with IR teams to determine new data collections and timeframes, and then the initial launch of the dashboard.
- Daniel Archer provided a Systemwide General Education Implementation update. KBOR has created a webpage at https://www.kansasregents.org/academic_affairs/general-education, and has two upcoming webinars to help answer policy implementation questions. Implementation questions have been collected since last June, and a FAQ can be found on this website. Implementation questions asked during the webinars will also be added to this webpage. The next step is to finalize a timeline that includes specific milestones. It was clarified that while discussions occurred early on about writing outcomes for general education, institutions voiced concerns about having statewide outcomes. A consensus was formed that using existing Systemwide Transfer Course outcomes would be more efficient.

Adjournment

The next BAASC meeting is scheduled for November 29, 2022, at 9:00 a.m.

Regent Lane moved to adjourn the meeting, and Regent Benson seconded. With no further discussion, the meeting adjourned at 11:35 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. The University of Kansas has submitted an application for approval, and the proposing academic unit has responded to all of the requirements of the program approval process. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

November 29, 2022

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level: Bachelor's
Program Title: Applied Cybersecurity
Degree to be Offered: Bachelor of Applied Science
Responsible Department or Unit: School of Professional Studies
CIP Code: 43.0401
Modality: Online
Proposed Implementation Date: Spring 2023

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

The School of Professional Studies proposes to create a hybrid and online Bachelor of Applied Science (BAS) degree with specific focus in applied cybersecurity to meet the growing employment demands of applied information security related workforce in the Kansas City metropolitan area, and greater Kansas and Missouri region. The bachelor degree program is designed for undergraduate students with a strong interest in practical and applied training in information technology and cybersecurity pathways and who have already earned an associate's degree or equivalent hours and are looking to complete the last two years necessary for a bachelor's degree. The program can be completed fully online, or hybrid, based on students' location and preference.

The BAS degree pathways will be an applied technical professional track baccalaureate completion degree for students transferring to KU Edwards. The program will provide non-engineering students interested in seeking to specialize in applied cybersecurity systems and applications with program curriculum content relevant to applied information security. These degrees are directed at students who wish to pursue applied technical careers. With KU Edwards offering baccalaureate degree completion programs, we anticipate students interested in pursuing the BAS degrees to come primarily from community college partners in the KC metro area, including JCCC and Metropolitan Community College in Missouri, both of whom currently offer cybersecurity related associate degree and certificate programs.

Though KU-Edwards does not currently offer lower-division undergraduate (freshman-sophomore) courses, this degree will potentially take advantage of either transferring credit in from other institutions or the KU Core Online, thus offering the opportunity for students in other states to have a fully remote learning experience.

Although available to a nationwide audience, we anticipate students interested in pursuing the BAS in applied cybersecurity to come primarily from community college partners in the KC metro area, including JCCC and Kansas City Kansas Community College, and the Metropolitan Community College in Missouri. KU Edwards staff and faculty have worked with staff and faculty at metro area 2-year colleges--primarily JCCC--to align course offering and content with KU requirements and needs for seamless transfer of credit and progression from JCCC to Edwards.

IV. Program Demand: Market Analysis option selected.

Market Analysis

Two of the three community colleges located in the Kansas City metropolitan region offer associate degrees and certificates in information security and cybersecurity fields. Since 2020, Johnson County Community College awarded 327 associate degrees and certificates in computer science and information technology with 89 credentials awarded specifically in the areas of cybersecurity, Information Technology-Network, and Computer Support Specialist Networking/Security. (<https://www.jccc.edu/about/leadership-governance/administration/institutional-effectiveness-branch/files/degrees-by-division.pdf>) The other, Metropolitan Community College – Kansas City, has awarded 154 total credentials in Computer Science programs since 2020, 53 associates degrees and certificates specifically in cybersecurity and Security Systems Administration and Engineering. (https://mccckc.edu/research/docs/5Year_Completions_District.pdf).

Online bachelor's degrees with a focus in cybersecurity are currently offered by the University of Central Missouri, Western Governors University, Purdue Global, and Southern New Hampshire University. The proposed BAS degree provides an option for applied technical application of cybersecurity defense and protection measures and focuses on baccalaureate degree completion for students already completing an associate degree in information technology, information security, and cybersecurity. The KU program is distinguished by its close connections with Lawrence/Edwards academic programs as well as community college partners such as Johnson County Community College and Kansas City Kansas Community College (to minimize transfer chokepoints and other issues). This bachelor's program was designed explicitly from the start with attention to the transfer students entering the program and the preparation of students to acquire professional and workforce-ready skills leading to employment immediately following completion of the bachelor's degree. The degree will leverage strong multi-campus connections to academic and professional programs at KU Lawrence/Edwards to ensure the delivery of a high-quality hybrid, face-to-face, and online degree completion program. Additionally, Lifelong and Professional Education at KU offers a non-credit cybersecurity boot camp that provides a potential pipeline for continuation into baccalaureate degree completion in applied cybersecurity through the BAS which is designed to allow for more accessible transfer of credit for prior learning. Likewise, Kansas State University offers a cybersecurity boot camp, and skills gained from either boot camp could be applied to the BAS degree via KU's credit by examination policy.

In Kansas, K-State offers a BS in Cybersecurity through its Engineering school which is calculus-based and KSU plans to pursue ABET accreditation. The BAS from KU is distinguished from K-State by its applied focus which does not require calculus, and SPS will not pursue ABET accreditation for the BAS degree.

WSU offered a BS in Applied Computing through its Engineering school but in May 2022 changed the name of the degree to a BS in Cybersecurity. The curriculum aligns with ABET accreditation standards and WSU is considering seeking ABET accreditation. The BAS degree program from KU is distinguished from WSU because Professional Studies does not plan to pursue ABET accreditation and because of its strong connection with Kansas City area community colleges.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part-Time	Full- Time	Part-Time
Implementation	10	0	240	0
Year 2	20	10	480	120
Year 3	30	25	720	300

VI. Employment

National Perspective: Information security analysts plan and carry out security measures to protect an organization's computer networks and systems. The Bureau of Labor Statistics notes information security analysts typically need a minimum of a bachelor's degree. Nationally, according to the Bureau of Labor Statistics, employment of information security analysts is projected to grow 33 percent from 2020 to 2030, much faster than the average for all occupations. About 16,300 openings for information security analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force.

Regional Perspective: The Greater Kansas City area is home to a number of large technology-focused corporations' headquarters, including Cerner (12,800 employees), Garmin (4,500 employees), T-Mobile (4,000 employees), and H&R Block (1,750 employees). The region is also home to a growing number of mid- and small-sized technology companies, with more than 15,000 tech businesses in Kansas and Missouri, accounting for ~7% (\$10.2 billion) and ~7.5% (\$22.4 billion) of each state's economy, respectively. The tech sector's share of the KC metro economy is even larger, at ~10.5% (\$13 billion). Additionally, the region boasts numerous tech-sector growth initiatives, such as the National Security Crossroads, an effort led by Kansas and Missouri focused on raising government awareness of security-related operations. These initiatives encompass seven major military bases as well as 11 national-security installations. Today, the Kansas and Missouri region specializes in tech-sector jobs, employing over 100,000 people in the Kansas City metropolitan region. On an industry basis, the percentage of Kansas and Missouri regional jobs in tech industries is 1.24 times that of the U.S., while the percentage of jobs in tech occupations is 1.12 times that of the U.S. In 2020, more than 20,000 tech-job openings were posted in Kansas City, the third-highest percentage growth in tech jobs in the U.S., trailing only San Francisco and Austin. In the next 10 years, the region's tech-workforce demand is expected to increase. More specifically related to information security workforce needs, in 2019, the Mid-America Regional Council (MARC) identified a need to strengthen educational offerings in cybersecurity to meet area employers' growing demand for talent.

VII. Admission and Curriculum

A. Admission Criteria

Students must apply to KU and be admitted by the School of Professional Studies. Prior to entering the program, students must complete two (2) years of undergraduate college course work with a total of 60 semester credit hours and a cumulative GPA of at least 2.0.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH 15
Core 1.1	Critical Thinking Course	3
Core 1.2	Quantitative Literacy Elective	3
Core 3S	Social Science Course	3
Core 2.1	Written Communications Elective 1	3
	Open Elective/Minor Course	3

Year 1: Spring

Course #	Course Name	SCH 16
Core 3H	Arts and Humanities Course	3
Core 2.2	Oral Communications Elective 1	3
Core 2.1	Written Communications Elective 2	3
PHSX 114	Natural Science Core 3N	4
Math 101	College Algebra	3

Year 2: Fall

Course #	Course Name	SCH 15
Math 103	Trigonometry	2
EECS 168	Programming I	4
Core 4.1	Human Diversity Goal	3
	Open Elective/Minor Course	3
	Open Elective/Minor Course	3

Year 2: Spring

Course #	Course Name	SCH 14
Math 365	Elementary Statistics	3
EECS 268	Programming II	4
Core 4.2	Global Culture Awareness	3
EECS 210	Discrete Structures	4

Year 3: Fall

Course #	Course Name	SCH 15
ITEC 310	Computer & Organization Platform Technologies	3
PFS 301	Communication in the Workplace	3
ITEC 320	System and Network Administration	3
ENGL 362	Foundations of Technical Writing	3
ITEC 380	Managing IT Projects	3

Year 3: Spring

Course #	Course Name	SCH 15
ITEC 450	Social & Professional Issues	3
PFS 302	Leadership in Practice	3
ITEC 340	Community & Information Security	3
ITEC 420	Operating Systems	3
	Applied Cybersecurity Elective	3

Year 4: Fall

Course #	Course Name	SCH 15
ITEC 342	Information Security Management	3
ITEC 422	Computer Networks	3
ITEC 454	Information Security Law & Policy	3
ITEC 428	Testing and Vulnerability Analysis	3
	Open Elective/Minor Course	3

Year 4: Spring

Course #	Course Name	SCH 15
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ITEC 494	Cyber Security Capstone	3
ITEC 426	Cyber Defense and Counter Measures	3
ITEC 452	Special Topics in ITEC	3
	Applied Cybersecurity Elective	3
	Open Elective/Minor Course	3

Total Number of Semester Credit Hours **[120]**

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
New Hire, Yr. 1	Assistant or Associate Professor of the Practice	MS or PhD	N	Cyber Security	1.0
New Hire, Yr. 2	Assistant or Associate Professor of the Practice	MS or PhD	N	Cyber Security	1.0
Blake Bryant	Associate Professor of the Practice	PhD	N	Cyber Security	0.5
Chris Seasholtz	Assistant Professor of the Practice	MS	N	Information Technology	0.5
Pingle Jacob	Assistant Professor of the Practice	MS	N	Data Analytics	0.25
Rassul Saedipour	Professor of the Practice	MS	N	Information Technology	0.25
Heather McCain*	Director & Professor of the Practice	PhD	N	Technology Management	0.5

Number of graduate assistants assigned to this program **[0]**

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$205,154	\$210,283	\$215,540
Administrators (other than instruction time)			

Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)	\$66,601	\$68,779	\$71,039
Other Personnel Costs	\$25,000	\$25,625	\$26,265
Total Existing Personnel Costs – Reassigned or Existing	\$296,755	\$304,687	\$312,844
Personnel – New Positions			
Faculty	\$88,000	\$178,200	\$182,655
Administrators (other than instruction time)			
Graduate Assistants			
Support Staff for Administration (e.g., secretarial)			
Fringe Benefits (total for all groups)	\$25,828	\$52,918	\$54,673
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	\$113,828	\$231,118	\$237,328
Start-up Costs – One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other	\$15,000	\$15,000	
Total Start-up Costs	\$15,000	\$15,000	
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources	\$500	\$500	\$500
Equipment/Technology			
Travel			
Other	\$13,900	\$15,300	\$15,300
Total Operating Costs	\$14,400	\$15,800	\$15,800
GRAND TOTAL COSTS	\$439,983	\$566,605	\$565,972

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$116,400	\$291,000	\$494,700
Student Fees		0	0	0
Other Sources (JCERT)		\$439,983	\$566,605	\$565,972
GRAND TOTAL FUNDING		\$556,383	\$857,605	\$1,060,672

C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$116,400	\$291,000	\$494,700
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X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The Applied Cybersecurity program primarily utilizes existing courses that are currently offered at KU Edwards in the Information Technology program and Professional Studies. Costs of instruction are already covered by these existing programs since they have additional enrollment capacity in the courses being offered. Course development of the remaining five Cybersecurity courses will be done by existing faculty in the Information Technology program and the new faculty hired for the Cybersecurity once they are on board.

A current academic success coach will be assigned to work with the Applied Cybersecurity program. The Applied Cybersecurity program will make up 50% of their student load and the Applied Cybersecurity program will fund 50% of salary and fringe.

Personnel – New Positions

The Applied Cybersecurity program will hire two new faculty members with an emphasis on cybersecurity, one in Year 1 and one in Year 2. They will teach courses in the program and work with existing faculty in the IT program to develop five courses.

Start-up Costs – One-Time Expenses

In order to ensure a successful launch of the hybrid program, we have designated \$15,000 for course development for each of the first two years. These funds will provide faculty with additional resources to develop the courses needed for the program.

Operating Costs – Recurring Expenses

All equipment, library, and supplies have been accounted for in the existing services provided to KU Edwards Students and no additional cost will be associated with the program. The KU Edwards Campus is allocating \$500 each year for instructional resources, \$2,500 each year for recruitment efforts, and \$10,000 each year for marketing efforts. In addition, the new faculty hires will receive \$1,400 each year for professional development.

B. Revenue: Funding Sources

The BAS in Applied Cybersecurity program is a Johnson County Education and Research Triangle¹ (JCERT) funded program. The program will be fully funded through JCERT funds and tuition revenue. No state funds will be utilized. JCERT funds will be used to help fund the program during the implementation year until the program is revenue generating and sustainable on tuition funds alone. BAS in Applied Cybersecurity students

¹ The Johnson County Education Research Triangle (JCERT) is a unique partnership between Johnson County, the University of Kansas, and Kansas State University. Its goal is to create economic stimulus and a higher quality of life through new facilities for research and educational opportunities. In November 2008, Johnson County voters invested in the county’s future by voting for a 1/8-cent sales tax to fund JCERT initiatives, including development of the National Food and Animal Health Institute at K-State Olathe; the KU Clinical Research Center in Fairway, Kansas; and here at KU Edwards, the BEST Building with several degree and certificate offerings in business, engineering, science, and technology.

will be charged an all-inclusive tuition rate of \$485 per credit hour to ensure that the program is affordable and accessible to all students, nationwide.

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to run a deficit for the first few years of implementation. JCERT funds will be used to help fund the program during the implementation years until the program is revenue generating and sustainable on tuition funds alone. With the current enrollment estimates, the program is expected to have a revenue surplus after five years. These funds will be utilized to help improve the overall student experience and provide additional funding.

XI. References

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Field of degree: Business, at <https://www.bls.gov/ooh/field-of-degree/business/business-field-of-degree.htm> (visited December 06, 2021).

Elka Torpey, “Projected openings in occupations that require a college degree,” Career Outlook, U.S. Bureau of Labor Statistics, September 2021. <https://www.bls.gov/careeroutlook/2021/article/projected-openings-college-degree.htm> (Retrieved December 17, 2021).

Elka Torpey, “Education level and projected openings, 2019–29,” *Career Outlook*, U.S. Bureau of Labor Statistics, October 2020. <https://www.bls.gov/careeroutlook/2020/article/education-level-and-openings.htm#s4>.

Johnson County Community College, Degree and Certificate Award by Division: <https://www.jccc.edu/about/leadership-governance/administration/institutional-effectiveness-branch/files/degrees-by-division.pdf> (visited, August 15, 2022).

Metropolitan Community College, Five Year Completion: https://mcckc.edu/research/docs/5Year_Completions_District.pdf (visited, August 15, 2022).

Mid-America Regional Council, GradForce Education Asset Inventory for Greater Kansas City, 2017; university websites; College Factual Mid-America Regional Council – Regional Planning for Greater Kansas City. (n.d.). Retrieved from <https://www.marc.org/>.

Mid-America Regional Council, Talent to Industry Exchange: A Labor Analysis of the Life Sciences Industry in the Kansas City Region, February 2018.

1. Act on Request for Approval on Two New Systemwide Transfer Courses

- *Affordability – On Time Graduation*

**Karla Wiscombe,
Director, Academic Affairs**

Summary and Staff Recommendation

The Transfer and Articulation Council (TAAC) reviewed reports from the October 7, 2022, Kansas Core Outcomes Groups (KCOG) Conference. Faculty wrote outcomes for two new courses and updated outcomes for 25 previously approved Systemwide Transfer (SWT) courses. TAAC recommends two additional courses to be recognized for transfer across the Kansas Board of Regent System. Staff recommends approving the two new courses recommended by TAAC for inclusion in systemwide transfer, effective summer 2023.

Background

To facilitate the ongoing process of seamless transfer among public postsecondary institutions, the Kansas Board of Regents (KBOR) established the Transfer and Articulation Council (TAAC) to provide oversight and implementation of the Board's transfer and articulation policy. TAAC members consist of 10 representatives from the universities and 10 representatives from the two-year colleges with one Board member liaison. Current TAAC members are listed below.

TAAC hosts an annual conference for faculty representatives to meet within discipline-based Kansas Core Outcomes Groups (KCOG) and articulate core outcomes for specified courses recommended for systemwide transfer. Since 2012, faculty have articulated outcomes for 114 selected courses that transfer seamlessly among any public university or college in Kansas offering an equivalent course.

KBOR policy states:

b. Systemwide Transfer and Articulation

To facilitate transfer and articulation across the Kansas public postsecondary education system, the Board shall provide for a Transfer and Articulation Council with oversight responsibility for implementing the Board's systemwide transfer and articulation policy. The Council's mission is to create structures and processes that facilitate student transfer and degree completion within Kansas higher education. The Council provides status reports, as appropriate, to the System Council of Chief Academic Officers.

i. The Transfer and Articulation Council shall:

- (1) Charge the Kansas Core Outcomes Groups with developing specific course articulations;*
- (2) Adjudicate disagreement from the Kansas Core Outcomes Groups;*
- (3) Provide final recommendation on systemwide transfer of specific courses;*

(The Board of Regents approves specific courses to be accepted for systemwide transfer from any public postsecondary educational institution in Kansas. Each course approved and accepted for systemwide transfer by the Board is identified by a shared course number that supports a student-first philosophy, and is designed to enhance educational planning and effortless course transfer. A Kansas Regents Shared Number (KRSN) uses a 3-letter prefix and a 4-digit course number to differentiate the KRSN number from individual institution course prefixes and numbers. Each institution retains its own unique course prefix and course number.)

- (4) Assure quality and adherence to the agreed-upon learning outcomes of courses articulated across the institutions; and*
- (5) Review proposed revisions to Board policies and bring forward issues and trends that affect transfer and articulation.*

ii. In addition, the Transfer and Articulation Council shall:

- (1) *Identify courses acceptable for systemwide articulation and transfer with a focus on lower division general education courses and introductory courses to majors;*
- (2) *Create an effective, faculty-led structure for discipline level course articulations based on learning outcomes;*
- (3) *Ensure that appeals processes exist: (a) for individual students at the institutional level; and (b) at the system level to ensure equitable resolution of transfer concerns between institutions;*
- (4) *Address barriers to inter-institutional cooperation as they arise;*
- (5) *Use learning outcomes to determine course equivalency; and*
- (6) *Implement a clear and ongoing transfer structure.*

TAAC reviewed reports submitted by the KCOG Chairs and approved outcomes for two new courses recommended for Board approval for systemwide transfer.

Courses Presented for Approval

TAAC presents the following courses to the Board as recommended for systemwide transfer effective summer 2023:

- ✓ ART2020 Art in the Elementary Classroom
- ✓ MUS2010 Music in the Elementary Classroom

Staff Recommendation

Staff recommends approval of Art in the Elementary Classroom and Music in the Elementary Classroom courses for systemwide transfer. If approved, the number of courses that transfer seamlessly among any university or college in the Kansas Board of Regents System offering an equivalent course would increase from 114 to 116.

TAAC Membership 2022-23:

Core Outcomes Subcommittee

Tiffany Bohm, Co-Chair, KCKCC
 Jon Brumberg, KU
 Peter Chung, PSU
 Linnea GlenMaye, WSU
 Jane Holwerda, Dodge City CC
 Marc Malone, GCCC
 Sheila Markowitz, ESU
 Tricia Parks, FHTC
 Jennifer Seymour, WSU Tech
 Scott Tanona, K-State

Quality Assurance Subcommittee

Casey Fraites-Chapes, Co-Chair, KU
 Eric Ketchum, Highland CC
 Christie Launius, K-State
 Steve Luoma, Washburn
 Tricia Paramore, Hutchinson CC
 Marcus Porter, FHSU
 Sarah Robb, Neosho County CC
 Melinda Roelfs, PSU
 Phil Speary, Butler CC
 Kimberly Zant, Cloud County CC

Board Member Liaison Shelly Kiblinger

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. Dodge City Community College qualifies for 100% of any new funding. The remaining six institutions presented today do not qualify for 100% of any new funding. As such, each of these institutions has made a case, consistent with the document above, requesting 100% of any new funding. Staff recommends approval of the attached performance reports.

November 29, 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 for each year of the agreement.

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.



Per the performance agreement funding guidelines which can be found on the KBOR [website](#), institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:** 1) maintaining the baseline; 2) improving on the baseline; or 3) declining from the baseline

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

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

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

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

As many institutions experienced adverse effects from the pandemic, BAASC approved changes to the [Performance Agreements: Funding Guidelines](#) in June of 2020, allowing institutions to move up more than one funding level if they identify how the pandemic negatively affected performance indicators. In such cases, an institution chose one or more indicators for which it did not maintain or improve from the established baseline, and then made a case for each indicator affected to qualify for the desired funding tier, as outlined above. Institutions submitted evidence to BAASC that the indicator(s) were negatively affected by the pandemic and/or that the indicator(s) meet one or more of the following alternative evaluation criteria:

- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances/unforeseen emergencies beyond the control of the institution, including but not limited to the COVID-19 pandemic or a natural disaster.

BAASC will review the case and determine if an institution warrants recommended funding at a higher funding tier. Consistent with the Board’s [Performance Agreements: Funding Guidelines](#), staff has reviewed the cases and recommends the institutions listed below receive 100% of any new funding for which they are eligible.

Please note: Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the most recent report for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and AY 2021. However, it is the comparison to the baseline data that indicates the direction of the arrow and determines the outcome for each indicator for AY 2021.

University/College	Funding Recommendation	Page
Dodge City Community College	100% funding	18
Butler Community College	100% funding	22
Colby Community College	100% funding	27
Johnson County Community College	100% funding	37
Pratt Community College	100% funding	42
Seward Community College	100% funding	48
Washburn University/Washburn Institute of Technology	100% funding	54

Performance Agreement Model

Sectors			
Indicators	<i>Universities Research Universities</i>	<i>Universities Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Selected regional and national rankings 	<p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence <ul style="list-style-type: none"> • Performance on quality measures compared to peers 	<p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <ol style="list-style-type: none"> 1. Increasing Higher Education Attainment <ul style="list-style-type: none"> • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> • Performance of students on institutional quality measures² • Percent of students employed or transferred • Wages of students hired³ • Third party technical credentials and WorkKeys, if applicable
<i>Institution-Specific Indicators⁴</i>	<p>Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i>.</p>	<p>Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i>.</p>	<p>Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.</p>

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.

Dodge City Community College Performance Report AY 2021							AY 2021 FTE: 1,107 Date: 7/5/2022	
Contact Person: Jane Holwerda Phone: 620-227-9359 email: jholwerda@dc3.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 Improve Student Success Index rate	1 <i>KBOR data</i>	AY 2010 Cohort: 277/574 = 48.3% AY 2011 Cohort: 326/694 = 47.0% AY 2012 Cohort: 302/680 = 44.4% Baseline: 905/1,948 = 46.5%	389/719 = 54.1%	↑	313/591 = 53.0%	↑		
2 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 383 AY 2014: 432 AY 2015: 426 Baseline: 1241/3 = 414	371	↓	316	↓		
3 Increase third-party technical credentials earned by Allied Health and Nursing students	2	AY 2016: 158 AY 2017: 147 AY 2018: 146 Baseline: 451/3 = 150	158	↑	143	↓		
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	AY 2013: 198/319 = 62.1% AY 2014: 182/334 = 54.5% AY 2015: 185/368 = 50.3% Baseline: 565/1,021 = 55.3%	106/221= 48.0%	↓	72/124 58.1%	↑		
5 Increase percentage of successful completers of Developmental English	2	AY 2016: 48/69 = 70.0% AY 2017: 41/72 = 56.9% AY 2018: 107/138 = 77.5% Baseline: 196/279 = 70.3%	136/161= 84.5%	↑	104/137 75.9%	↑		
6 Increase the percentage of completers in STEM Gateway courses in Biology (BIO111, BIO211) Chemistry (CHEM111), and Math (MATH106)	1	AY 2016: 344/462 = 74.5% AY2017: 302/419 = 72.1% AY2018: 413/601 = 68.7% Baseline: 1,059/1,482 = 71.5%	341/437= 78.0%	↑	325/426 76.3%	↑		

Dodge City Community College Performance Report AY 2021

Indicator 1: Improve Student Success Index rate

Description: According to KBOR’s 2019 Community College Data Book, the Student Success Index “provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.” Therefore, this indicator enables holistic assessment of our institutional efficacy in realizing the first goal of Foresight 2020 for community and technical colleges: “to increase higher education attainment.”

Result: For AY2021, DCCC’s Student Success Index rate shows slight drops to number of completed and retained students and to size of cohort. However, at 53%, our rate continues to surpass baseline, for AY2012, by 6.5 percentage points. Dodge City Community is proud to contribute to increasing higher education attainment.

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator also addresses goal 1 of *Foresight 2020*, “increase higher education attainment.” It also addresses our college’s goal to ‘Recruit, Retain, Educate, and Graduate.’ Over the past years, the number of associate degrees and certificates awarded has remained fairly consistent. To increase certificate and degree awards, we will continue to make gains in effective advising and to promote articulation agreements and partnerships with 4-yr institutions. This indicator is continued from the 2017-19 Performance Agreement.

Result: For AY2021, DCCC fell short of baseline for number of certificates and degrees awarded. As Dodge City Community College consistently assesses processes and personnel in key areas touching completion in order to respond strategically, the college has added additional staff, training, and automation of processes relevant to advising, degree audit, transcribing and data reporting. The college continues to add high demand programs and to progress in developing articulation agreements and partnerships with 4-year institutions.

Indicator 3: Increase third-party technical credentials earned by Allied Health and Nursing students

Description: This indicator addresses the second goal of *Foresight 2020*: “meeting the needs of the Kansas economy.” Obtaining a credential, such as a license or certification issued by the state or professional organization, is required for employment in various workforce areas such as healthcare. Such credentials also assure higher rates of pay. Our commitment to assessing this indicator should help to further strengthen ties between the college, employers and other stakeholders who recognize the urgent need for qualified healthcare providers in our region. Our baseline is derived from data collected from KDHE (CNA/CMA certifications) and from KSBN (RN licenses).

Result: For AY2021, DCCC fell moderately short of baseline for a number of third party technical credentials earned by Allied Health and Nursing students. Various factors have contributed to this decline. These factors include COVID protocol which reduced the number of available clinical facilities and/or decreased the number of students permitted to participate in clinical settings in-person. Additionally, the college’s Allied Health/Nursing program notes an increase in the number of students facing challenges to completion. The college’s response is to assess implementation of curricular changes to the nursing program to enhance student mastery of clinical judgement and critical thinking skills, work to provide instructional/tutoring support specific to Allied Health/Nursing program, and improve staff and clinical faculty retention. The Allied Health/Nursing program at Dodge City Community College maintains positive relationships with our industry partners and the program continues to note high demand for services and classes.

Indicator 4: Increase Adult Basic Education (ABE) educational gains for ESL students

Description: The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Dodge City Community College and the Adult Learning Center (ALC) use the state mandated TABE exam to assess reading and listening skills for the six levels of ESL instruction as prescribed by the State of Kansas. Students are administered both for pre-and post-assessment. Students are considered completers when their post-assessment scores indicate readiness to move to the next level of ESL instruction; because students can move through multiple levels of ESL throughout a year, they may be considered completers multiple (or duplicate) times. For our measure, the numerator is the total number who post-assessed with a score to move to a higher level of ESL instruction within the year. The denominator is the total (duplicated) number of students enrolled in any of six course levels at the ALC.

Result: For AY2021, DCCC notes an increase of 2.8 points to baseline and a 10.1% increase over AY2020. These improvements are attributed to the success of the current leadership of the college’s Adult Learning Center in use of instructional materials/technologies, changes to staffing, and enhanced access. DCCC is proud to contribute to the increase of higher education attainment for English language learners.

Indicator 5: Increase the percentage of successful completers of Developmental English

Description: This institution-specific indicator addresses the skills of a set of students who, by KBOR- established Accuplacer and/or standardized test scores and a consideration of other factors such as high school transcripts, demonstrate deficiencies in writing and reading competencies. After a bleak AY2017 completion rate, in AY2018 we show a 77.5% successful completion of students in this cohort. Our goal is to continue to build on that success. We define successful completers as those earning a grade of C or better in this course. Our numerator is the number earning a C or better; our denominator is the number completing the course. To improve our performance with this indicator and thus improving requisite academic skills for this student cohort addresses the first goal of Foresight 2020: “increase higher education attainment.”

Result: Dodge City Community College shows gains in performance for this indicator for the second consecutive year. For AY 2021, the college shows a rate of 75.9% for 5.6 point increase from our baseline of 70.3%. We attribute our success on this indicator to tutoring, additional delivery modalities, and effective instructional practices of our faculty. We acknowledge our advising and enrollment staff for the decrease in the total number of students participating in Developmental English.

Indicator 6: Increase the percentage of completers in STEM Gateway courses in Biology, Chemistry, and Math

Description: This institution-specific indicator focuses on the first goal of Foresight 2020, “increase higher education attainment.” By assessing the percentage of students who successfully complete STEM gateway courses—introductory courses in chemistry, biology and math—we can assess our success in preparing students for transfer to programs of study in high demand high wage careers in science, technology, engineering, and math. Our baseline is derived by totaling the number of successful completers in College Chemistry, Introductory Biology (Plant/Animal, Cell/Genetic), and College Algebra. A successful completer has earned a C or higher in the course.

Result: Dodge City Community College shows gains in performance for this indicator for the second consecutive year. For AY2021, the college shows a rate of 76.3% for a 4.8 point increase from our baseline of 71.5%. We attribute our success to our highly qualified STEM faculty and their instructional practices. The college plans to build on this success by retaining highly qualified STEM faculty, enhancing tutoring/instructional support, and developing additional transfer pathways to support students’ higher education attainment in high wage STEM careers.

Dodge City Community College Performance Report AY 2019						AY 2019 FTE: 1,174		
Contact Person: Jane Holwerda		Phone and email: (620) 227-9359; jholwerda@dc3.edu				Date: 7/9/2020		
Dodge City Community	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 students in the second-year college-ready cohort	1	Fall 12 Cohort: 91 Fall 13 Cohort: 91 Fall 14 Cohort: 104 Baseline: 95					134	↑
2 Increase the number of certificates and degrees awarded	1	2013: 383 (182 Assoc,56 Cert,145 SAPP) 2014: 432 (226 Assoc,52 Cert,154 SAPP) 2015: 426 (211 Assoc,59 Cert,156 SAPP) Baseline: 414	397	↓	418	↑	351	↓
3 Increase percent of students who are employed or transfer	2	Fall 12 Cohort: 51.5% (205/398) Fall 13 Cohort: 52.7% (188/357) **Fall 14 Cohort: 56.2% (228/406) Baseline: 53.4% (621/1,161)	58.0% (253/436)	↑	48.7% (172/353)	↓	49.8% (200/402)	↓
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	2013: 62.1% (198/319) 2014: 54.5% (182/334) 2015: 50.3% (185/368) Baseline: 55.3% (565/1,021)	49.7% (148/298)	↓	59.7% (169/283)	↑	57.7% (162/281)	↑
5 Increase Developmental Reading successful completers	1	2014: 81.9% (77/94) 2015: 70.9% (39/55) 2016: 71.8% (46/64) Baseline: 76.1% (162/213)	83.0% (44/53)	↑	77.5% (107/138)	↑	80.9% (114/141)	↑
*6 Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician	2	2013: 7 EPT + 18 Weld = 25 2014: 12 EPT + 20 Weld = 32 2015: 19 EPT + 15 Weld = 34 Baseline: 30					10 Welding 10 EPT Total: 20	↓

*Changes to indicators approved by BAASC 02/03/20.
** Updated 4/20/2018 & 10/16/2019.

Butler Community College Performance Report AY 2021							AY 2021 FTE: 4,799 Date: 6/29/2022	
Contact Person: Dr. Esam Sohail Mohammad Phone: 316-323-6426 email: emohammad@butlercc.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 Number of certificates and degrees awarded annually	1 <i>KBOR Data</i>	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 Baseline: 1,463	1,446	↓	1,408	↓		
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1 <i>KBOR Data</i>	Fall 2012 Cohort: 464/731 = 63.5% Fall 2013 Cohort: 450/732 = 61.5% Fall 2014 Cohort: 530/852 = 62.2% Baseline: 1,444/2,315 = 62.4%	496/759 = 65.3%	↑	517/846 = 61.1%	↓		
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 Baseline: 1,012	832	↓	943	↓		
4 Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term	1	AY 2014: 41/63 = 65.1% (spring only) AY 2015: 77/114 = 67.5% AY 2016: 137/227 = 60.4% Baseline: 255/404 = 63.1%	133/269 = 49.4%	↑*	90/172 = 52.3%	↑*		
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 Baseline: 302	276	↓	327	↑		
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% Baseline: 3,514/5,388 = 65.2%	1,764/2,334 = 75.6%	↑	1,296/1,889 = 68.6%	↑		

*The comparison is being made to a different baseline (39%) mentioned in the Description on p. 3 of this report.

Butler Community College Performance Report AY 2021

Indicator 1: Number of certificates and degrees awarded annually

Description: Using the Kansas Higher Education Data System, Butler will report the number of certificates\degrees awarded each academic year. Our Student Success strategic priority is the center of our strategic plan, as reflected in the goal to ensure "Students Finish What They Start." Butler has started several initiatives aimed at improving effective teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on setting and achieving retention goals at the course and program levels. This work will contribute to an overall increase in credentials.

Result:

Butler's AY 2021 output of degrees and certificates was 1,408 which is 96 % of the baseline of 1,463. We are proud to have achieved this in the context of the dual headwinds of declining enrollments and a public health pandemic that continues to have deleterious effects on the operations of higher education institutions and society at large.

Indicator 2: First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)

Description: This indicator tracks the first to second year retention rates for first-time, full-time, degree-seeking students who return to enroll in the fall term of the subsequent year. Butler has developed a more effective, strategic approach to enrollment management. We have the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Implemented retention goals at the course/program level to address specific student needs. This work will contribute to an increase in retention of college-ready students.

Result:

Butler Community College is proud of continuing its effort as part of its Guided Pathways approach, to increase the retention of students from first to second year, and to see them eventually matriculate with the credentials they need. While our performance in AY 2021 was at 98% of the already optimistic baseline, we fell slightly short given the overwhelming influence of a public health crisis during the period in review.

Indicator 3: Award of third-party technical credentials

Description: Program faculty facilitate necessary testing and implement a systematic process to track credential attainment. Butler tracks credentials awarded to students in multiple discipline areas including Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Automotive Technology (NATEF certificates) Welding (American Society of Welding), Networking Technology (CompTIA A+, Microsoft, TestOut, and other industry credentials), and Culinary Arts (Serve Safe certificate).

Result:

While Butler fell slightly short of its very ambitious baseline, it came within 93% of meeting it and, furthermore, improved over its previous year's performance. In addition to the stagnant enrollment numbers that have an organic impact on any raw number outcomes, the continuing influence of a public health crisis affected the ability of some learners to sit for credentialing exams.

Indicator 4: Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term

Description: ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. ALP decreases the attrition between the two courses in the traditional sequence and increases the number of students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw at the end of the term. The success rate is then compared to a standalone baseline success rate of 39% for the same level of students.

Result:
Butler is proud of its continuing achievement in utilizing innovative methodologies to help learners navigate foundational English composition and thus position them for future success.

Indicator 5: Increase in the number of STEM technical certificates and degrees

Description: Butler will help students develop applied STEM skills which prepare them to obtain employment in occupations critical in the south-central Kansas economy. This indicator focuses on several core job clusters including Engineering, Information Technology and Healthcare. The college established early college academies for high school students interested in Engineering, Healthcare, Information Technology, and Welding. The programs included in this indicator are Cyber Security, Database Administration, Engineering Technology, Software Development, Interactive Design & 3D, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NUR or any codes that may replace these in the program inventory.)

Result:
Butler is proud of its continuing achievement in providing high quality STEM related post-secondary education to a diverse set of learners in our region and thus positioning them to contribute to economic growth of our great state.

Indicator 6: Directional Improvement in College Algebra Pass Rates

Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Students who don't pass College Algebra often leave school in their first year. Butler has initiated a redesign of its math curriculum. The project divided four courses (lowest developmental course through College Algebra) into one-credit modules. These modules allow students to develop the skills they need to pass College Algebra. The intent of the new curriculum is to lessen the time students need to complete developmental content while improving the successful completion of College Algebra. The success rate is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of C or better (the numerator) by the number of students who receive an A, B, C, D, F grade or withdraw from the course at the end of the term (the denominator).

Result:
The modular sequencing of developmental mathematics and College Algebra has had a direct impact on our continuing success in this area which we are proud to build upon further in the coming years so that college is more affordable and completion more attainable for the diverse communities of students we serve.

Butler Community College Performance Report AY 2019							AY 2019 FTE: 5,483	
Contact Person: Lori Winningham			Phone and email: 316.322.3110; (lwinning@butlercc.edu)				Date: 7/8/2020	
Butler 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 Number of certificates and degrees awarded annually	1	AY2013 = 1,453 AY2014 = 1,492 AY2015 = 1,445 Baseline = 1,463	1,436	↓	1,496	↑	1,513	↑
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1	Fall 12 Cohort = 63.5% (464/731) Fall 13 Cohort = 61.5% (450/732) Fall 14 Cohort = 62.2% (530/852) Baseline: 62.4% (1,444/2,315)	62.9% (624/992)	↑	65.4% (519/793)	↑	65.1% 486/746	↑
3 Award of third party technical credentials	2	AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012	969	↓	1121	↑	1072	↑
4 Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term	1	AY2014 = 65% (41/63-spring only) AY2015 = 67.5% (77/114) AY2016 = 60.4% (137/227) Baseline: 63.1% (255/404)	60.6% (237/391)	↓	58.2% 170/292	↓	53.5% (108/202)	↓
5 Increase in number of STEM technical certificates and degrees	2	AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302	298	↓	294	↓	296	↓
6 Directional Improvement in College Algebra Pass Rates	1	AY2014 = 67.24% (1,248/1,856) AY2015 = 63.60% (1,092/1,717) AY2016 = 64.68% (1,174/1,815) Baseline: 65.2% (3,514/5,388)	67.0 % (1310/1955)	↑	69.8 % (1382/1980)	↑	72.7 % (1665/2290)	↑

Butler Community College

Funding Tier Request for AY 2021 Performance Report

Institution Name: Butler Community College

Date: September 1, 2022

Indicator number and title: Indicator 1 - Number of Certificates and Degrees Awarded Annually

Identify whether pandemic or alternative evaluation criterion from section C being used: Alternative criteria - Extenuating circumstances beyond the control of the institution

Justification/evidence:

In awarding 1,408 credentials in academic year 2021, Butler came within 96 % of its ambitious goal of 1,463 credentials, a goal that was set based on academic years 2013, 2014, and 2015. All else being equal, the number of completers is, ultimately, a function of the total student enrollment at an institution. The decline in enrollment across the public post-secondary system in Kansas is well known and shared publicly by the Kansas Board of Regents: between academic year 2016 and academic year 2021, Kansas' community colleges lost approximately 17% of their enrollments, with Butler losing about a fifth of its enrollment during that time period.⁵ This decline—much of it systemic, extenuating, and beyond the control of individual institutions—directly affected completion numbers as well. Nonetheless, despite such a sharp decline in enrollment, Butler's overall completion numbers declined only marginally during the same period: in 2016 we had 1435 completers; in 2021 we had 1408, a drop of less than 2 %. This trend suggests a continuing, strong, and focused effort at helping students graduate with credentials despite the headwinds of systemic enrollment declines.

⁵ Kansas Board of Regents: Kansas Higher Education Statistics Portal KHESTATs https://www.kansasregents.org/students/adult_education/9-uncategorised/399-kansas_higher_education_reporting_system

Colby Community College Performance Report AY 2021						AY 2021 FTE: 988 Date: 8/26/2022		
Contact Person: Dr. Tiffany Evans Phone: 785-460-5403 email: tiffany.evans@colbycc.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 certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 324	381	↑	322	↓		
2 Increase the first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 97/163 = 59.5% Fall 2013 Cohort: 107/177 = 60.5% Fall 2014 Cohort: 57/109 = 52.3% Baseline: 261/449 = 58.1%	85/143 = 59.4%	↑	97/143 = 67.8%	↑		
3 Increase the percentage of students employed or transferred	2 <i>KBOR data</i>	AY 2012: 188/330 = 57.0% AY 2013: 149/280 = 53.2% AY 2014: 152/287 = 53.0% Baseline: 489/897 = 54.5%	160/321 = 49.8%	↓	166/326 = 50.9%	↓		
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better	1	AY 2013: 95/144 = 66.0% AY 2014: 94/134 = 70.1% AY 2015: 92/140 = 65.7% Baseline: 281/418 = 67.2%	85/101 = 84.2%	↑	69/116 = 59.5	↓		
5 Increase the financial literacy of students	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 363	445	↑	415	↑		
6 Increase the Student Success Index	1 <i>KBOR data</i>	AY 2010: 363/544 = 66.7% AY 2011: 331/493 = 67.1% AY 2012: 231/407 = 56.8% Baseline: 925/1,444 = 64.1%	300/526 = 57.0%	↓	264/463 = 57.0%	↓		

Colby Community College Performance Report AY 2021

Indicator 1: Increase the number of certificates and degrees awarded

Description: Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator. Increasing the number of degree completers relates directly to institutional success and furthering our goal to provide quality students for either transfer or job placement. Colby Community College faces significant challenges to accomplish this goal due to decreased student population in the service area. Our efforts will include plans to improve retention and graduation rates for students as well as providing unique opportunities through distance education.

Result: Colby Community College (CCC) has been working toward fully implementing the Guided Pathways model, (which will occur in fall semester 2023), the College has been taking steps to enhance retention, persistence, and completion. In so doing, students are better positioned to understand the correct sequence and timing of courses they are supposed to take to complete their studies in a positive and time-efficient fashion, while gaining support through supplemental instruction, intrusive advising, tutoring, library support, career exploration and advising, and through special no-cost programming regarding financial literacy, and proper study, and organizational techniques.

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

Description: Improving retention rates increases enrollment and ties directly to graduation and completion goals. Improving retention rates benefits the institution, the student, the community, and state universities by increasing the number of graduates available for the workforce or transfer. Strategies to increase student retention include offering a student success seminar for incoming freshmen, orientation week activities, utilizing an Early-Alert System, offering student support programs, hosting an Advisor Connection Day, following program-focused retention plans, and employing a dedicated retention specialist. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Result: In preparation for the full implementation of the Guided Pathways model, CCC has taken important steps to boost student retention and persistence rates. These steps included clarifying enrollment pathways, sequencing, and academic support services. The credit-bearing FYE Seminar (First Year Experience—Student Success Seminar) provides students with opportunities to become knowledgeable about the College community, and teaches appropriate goal setting and goal achievement techniques. Orientations and special programming helped ensure that students would know about available support services and had the confidence to seek them out. Together, these interventions, programs, and services, coalesced to have CCC students make strides in the persistence and retention.

Indicator 3: Increase the percentage of students employed or transferred

Description: Colby Community College students employed in Kansas or transferred to a Kansas public institution will provide Kansas communities with a stronger workforce. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator. The traditional academic programs at Colby Community College have a strong reputation for transfer students. Likewise, our vocational programs prepare the students for jobs in the marketplace. Our efforts will focus to improve industry recognized certifications and cooperative efforts with industry to secure job placement for students. One potential challenge to this indicator is the proximity to Colorado and Nebraska which may draw some of the students to employment in the respective states.

Result: Tragically, 2020 marked the beginning of a global pandemic, thereby disrupting the entire world. Educational delivery was abruptly stopped and then shifted to totally online, and then largely online. Some students became ill, lost their sources of employment and/or financial stability, and became caretakers for family and friends. Although COVID is now better controlled, its lasting effects still negatively impact health, the delivery of education, and the financial vitality of many students. CCC continues to work with students to ensure retention, persistence, completion, transfer (if desired), and ultimately employment in a high wage and high demand career. Although the percentage of students employed or transferred had decreased, CCC views this as temporary setback, and fully expects the percentage of students employed or transferred to increase, as life continues to normalize.

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

Description: Colby Community College is focused on preparing non-college ready students to be successful in college-level courses. Students who successfully complete Beginning Algebra will have a foundation to complete their education, which will improve graduation and retention rates. The Colby Community College Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA077 Beginning Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.

Result: CCC posits that the decrease of successful students in MA077 is largely attributed to the disruption caused by the COVID crisis. The total number of students enrolled was: 116. The total number earning a C or higher was: 69. The number of students who earned a D or F was: 28. The number that withdrew was: 19. Although the percentage of students passing this course decreased, CCC views this as temporary setback, and fully expects the percentage of students succeeding to increase, as life continues to normalize, and as more and more academic support services are launched and used.

Indicator 5: Increase the financial literacy of students

Description: There are existing courses that students may enroll in to help with this problem offered each semester (1 or 2 each semester), but many students do not have program requirements for financial literacy. Financial literacy (FL) is the ability to understand and use money skills within the global society including banking, credit, planning, and management of finances. Improving FL will prepare our students to be fiscally responsible in all aspects of life. CCC defines FL for students as successfully completing one or more courses containing financial concepts. CCC will track the students who successfully complete the FL portion of the seminar course or successfully complete the following FL courses: Personal Finance, Introduction to Business, Business Finance. Duplicate completers in these courses will be counted once. Students completing either of these three courses along with the student success financial portion of the seminar will be counted twice. To calculate completion values, the course grades of A, B, C, D, or P (pass) will suffice for courses in FL.

Result: CCC weaves financial literacy concepts through credit bearing business courses, through First Year Experience, Financial Aid workshops, and specialized workshops. CCC is committed to preparing students not only for transfer and the contemporary workplace, but to be successful in life. Being financially literate is a foundational life skill, and CCC plans to further expand financial literacy programming options to reach an even greater number of students. A total of 415 unique students took a credit bearing financial literacy course. Sixty-five students took BU176, BU178, or BU253 (earning an A, B, or C grade). Three-hundred and fifty students took the Student Success Seminar/FYE course (earning an A, B, or C grade).

Indicator 6: Increase the Student Success Index

Description: Colby Community College is continuing its commitment to improving the student's educational experience and uses the Student Success Index as an evaluation tool. Index scores provided include degree-seeking students of any status after three years. The Student Success Index is a comprehensive evaluation tool that incorporates several success indicators. Improving the index score will lead to better retention, enrollment and completion rates. CCC monitors student retention and persistence rates internally before the student success index is officially released, giving the College the opportunity to make institutional changes to address declining rates.

Result: CCC posits that the lowered SSI scores were tied to the instructional delivery changes that were necessary during the COVID outbreak, to the fear and anxiety associated with Covid, and the perceived lack of socialization and engagement between students and faculty, and between students. Not all courses are good candidates for online instruction, and students tend to be less satisfied with totally online courses. Not all students have access to the appropriate technology to be successful in online learning, nor have many students developed the motivation and discipline to be successful online learners. CCC is committed to raising student perceptions about their educational journeys at CCC by providing high impact academic support services, improving student online learning experiences, and through technological enhancements to improve student learning and engagement in the virtual classroom, to match the face-to-face classroom.

Colby Community College Performance Report AY 2019							AY 2019 FTE: 1,054	
Contact Person: Brad Bennett			Phone and email: 785-460-5403; brad.bennett@colbycc.edu				Date: 7/23/2020	
Colby Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded.	1	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 971/3 = 324	359	↑	401	↑	383	↑
2 Increase the first to second-year retention rates of the college-ready cohort.	1	Fall 12 Cohort: 97/163=59.5% Fall 13 Cohort: 107/177=60.5% Fall 14 Cohort: 57/109=52.3% Baseline: 261/449=58.1%	67.2% (82/122)	↑	72.2% (78/108)	↑	61.5% (91/148)	↑
3 Increase the percentage of students employed or transferred.	2	AY 2012: 188/330=57.0% AY 2013: 149/280=53.2% *AY 2014: 152/287=53.0% *Baseline: 489/897=54.5%	51.2% (127/248)	↓	54.9% (167/304)	↑	51.7% (182/352)	↓
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better.	1	AY 2013: 95/144 65.97% AY 2014: 94/134 70.15% AY 2015: 92/140 65.71% Baseline: 281/418 67.22%	68.62% (70/102)	↑	68.6% (59/86)	↑	69.1% (56/81)	↑
5 Increase the financial literacy of students.	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 1,090/3 = 363.3	366	↑	353	↓	428	↑
6 Increase the Student Success Index	1	AY 2010: 363/544 66.7% AY 2011: 331/493 67.1% AY 2012: 231/407 56.8% Baseline: 925/1,444 64.1%	59.4% (246/414)**	↓	55.1% (293/532)	↓	52.5% (314/598)	↓

*Updated 4/20/2018

**Updated 6/14/2019

Funding Tier Request for AY 2021 Performance Report

Institution Name: Colby Community College

Date: November 16, 2022

Indicator number and title: Indicator 1 - Increase the number of certificates and degrees awarded

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic

Justification/evidence:

Colby Community College (CCC) faced significant Covid-related challenges during FA20 and SP21. In fall semester 2020, 44 positive Covid cases were confirmed and 278 different faculty, staff, and students were quarantined (for a period of 14 days, each) throughout the semester. In the spring semester, 2021, 27 positive Covid cases were confirmed, and 151 faculty, staff, and students were quarantined (for a period of 14 days, each) throughout the semester. Obviously, with such a large impact and interruption on the regular planned delivery of classes and support services, it is not surprising that there was some decrease in the number of certificates and degrees awarded at CCC during this time. A once in a lifetime global pandemic, about which little was known, would naturally have an impact on how and when students are able to earn their academic credentials. It is unrealistic to think that as the world went on lockdown, students, faculty, and administrators would be able to carry on, as if nothing had happened, with the exception of a change in educational delivery.

Although the decrease in the number of degrees and certificates awarded to CCC students had fallen by 59 awards (and was two awards below baseline, or 0.6% below the baseline), from the previous year, this does not signal a decrease in the quality of a CCC education. Rather, it was a response to a pandemic which not only temporarily hampered the progression of some students, but put a halt (be it temporary or permanently) to the education of others. To illustrate, only 22 nurse aid certificates were awarded in AY21, indicating a decrease of 62.7% from the previous year. The pandemic directly impacted healthcare programs like the nurse aid program because clinical sites prohibited students from entering facilities and performing basic nursing skills in a supervised setting. The nurse aid program requires students to have clinical experience as part of the program. Further, clinical experience is necessary to meet the eligibility requirements to sit for the Kansas Certified Nurse Aide exam for licensure. CCC students were still able to produce 84% of certificates and degrees during a heavy Covid year, as they did in the previous year (when Covid had just begun).

CCC has been twice recognized as first among Kansas community colleges for having the highest graduation rate (41.1% in the two-year period and 54.4% over a three-year span).⁶ CCC had the second-highest retention rate among the 19 Kansas community colleges,⁷ thereby demonstrating an ongoing commitment to excellence in retention, persistence, and completion. CCC has also been named in the top six percent of the nation's public community colleges (based on cost and financing, education outcomes, and career outcomes).⁸ Such designations, repeatedly awarded, signal a successful institution continuing to make strides forward for students, during extraordinarily difficult times.

Beyond the above-mentioned points, CCC has been working toward fully implementing the Guided Pathways model, (which will occur in fall semester, 2023), in an effort to continue to enhance retention, persistence, and completion. In so doing, students are better positioned to understand the correct sequence and timing of courses they are supposed to take to complete their studies in a positive and time-efficient fashion, while gaining support through supplemental instruction, intrusive advising, tutoring, library support, career exploration and advising, and through special no-cost programming regarding financial literacy, and proper study and organizational techniques. The Guided Pathways model will serve as another "safety net" for students, regardless of their pedagogical modality.

Second indicator number and title: Indicator 3 - Increase the percentage of students employed or transferred.

Identify whether pandemic or alternative evaluation criterion from section C being used: Alternative criteria -

⁶ Graduation rate data was retrieved from the 2022 Community College Data Book, and used the fall 2017 cohort.

⁷ Retention rate data was retrieved from the 2022 Community College Data Book, and used the fall 2019 to 2020 cohort.

⁸ CCC Press Release: <https://www.colbycc.edu/news-information/2022-23/study-ranks-ccc-among-the-best.html> and Wallethub Website: <https://wallethub.com/edu/e/best-worst-community-colleges/15076>

Extenuating circumstances beyond the control of the institution and pandemic

Justification/evidence:

Colby Community College (CCC) began enrollment of a new program, Telecommunications Technology under the Accelerating Opportunity: Kansas (AO-K) initiative within the Norton Correctional Facility (NCF) in the fall semester, 2019. This program offers incarcerated students an opportunity to complete a postsecondary credential while receiving adult basic skills instruction at the same time. CCC awarded 18 students with a certificate in Telecommunications Technology in the academic year, 2019-2020. The metric reported in this indicator represents completers from the 2019-2020 academic year (326) and measures the rate in which completers transfer to another institution in Kansas or were employed after receiving an award conferred by CCC. The total unique count of completers in AY20 includes the correctional facility student population. Because most incarcerated students will likely remain incarcerated for multiple years, serving this population, has a negative impact on this method of evaluation. Excluding the incarcerated student population, CCC would report 308 unique completers and the rate would increase to 53.9% (166/308), a difference of .6 from the baseline. The performance indicator was written before CCC and other institutions began offering instructional services to students in correctional facilities. It must be understood that student success metrics are different for students seeking education through correctional programs than non-incarcerated cohorts. The evaluation will have a more meaningful and accurate reflection of student success if the incarcerated student population were excluded from the calculation method for this metric.

In addition to including the correctional facility population, the indicator's calculation excludes any student CCC retains in its success measure. The rate is negatively impacted as a result of students returning to CCC after completing programs, including those programs with "1+1" pathways. For example, CCC awarded 15 Practical Nursing Certificates to students who progressed in the 1+1 program. These 15 students continued into the Associate Degree in Nursing program in the subsequent year. The 15 students were excluded from the success rate, and thereby negatively impacted the overall success rate. If these 15 students transferred to another institution, they would be counted in the success rate. The intent of this indicator is to show the success of students after they leave the institution. Clearly, this evaluation method would provide a more accurate reflection of the intent of this indicator, if variables like the abovementioned examples, were excluded. Further, CCC had 76 students receive an award in AY20, and return to the institution in the subsequent year. Although not all of these students are in programs designated as 1+1 pathways, they are not considered success points for this calculation and the institution receives no credit for their retention.

Colby Community College (CCC) faced significant Covid-related challenges during FA20 and SP21. In fall semester 2020, 44 positive Covid cases were confirmed and 278 different faculty, staff, and students were quarantined (for a period of 14 days, each) throughout the semester. In the spring semester, 2021, 27 positive Covid cases were confirmed, and 151 faculty, staff, and students were quarantined (for a period of 14 days, each) throughout the semester. Obviously, with such a large impact and interruption on the regular planned delivery of classes and support services, it is not surprising that there was some decrease in the number of certificates and degrees awarded at CCC during this time, and that some students would temporarily pause their transfer and/or employment plans. Educational delivery was abruptly stopped and then shifted to totally online, and then largely online. Some students became ill, lost their sources of employment and/or financial stability, and became caretakers for family and friends. Although Covid is now better controlled, its lasting effects still negatively impact health, the delivery of education, and the financial vitality of many students. The decrease in the number of students who transferred or became employed, decreased by 1.1% from the previous year, and was less than five percent away from the baseline. As indicated in the CCC response to Indicator 1, these statistics were largely a response to a globally crippling pandemic. However, beyond the pandemic, CCC understands that in order to keep students informed about their educational and professional options, to keep students on task and on track toward completion, a systemic, systematic, intentional, holistic, and well-planned strategic program of interventions is necessary for contemporary students. This type of intervention involves the full implementation of the Guided Pathways model, predicative analytics, intrusive advising, tutoring and Supplemental Instruction, learning communities, First Year Experience, Early Alert, and academic goal setting and planning. CCC is in process of either implementing these interventions, or has already completed their implementation.

CCC has been twice recognized as first among Kansas community colleges for having the highest graduation rate (41.1% in the two-year period and 54.4% over a three-year span).⁹ CCC had the second-highest retention rate among the 19 Kansas community colleges, thereby demonstrating an ongoing commitment to excellence in retention, persistence, and

⁹ Graduation rate data was retrieved from the 2022 Community College Data Book, and used the fall 2017 cohort.

completion.¹⁰ CCC has also been named in the top six percent of the nation's public community colleges (based on cost and financing, education outcomes, and career outcomes).¹¹ Such designations, repeatedly awarded, signal a successful institution continuing to make strides forward for students, during extraordinarily difficult times.

CCC continues to work with students to ensure retention, persistence, completion, transfer (if desired), and ultimately employment in a high wage and high demand career. Although the percentage of students employed or transferred had slightly decreased, CCC views this as temporary setback, and fully expects the percentage of students employed or transferred to increase, as life continues to normalize, and as the College continues to identify, promote, and embed high-impact educational and student support practices, that will not only help a student stay on task and on track for completion, but ultimately assist them into transfer and/or high demand and high wage employment.

¹⁰ Retention rate data was retrieved from the 2022 Community College Data Book, and used the fall 2019 to 2020 cohort.

¹¹ CCC Press Release: <https://www.colbycc.edu/news-information/2022-23/study-ranks-ccc-among-the-best.html> and Wallethub Website: <https://wallethub.com/edu/e/best-worst-community-colleges/15076>

Community Colleges
Graduation Rates of First-Time, Full-Time Freshmen
(100%, 150%, and 200% of Program Time)*

Table 3.7

Institution	2016 Cohort			2017 Cohort	
	100% Grad Rate	150% Grad Rate	200% Grad Rate	100% Grad Rate	150% Grad Rate
Allen Community College	28.8%	38.7%	40.7%	28.0%	39.1%
Barton Community College	28.5%	31.4%	31.9%	36.1%	38.9%
Butler Community College	14.7%	26.0%	30.0%	18.6%	28.4%
Cloud County Community College	40.3%	46.9%	54.7%	40.7%	47.0%
Coffeyville Community College	34.2%	38.2%	38.6%	37.0%	40.9%
Colby Community College	34.4% #4	41.7% #3	43.1% #4	41.1% #1	54.4% #1
Cowley Community College	31.9%	39.1%	39.8%	38.9%	46.5%
Dodge City Community College	23.5%	33.2%	34.1%	32.8%	32.8%
Fort Scott Community College	26.3%	32.7%	34.9%	30.0%	39.4%
Garden City Community College	30.9%	38.8%	39.7%	30.5%	37.1%
Highland Community College	24.7%	36.6%	41.5%	25.7%	36.9%
Hutchinson Community College	33.5%	42.2%	45.8%	33.9%	44.0%
Independence Community College	20.3%	24.3%	24.3%	26.5%	29.0%
Johnson County Community College	12.8%	25.7%	30.1%	14.2%	26.1%
Kansas City Kansas Community College	23.8%	32.4%	34.8%	25.3%	32.7%
Labette Community College	14.2%	21.7%	24.2%	20.2%	28.1%
Neosho County Community College	26.5%	32.7%	35.8%	26.1%	30.4%
Pratt Community College	35.6%	40.1%	41.0%	38.1%	40.6%
Seward County Community College	37.0%	44.3%	46.8%	34.3%	45.7%

*Cohort of degree-seeking students who completed their program within 100%, 150%, 200% of normal time to completion. Not all students entering a community college intend to achieve degree completion. Source: *IPEDS Graduation Rates and 200% Graduation Rates Surveys*;
 100% graduation rate calculated by KBOR from IPEDS Graduation Rates Survey

**Community Colleges
Fall Retention Rates of First-Time Students*
Cohort Year 2019**

Table 3.8

Institution	Full-Time	Part-Time
Allen Community College	54.1%	29.3%
Barton Community College	61.2%	23.0%
Butler Community College	59.7%	34.1%
Cloud County Community College	47.5%	34.8%
Coffeyville Community College	52.2%	50.0%
Colby Community College	65.8% #2	34.1% #10
Cowley Community College	62.6%	55.7%
Dodge City Community College	49.6%	33.4%
Fort Sco Community College	55.5%	35.0%
Garden City Community College	62.6%	30.6%
Highland Community College	39.1%	23.1%
Hutchinson Community College	66.3%	41.5%
Independence Community College	38.8%	34.8%
Johnson County Community College	62.7%	42.7%
Kansas City Kansas Community College	56.1%	37.0%
Labette Community College	50.2%	21.9%
Neosho County Community College	59.6%	43.2%
Pratt Community College	65.3%	16.7%
Seward County Community College	56.5%	25.0%

*First-time undergraduates who first enrolled in the Fall of 2019, and were still enrolled at the same institution the Fall of 2020.

Source: *IPEDS Fall Enrollment Survey*

100% graduation rate calculated by KBOR from *IPEDS Graduation Rates Survey*

**Community Colleges
Student Success Index*
Entrance Year 2010 - 2015**

Table 3.10

	Entrance Year						Entrance Year 2015 Shown Below On Graph**
	2010	2011	2012	2013	2014	2015	
Community Colleges	52.1%	51.2%	50.7%	51.8%	54.0%	55.6%	
Allen Community College	51.9%	51.6%	56.7%	53.1%	49.7%	51.5%	
Barton Community College	38.6%	35.4%	40.4%	54.1%	51.8%	54.6%	
Butler Community College	55.4%	53.1%	50.7%	51.3%	53.7%	53.3%	
Cloud County Community College	45.7%	48.1%	51.6%	51.5%	60.2%	63.4%	
Coffeyville Community College	52.9%	51.4%	52.6%	62.9%	58.6%	60.7%	
Colby Community College	66.7%	67.1%	57.0%	61.5%	59.4%	55.1%	
Cowley Community College	59.5%	52.8%	54.4%	46.4%	48.5%	54.1%	
Dodge City Community College	48.3%	47.0%	44.4%	53.9%	53.9%	57.3%	
Fort Scott Community College	59.4%	53.4%	51.4%	49.9%	44.8%	53.3%	
Garden City Community College	52.6%	60.5%	59.7%	53.7%	56.5%	58.4%	
Highland Community College	64.5%	64.5%	65.3%	60.9%	62.0%	58.6%	
Hutchinson Community College	50.9%	51.2%	49.4%	50.1%	56.7%	60.9%	
Independence Community College	54.1%	48.1%	53.2%	51.9%	58.4%	53.7%	
Johnson County Community College	49.8%	49.1%	48.8%	48.0%	51.5%	54.4%	
Kansas City Kansas Community College	48.7%	50.3%	46.5%	47.1%	49.0%	48.9%	
Labette Community College	56.8%	59.0%	59.4%	52.8%	57.9%	57.0%	
Neosho County Community College	66.2%	68.5%	59.9%	54.1%	56.9%	61.6%	
Pratt Community College	63.4%	68.6%	68.0%	65.4%	65.3%	63.3%	
Seward County Community College	54.4%	54.5%	55.2%	57.7%	58.3%	56.7%	

- 1) Completed Home Institution ■ 2) Completed System Institution ■ 3) Completed Elsewhere
- 4) Retained Home Institution ■ 5) Retained System Institution ■ 6) Retained Elsewhere

*Cohort measure includes all first-time entering and transferring degree-seeking students.

**Specific data for the categories listed above is included in the Institutional Profiles. Source: *KHEDS AY Collection, National Student Clearinghouse*

Johnson County Community College Performance Report AY 2021					AY 2021 FTE: 9,820 Date: 8/29/2022			
Contact Person: Michael McCloud Phone: 913-469-8500 ext. 2527 email: mccloud@jccc.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 Student Success: Success rate after three years reported for each cohort	1 <i>KBOR data</i>	AY 2010: 2,058/4,130 = 49.8% AY 2011: 2,098/4,275 = 49.1% AY 2012: 2,015/4,136 = 48.7% Baseline: 6,171 /12,541 = 49.2%	2,880/5,112 = 56.3%	↑	2,810/5,088 = 55.2%	↑		
2 Increase the Number of Certificates and Degrees Awarded	1 <i>KBOR data</i>	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,006	↑	2,679	↓		
3 Increase the Percent of graduates employed or transferred in Kansas one year after graduation	2 <i>KBOR data</i>	AY 2012: 1,195/2,371 = 50.4% AY 2013: 1,235/2,335 = 52.9% AY 2014: 1,322/2,548 = 51.9% Baseline: 3,752/7,254 = 51.7%	1,508/2,742 = 55.0%	↑	1,364/2,529 = 53.9%	↑		
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 2012 Cohort: 606/1,195 = 50.7% Fall 2013 Cohort: 617/1,128 = 54.7% Fall 2014 Cohort: 667/1,192 = 56.0% Baseline: 1,890/3,515 = 53.8%	730/1,276 = 57.2%*	↓	590/1,113 = 53.0%	↓		
5 Increase First to second year retention rates of first-time, full- time college ready student population	1 <i>KBOR data</i>	Fall 2012 Cohort: 304/523 = 58.1% Fall 2013 Cohort: 411/620 = 66.3% Fall 2014 Cohort: 443/663 = 66.8% Baseline: 1,158/1,806 = 64.1%	506/798 = 63.4%	↓	575/922 = 62.4%	↓		
6 Increase Three-year graduation & transfer rates of first-time, full- time, degree-seeking students	1	Fall 2010 Cohort: 674/1,622 = 41.6% Fall 2011 Cohort: 618/1,467 = 42.1% Fall 2012 Cohort: 547/1,374 = 39.8% Baseline: 1,839/4,463 = 41.2%	738/1,524 = 48.4%	↑	653/1,479 = 44.2%	↑		

*Reflects corrections made by institution 8/29/2022. Report was approved by Board with AY 2020 data showing 53.0%, with the arrow down.

Johnson County Community College Performance Report AY 2021

Indicator 1: Increase Student Success: Success rate after three years reported for each cohort

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

Result: Student success is an institutional priority and JCCC has implemented a student success model that will provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College continues to work with AccuCampus, a student engagement tool, to track student participation with campus activities and offices. Data collected from the tool feeds analytics to help provide students with an "Informed Choice" model to make personalized suggestions to individual students to improve the likelihood of success. Better connection with students along their journey has helped to increase outcomes.

The College is also leveraging its student data through the use of predictive analytics to identify toxic course combinations to provide better advising and help students access tutoring and other services sooner. A pilot of this initiative will go live in Fall 2022 with a more robust roll-out scheduled in Spring 2023. The College has also been involved in a project co-sponsored by KU-Edwards Campus, to better facilitate transfer of students within the state system as supported by the Board of Regents. The project strengthens the partnership between JCCC and KU-Edwards improving transfer options for students.

Indicator 2: Increase the Number of Certificates & Degrees Awarded

Description: The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours. The socioeconomic benefits of degree and certificate attainment are clear: the awards are a precondition to entering the nation's workforce. Efforts to increase degree/certificate attainment align with an overall effort to increase student success.

Result: Indicator 2 fell below the baseline largely due to obstacles associated with COVID-19. The awards within Healthcare, Public Safety & Wellness were greatly impacted due to the decreased availability of face-to-face opportunities. As the College resumes pre-COVID operations this is expected to improve.

Additionally, the College has three initiatives under way to directly impact this indicator.

- Academic Planning Tool implementation: This web-based platform contains a highly interactive user interface to empower students and staff to track a student's academic progress and effectively plan towards program completion and or 4-year transfer. It is a one-stop interactive visual platform where students, advisors, faculty, and administrators can collaborate on comprehensive program planning through initial enrollment, registration, milestones, transfer, and graduation.
- Pathways Strategy development: A JCCC team will be attending the Pathways Institute to develop and implement a Pathways strategy at JCCC. This strategy would help students choose a program, develop an academic plan early on, and have a clear roadmap of the courses needed to complete a credential that allows for transfer or entry into the work force. Students will also receive resources and guidance to support their journey.
- Undecided Student focus: Success Coaches are now focusing on undecided students, working to fully resource students to move them from undecided to a clear program of study.

Indicator 3: Increase the Percent of Graduates Employed or Transferred in Kansas one year after graduation

Description: Percent of students employed or transferred is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation. It is the JCCC career and technical education goal to provide students with the critical skills needed for employment in the local and regional economy. The increased percentage of students employed in the marketplace provides JCCC with a key indicator of program-level success. Pursuing additional higher education opportunities equally increases the success of our graduates and transfer students in today's economy.

Result: Indicator 3 remained above the baseline. The Career Development Center continues to increase its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easier access to job advertisements, interviewing skills, and resume tools. Additionally, physical and virtual career fairs are offered throughout the year, working to place students with area employers. This Indicator also benefits from the aforementioned partnership with KU-Edwards campus and will hopefully benefit from a change in board policy, allowing for more broad use of these strategies in transfer to institutions across the state.

Indicator 4: Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population

Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester. JCCC's goal is to increase the persistence rates across the institution from term to term, specifically increasing the number of students who persistent from one fall semester to the next. The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness.

Result: Indicator is down slightly when compared to the baseline. Due to obstacles associated with COVID enrollment at the college for fall 2020 was down overall. Students were hesitant to enroll as the nation worked to get beyond COVID-19 and courses transitioned to online delivery. The College continues to develop a strategy to improve overall student retention. We continue to have a positive outlook for future semesters, as the work being done related to JCCC Guided Pathways (Indicator 1) continues. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness.

Indicator 5: Increase First to second year retention rates of first-time, full-time college ready student population

Description: First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term. Retention rates of college ready students align with JCCC's KPI Persistence and Strategic Goal of increasing student success. It is the college's goal to increase the number of students that return in the subsequent semester. Persisting students are more likely to obtain a degree or certificate.

Result: Indicator 5 is down slightly when compared to the baseline. As mentioned within Indicator 4, COVID-19 impacted overall enrollment including students returning in the fall semester. Non-degree seeking student retention was impacted at a higher rate than our degree-seeking students. The strategy for this indicator aligns with efforts pursued to improve Indicators 1, 2 and 4.

As mentioned in Indicator 1 and 2, Student Success and Engagement along with Academic Affairs divisions continues to focus on improving the overall student experience with focus on the development of JCCC Pathways for students. JCCC pathways encourages the institution to be more intentional in our efforts to support student success. The three new initiatives listed in Indicator 2 are expected to increase retention and success of students at the College.

Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students

Description: Three-year graduation and transfer rates report on the cohorts of first time, full-time, degree seeking students. The rate includes students who entered in the fall term as a first-time full-time degree seeking student and of those who graduated from JCCC or transferred to another institution within 150% time of their expected degree or certificate completion time. Transfer data are collected by submitting each fall term cohort through the National Student Clearinghouse.

Result: Indicator increased from the baseline. JCCC is optimistic that the work being done through the new Strategic Plan and Key Performance Indicators will continue to have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 2, 4 and 5, and include efforts to increase JCCC's overall graduation rates. Additionally, the increase in articulated courses across Kansas institutions has assisted with a more seamless transfer for students.

Johnson County Community College Performance Report AY 2019 AY 2019 FTE: 10,624

Contact Person: Michael McCloud Phone and email: 913-469-8500 x2527; mccloud@jccc.edu Date: 7/1/2020

Johnson County Community	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 Student Success: Success rate after three years reported for each cohort.	1	AY 2010: 2,058/4,130 49.8% AY 2011: 2,098/4,275 49.1% AY 2012: 2,015/4,136 48.7% Baseline: 6,171 /12,541 49.2%	51.5% (1,815/3,527)**	↑	54.4% (2,884/5,298)	↑	55.2% (2,782/5,044)	↑
2 Increase the Number of Certificates and Degrees Awarded (based on awards recognized by KBOR – SAPP or 16+ credit hours)	1	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,027	↑	3,066	↑	3,359	↑
3 Increase the Percent of graduates employed or transferred in KS one year after graduation	2	AY 2012: 1,195/2,371 50.4% AY 2013: 1,235/2,335 52.9% *AY 2014: 1,322/2,548 51.9% *Baseline: 3,752/7,254 51.7%	52.9% (1,345/2,542)	↑	55.4% (1,360/2,455)	↑	53.7% (1,361/2,533)	↑
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 12 Cohort: 606/1,195 50.7% Fall 13 Cohort: 617/1,128 54.7% Fall 14 Cohort: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	Fall 16 Cohort: 58.5% (753/1,287)	↑	Fall 17 Cohort: 55.1% (721/1,308)	↑	Fall 18 Cohort 57.2% (730/1,276)	↑
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	Fall 12 Cohort: 304/523 58.1% Fall 13 Cohort: 411/620 66.3% Fall 14 Cohort: 443/663 66.8% Baseline: 1,158/1,806 64.1%	Fall 16 Cohort: 70.9% (471/664)	↑	Fall 17 Cohort: 68.4% (464/678)	↑	Fall 18 Cohort 71.1% (431/606)	↑
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 10 Cohort: 674/1,622 41.5% Fall 11 Cohort: 618/1,467 42.1% Fall 12 Cohort: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	Fall 14 Cohort: 41.5% (631/1,520)	↑	Fall 15 Cohort: 46.1% (666/1,446)	↑	Fall 16 Cohort 47.7% (733/1,536)	↑
*Updated 4/20/2018			**Updated 6/14/2019					

Johnson County Community College

Funding Tier Request for AY 2021 Performance Report

Institution Name: Johnson County Community College

Date: September 13, 2022

Indicator number and title: Indicator 2 - Increase the Number of Certificates and Degrees Awarded (AY 2021)

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic

Justification/evidence:

Indicator 2 fell below the baseline largely due to obstacles associated with COVID-19. The awards within Healthcare, Public Safety & Wellness were greatly impacted due to the decreased availability of face-to-face opportunities. Specifically, JCCC's Certified Nursing Assistant (CNA) certificate program was significantly impacted. During the summer 2020, no CNA courses were offered due to all courses transitioning to online instruction and the availability of clinical sites. Fall 2020, JCCC offered some CNA courses, but not at the numbers prior to the pandemic. During AY 2021 JCCC awarded 327 fewer degrees and certificates, with the largest decline in Certified Nursing Assistant certificates. In AY 2021 JCCC awarded 250 fewer CNA certificates when compared to the previous year. As the College has started to resume pre-COVID operations, an increase in awards has been recognized, awarding 2,932 degrees and certificates in AY 2022. While not yet at pre-pandemic award levels, JCCC awarded 127 more Certified Nursing Assistant certificates in AY 2022 compared to the previous year.

Pratt Community College Performance Report AY 2021						AY 2021 FTE: 851 Date: 7/26/2022		
Contact Person: Monette DePew Phone: 620-450-2175 email: monetted@prattcc.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 three-year graduation rate of the first-time, full-time, degree-seeking cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 112/291 = 38.5% Fall 2011 Cohort: 89/243 = 36.6% Fall 2012 Cohort: 60/231 = 26.0% Baseline: 261/765 = 34.1%	110/287 = 38.3%	↑	102/254 = 40.2%	↑		
2. Increase percentage of students employed or transferred	2 <i>KBOR data</i>	AY 2012 Cohort: 321/481 = 66.7% AY 2013 Cohort: 288/528 = 54.5% AY 2014 Cohort: 263/436 = 60.3% Baseline: 872/1,445 = 60.3%	192/313 = 61.3%	↑	152/286 = 53.1%	↓		
3. Increase the wages of students hired	2 <i>KBOR data</i>	AY 2012: \$32,087 AY 2013: \$31,281 AY 2014: \$34,131 Baseline: \$32,500	\$31,719	↓	\$38,787	↑		
4. Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)	1	Fall 2012 Cohort: 106/141 = 75.2% Fall 2013 Cohort: 110/139 = 79.1% Fall 2014 Cohort: 142/181 = 78.5% Baseline: 358/461 = 77.7%	93/115 80.9%	↑	72/93 = 77.4%	↓		
5. Increase completer success rate in developmental math, reading, and writing courses	1	Fall 2016: 223/286 = 78.0% Fall 2017: 213/257 = 82.9% Fall 2018: 160/214 = 74.8% Baseline: 596/757 = 78.7%	118/182 64.8%	↓	113/187 = 60.4%	↓		
6. Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better	1	AY 2017: 46/56 = 82.1% AY 2018: 45/58 = 77.6% AY 2019: 47/59 = 79.7% Baseline: 138/173 = 79.8%	23/46 50.0%	↓	14/24 = 58.3%	↓		

Pratt Community College Performance Report AY 2021

Indicator 1: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort

Description: The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree.

Result:

With a baseline of 34.1%, this indicator is up over both the baseline and the prior year's results. Contributing to an increase over the prior year is an increase in the graduation rate for technical program student majors. Technical program student majors had a graduation rate of 64% compared to 51% the prior year.

Indicator 2: Increase percentage of students employed or transferred

Description: Using data provided by KBOR, this represents the percent of PCC students employed in Kansas or transferred to another Kansas public system institution within one year of completion from PCC.

Result:

Pratt Community College experienced a decrease in those employed in Kansas or transferred to another Kansas public system institution within one year of completion. The majority of this cohort would have completed near the start of the pandemic in Spring 2020.

Indicator 3: Increase the wages of students hired

Description: These data are provided by KBOR. The wage of students includes the number of graduates who remain in Kansas to work. Their average wage is calculated using annualized fourth quarter wages of the calendar year.

Result:

Electrical Power Technology and Nursing students have, historically, been the programs that contribute to high wages. In AY 2021 reporting based on AY 2020 students, both the EPT and Nursing programs produced higher average wages (source: K-TIP report). In addition, the EPT program had more declared majors and more completers compared to the prior year.

Indicator 4: Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)

Description: These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term. Pratt CC emphasizes student academic support through our Student Success Center. Instructional support is made available to students in developmental courses, and it is Pratt CC's intent to increase the retention rate of students who are enrolled in developmental courses during their fall semester.

Result:

Information is based on the Fall 2020 cohort. Transfer-bound students comprise 90% of this cohort with the majority being Liberal Arts majors. The Liberal Arts sub-cohort posted a lower retention rate than the previous year. Historically, and currently, the vast majority of students not retained in this cohort are academic majors—not technical program students. This year's rate is only slightly less than our baseline of 77.7%. If we had 73/93 (one more student in numerator), the rate would have been 78.4%. One additional student retained would have put us above the baseline of 77.7%. The current 77.4% is based on the Fall 2020 cohort and encompasses a time period during the pandemic which began Spring 2020.

Indicator 5: Increase developmental course completer success rates

Description: These data are self-reported. Completer success rate for developmental courses (English, Math, and Reading) is defined as the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, or F). The completer success rate is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Result:

Information is based on Fall 2020 cohort. PCC saw an overall decrease in completer success rates for the Fall 2020 term. Developmental math courses saw an increase in the completer success rate primarily due to positive rates in our on campus Basic Applied Math. Developmental reading and writing courses both saw fairly significant decreases in completer success rates for Fall 2020. A driving factor for the decrease in developmental writing was the lack of student success in Basic Writing. Reading courses saw a decrease in completer success rates as well. Since AY 2021, we have increased professional development opportunities for instructors to improve teaching strategies; in addition, our new instructors worked more closely with experienced instructors to provide additional instructor support. Additional professional development opportunities for and mentoring of instructors will continue.

Indicator 6: Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a “C” or better**Description:**

These data are self-reported. The data represent Pratt campus students who successfully complete both ENG 176 and ENG 177 in one academic year. That number is divided by the number of students attempting both courses within that same time frame. Success is measured by a grade of A, B, or C.

Result:

AY 2020-2021 numbers are improved over AY 2019-2020, but they have not returned to the baseline year averages. We continue to work with instructors to provide mentoring and professional development opportunities; we will continue to work with students to provide additional sources of assistance. For example, beginning with the Spring 2021 semester, online tutoring was made available to students at no cost to them. Contributing factors: In AY 2021, 10/24 (42%) cohort students withdrew from Spring Pratt Campus Comp II. However, all of remaining students were successful. In short, students exiting the course is the primary factor for a low enrollee success rate; it is not students receiving a D/F grade.

Note: *The headcount (denominator) for the indicator is trending down.

Pratt Community College Performance Report AY 2019							AY 2019 FTE: 895	
Contact Person: Monette DePew			Phone and email: monetted@prattcc.edu				Date: 7/24/2020	
Pratt 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 the college ready cohort (full-time students not enrolled in developmental classes.)	1	Fall 12 Cohort: 62/102 = 60.8% Fall 13 Cohort: 109/173 = 63.0% Fall 14 Cohort: 68/125 = 54.4% Baseline: 239/400 = 59.7%	55.0% (83/151)	↓	50.7% (70/138)	↓	65.4% (89/136)	↑
2 Increase third year Student Success Index	1	AY 2010 Cohort: 286/451 = 63.4% AY 2011 Cohort: 469/684 = 68.6% AY 2012 Cohort: 446/657 = 67.9% Baseline: 1,201/1,792 = 67.0%	65.3% (395/605)**	↓	63.3% (353/558)	↓	59.9% (257/429)	↓
*3 Increase number of certificates and degrees awarded.	2	AY 2013: 637 AY 2014: 474 AY 2015: 483 Baseline: 531	305	↓	379	↓	331	↓
4 Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)	1	*Fall 2012: 106/141 75.2% Fall 2013: 110/139 79.1% Fall 2014: 142/181 78.5% Baseline: 357/461 77.4%	78.3% (141/180)	↑	79.1% (121/153)	↑	79.5% (101/127)	↑
5 Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)	1	Fall 2010: 191/299 63.9% Fall 2011: 147/243 60.5% Fall 2012: 159/230 69.1% Baseline: 497/772 64.4%	60% (181/302)	↓	60.7% (167/275)	↓	65.7% (205/312)	↑
6 Increase success of developmental students in corresponding college-level class.	2	Fall 2012: 44/56 78.6% Fall 2013: 36/61 59.0% *Fall 2014: 50/62 80.6% Baseline: 130/179 72.6%	66.2% (47/71)	↓	64.2% (52/81)	↓	77.6% 45/58	↑
*Updated 7/20/2018			**Updated 9/26/2018					

Pratt Community College

Funding Tier Request for AY 2021 Performance Report

Institution Name: Pratt Community College

Date: August 22, 2022

Indicator number and title: **Indicator 4** - Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)

Identify whether pandemic or alternative evaluation criterion from section C being used: Information and data from both the pandemic and alternative evaluation (improved performance using three-year rolling average of most recent years) are being used.

Justification/evidence: Evaluation Criteria #1: Improved performance using a three-year rolling average of the most recent three years

- Baseline = 77.7%
- Current AY2021 Reporting Year = $72/93 = 77.4\%$
- Most Recent Prior Two Years: AY2019 $101/127=79.5\%$; AY2020 = $93/115=80.9\%$;
- Most Recent Three-Year Average = $266/335=79.4\%$ **Most Recent Three-Year Average is above the baseline.
- With one more student in AY2021 numerator, the rate would have been 78.4% and above the baseline.

Evaluation Criteria #2: Pandemic Further review provided additional information in regard to the Pandemic.

- The current AY2021 Reporting Year rate of 77.4% is the lowest it has been in seven years.
- The reporting time frame encompasses Fall 2020 and Spring 2021 during the pandemic.
- The following year, AY2022, the rate rebounds to 82%. (This rate will be reported in next year's reporting cycle.)

Second indicator number & title: **Indicator 6** - Increase percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better

Identify whether pandemic or alternative evaluation criterion from section C being used: Information and data from both the pandemic and alternative evaluation (improvement from the prior year) are being used.

Justification/evidence: Evaluation Criteria #1: Improvement from the prior year

- Baseline = 79.8%
- Prior Reporting Year = 50.0 % (AY2020)
- Current Reporting Year = 58.3% (AY2021)
- This indicator saw an 8.3% increase over the prior reporting year.

Evaluation Criteria #1: Pandemic

- Baseline = 79.8%
- Prior Reporting Year = 50.0 % (AY2020)
- Current Reporting Year = 58.3% (AY2021)
- Both AY2020 & AY2021 encompass key pandemic time frames. There is a correlation with a decline in rate occurring during the pandemic.
- During AY2021, 42% (10/24) cohort students withdrew from Spring 2021 Pratt Campus Comp. II. However, all remaining students were successful. The following year, AY2022 (to be reported next year), 7% (3/45) cohort students withdrew from Spring 2022 Pratt Campus Comp II. There is a correlation with the high withdrawal rate occurring during the pandemic time frame.

- The data for the next reporting year has been compiled and reflects a rate of 75.6%. This is a significant improvement over the prior year.
- The Current Reporting Year (AY2021=24) denominator for this indicator is nearly half the size of the Prior Reporting Year (AY2020=46). The reason for this is two-fold: 1) Pratt Campus credit hours were down during AY2020-2021 and 2); more students opted to take Composition II on-line during Spring 2021. (This indicator is focused on Pratt Campus ground enrollment in Composition II.) Not only were additional online Composition II courses available as an option during Spring 2021 (due to Covid), Pratt CC policies changed to allow for institutional scholarship dollars to cover the Pratt On-line delivery format (previously institutional scholarships only covered ground courses).

Seward County Community College Performance Report AY 2021					AY 2021 FTE: 971 Date: 8/24/2022			
Contact Person: Luke Dowell Phone: 620-417-1012 email: luke.dowell@sccc.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 certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 450 AY 2014: 488 AY 2015: 484 Baseline: 474	519	↑	409	↓		
2 Increase success rate of students in College Algebra	2	Fall 2013: 166/220 = 75.5% Fall 2014: 189/232 = 81.5% Fall 2015: 170/215 = 79.1% Baseline: 525/667 = 78.7%	177/252 = 70.2%	↓	142/234 = 60.7%	↓		
3 Increase the three-year graduation rate of the college ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 75/149 = 50.3% Fall 2011 Cohort: 101/204 = 49.5% Fall 2012 Cohort: 97/196 = 49.5% Baseline: 273/549 = 49.7%	50/140 = 35.7%	↓	75/154 = 48.7%	↓		
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 2012 Cohort: 23/35 = 65.7% Fall 2013 Cohort: 24/36 = 66.7% Fall 2014 Cohort: 39/59 = 66.1% Baseline: 86/130 = 66.2%	28/43 = 65.1%	↓	43/54 = 79.6%	↑		
5 Increase the first to second year retention rate for college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 122/191 = 63.9% Fall 2013 Cohort: 102/159 = 64.2% Fall 2014 Cohort: 115/196 = 58.7% Baseline: 339/546 = 62.1%	104/171 = 60.8%	↓	94/152 = 61.8%	↓		
6 Increase the percentage of first-time, full-time students completing 24 credit hours in their first year	1	Fall 2012 Cohort: 144/360 = 40.0% Fall 2013 Cohort: 213/310 = 68.7% Fall 2014 Cohort: 238/349 = 68.2% Baseline: 595/1,019 = 58.4%	226/356 = 63.5%	↑	151/248 = 60.9%	↑		

Seward County Community College Performance Report AY 2021

Indicator 1: Increase the number of certificates and degrees awarded

Description: The data for this indicator is provided by the Kansas Higher Education Data System.

Result: In AY2021 Seward awarded 409 degrees or certificates. This is a decline of 65 awards from baseline and a decline of 110 awards from AY2020. The primary declines are in certified nurse aide (CNA) program and truck driving, where throttled classroom size and clinical availability DUE TO COVID limited participation. Associate degree transfer programs declined by 18 awards compared to AY2020; however, the most impactful decline was in the stand-alone program sector, where awards decreased by 78 awards. The stand-alone programs encompass CNA and Truck Driving; CNA awards declined by 58 awards. Truck Driving decline was smaller, but still down by 14 compared to AY2020. While transfer degree program students had more online options during the pandemic, technical degree and certificate seeking students had fewer options.

Indicator 2: Increase the success rate of students in College Algebra

Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation. The denominator represents all students taking college algebra in the fall semester, while the numerator represents students successfully completing the course with a grade of A, B, or C.

Result: Of the 234 students who took college algebra in fall 2020, 142 students completed the course successfully; 142/234, or 60.7%, is a decline of 9.5 percentage points compared to AY2020 and 18 percentage points below the baseline of 78.7%. There has been a persistent decline in college algebra success over the last four years, but not at the level that occurred in fall 2020. In 2020, high school subject level GPA was implemented for placement in response to COVID to allow students to place in college courses without placement testing. However, these subject level GPA grades were from spring 2020, at the height of the pandemic, and grade inflation may have impacted college algebra placement. Seward is studying high school subject level GPA for placement but there is not enough data to determine any impact. Continued reduction of available concurrent high school eligible instructors is also a factor. Due to fewer high school eligible math instructors and restricted seating in classrooms in fall 2020, the college developed hybrid classes to accommodate these high school students from a distance, which may have played a part in the decline. Although Seward County Community College believes college algebra placement methods and remote learning impacted student success, we do not have substantive data to support these beliefs. Our results are close to the AY2021 median baseline of 63.9%, according to the National Community College Benchmark project. Although performance was down for Seward, it may be a national trend.

Indicator 3: Increase the three-year graduation rate of the college ready cohort

Description: The data for this indicator is provided by the Kansas Higher Education Data System.

1. All first-time, full-time degree or certificate seeking students entering the fall semester.
2. Full-time is defined as 12 or more credit hours for the fall semester.
3. College ready is defined as students not requiring any developmental education courses.

Result: Of the 154 college-ready cohort, 75 completed their program within 150% of normal time, or a rate of 48.7%. This is a rebound from AY2020 report of 13 percentage points and is only 1 percentage point below the baseline of 49.7%. Due to COVID, our retention rates were impacted, and some students who did not return after the pandemic were not able to complete within the 150% graduation window, which impacted our AY2020 results. However, efforts to reach out to these students during AY2021 helped many students who could still complete within 150% of time to return in AY2021 and complete at least one level of their program.

Indicator 4: Increase the success rate of developmental writing students in English Composition I

Description: This indicator uses data from SCCC's student information system (SIS Banner). It allows us to compare success rates between developmental students in our new pilot program (English Composition I PLUS), other developmental students, and college ready students. This indicator focuses on student success in their first college level writing course after or DURING completion of a developmental writing course with a grade of A, B, or C. The denominator represents all students completing English Composition I within one year of successfully completing developmental writing. The numerator indicates the students completing English Composition I with a grade of A, B, or C.

Result: Of the 54 students who took developmental writing and completed with an A, B, or C and took English Comp I, 43 were successful in English Comp I, or 79.6%. Seward anticipated this improvement due to implementing a corequisite English Comp I PLUS course in the last four years. Steady and significant improvements were evident even in AY2020 at the height of the pandemic. Though those who took the PLUS class in fall 2020 did not perform as well as they did in spring 2021, it was still at a rate of 75%, which is well above the baseline of 66.2%. If fall 2020 had been a normal fall semester, the results may have been even better. This program helps Seward students achieve on-time graduation and participate in corequisite remediation, *which are metrics and promising practices of KBOR's Building a Future Strategic plan for affordability and Success.*

Indicator 5: Increase the first to second year retention rate for college ready cohort

Description: This indicator uses retention data from KHEDS and focuses on the first year to second year retention rate of the college ready cohort of students. The denominator represents all degree or certificate seeking students not requiring developmental education for the program of enrollment (e.g., students enrolled in Welding Technology certificate program) or placing into college-level courses (e.g., transfer track student). The numerator indicates students retained from fall to fall.

Result: Of the 152 college-ready cohort who entered in fall 2019, 94 (61.8%) returned or completed by fall 2020. Although results fell .4 percentage points below the baseline, it was a one percentage point rebound from the AY2020 result of 60.8%. Enrollment Management (EMC) believes the uncertainty of students returning in fall 2020 had a significant impact on retention for all students, but employing communication initiatives (wellness checks, etc.) during the year helped boost the results to a better-than-expected outcome. The college has also developed additional exit points for students in technical programs, so that if they need to leave earlier than expected, they can still obtain a credential or certification that will assist in employment. Seward continues to strengthen those early exit pathways and believes it will help improve retention and student success.

Indicator 6: Increase the percentage of first-time, full-time students completing 24 credit hours in their first year of college

Description: This indicator focuses on increasing the percentage of full-time entering freshman completing 24 or more credit hours in their first year of college. The data used to calculate this indicator are provided by KHEDS.

- 1) All first-time, full-time degree or certificate seeking students entering the fall semester.
- 2) Full-time is defined as 12 or more credit hours for the fall semester.
- 3) Credit hour accumulation in first year is the number of full-time students who earned 24 credit hours in the fall, spring, and summer terms combined.
- 4) The indicator is calculated by taking the total from (3) and dividing it by the total from (1).

Result: Of the 248 first time entering students in fall 2020, 151 (60.9%) earned at least 24 credit hours before fall 2021. Seward exceeded the baseline of 58.4% by 2.5 percentage points. With rebounds experienced in fall 2021, Seward anticipates meeting or exceeding these results in AY2022.

Seward County Community College Performance Report AY 2019						AY 2019 FTE: 1,175		
Contact Person: Luke Dowell			Phone and email: 620-417-1014; luke.dowell@sccc.edu			Date: 8/18/2020		
Seward 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 the number of certificates and degrees awarded	AY2013 - 450 AY2014 - 488 AY2015 - 484 Baseline: 474	527	↑	566	↑	513	↑
2	Performance of students on institutional quality measures -Increase success rate of students in College Algebra	Fall 13 – 166/220 (75.5%) *Fall 14 – 189/232 (81.5%) Fall 15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)	77.4% (181/234)	↓	74.5% (172/231)	↓	72.1% (189/262)	↓
3	Increase three-year graduation rates of college ready cohort	*Fall 10 Cohort – 75/149 (50.3%) Fall 11 Cohort – 101/204 (49.5%) Fall 12 Cohort – 97/196 (49.5%) Baseline: 273/549 (49.7%)	37.2% (73/196)	↓	47.8% (88/184)	↓	48.5% (97/200)	↓
4	Increase the success rate of developmental writing students in English Composition I	Fall 12 Cohort – 23/35 (65.7%) Fall 13 Cohort – 24/36 (66.7%) Fall 14 Cohort – 39/59 (66.1%) **Baseline: 86/130 (66.2%)	59.2% 32/54	↓	66.1% (39/59)	↔	73.7% (42/57)	↑
5	Increase the first to second year retention rate for college ready cohort	*Fall 12 Cohort: 122/191 (63.9%) Fall 13 Cohort: 102/159 (64%) Fall 14 Cohort: 115/196 (59%) Baseline: 339/546 (62.1%)	57.4% (112/195)	↓	60.3% (82/136)	↓	65.1% (99/152)	↑
6	Increase the % of full-time students completing 24 credit hours in their first year	Fall 12 Cohort – 144/360 (40%) Fall 13 Cohort – 213/310 (69%) Fall 14 Cohort – 238/349 (68%) Baseline: 595/1,019 (58%)	73% 256/353	↑	73% (219/301)	↑	70.7% (200/283)	↑

*Updated 7/18/2018

**Updated 10/16/2019

Seward County Community College

Funding Tier Request for AY 2021 Performance Report

Institution Name: Seward County Community College

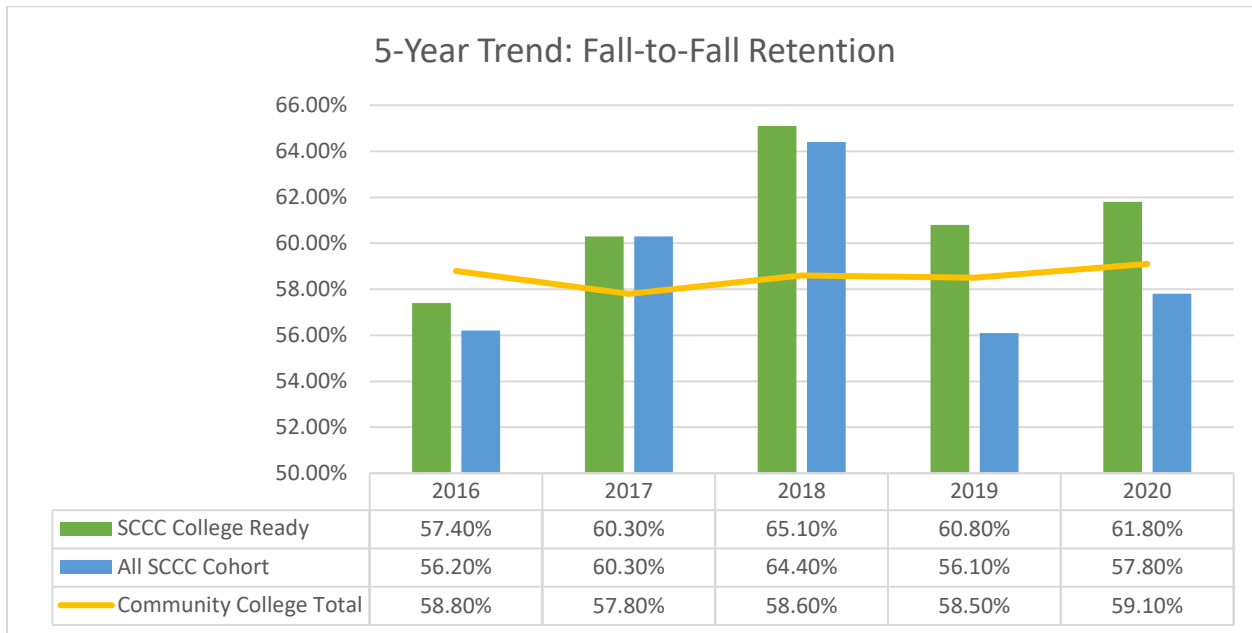
Date: 9/20/2022

Indicator number and title: Indicator 5 - Increase the first to second year retention rate for college ready cohort

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic had a direct impact on this outcome.

Justification/evidence: Of the 152 college ready students who entered Seward in fall 2019, 94 (61.8%) returned or completed their program of study by fall 2020. The baseline for this goal is 62.1%; **SCCC missed the baseline by one student**. Students who returned to Seward in fall 2020 faced a very different reality than when entering in fall 2019. The campus shut down in March of 2020 and performed a “soft” opening for fall beginning in July. Continued uncertainty at the beginning of the semester made it difficult to plan students’ schedules, not knowing if those courses were to be offered online or in person. When it was determined that in-classroom offerings would be available, it was necessary to throttle the number of people in a room to accommodate social distancing mandates, which reduced the number of students who could attend face-to-face. Students who were able to participate at a distance were often reluctant to do so because they lacked the technology needed to participate online. Many decided to forego enrolling at all. From a socio-economic perspective, students, or the parents of these students, lost their jobs due to the shutdown, and were unable to return due either to relocation for employment, or because they could no longer afford to attend. Federal aid from HEERF helped some, but by the time the money was available, students had already made choices that directly impacted their educational goals.

Even during a very difficult year, SCCC’s retention of *college ready students* continued to improve, and remains at or above the Kansas Community College retention rates, as the graph below demonstrates. SCCC was one student from meeting the benchmark.

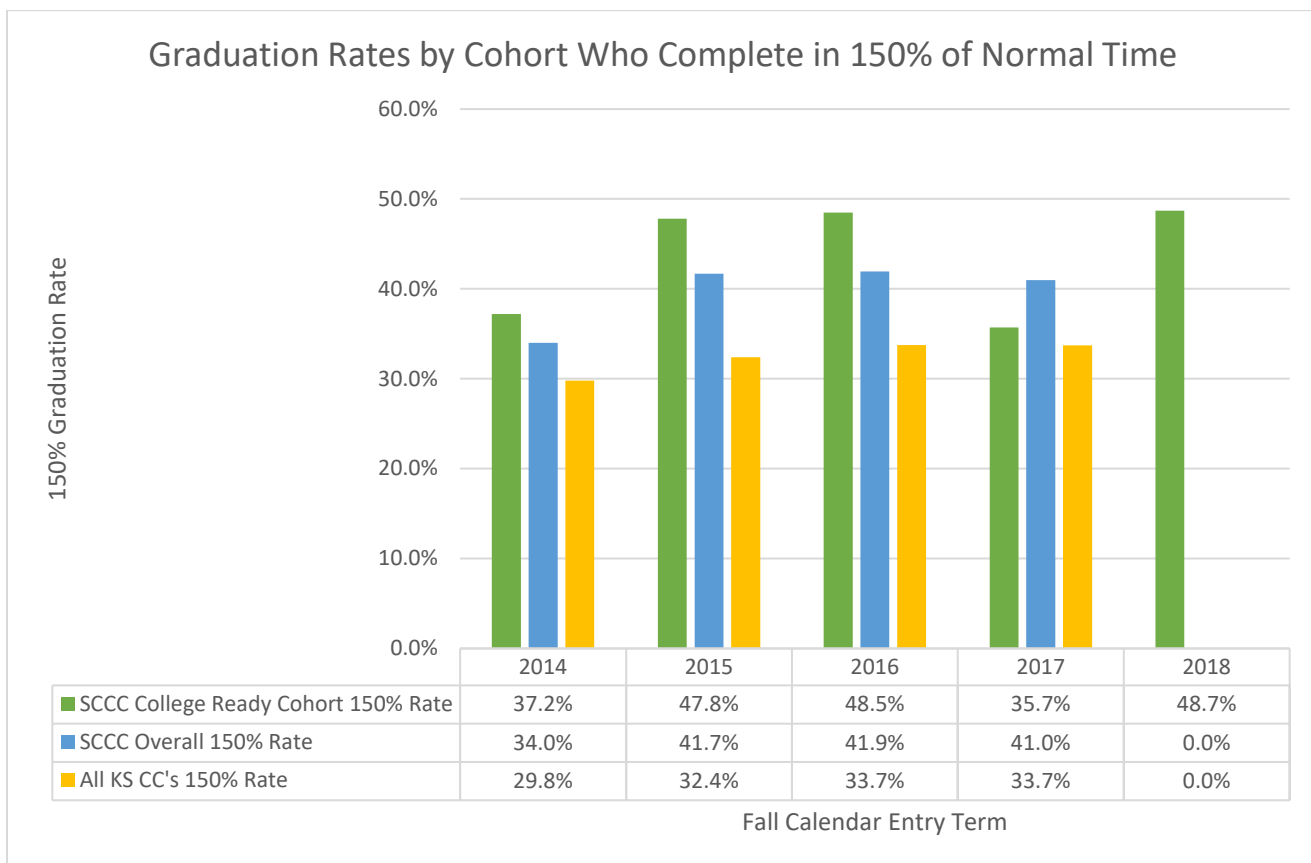


Sources: KHEDS Academic Year Collection, KHEDS Fall Census Collection; Annual Performance Agreement Results

Second indicator number and title: Indicator 3 - Increase the three-year graduation rate of the college ready cohort

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic had an indirect impact on this outcome.

Justification/evidence: Of the 154 college-ready cohort, 75 completed their program within 150% of normal time, or a rate of 48.7%. The result is a rebound from AY2020 report of 13 percentage points and is only 1 percentage point below the baseline of 49.7%; **SCCC missed the baseline by two students**. Uncertainty due to the pandemic caused many students to delay or abandon their education in fall 2020 and spring 2021, and therefore, did not complete within the 150% graduation window. Efforts to reach out to students during AY2021 helped students who could still complete on time to do so, at least at some level of their program. Even with these efforts, financial and social uncertainty in fall 2020 and spring 2021 prevented SCCC from meeting the benchmark by **two students**. However, SCCC **graduation rates continue to trend upwards** as the graph below demonstrates. SCCC has historically outperformed Kansas community colleges, even at the height of the pandemic (fall 2017). The college ready cohort in the graph below does not include trailing summer graduates, while the SCCC overall and All KS CC's does; the difference in measures between college ready and the other cohorts is the reason for the lower performing rates between SCCC's college ready cohort and the other two groups.



Sources: KBOR KHEDS Academic Year Collection, KHEDS Fall Census Collection, KBOR Performance Agreement Results

1 – For the SCCC College Ready Cohort, data from the trailing summer of the academic year is not included in the results, and therefore may be lower than the other group rates.

2 – SCCC Overall and All KS CC's in the **Fall Calendar Entry is the fall semester a full-time, first-time college ready student entered the college. A full-time degree-seeking student entering in fall 2017 and completing by summer 2020 would be counted in the numerator for the rate calculation.**

3 - SCCC Overall and KS CC's 150% rates not yet available for fall 2018 calendar entry term.

Washburn University Performance Report AY 2021						Washburn AY 2021 FTE: 4,400 Washburn Tech AY 2021 FTE: 949 Date: 7/5/2022		
Contact Person: Laura Stephenson Phone: 785-670-1648 email: laura.stephenson@washburn.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 first-time full-time freshmen at Washburn University	1 <i>KBOR data</i>	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% Baseline: 1,540/2,335 = 66.0%	498/715 = 69.7%	↑	415/625 = 66.4%	↑		
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 <i>KBOR data</i>	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,391	↓	2,306	↓		
3 Increase the ranking among the state public universities as measured by the endowment per FTE student	3	2012 Rank: 2 2013 Rank: 2 2014 Rank: 2 Baseline: Rank 2	2	↔	2	↔		
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually	2	FY 2013: 27,329/162,754 = 16.8% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% Baseline: 79,766/467,082 = 17.1%	31,451/138,593 = 22.7%	↑	36,489 /127,476 = 28.6%	↑		
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 Baseline: 1,938	1,207	↓	1,291	↓		
6 Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,399	↓	1,144	↓		
7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	64	↑	32	↓		

Washburn University Performance Report AY 2021

Indicator 1: Increase first to second year retention rates of first time full-time freshmen at Washburn University.

Description: Washburn University has implemented new initiatives to assist in increasing the first to second year retention rate. The data regarding full-time first-time freshmen is provided to KBOR annually as a subset of our fall census data.

Result: Washburn University's retention rate was 66.4% for the 2020 cohort, which is down from 2019, but is still above our baseline of 65.9%. This exemplifies that, notwithstanding the challenges and uncertainty connected to the pandemic, the university has made progress in this area by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full-time freshmen. We have also become more adept using technology after implementing the EAB (Education Advisory Board) Student Success Collaborative software system which generates a data rich environment allowing us to focus our efforts on identified at-risk students.

Indicator 2: Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech

Description: Washburn is committed to increasing the number of students receiving certificates and degrees at the university in support of KBOR's strategic goal to increase higher education attainment among Kansas citizens. The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD file submission.

Result: Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,306 in AY21, down from the three-year baseline average of 2,444. Both campuses experienced decreases in degrees and certificates awarded since AY20, which we believe is attributable to the number of stop-outs due to the pandemic, as well as a strong labor market.

Indicator 3: Increase the ranking among the state public universities as measured by the endowment per FTE student

Description: The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO (National Association of College & University Business Officers)/Commonfund Endowment Study. Our goal is to continue to maintain or increase our ranking.

Result: Washburn University maintained its ranking of second in the state of Kansas. The list that follows indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions participating in the annual NACUBO/Commonfund Endowment Study. The values have been generally trending upward over the last several years, with a substantial increase this past year in both dollar amount and upward movement in rank among all public institutions participating in the study. *FY21 \$43,322 (37th), FY20 \$32,977 (48th), FY19 \$32,930 (41st), FY18 \$31,077 (Unknown), FY17 \$31,131 (43rd), FY16 \$28,356 (48th), FY15 \$30,353 (44th).*

Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually

Description: Washburn is attempting to meet the needs of place bound and working students by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals. Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses as well as the total student credit hours are compiled and summed for the academic year (summer, spring, and fall semesters.)

Result: Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY21 with 28.6% (36,489/127,476) online student credit hours awarded. Over the longer term, Washburn has been increasing both the number of online course sections and online programs offered. The size of the increase in the percentage of online courses from AY20 to AY21 was at least partially due to the pandemic.

Indicator 5: Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University

Description: Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their education in order to obtain academic credentials to assist them in pursuing their chosen professions. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually.

Result: Although Washburn University did not achieve the baseline goal of 1,938, enrollments of adult learners in undergraduate programs did increase from AY20 in AY21, from 1,207 to 1,291. Washburn is actively working to identify the programs and formats, new or existing, that are most valuable to adult learners and then determining which of these programs and formats Washburn will offer and market to meet the educational needs of adult learners. More online, condensed, and hybrid courses are being offered, and more programming to appeal to this market is currently being developed.

Indicator 6: Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech

Description: Washburn Tech has worked closely with business/industry and KBOR to identify the relevant certifications in each of its programs. These certifications indicate to business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed. This indicator will measure the number of students who receive industry-recognized credentials, either during or at the completion of their program of study. The data are collected from students and from official websites where the results are published.

Result: In AY21, 1,144 industry credentials were earned out of 1,290 attempted, for a pass rate of 88.68%. This is the highest pass rate since AY18, however, there was a decrease of 255 credentials from the previous academic year. There are several reasons for the decrease from the baseline data: the CDL industry certificate program transitioned to non-credit AY20; WorkKeys is no longer assessed (since AY16); the OSHA 10 Certification was removed from six technical programs in AY21 to better align with industry and state board requirements; the Kansas Juvenile Corrections Complex (KJCC) has continuing impacts of COVID on educational services during the AY21 year, impacting students' ability to attain industry recognized credentials; and enrollments in general have not yet recovered from the pandemic.

Indicator 7: Increase the number of students completing a General Education Diploma (GED) at Washburn Tech

Description: Washburn Tech provides adult education and literacy services in order to assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency and assists adults in the completion of a secondary school education and the GED. Through the Accelerating Opportunity in Kansas (AOK) Program, qualifying students may co-enroll in a Career and Technical Education (CTE) program and the Adult Education and Literacy program simultaneously. Data is collected through the State of Kansas Adult Education database.

Result: For AY21, 32 students completed their GED through Washburn Tech, which is below our baseline of 42. The decrease was due to the pandemic. We had no in person courses in Summer 2020, and in Fall 2020 and Spring 2021, the number of students was restricted by safety requirements.

Washburn University Performance Report AY 2019

AY 2019 FTE: 4,994 – Washburn

AY 2019 FTE: 1,270 – Washburn Tech

Contact Person: JuliAnn Mazachek

Phone and email: 785-670-1648; juliann.mazachek@washburn.edu

Date: 7/22/2020

Washburn 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 first to second year retention rates of first time full-time freshmen (Washburn University).	1	Fall 12 Cohort: 517/803 = 64.3% Fall 13 Cohort: 509/779 = 65.3% Fall 14 Cohort: 514/753 = 68.3% Baseline: 65.9% (1,540/2,335)	71.8% (610/849)	↑	70.1% (574/819)	↑	68.9% (501/727)	↑
2 Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).	1	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,590	↑	2,496	↑	2,673	↑
3 Increase the ranking among the state public universities as measured by the endowment per FTE student.	3	2012: Rank 2 2013: Rank 2 2014: Rank 2 Baseline: Rank 2	Rank 2	↔	Rank 2	↔	Rank 2	↔
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.	2	FY13: 27,329/162,754 = 16.8% FY14: 26,386/155,304 = 17.0% FY15: 26,051/149,024 = 17.5% *Baseline: 79,766/467,082 = 17.1%	19.6% (28,908/147,227)	↑	20.3% (30,223/148,605)	↑	22.1% (32,047/145,258)	↑
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.	1	FY13: 2,152 FY14: 1,940 FY15: 1,722 Baseline: 1,938	1,466	↓	1,432	↓	1,177	↓
6 Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,179	↓	1,896	↑	1,994	↑
7 Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	129	↑	130	↑	79	↑

*Updated 7/17/2018

Washburn University & Washburn Technical Institute

Funding Tier Request for AY 2021 Performance Report

Institution Name: Washburn University/Washburn Tech

Date: August 15, 2022

Indicator number and title: **Indicator 5** - Increase the number of undergraduate KS resident degree-seeking adult student learners (25-64) at WU

Identify whether pandemic or alternative evaluation criterion from section C being used: Extenuating circumstances beyond the control of the institution

Justification/evidence:

With enrollment declines, our absolute number of adult learners seeking bachelor's degrees has decreased since the baseline years. However, WU has recently been focusing on offering more courses and services targeted at adult learners, and enrollment of students in this age group increased in AY 21 from AY 20 in absolute and relative terms from 1207 (24% of FTE) to 1290 (27% of FTE). More online and eight-week courses, as well as improved advising for this student population has improved enrollment of these students.

Second indicator number and title: **Indicator 7** - Increase the number of students completing a General Education Diploma (GED) at Washburn Tech

Identify whether pandemic or alternative evaluation criterion from section C being used: Pandemic

Justification/evidence:

As stated in the performance report, the decrease in GED completions in AY 21 was due to the pandemic. Washburn Tech had no in-person courses in mid-March (Spring 2020) through Summer 2020, and in Fall 2020 and Spring 2021, the number of students was restricted by safety and social distancing requirements. Washburn Tech enrolled the maximum number of students that were permitted given space requirements in AY 21, and GED completions increased in the following year. We also expect greater numbers of GED completions in the future as enrollments recover in general and we expand our offerings to Topeka Correctional Facility.

Act on Request for Revision to Butler Community College and Washburn University/Washburn Institute of Technology AY 2020–AY 2022 Performance Agreements

Summary and Recommendation

In accordance with K.S.A. 74-3202d, and the Board-approved [Performance Agreements: Funding Guidelines](#), Butler Community College and Washburn University/Washburn Institute of Technology are requesting changes to their AY 2020 – AY 2022 Bridge Performance Agreements for the final reporting year of Academic Year (AY) 2022. Staff recommends approval.

November 29, 2022

Background

In June 2009, the Board Academic Affairs Standing Committee (BAASC) authorized institutions to submit requests for revisions to existing performance agreements at any time during the year. Institutions consult with staff on revisions. Per the [Performance Agreements: Funding Guidelines](#), BAASC acts on the revision requests on behalf of the Board. The original AY 2020 – AY 2021 Bridge Performance Agreements were approved by the full Board on March 18, 2020, and on May 19, 2021, BAASC approved adding Academic Year 2022 to the existing Bridge Performance Agreements.

Requests

A. Butler Community College

Butler Community College requests to change the baseline for Indicator 4, which is “*Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term.*” The Accelerated Learning Program at Butler allows students to take a developmental course and the next English course in the sequence during the same semester, thereby cutting down on the number of semesters required for developmental and college-level coursework.

Like many other institutions, Butler has had this indicator in place for a number of years; the baseline goes back to AY 2014. Since then, the college has implemented some key changes in its methods of assessing students for placement into developmental education and/or English Composition I. Prior to 2016, Butler recognized more than one developmental level for reading and required a separate prerequisite developmental course for those students testing into the lowest reading level. In 2016, Butler began allowing the lowest reading level students to enroll directly into the ALP course and English Composition I, thereby cutting down on the number of semesters those students would need to complete English Composition I. This change allowed students who had been assessed at a lower reading level to be included in the measure for Indicator 4.

The second key change occurred in 2018 when Butler began using multiple measures for course placement. This change allowed the use of a student’s high school GPA or a placement exam, whichever was higher, to place students into the appropriate developmental course and/or English Composition I, resulting in more students “placing up.” As such, this also changed the pool of students taking the ALP and English Composition I course, as measured in Indicator 4.

Due to these changes in placement methodology, Butler requests to replace the baseline academic years of 2014, 2015, and 2016 with 2019, 2020, and 2021 for the final reporting year of the current agreement. The Butler AY 2020 – AY 2022 Performance Agreement, exhibiting this change, is included in this paper.

B. Washburn University/Washburn Institute of Technology

Washburn University/Washburn Institute of Technology requests to change Indicator 6, which is “*Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech.*” Like many other institutions, Washburn has had this indicator in place for a number of years; the baseline goes back to AY 2013. Since the baseline years of 2013, 2014, and 2015, several changes have occurred that have negatively affected the number of industry-recognized technical credentials awarded. Starting in AY 2016, WorkKeys was no longer assessed at Washburn Institute of Technology. In AY 2020, the Commercial

Driver's License (CDL) industry certificate program transitioned to non-credit. In AY 2021, the OSHA 10 Certification was removed from six technical programs to better align with industry and state board requirements. Finally, COVID affected educational services at the Kansas Juvenile Corrections Complex (KJCC), where fewer students have been able to attain industry-recognized credentials. As such, Washburn is requesting to replace the current Indicator 6 with a new indicator, "*Wages of students hired.*" Washburn Institute of Technology continuously evaluates and refines programs, curricula, and equipment necessary to meet the needs of employers to ensure students have ample job opportunities with competitive salaries. Further, faculty and administrators at the institution meet regularly with program advisory boards to keep programs up to date so that they can provide quality graduates to business and industry. The Washburn AY 2020 – AY 2022 Performance Agreement, exhibiting this change, is included in this paper.

Staff Recommendation

Staff recommends approval of these changes to the Butler Community College Performance Agreement and the Washburn University/Washburn Institute of Technology Performance Agreement for the final year. The changes to Butler's placement methodology in 2016 and again in 2018 changed the preparation level of students comprising this indicator. As such, we think changing the baseline years provides for a more consistent and fair comparison for the final reporting year of the agreement. The changes in the landscape for industry-recognized credentials at Washburn Institute of Technology have rendered the institution unable to meet the baseline. The change to an indicator based on wages of students graduating from Washburn Institute of Technology and who remain in Kansas to work will exhibit how the institution is helping to meet the needs of the Kansas economy. If approved, these changes will become effective for the AY 2022 reporting year, and BAASC will act on those performance reports in Fall 2023.

Butler Community College Bridge Performance Agreement AY 2020 – AY 2022					AY 2018 FTE: 5,855 Date: 7/12/2021			
Contact Person: Tom Nevill Phone: 316-322-3110 email: tnevill@butlercc.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 Number of certificates and degrees awarded annually	1 <i>KBOR Data</i>	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 Baseline: 1,463						
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1 <i>KBOR Data</i>	Fall 2012 Cohort: 464/731 = 63.5% Fall 2013 Cohort: 450/732 = 61.5% Fall 2014 Cohort: 530/852 = 62.2% Baseline: 1,444/2,315 = 62.4%						
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 Baseline: 1,012						
4 Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term	1	AY 2014: 41/63 = 65.1% (spring only) AY 2015: 77/114 = 67.5% AY 2016: 137/227 = 60.4% Baseline: 255/404 = 63.1%	Baseline Change Request for Indicator 4 AY 2019: 108/202 = 53.5% AY 2020: 133/269 = 49.4% AY 2021: 90/172 = 52.3% Baseline: 331/643 = 51.5%					
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 Baseline: 302						
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% Baseline: 3,514/5,388 = 65.2%						

Butler Community College Bridge Performance Agreement AY 2020 - AY 2022

Indicator 1: Number of certificates and degrees awarded annually

Description: Using the Kansas Higher Education Data System, Butler will report the number of certificates\degrees awarded each academic year. Our Student Success strategic priority is the center of our strategic plan, as reflected in the goal to ensure "Students Finish What They Start." Butler has started several initiatives aimed at improving effective teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on setting and achieving retention goals at the course and program levels. This work will contribute to an overall increase in credentials.

Result:

Indicator 2: First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)

Description: This indicator tracks the first to second year retention rates for first-time, full-time, degree-seeking students who return to enroll in the fall term of the subsequent year. Butler has developed a more effective, strategic approach to enrollment management. We have the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Implemented retention goals at the course/program level to address specific student needs. This work will contribute to an increase in retention of college-ready students.

Result:

Indicator 3: Award of third party technical credentials

Description: Program faculty facilitate necessary testing and implement a systematic process to track credential attainment. Butler tracks credentials awarded to students in multiple discipline areas including Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Automotive Technology (NATEF certificates) Welding (American Society of Welding), Networking Technology (CompTIA A+, Microsoft, TestOut, and other industry credentials), and Culinary Arts (Serve Safe certificate).

Result:

Indicator 4: Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term

Description: ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. ALP decreases the attrition between the two courses in the traditional sequence and increases the number of students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw at the end of the term. The success rate is then compared to a historical pre-ALP baseline success rate of 39% for the same level of students.

The Butler Accelerated Learning Program (ALP) is a rigorous, integrated co-requisite program that allows students who place in developmental English, EG 060, to take it and Composition 1, EG 101, in the same semester. ALP student success is calculated by dividing the total number of students who persist to the end of the term and receive a C or better in both courses by the total number of students who receive an A, B, C, D, F, or who withdraw before the end of the term. In Fall of 2018, Butler started the deployment of a multiple-measures approach to determine the placement students in developmental English; this approach led to a decrease in the overall number of students placed in developmental courses.

Result:

Indicator 5: Increase in the number of STEM technical certificates and degrees

Description: Butler will help students develop applied STEM skills which prepare them to obtain employment in occupations critical in the south-central Kansas economy. This indicator focuses on several core job clusters including Engineering, Information Technology and Healthcare. The college established early college academies for high school students interested in Engineering, Healthcare, Information Technology, and Welding. The programs included in this indicator are Cyber Security, Database Administration, Engineering Technology, Software Development, Interactive Design & 3D, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NUR or any codes that may replace these in the program inventory.)

Result:

Indicator 6: Directional Improvement in College Algebra Pass Rates

Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Students who don't pass College Algebra often leave school in their first year. Butler has initiated a redesign of its math curriculum. The project divided four courses (lowest developmental course through College Algebra) into one-credit modules. These modules allow students to develop the skills they need to pass College Algebra. The intent of the new curriculum is to lessen the time students need to complete developmental content while improving the successful completion of College Algebra. The success rate is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of C or better (the numerator) by the number of students who receive an A, B, C, D, F grade or withdraw from the course at the end of the term (the denominator).

Result:

Washburn University Bridge Performance Agreement AY 2020 - AY 2022				Washburn AY 2018 FTE: 5,106 Washburn Tech AY 2018 FTE: 1,219 Date: 5/21/2021				
Contact Person: JuliAnn Mazachek Phone: 785-670-1648 email: juliann.mazachek@washburn.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 first time full-time freshmen at Washburn University	1 <i>KBOR data</i>	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% Baseline: 1,540/2,335 = 66.0%						
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 <i>KBOR data</i>	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444						
3 Increase the ranking among the state public universities as measured by the endowment per FTE student	3	2012 Rank: 2 2013 Rank: 2 2014 Rank: 2 Baseline: Rank 2						
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually	2	FY 2013: 27,329/162,754 = 16.8% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% Baseline: 79,766/467,082 = 17.1%						
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 Baseline: 1,938						
6 Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	Change Request for Indicator 6: Wages of Students Hired (Washburn Tech)		Baseline Data: AY 2012 - \$22,038 AY 2013 - \$22,196 AY 2014 - \$22,225 Baseline: \$22,153			

7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42						
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Washburn University Bridge Performance Agreement AY 2020 - AY 2022

Indicator 1: Increase first to second year retention rates of first time full-time freshmen at Washburn University.

Description: Washburn University has implemented new initiatives to assist in increasing the first to second year retention rate. The data regarding full-time first-time freshmen is provided to KBOR annually as a subset of our fall census data.

Result:

Indicator 2: Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech

Description: Washburn is committed to increasing the number of students receiving certificates and degrees at the university in support of KBOR’s strategic goal to increase higher education attainment among Kansas citizens. The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD file submission.

Result:

Indicator 3: Increase the ranking among the state public universities as measured by the endowment per FTE student

Description: The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO/Commonfund Endowment Study. Our goal is to continue to maintain or increase our ranking.

Result:

Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually

Description: Washburn is attempting to meet the needs of place bound and working students by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals. Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses as well as the total student credit hours are compiled and summed for the academic year (summer, spring, and fall semesters.)

Result:

Indicator 5: Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University

Description: Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their education in order to obtain academic credentials to assist them in pursuing their chosen professions. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually.

Result:

Indicator 6: ~~Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech~~ Wages of students hired

Description: ~~Washburn Tech has worked closely with business/industry and KBOR to identify the relevant certifications in each of its programs. These certifications indicate to business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed. This indicator will measure the number of students who receive industry-recognized credentials, either during or at the completion of their program of study. The data are collected from students and from official websites where the results are published.~~

Washburn Tech continuously evaluates and refines programs, curriculum, and equipment to meet the needs of employers such that students will have ample job opportunities. Washburn Tech faculty and administrators meet regularly with their program advisory boards comprising business and industry representatives, ensuring that programs are current and businesses are assured of the quality of graduates. These refinements and relationships lead Washburn Tech graduates to earn competitive salaries.

Result:

Indicator 7: Increase the number of students completing a General Education Diploma (GED) at Washburn Tech

Description: Washburn Tech provides adult education and literacy services in order to assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency and assists adults in the completion of a secondary school education and the GED. Through the Accelerating Opportunity in Kansas (AOK) Program, qualifying students may co-enroll in a Career and Technical Education (CTE) program and the Adult Education and Literacy program simultaneously. Data is collected through the State of Kansas Adult Education database.

Result: