KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Tuesday, November 28, 2023
9:00 a.m. – 10:30 a.m.

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

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:

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

Board Academic Affairs Standing Committee
AY 2024 Meeting Schedule

BAASC Academic Year 2023- 2024 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	10:30 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	University of Kansas	3:00 p.m.	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	Emporia State University	10:30 a.m.	October 25, 2023
November 28, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 13, 2023	Topeka	10:30 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	10:30 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	10:30 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	10:30 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	Fort Hays State University	10:30 a.m.	March 27, 2024
April 30, 2024	Virtual Meeting	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	10:30 a.m.	April 24, 2024
June 4, 2024	Virtual Meeting	9:00 a.m.	May 14, 2024
June 18, 2024	Virtual Meeting	10:30 a.m.	May 29, 2024

Please note virtual meeting times are 9 a.m., and Board day meetings are 10:30 a.m. unless otherwise noted.

Board Academic Affairs Standing Committee
MINUTES

Wednesday, November 15, 2023

The November 15, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 10:30 a.m. The meeting was held at Emporia State University with a Zoom option.

In Attendance:
Members: Regent Lane   Regent Mendoza   Regent Johnston
            Regent Ice

Roll call was taken for members and presenters.

Approval of Minutes
Regent Johnston moved to approve the October 31, 2023, meeting minutes, and Regent Mendoza seconded the motion. The minutes were approved as presented.

2023 Transfer and Articulation (TAAC) Quality Assurance Report
Casey Fraites-Chapes presented a report summary, which can be found on the TAAC Council webpage.

Open Education Resources (OER) Annual Report
Tara Lebar and Barry Bailey presented a report summary, which can be found on the OER Across Institutions webpage. Mark Faber, previous Fort Hays State University Student Body President and current KUMC Student Advisory Committee member, summarized his experience with how OER impacts students. You can view his full comments through video at https://youtu.be/8bfAvRK07-c.

Approval of Strategic Plan Pillar One Dashboard Supportive Indicators
Kelly Oliver provided a summary of the dashboard to monitor progress on the Board's strategic plan, Building a Future. The dashboard foundational metrics have been approved, and the supportive metrics are being recommended to further assess Pillar I: Helping Kansas Families. Regent Lane noted the next steps will be to discuss process specifics and how supportive metrics will be used.

Regent Ice moved to approve the supportive metrics and continue the dashboard's development, and Regent Johnston seconded. The motion passed unanimously.

Consent Items
Shirley Lefever, WSU, presented a request to offer dual credit courses out of their service area at Shawnee Mission South High School in the Kansas City Metropolitan area. A discussion was held regarding the Off-Campus Delivery of Academic Courses and Programs policy and expected communication and collaboration between institutions. Karla Wiscombe will add this topic to the December SCOCAO agenda to discuss options for improving the collective work of institutions to meet the needs of the state. Regent Lane requested an update in January.

Regent Ice moved to approve the request to go to the Board consent agenda later in the day, and Regent Mendoza seconded. The motion passed unanimously.

Academic Affairs Update
Karla Wiscombe discussed staffing changes and provided an update on the systemwide general education framework. The General Education Council approved the general education master course lists, and approval letters were sent out this week. Master course lists will be placed on the general education website. Requests for exceptions will go to President Flanders for review. Karla and Sam Christy-Dangermond met recently with the registrars to answer questions about implementation and will meet with the registrars again in January.

Good News on Campus
This is a new standing item for in-person meetings where provosts were provided time to give a short update on bright spots on their campuses. Regent Lane took a moment to thank Karla Wiscombe for stepping into the Interim Vice President of Academic Affairs role with the departure of Daniel Archer and wished Tara Lebar, KBOR Associate Director, good luck in her new position.

Adjournment
The next BAASC meeting is scheduled virtually for November 28th.

Regent Mendoza moved to adjourn the meeting, and Regent Johnston seconded. With no further discussion, the meeting adjourned at 12:23 p.m.

University of Kansas BAS in Professional Performance (CIP 09.0902)

1. Market-Share Figures

There are no other programs in the state that share the same Classification of Instructional Program code as this proposed program.

There are six "target occupations" as identified by Lightcast for this program of study.
- Public Relations Specialists
- Fundraisers
- Editors
- Public Relations Managers
- Agents and Business Managers of Artists, Performers, and Athletes

2. State & National Projections for Employment Linked to the Proposed Degree Program 2024-2026

Regional Employment Is Lower Than the National Average

An average area of this size typically has 5,388* jobs, while there are 3,486 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
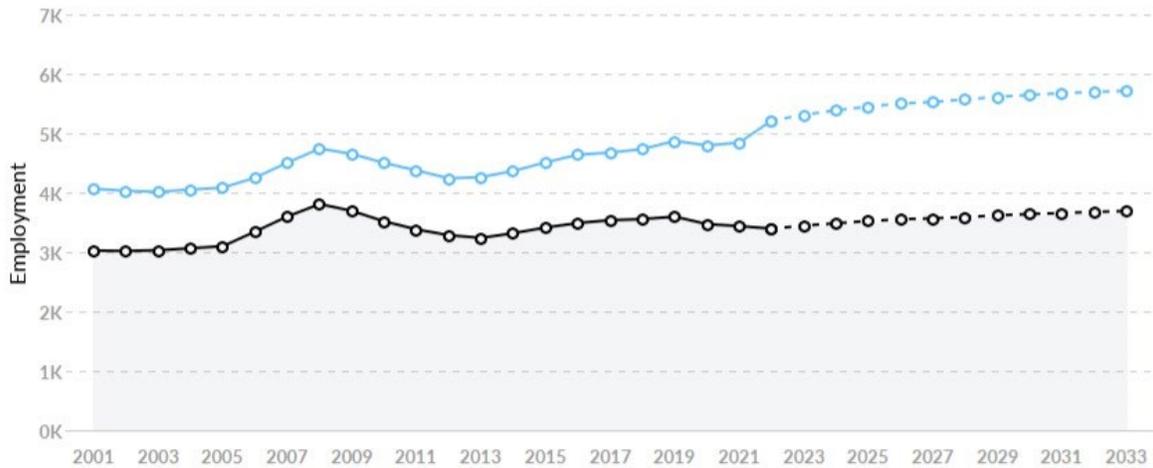
	Region	2024 Jobs	2026 Jobs	Change	% Change
●	Kansas	3,486	3,554	68	2.0%
●	National Average	5,388	5,502	114	2.1%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown
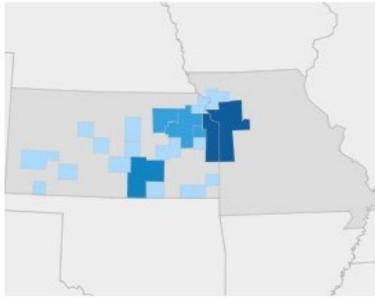
MSA	2024 Jobs
Kansas City, MO-KS	4,234
Wichita, KS	615
Topeka, KS	369
Lawrence, KS	321
Manhattan, KS	238

4. 2022 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 18% Lower Than National Compensation

For your occupations, the 2022 median wage in Kansas is $59,876, while the national median wage is $73,104.
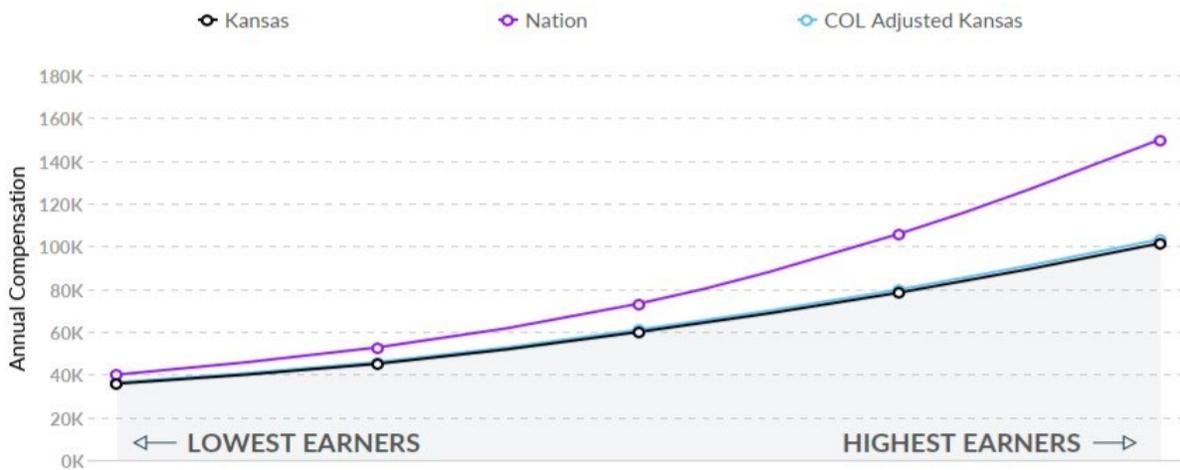
5. Minimum Education Breakdown for Jobs Posted Sept. 2022 – Sept. 2023

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	176	93	8%
Associate degree	64	28	3%
Bachelor's degree	1,314	1,116	59%
Master's degree	22	279	1%
Ph.D. or professional degree	15	75	1%

XI. References

Lightcast. (n.d.). *Program Overview*. Retrieved November 16, 2023, from
https://analyst.lightcast.io/analyst/?t=4WTN4#h=tnPP9&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved November 16, 2023 from
https://analyst.lightcast.io/analyst/?t=4WTN4#h=tnR9N&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved November 16, 2023 from
https://analyst.lightcast.io/analyst/?t=4WTN4#h=tnRG8&page=postings_report&vertical=standard&nation=us

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 28, 2023

I. General Information

A. Institution   University of Kansas

B. Program Identification
Degree Level: Bachelor's
Program Title: Professional Performance
Degree to be Offered: Bachelor of Applied Science
Responsible Department or Unit: School of Professional Studies
CIP Code: 09.0902
Modality: Hybrid
Proposed Implementation Date: Fall 2024

   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 (SPS) proposes a Professional Performance degree to meet the growing demands of individuals creating a career surrounding their athletic or artistic talents. The Bachelor of Applied Science in Professional Performance degree is designed for students with a strong interest in developing their own skills in entrepreneurship, media and marketing, content and brand creation, "influencing," web design, personal and business finance, and communication; and who have already earned an associate degree or equivalent hours.

The Professional Performance program focuses on preparing students with professional and workforce ready skills to ensure employment immediately following completion of the program. Professional Performance allows students to tailor the degree to their career goals by choosing an area of focus. The program allows students the opportunity to explore the technical and strategic aspects of self-promotion, entrepreneurship, and creating a personal or professional brand. Students will learn the foundational skills related to critical thinking, communication, leadership, finance, ethics, and career management, which will prepare them for the workforce, while also allowing students the ability to explore the reality of turning their athletic, artistic, or other strengths into a career. The program will prepare students to shape their own career by developing the pathway to monetizing their talents, creating a personal brand, becoming an influencer, or creating their own business.

This program is offered through the School of Professional Studies and is based at the KU Edwards Campus. Courses will be available in online and hybrid formats and vary by focus area. Students will be able to complete

the program 100% online or through a combination of online and in-person courses, depending on their needs and preferred enrollment path. This program fits well with other transfer degrees within the School of Professional Studies, accepts up to 75 lower-level credit hours, and leverages the current transfer community infrastructure to help recruit students from area community colleges.

While this program is offered through the School of Professional Studies at the Edwards Campus, incoming Lawrence based students interested in pursuing the Professional Performance degree are able to begin program requirements in their freshman year which positions them to complete the degree program entirely at KU.

IV. Program Demand: Market Analysis

Student Demand
Based on Lightcast (n.d.) economic modeling, SPS anticipates that the BAS in Professional Performance program would see strong enrollment. From 2012 to 2021, there was a 60% increase in students completing bachelor's degrees in sports management, a 34.9% increase in bachelor's degrees in entrepreneurship, and a 26.7% increase in bachelor's degrees in marketing or public relations with these trends continuing. On average each month, there are 5,400 searches for sports management degrees, 8,100 searches for marketing degrees, and 2,900 searches for entrepreneurship degrees. These search trends, paired with the regional demand, the community college pipeline, and current inquiry rates, demonstrate strong student demand for the program.

We anticipate student interest for the BAS in Professional Performance to come from community college partners in the Kansas City metro area, including Johnson County Community College, Kansas City Kansas Community College, and Metropolitan Community College (located just across the state line in Missouri). To ensure strong enrollment in the program, transfer pathways are being developed between JCCC, KCKCC, and MCC and the BAS in Professional Performance program. Each of these local community colleges has strong enrollment in their Art, Film & Media Studies, and Music programs as well as other disciplines that could serve as pipelines into the program such as small business management, graphic design, entrepreneurship, exercise science, marketing, etc.

This program builds on the recently approved undergraduate certificate in Name, Image, and Likeness from KU's Department of Health, Sport, and Exercise Science. KU Athletics indicates a strong interest in the Professional Performance major for student-athletes.

Comparative/Locational Advantage
As an emerging degree, there are limited Bachelor of Applied Science in Professional Performance or similar degree offerings. In the Kansas City and larger Midwest region, this would be the first BAS in Professional Performance to be offered. No other state university offers a degree program in this CIP code.

Majors and/or minors in Sports Management, Marketing, Public Relations, Exercise Science, or Entrepreneurship are available at KU and in the region (for example, in Missouri, Iowa, Nebraska, Colorado and Arkansas). However, there are not many programs that combine those disciplines to help students prepare for this career path. Similar programs to the BAS in Professional Performance would include the University of the Pacific's Sports Performance major, Cumberland University's BS in Health and Human Performance with an emphasis in Sport & Exercise Science, Marian University's BS in Sport Performance, and University of Toledo's BS in Exercise Science-Human Performance and Fitness Promotion.

The curriculum for KU's BAS in Professional Performance differs from similar programs by combining aspects of sports management, marketing, public relations, and entrepreneurship into one degree to ensure that students receive foundational knowledge to prepare them for success in their career. Additionally, students can customize their degree through the Professional Performance electives as well as completing a minor or certificate that compliments their Professional Performance degree.

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	3	300	45
Year 2	22	5	660	75
Year 3	32	8	960	120

VI. Employment

Employment trends are seeing a shift in employees seeking self-employment opportunities or creating their own employment path rather than seeking a more traditional path. According to the Bureau of Labor Statistics (n.d.) report on small-business options, there were approximately 9.6 million self-employed workers in 2016. This number to projected to increase to 10.3 million or 7.6 percent by 2026. As of February 2022, self-employed workers made up almost 11% of the 157 million employed workers in the U.S. and the Arts, Design, Entertainment, Sports and Media sector of self-employed saw an increase of nearly 50,000 workers (U.S. Bureau of Labor Statistics, n.d.). In addition to these workers, we are seeing trends with technology allowing individuals to create a career based on their individual brand, talent or in marketing promotion/"influencing". The Statista Research Department (2022) found that the global influencer marketing market size has more than doubled since 2019 and in 2022, the market was valued at a record 16.4 billion U.S. dollars.

Given the current competitive market, organizations are turning to athletes, artists, or "influencers" to create partnerships and promote purchasing. Additionally, with the NCAA's ruling that college athletes can earn money from their name, image, and likeness, additional career opportunities have become available to KU's student-athletes. With the Professional Performance degree preparing students in foundational skills related to critical thinking, communication, leadership, finance, ethics, and career management, graduates of the program would be set up for success in a variety of self-employment opportunities.

For those graduates opting to seek a more traditional career path related to their field, there are a variety of career opportunities. From January 2020 to July 2022, there were 3.58 million entrepreneurship related job postings, 2.78 million marketing related job postings and 120,353 sports management related job postings (Lightcast, n.d.). Also, "considering that 74% of Americans consider themselves sports fans, the sports industry is enjoying a positive growth outlook," according to *Forbes* (Seiter, 2022). As a result, growth rates for jobs including coaches, scouts, agents and business managers are on the rise. Roles such as Athletic Director, Facilities Director, Sports Marketing Consultant are seeing 9-10% projected job growth from 2020-2030 (Lightcast, n.d.). However, these numbers do not capture rates of individuals creating their own company, self-promotion and monetization of talents or influencing, which are growing fields as previously stated.

Additionally, Mid-America Regional Council reports in their August 2022 workforce indicators data, show that Kansas City continues to see an upward trend in employment and added 5,800 new jobs since the previous month. The workforce indicators found that "the seasonally adjusted unemployment rate declined to 2.7%, and Kansas City has now recovered 87% of the 129,300 jobs lost from the COVID-19 recession" (MARC News, 2022). As employment rates trend favorably in KC, job candidates with a strong inter-disciplinary degree will be well positioned for a competitive market.

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

The curriculum consists of 30 hours for the major: 15 hours of core courses, 12 hours of professional performance electives, and a capstone course. Students will work with an advisor to complete appropriate minors such as Business, Entrepreneurship, Journalism & Mass Communications, Sport Management, Communication Studies, Nutrition, Project Management, Leadership Studies and/or appropriate elective courses for an additional 30 hours.

Year 1: Fall   **SCH = Semester Credit Hours**

Course #	Course Name	SCH 15
	KBOR Core Mathematics & Statistics Discipline Area	3
	KBOR Core English Discipline Area	3
	KBOR Core Natural & Physical Science Discipline Area	4-5
	General Elective or Minor	1-2
	General Elective or Minor	3

Year 1: Spring

Course #	Course Name	SCH 15
	KBOR Core Communications Discipline Area	3
	KBOR Core English Discipline Area	3
	KBOR Core Institutional Designated Area	3
	KBOR Core Arts & Humanities Discipline Area	3
	General Elective or Minor	3

Year 2: Fall

Course #	Course Name	SCH 15
	KBOR Core Social & Behavioral Science Discipline Area	3
	KBOR Core Arts & Humanities Discipline Area	3
	General Elective or Minor	3
	General Elective or Minor	3
	General Elective or Minor	3

Year 2: Spring

Course #	Course Name	SCH 15
	KBOR Core Institutional Designated Area	3
	KBOR Core Social & Behavioral Science Discipline Area	3
	General Elective or Minor	3
	General Elective or Minor	3
	General Elective or Minor	3

Year 3: Fall

Course #	Course Name	SCH 15
PFS 300	Introduction to Professional Performance	3
PFS 400	Professional Performance Ethics	3
	Required Professional Performance Elective	3
	General/Professional Performance Elective, or Minor	3
	General/Professional Performance Elective, or Minor	3

Year 3: Spring

Course #	Course Name	SCH 15
PFS 301, 302, 303 or 490	Required Professional Performance Core Course	3
PFS 410	Personal Finance and Professional Career Management	3
	Required Professional Performance Elective	3
	General/Professional Performance Elective, or Minor	3
	General/Professional Performance Elective, or Minor	3

Year 4: Fall

Course #	Course Name	SCH 15
PFS 420	Starting and Managing Your Performance Career	3
	Required Professional Performance Elective	3
	General/Professional Performance Elective, or Minor	3
	General/Professional Performance Elective, or Minor	3
	General/Professional Performance Elective, or Minor	3

Year 4: Spring

Course #	Course Name	SCH 15
PFS 499	Professional Performance Capstone	3
	Required Professional Performance Elective	3
	General/Professional Performance Elective, or Minor	3
	General/Professional Performance Elective, or Minor	3
	General/Professional Performance Elective, or Minor	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*	Program Director & Assistant or Associate Professor of the Practice	PhD	N	Sports Management, Public Relations, Marketing, Communications, Business, Entrepreneurship, Leadership, or Education	0.5
New Hire, Yr. 1	Assistant or Associate Professor of the Practice	MS or PhD	N	Sports Management, Public Relations, Marketing, Communications, Entrepreneurship, or Education	1.0
Amy Neufeld	Assistant Dean	PhD	N	Education	0.25

Jordan Atkinson	Associate Professor of Practice	PhD	N	Communication Studies	0.5
Lee Stuart	Assistant Professor of the Practice	D.B.A	N	Business Administration/Leadership	0.25
Lecturer/Adjunct Faculty	Assistant or Associate Professor of the Practice	MS or PhD	N	Sports Management, Public Relations, Marketing, Communications, Entrepreneurship, or Higher Ed	1.0

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	$0	$7,500	$15,000
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(e.g., secretarial)*	$0	$0	$0
Fringe Benefits *(total for all groups)*	$0	$2,175	$4,350
Other Personnel Costs	$26,000	$26,000	$26,000
Total Existing Personnel Costs – Reassigned or Existing	$26,000	$35,675	$45,350
Personnel – New Positions			
Faculty	$130,000	$130,000	$200,000
Administrators *(other than instruction time)*	$10,000	$10,000	$10,000
Graduate Assistants	$0	$0	$0
Support Staff for Administration *(e.g., secretarial)*	$0	$0	$0
Fringe Benefits *(total for all groups)*	$40,600	$40,600	$60,900
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$180,600	$180,600	$270,900
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$30,000	$30,000	$0
Total Start-up Costs	$30,000	$30,000	$0

Operating Costs – Recurring Expenses			
Supplies/Expenses	$0	$0	$0
Library/learning resources	$500	$500	$500
Equipment/Technology	$0	$0	$0
Travel	$0	$0	$0
Other	$13,900	$13,900	$15,300
Total Operating Costs	$14,400	$14,400	$15,800
GRAND TOTAL COSTS	$251,000	$260,675	$332,050

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$167,325	$356,475	$523,800
Student Fees		$0	$0	0
Other Sources (JCERT)		$83,675	$0	$0
GRAND TOTAL FUNDING		$251,000	$356,475	$523,800
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$0	$95,800	$191,750

X. Expenditures and Funding Sources Explanations

A. Expenditures
Personnel – Reassigned or Existing Positions

The BAS in Professional Performance program will utilize some existing courses that are currently offered at KU as part of the School of Professional Studies core curriculum. Additionally, the program will utilize elective courses across several Schools and units to allow students to customize their coursework to meet their needs. Costs of instruction are already covered by these existing programs and these courses have additional enrollment capacity to support the program. Additional funds have been allocated in the second and third years to fund additional sections as needed.

A current academic advisor or success coach from Jayhawk Academic Advising will be assigned to work with the Professional Performance program. Once the program reaches its full enrollment capacity, the Professional Performance program will make up 50% of their student load and the Professional Performance program will fund 50% of salary (i.e. 50% of $52,000) and fringe. In years 1-3 of the program implementation, the academic success coach will primarily focus on recruiting new students.

Personnel – New Positions

The Professional Performance program will hire two new faculty members with an emphasis in Sports

Management, Public Relations, Marketing, Communications, Entrepreneurship, Higher Education or a related business field in the first year. One will be hired in collaboration with a similar School of Professional Studies program to serve as the program director for both programs. The cost of the program director will be split between the programs and will split their time between the two programs at an 80% teaching and 20% administration (or 40% teaching and 10% administration for each program). The second will have 100% of their load dedicated to teaching in the program. These faculty members will be responsible for developing the new courses needed for the program. Additional funding has been allocated in year three to support hiring an additional faculty support based on need with 100% of their load dedicated to teaching in the program.

Start-up Costs – One-Time Expenses

In order to ensure a successful launch of the hybrid program, we have designated $30,000 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 School of Professional Studies 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 program faculty members will receive $1,400 each year for professional development. The program director's professional development funds will be split between the two programs.

B. Revenue: Funding Sources
The BAS in Professional Performance program is a Johnson County Education and Research Triangle[1] (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 Professional Performance students 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 year after implementation but expects to see a surplus in the second year. JCERT funds will be used to help fund the program during the implementation 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 two years. These funds will be utilized to help improve the overall student experience and provide additional funding to support services.

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[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.

XI. References

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Lightcast (n.d.). *The global leader in labor market analytics: Entrepreneurial and Small Business Operations, Marketing, and Sport Management*. Retrieved October 25, 2022, from http://www.economicmodeling.com/

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Seiter, C. (2022, August 5). *What is sport management? degrees, specializations and Careers*. Forbes. Retrieved October 25, 2022, from https://www.forbes.com/advisor/education/what-is-sports-management/

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Appendix A: Curriculum for the Major (Year 3 and Year 4)

- **BAS Professional Performance Core Sequence Courses: 15 credit hours**
  - PFS 300: Introduction to Professional Performance
  - PFS 400: Professional Performance Ethics
  - PFS 410: Personal Finance and Professional Career Management
  - PFS 420: Starting and Managing your Performance Career
  - One of the following
    - PFS 301: Communication in the Workplace
    - PFS 302: Leadership in Practice
    - PFS 303: Professionalism and the Workplace
    - PFS 490 Internship Exploration

- **Professional Performance Electives:** Select **12 credit hours** of 300-level or above coursework from the following areas: Deaf Studies and Social Justice; Nutrition; Public and Population Health; Project Management; Strength and Conditioning; Name Image and Likeness; Professional Communication; Media Studies; Music Enterprise
  - ASLD 311: Introduction to Deaf Studies
  - ASLD 312: Intersectionality and Deaf Communities
  - ASLD 313: Social Justice and Allyship with Deaf Communities
  - ASLD 414: Historical Foundations of Deaf Education
  - HSCI 320: Principles of Nutrition
  - HSCI 420: Nutrition Through the Life Cycle
  - HSCI 421: Public Health Nutrition
  - HSCI 422: Nutrition Assessment
  - HSCI 340: Introduction to Public Health
  - HSCI 440: Introduction to Epidemiology
  - HSCI 441: Population Health
  - HSCI 445: Introduction to Environmental Health
  - COMS 320: Communication on the Internet
  - COMS 543: Rhetoric of Sports in America
  - COMS 607: Political Campaigns
  - FMS 355: Storytelling with Digital Media
  - FMS 410: US Diversity in Visual Culture
  - FMS 425: Ethics in Storytelling
  - HSES 305: Methods of Strength Training and Conditioning
  - HSES 306: Principles of Personal Training
  - HSES 307: Tactical Strength and Conditioning
  - HSES 331: Sport and Exercise Nutrition
  - HSES 350: Care and Prevention of Athletic Injuries
  - HSES 491: Foundations of Name, Image, Likeness
  - HSES 492: Athlete and Personal Branding
  - HSES 493: Content Creation in Sport
  - MUS 481: Introduction to Music Recording
  - MUS 483: Advanced Music Recording
  - MUS 485: Practicum in Audio Recording
  - MUS 586: The Business of Music
  - MUS 587: Entrepreneurship and Outreach
  - MUS 588: Arts Management

- o PMGT 305: Foundations of Project Management
- o PMGT 310: Project Communications
- o PMGT 315: Project Scheduling and Control
- o PMGT 410: Managing Project Success
- o SOC 363: The Sociology of Culture
- o SOC 364: Society, Popular Culture, and the Media

- **Capstone: 3 credit hours**
  - o PFS 499: Professional Management Capstone (3 hours)

- **Related Electives: 30 credit hours**
  - o Electives may need to include courses at the 300-level or above to fulfill the degree requirement of 45 junior/senior credits.
  - o Electives may include completion of appropriate minors and certificates

Approve Continuance of Dr. Juergen Richt, KSU, as Regents Distinguished Professor

Summary and Recommendations

Board policy establishes the criteria for comprehensive performance evaluation of Distinguished Professor. The evaluation of the professor takes place every five years, and the evaluation includes evidence of the professor's professional activities and contributions to the State's economic development. Kansas State University has requested Dr. Juergen Richt continue to serve as a Regents Distinguished Professor. The Subcommittee on Regents Distinguished Professors and Board staff recommend approval.

November 28, 2023

Background

In FY 1964, the Kansas Legislature appropriated funds to the Kansas Board of Regents to be used for the Regents Distinguished Professorship. The purpose of the program is to attract the best and brightest established faculty scholars to Kansas who would ultimately benefit the economic and industrial development of the state.

Board policy establishes the criteria for nomination as a Distinguished Professor as well as the reporting requirements. A comprehensive performance evaluation of the professor takes place every five years, and the evaluation includes evidence of the professor's professional activities and contributions to the State's economic development. Commentary from peer evaluators on the professor's academic work may be included, though those evaluators cannot be connected with the Kansas Regents system.

The University of Kansas and Kansas State University each have one distinguished professorship position. The Legislature annually appropriates funds per professorship; in FY 2023, $21,000 per professor was appropriated.

Request

Dr. Juergen Richt began serving as a Regents Distinguished Professor in August 2008, upon his appointment to the Kansas State University faculty. Dr. Richt is the Principal Investigator and Director of the Emeritus Center of Excellence for Emerging and Zoonotic Animal Diseases (CEEZAD), an organization with a scientific network led by K-State that includes 15 U.S. universities, 4 international universities, one minority serving institution, several federal laboratories, and various veterinary biologic companies. Dr. Richt is also the Principal Investigator and Director of the Center on Emerging and Zoonotic Infectious Diseases, an NIH Center of Biomedical Research Excellence (CEZID).

Dr. Richt is a pioneer in the field of veterinary science and is actively involved in mitigating viruses through vaccine and therapy developments. His recent research focuses on vaccines for high-threat pathogens, including the Rift Valley Fever Virus, the African Swine Fever Virus, swine influenza virus, highly pathogenic avian Influenza virus, Schmallenberg virus, Epizootic hemorrhagic disease virus, and SARS CoV-2 Virus. He also conducts research in pathogen detection and characterization, and his team developed novel methods to diagnose trans-boundary animal diseases and characterized swine influenza viruses and SARS-CoV-2 viruses in cats and deer populations.

Dr. Richt is also highly influential in training animal health researchers through CEEZAD and CEZID, both of which have the education and outreach mission of training the next generation of animal health researchers to protect U.S. livestock from diseases devastating to animal, agricultural, and public health. CEEZAD has hosted several BSL-3 training programs at Kansas State University and at the university's Biosecurity Research Institute. CEZID's Animal Model Pathology (AMP) and Molecular Cellular Biology (MCB) Cores were both developed by Dr. Richt and represent significant advances in local research opportunities for training current and future animal health researchers.

Dr. Richt's work has positively impacted K-State, the state of Kansas, the nation, and the international

community of scientists concerned about zoonotic and emerging diseases of livestock. Dr. Richt's expertise in utilizing the specialized laboratory research facilities that have been built at K-State has drawn research projects and interest from private industry seeking opportunities to collaborate with him to conduct applied research that will lead to new vaccines and diagnostic products for the marketplace. Dr. Richt and his team have established K-State as an epicenter for infectious disease research for livestock in high biocontainment. His research group consists of 28 positions and is recruiting for four additional positions. Since his initial appointment at K-State in 2008, he has successfully obtained approximately $67 million in extramural funding, with $18 million of that being achieved in the last five years. Furthermore, he has been awarded one U.S. patent and he has submitted five provisional patents in the last three years. He has brought research scientists from around the world to Kansas through organizing multiple workshops and conferences, and he has contributed to more than eighty peer-reviewed publications in the last five years. He has a current h-index of 69, which means he has published at least 69 papers that have each been cited by other authors *at least* 69 times.

In addition to serving as a Regents Distinguished Professor, Dr. Richt has earned several prestigious honors and awards over the last five years. He was recognized as a leading international scholar in his field by the South African National Research Foundation with its highest rating just this year. Last year, he was appointed to the Vanier-Krause Endowed Professorship in Animal Infectious Diseases by Kansas State University. In 2021, he was awarded the Association of American Veterinary Medical Colleges Excellence in Research Award, and the Dolph C. Simons Award (University of Kansas) for his research achievements in Biomedical Sciences. In 2019, he won the Agricultural Research Service Midwest Area Award for Excellence in Technology Transfer for his work on the development of a new swine flu vaccine. That same year, he was also appointed "Extraordinary Lecturer" at the University of Pretoria in South Africa, and was named Fellow of the American Association for the Advancement of Science in Washington D.C. Dr. Richt has also served on editorial boards for numerous journals; has and continues to co-organize several international conferences, continues to pioneer scientific advancements through consultations, keynote addresses, and seminar presentations; and has received funding from diverse federal, non-profit, and private industry sources, including the *U.S. Department of Agriculture*, National Institute of Health, U.S. Department of Homeland Security, the National Pork Board, PIC North America, and the World Health Organization, to name a few.

Dr. Richt's packet includes:
- a joint letter from KSU's President Richard Linton and Provost Charles Taber
- a five-year Comprehensive Report
- Dr. Juergen Richt's current curriculum vitae
- peer letters of evaluation from:
  - Alfonso Clavijo, DVM, PhD, USDA Agricultural Research Service
  - Heinz Feldmann, MD, National Institute of Allergy & Infectious Diseases
  - Adolfo Garcia-Sastre, PhD, Icahn School of Medicine at Mount Sinai
  - Gregory C. Gray, MD, MPH, FIDSA, University of Texas Medical Branch
  - Anumantha Kanthasamy, PhD, University of Georgia
  - K. Gus Kousoulas, PhD, Louisiana State University
  - Guy Hughes Palmer, DVM, PhD, Washington State University
  - Barbara Sherry, PhD, North Carolina State University

Recommendation
The Subcommittee on Regents Distinguished Professors and Board staff recommend Professor Juergen A. Richt continue as a Regents Distinguished Professor.

1. **Act on Request for Approval on Four New**   **Karla Wiscombe,**
   Systemwide Transfer Courses   **Academic Affairs**
   ➢ *Affordability – On Time Graduation*

Summary and Staff Recommendation

The Transfer and Articulation Council (TAAC) reviewed reports from the October 6, 2023, Kansas Core Outcomes Groups (KCOG) Conference. Faculty wrote outcomes for four new courses and updated outcomes for 30 previously approved Systemwide Transfer (SWT) courses. TAAC recommends four additional courses to be recognized for transfer across the Kansas Board of Regent System. Staff recommends approving the four new courses recommended by TAAC for inclusion in systemwide transfer, effective summer 2024.

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 116 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 four 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:

- ✓ BUS2040 Business Communications
- ✓ CHM1040 Introduction to General, Organic, and Biochemistry and Lab
- ✓ EDU2030 Technology for Teachers
- ✓ HSC2020 Elementary School PE and Health

Staff Recommendation
Staff recommends approval of the four new 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 116 to 120.

TAAC Membership 2023-24:

Core Outcomes Subcommittee	**Quality Assurance Subcommittee**
Tiffany Bohm, Co-Chair, KCKCC	*Casey Fraites-Chapes, Co-Chair, KU*
Jon Brumberg, KU	Monette Depew, Pratt CC
Peter Chung, PSU	Eric Ketchum, Highland CC
Alyssa Deneke, NCKTC	Christie Launius, KSU
Linnea GlenMaye, WSU	Beth O'Neill, Washburn
Jane Holwerda, Dodge City CC	Tom Nevil, Butler CC
Marc Malone, GCCC	Tricia Paramore, Hutchinson CC
Sheila Markowitz, ESU	Marcus Porter, FHSU
Jennifer Seymour, WSU Tech	Sarah Robb, Neosho County CC
Scott Tanona, K-State	Melinda Roelfs, PSU

Board Member Liaison Alysia Johnston

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Funding Guidelines, the Academic Year 2022 Performance Reports are presented for review. Staff recommends approval of the attached performance reports and associated funding levels.

November 28, 2023

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 performance agreement model covering Academic Year (AY) 2022, which is attached, has guided institutions in developing their performance agreements, in which each institution typically chooses six "indicators" by which their performance will be measured through reporting on those indicators each year. Recently, these agreements have been restructured every three years. (On May 17, 2023, the Board approved a projects-based system for *future* reporting years 2024 through 2026.[2] However, this is the final reporting year for the "old" system.)

In 2019, the performance agreements were scheduled to be restructured, and the Board was in the midst of developing its new strategic plan. As such, substantive changes were not made to the existing performance agreements at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 through Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating "bridge agreements." Ultimately, the bridge agreements were approved to cover three years: AY 2020, AY 2021, and AY 2022. For these bridge agreements, about half of the institutions replaced at least one of their indicators[3] while the remaining institutions continued using the same indicators that were used in the older agreements.

As any new funding awarded depends upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2022. These reports will be the basis for awarding any new funds in July of 2024. 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 2022 performance reporting, reviewing, and funding cycle is detailed below.

June 2023:		Fall & Spring 2023:		July 2024:
Institutions Submit AY 22 (Summer 21, Fall 21, and Spring 22) Performance Reports to KBOR	→	Regents review and approve AY 22 Performance Reports	→	AY 22 performance funding is disbursed to institutions (if new money is available)

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

1. maintaining the baseline

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[2] Please see pp. 60-72 of the May 17, 2023, Board Agenda for details on the new projects-based system for future reporting.

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

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

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

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

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

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

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

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 each 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.

Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance

agreements, we are including the first page of those reports for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and the reporting year of AY 2022. 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 2022.

University/College	Currently Qualifies for	Funding Recommendation	Page
Coffeyville Community College	75% funding	100% funding	27
Dodge City Community College	90% funding	100% funding	32
Highland Community College	0% funding	100% funding	37
Pratt Community College	90% funding	100% funding	42
Seward County Community College	75% funding	100% funding	47
Manhattan Area Technical College	90% funding	100% funding	53
Salina Area Technical College	90% funding	100% funding	58
University of Kansas	100% funding	100% funding	63

Performance Agreement Model (through AY 2022)

Indicators	Sectors		
	Universities *Research Universities*	*Universities* *Comprehensive Universities*	*Community Colleges* *Technical Colleges*
Sector-Specific Indicators	Research universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include the Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Selected regional and national rankings	Comprehensive universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Performance on quality measures compared to peers	Community and technical colleges must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. Institutions must include at least one indicator from each Goal. 1. Increasing Higher Education Attainment • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional quality measures[4] • Percent of students employed or transferred • Wages of students hired[5] • Third party technical credentials and WorkKeys, if applicable
Institution-Specific Indicators[6]	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Community and technical colleges must also include three indicators specific to the institution which support *Foresight 2020* or institution-specific indicators, one of which measures a non-college ready student population.

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

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

[6] 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.

Coffeyville Community College Performance Report AY 2022

AY 2022 FTE: 1,087
Date: 6/19/2023

Contact Person:
Aron Potter

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email:
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	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 percentage of first to second-year retention rates for college-ready students	1 *KBOR data*	Fall 2012 Cohort: 165/248 = 66.5% Fall 2013 Cohort: 169/276 = 61.2% Fall 2014 Cohort: 130/221 = 58.8% **Baseline: 464/745 = 62.3%**	137/245 = 55.9%	↓	133/208 = 63.9%	↑	116/201 = 57.7%	↓
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 499 AY 2014: 560 AY 2015: 524 **Baseline: 528**	402	↓	348	↓	335	↓
3 Increase the number of students successfully completing industry-recognized third-party credentials	2	AY 2012: 288 AY 2013: 605 AY 2014: 686 **Baseline: 526**	590	↑	547	↑	464	↓
4 Increase the credit hours awarded through Credit for Prior Learning	1	AY 2014: 56 AY 2015: 17 AY 2016: 16 **Baseline: 30**	8	↓	23	↓	20	↓
5 Increase the three-year completion rate of minority students graduating with an associate degree or certificate	1	AY 2010: 53/185 = 28.6% AY 2011: 78/245 = 31.8% AY 2012: 81/204 = 39.7% **Baseline: 212/634 = 33.4%**	105/279 = 37.6%	↑	99/287= 34.5%	↑	88/232= 37.9%	↑
6 Increase Success Rates of Students in Developmental Courses	1	AY 2013: 212/316 = 67.1% AY 2014: 200/273 = 73.3% AY 2015: 222/309 = 71.8% **Baseline: 634/898 = 70.6%**	288/377 = 76.4%	↑	268/315= 85.1	↑	193/267= 72.3%	↑

Indicator 1: Increase the percentage of first to second-year retention rates for college-ready students

Description: The percentage of first to second-year retention of college-ready students will be calculated based on first-time, full-time, degree-seeking students who are enrolled on the 20th day for two consecutive fall terms and are not enrolled in any developmental courses in the first term. Developmental courses are credit-bearing courses that do not count toward the credit hours necessary for graduation. Students are required to enroll in developmental courses if they do not meet specified admission and placement requirements for college-level courses. CCC chose first to second-year retention as it is the key to improvement in student success for most first-year students

Result: The percentage of first to second-year college-ready students retained fell below the baseline. The three-year history baseline was created from Fall 2012, 13 & 14 cohorts. The current retention of college-ready students is 57.7%. The current three-year average is 59% (Cohorts 2020, 21, & 22). To improve student retention, the institution has been focusing on a comprehensive approach to co-curricular programming that provides students with new campus opportunities to be engaged. Before the pandemic, Phi Theta Kappa spearheaded the college-ready students' focus on being involved both on and off campus. Since COVID impacted us in AY 20 and 21, the organization is starting to return to normal activities for the students on and off campus, as well as Academic Challenge and the Honors Program. In addition, the institution is implementing academic coaching in the advising center to create a stronger connection with the staff and focus on moving forward with their educational/career goals. This design will have a primary advisor (academic coach) & activity/program advisor to assist each student.

Indicator 2: Increase the number of certificates and degrees awarded

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

Result: The number of certificates and degrees fell below the baseline of 528. Indicator 2 continues to be impacted due to the Pandemic in mid-March 2020. The 2022 completers are linked to the effects spring 2020 had on students returning to the institution. The full-time equivalencies (FTE) were reduced for the third year in a row (AY2020 – 1,286; AY2021 – 1,135; AY 2022 – 1,087) after experiencing the highest FTE (2019 – 1,427) in over five years. The institution did see a slight increase in the number of Associate Degrees awarded. The CTE programs continue to try and regain pre-pandemic numbers. The medical programs continued to have the most significant impact on the uncertainties of the medical and health professions regarding students entering into facilities on part-time bases.

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

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

Result: For the first time, CCC did not exceed the baseline of 526 but dropped to 464. Due to the rippling effect of COVID, healthcare facilities began training

their staff or providing testing online. Business and Industry also reduced the number of individuals sent for additional certifications or renewals to the institution following COVID.

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

Description: Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently, the institution accepts Credit for Prior Learning for Military, Fire Science, and Advanced Placement. We chose this indicator to improve the time to graduation-rates for students who are seeking a degree or certification. Statistics show that the rate of time for completion and cost hinder individuals from both enrolling in post-secondary education and not completing the degree or certification requirements.

Result: The total number of credit hours awarded through credit for prior learning (CPL) fell below the baseline of 30. The institution's highest FTE and CPL were in AY 2019 (FTE – 1,427; CPL - 47).

Indicator 5: Increase the three-year completion rate of minority students graduating with an associate degree or certificate

Description: Data reported and published in the Federal Government Integrated Postsecondary Education Data System (IPEDS) report will be used to determine the number of minority students graduating with an associate degree or certificate. To determine increases in minority student completion rates, we will compare the number of minority students enrolled full-time to the number of minority students who graduate or earn a certificate in 3 years. Our college and community have a very diverse population. Therefore, it is critical that we improve graduation rates so all students are afforded the same opportunities to acquire a transferable associate degree and/or a marketable skill and recognized credential.

Result: CCC saw the completion rates of minority students in AY2022 exceed the baseline of 33.4% to 37.9%. The institution has surpassed the baseline for the fifth year.

Indicator 6: Increase Success Rates of Students in Developmental Courses

Description: Data will be collected from the institutional database on students enrolled in developmental courses on the 20th day. Data will also be collected on students receiving a grade of C or better at course completion. The percentage of success will be determined by the number of students who successfully complete with a C or better compared to the number of students who complete a developmental course. Our institutional strategic plan emphasizes the importance of successful developmental education. As the number of students requiring remedial education has increased, the challenge to have all students prepared for college-level courses has become greater.

Result: Students required to enroll in developmental coursework continue to perform above the baseline of 70.6% to 72.3% in AY 2022. CCC continues to exceed the baseline percentage of students successful in developmental courses.

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

Funding Tier Request for AY 2022 Performance Report – Coffeyville Community College

Institution Name: Coffeyville Community College (CCC)
Date: August 21, 2023

Indicator numbers and titles:
#2: Increase the number of certificates and degrees awarded <u>and</u>
#3: Increase the number of students successfully completing industry-recognized third-party credentials
Identify whether the pandemic or alternative evaluation criterion from section C is being used: Pandemic.
Justification/evidence:
The drop in headcount and FTE impacted the Coffeyville Community Colleges' performance report. The decline in students attending the institution has impacted the number of students who complete third-party credentials, certificates, and degrees, which affects two indicators, number two and number three of the performance agreement.

Due to Covid interruption in the Spring 2020 semester, programming for the institution's traditional programs and services provided by the institutions were halted. In the following years, the institution is still feeling the effects of the pandemic about the number of certificates, degrees, and third-party credentials awarded. The following is a short narrative of the areas still being affected. Following the COVID outbreak, many healthcare facilities have begun to train their staff or utilize online training. AY21, healthcare facilities were not allowing normal clinical operations, and the governing bodies transitioned and allowed instruction in a clinical lab setting to complete. Due to the industry not sending employees to obtain training via our Training Center that provided Pearson Vue Testing, the administration closed this facility in AY 21. Since that closure, the students needing to test for third-party party credentials had to travel to test, sometimes leading to students not seeking their credentials.

In August of 2022, the institution's program review process evaluated the decline of competitors in technical education programs regarding third-party credentials, certificates, and degrees. This process assisted the institution to see what factors were related to the decline. In Information Systems, students were not traveling to the testing site to test after completing the coursework. To improve the outcome, the institution has begun providing transportation to the testing site so students can complete the credential.

The institution also offered Phlebotomy classes at the area high schools. During the program review, it was identified that many students needed to meet the clinical hours necessary to test for their credentials due to other obligations related to high school. Since then, the program has changed instructors, and the focus is ensuring students become completers by obtaining the clinical hours required and testing for their credentials.

Although we still hold HS Allied Health courses in the traditional classroom setting, we have transitioned our Allied Health courses into a hybrid format for our adult learners, which allows them to work still while receiving training. This has increased our program numbers for Allied Health in the AY23 year and will continue moving forward. We recently expanded our Fire Science offerings to Neodesha HS, with some in an online format.

The institution has had lower enrollment in several programs, such as Auto Collision & Refinishing Technology, Precision Machining, and Construction. Due to low enrollment, the leadership team stopped instruction in Coffeyville with the Collision program. However, the institution still holds that program at our Columbus location, where enrollment is significantly higher. Each program is developing recruitment strategies to increase enrollment.

At the end of AY23, the institution began providing CDL training. Students in the program are in the early phase of the program. The institution will continue to provide additional courses that meet industry demand and offer third-party credentials after training. In addition to industry demand, the institution plans to add HVAC and Plumbing programs in AY24, which will provide additional third-party credential opportunities.

Dodge City Community College Performance Report AY 2022

AY 2022 FTE: 1,237
Date: 6/20/2023

Contact Person:
Jane Holwerda

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	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 *KBOR data*	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%	↑	310/548 = 56.6%	↑
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 383 AY 2014: 432 AY 2015: 426 **Baseline: 1241/3 = 414**	371	↓	316	↓	361	↓
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	↓	120	↓
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%	↑	127/240 52.9%	↓
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%	↑	103/120 85.8%	↑
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%	↑	352/413 85.2%	↑

Dodge City Community College Performance Report AY 2022

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 AY2022, Dodge City Community College's Student Success Index rate dropped in number of retained and completed students and to size of cohort over the previous academic year. However, at 56.6%, the college's rate surpasses that of AY2021 by 3.3 percentage points and baseline by 10.1%. Dodge City Community College 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 AY2022, Dodge City Community College fell short of baseline for this indicator. However, the college notes an increase of 45 to the number of degrees and certificates awarded in 2021 (316) to those awarded in 2022 (361), a 14% increase. DCCC will continue to assess processes and personnel in key areas touching completion, such as advisement, degree audit/transcripting, and data reporting, that support students in identifying and meeting learning goals. The college will promote the benefits of completion of high demand certificate and degree programs and strengthen transfer pathways and partnerships with Kansas Regents' 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 AY2022, Dodge City Community College dropped below baseline for this indicator. Various factors contributed to a decline in number of third party technical credentials earned by Allied Health and Nursing students; factors residual to the pandemic include a reduction of available clinical facilities and/or in the number of students approved for in-person clinical participation. Other factors include a reduction in teaching faculty for RN/CNA and a break in direct advising of nursing and allied health students that occurred AY2021. In response, the college extended its reach through its service area to provide optimal clinical experiences, reinstituted direct advising to this group of students, and added faculty. Impact of these changes will be demonstrated in AY2023 data.

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, Dodge City Community College reports total enrollment of 240 in six educational function levels of ESL at the ALC with 171 students post-testing. Of those post-testing, the post-assessment scores identified 127 completers. While the college notes increases to total enrollment (116 students) and to number of completers (55) over AY2021, the percentage of completers at 52.9% fell 2.4 points below baseline (55.3%). Increases in enrollment and number of completers are attributable to the success of the current leadership of the college's Adult Learning Center, enhanced instructional materials/technologies, and improved recruiting. Because DCCC is proud to contribute to the increase of higher education attainment for English language learners, the college will review and improve sufficiency metrics (e.g., instructor to learner ratios, support services, and scheduling) to improve retention and completer rate.

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 for this indicator for the third consecutive year. For AY2022, the college shows a completer rate of 85.8% for 15.5 point increase from our baseline of 70.3%. We attribute our success 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 College Preparatory English, the single course constituting the college's offerings in Developmental English since AY2018.

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: For the third consecutive year, Dodge City Community College shows gains for this indicator. For AY2022, the college's rate of 85.2% marks a 13.7 point increase from baseline (71.5%) and an 8.9 point increase from AY2021. DCCC's success is due to our highly qualified STEM faculty, their instructional practices, grant-funded partnerships and transfer pathways with Kansas Regents universities, and increased promotion of STEM opportunities in our region. The college plans to build on this success by retaining highly qualified STEM faculty, enhancing instructional/tutoring support, prescribing to KBOR initiatives (e.g., co-req Math, Math Pathways) and developing additional transfer pathways to support student's higher education attainment in high-wage STEM careers.

Dodge City Community College Performance Report AY 2019

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.

Funding Tier Request for AY 2022 Performance Report – Dodge City Community College

Institution Name: Dodge City Community College
Date: June 28, 2023

Indicator number and title: #2, Increase the number of certificates and degrees awarded
Identify whether pandemic or alternative evaluation criterion from section C being used: Alternative Criterion, Improvement from Prior Year
On the basis of Alternative Criterion Improvement from Prior Year, a demonstrated improvement over the previous year, and explanation of intentional strategies and goals, Dodge City Community College requests a move to a higher funding tier; that is, from 90% to 100% of New Funding Available.

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Evidence
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- For Criterion #2, "Increase the number of certificates and degrees awarded," Dodge City Community College's baseline is 414.
- With 361 degrees and certificates awarded for AY2022, Dodge City Community College fell short of baseline.
- Dodge City Community College, however, realized an increase in the number of degrees and certificates awarded from 316 in AY2021 to 361 in AY2022, an increase of 14%.

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Justification
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Dodge City Community College maintains that this increase for number of certificates and degrees awarded in AY2022 is the result of intentional strategies DCCC implemented:

- DCCC's established centralized advising through Student Services' enrollment management sector in Spring 2021.
- Academic Affairs, Advising and Enrollment staffs designed and implemented degree trees for the college's student information management system through AY2021-22 to
     - o   facilitate monitoring of students' academic progression and
     - o   expedite accurate advisement of students towards completion, overall.
- Technical Education faculty and staff track curricular progression to support students' certificate completions
- DCCC demonstrated its strong commitment to the value of supporting learners through certificate completion by enhanced communication with
     - o   stakeholders through meetings and events with local employers, advisory boards, high school superintendents/principals, and prospective students
     - o   internal and external communities via DCCC's "Faster Certification. Fatter Paychecks" marketing campaign.
          - ▪ Slogan featured in print materials, college publications and social media deliverables
          - ▪ Images and/or professional video featuring high demand/high compensation technical programs offered by DCCC
          - ▪ Targeted physical sites include campus and sites throughout the college's service area.

Dodge City Community College plans to increase the number of new degrees awarded by reverse transfer by 25 new degrees per year. Intentional strategies to achieve this goal for AY23-24 include:

- Promotion of degree completion through reverse transfer
- Communication of reverse transfer processes to transferred students identified by its SIMS and National Student Clearinghouse
- Enhancement of reverse transfer components on the college website and publications, and other marketing efforts.

Highland Community College Performance Report AY 2022

AY 2022 FTE: 1,530
Date: 6/29/2023

Contact Person:
Sharon Kibbe

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email: skibbe@highlandcc.edu

	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of degrees and certificates awarded	1 *KBOR data*	AY 2013: 653 AY 2014: 650 AY 2015: 613 **Baseline: 639**	609	↓	617	↓	601	↓
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion	2 *KBOR data*	AY 2012: 325/554 = 58.7% AY 2013: 334/601 = 55.6% AY 2014: 365/616 = 59.3% **Baseline: 1,024/1,771 = 57.8%**	383/683 = 56.1%	↓	351/598 = 58.7%	↑	338/607 = 55.7%	↓
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014: 42 AY 2015: 34 AY 2016: 38 **Baseline: 38**	5	↓	78	↑	75	↑
4 Increase the percentage of students passing Fundamentals of Math	1	AY 2014: 93/149 = 62.4% AY 2015: 95/156 = 60.9% AY 2016: 94/151 = 62.3% **Baseline: 282/456 = 61.8%**	63.3% (62/98)	↑	60.0% (21/35)	↓	39.4% (13/33)	↓
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers	2	AY 2013: 18/20 = 90.0% AY 2014: 20/20 = 100.0% AY 2015: 14/20 = 70.0% **Baseline: 52/60 = 86.7%**	75% (18/24)	↓	90.0% (18/20)	↑	67.7% (21/31)	↓
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Shared Performance Expectation "Act Responsibly" in the last semester of their programs	2	AY 2014: 65 AY 2015: 75 AY 2016: 86 **Baseline: 75**	79	↑	75	↔	64	↓

Highland Community College Performance Report AY 2022

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

Result: 601 degrees and certificates were awarded during AY 2022, 38 awarded degrees/certificates below the baseline. Enrollment has overall trended down since Fall 2020 as students showed concern for what their academic year may bring given continuing pandemic concerns and overall changes to the economy which continue to present new challenges. Our short-term certificates (Certified Nurse Aide, Certified Medication Aide, Emergency Medical Technology) continued to be impacted due to restrictions for outside entities to enter and provide services within clinical settings as well as testing impacts and/or delays due to COVID-19.

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

Result: 55.7% (338/607) of HCC graduates were employed or transferred in Kansas one year after completion. This is below the baseline of 57.8%. HCC has many out of state students who return home or transfer out of state after graduation. Our athletics department has been more focused on recruiting Kansas athletes so we expect this percentage to go up as we continue to grow our enrollment of in-state students. Due to HCC's service area touching both Missouri and Nebraska state lines, we will continue to lose some graduates to jobs and universities across these borders. We hope the addition of Early Childhood (ECH) as a daytime program at our Technical Center in Atchison, our Western Center in Baileyville, and our Wamego Center as well as our Computer Support Specialist (CSS) program at our Wamego Center will also prepare more Kansans to go straight to work in these fields. The availability of the Kansas Promise Scholarship at HCC is anticipated to have a positive impact on the percentage of graduates employed in Kansas one year after completion starting in AY2023.

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

Result: Seventy-five students earned a Kansas Certificate of Work Readiness (KCWR), which is above our baseline of 38. This number continues to reflect a significant increase above the indicator in AY2020 (5) which was due to the COVID-19 pandemic. Note that high school students have the opportunity to take this and other assessments prior to attending college.

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

Result: 39.4% (13/33) students passed Fundamentals of Mathematics on their first attempt in AY 2022. This is below the benchmark of 61.8% and below the AY 2021 indicator of 60% (21/35). The persistence in enrollment change is due to the institution's attempt to reduce barriers for students to the Mathematics gateway course (College Algebra). Our pre-requisites for Intermediate and College Algebra courses were shifted to multiple measures rather than static placement tests used through the end of AY2020. This qualified more students to place in Intermediate or College Algebra courses thus reducing enrollment in Fundamentals of Mathematics. This also resulted in the students enrolling in Fundamentals of Mathematics having lower overall multiple measure scores indicating their potential lack of preparation for this course and need for significantly increased support from tutoring and support services. A full-time Math faculty member served as the Math Specialist for our Student Support Services program. We identified additional training that would benefit our student tutors. Additionally, we have revised the prerequisite requirements for students in Intermediate and College Algebra to better align with outcomes of multiple measures and continue to advise students in correct course placement and to support success in Mathematics classes.

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

Result: For AY2022 our first attempt pass rate for the NCLEX-RN was 67.7% (21/31) with four additional students passing on the second attempt raising the pass rate to 81% (25/31). This places us below our baseline of 86.7%. The reduction in first attempt pass rate is attributed to faculty and Nursing Director turn over as well as reduction of Assessment Technology Institute (ATI) test preparation usage by students. "ATI is a comprehensive testing and review program designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses and reviewing content, improving test taking abilities and ultimately successfully passing the NCLEX for professional licensure" (www.atitesting.com). Faculty are developing strategic interventions for use of ATI prep by students as well as working on program and course alignment on all nursing courses. We completed a full review by the Kansas State Board of Nursing (KSBN) in Spring 2022. We were removed from monitoring after this visit. We also maintain accreditation in good standing with the Accreditation Commission for Education in Nursing (ACEN).

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

Result: In AY2022 we had 64 students who obtained a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs. We had a reduced headcount of students in AY2022 (AY2022: 77 vs. AY2021: 85). This results in a scoring percentage of 83.12% in AY2022. This percentage reflects a percentage increase from AY2020 (79.31%) but is below AY2021 (88.24%). As part of our accountability programming, we asked faculty to assess all of their students in the fall semester using this rubric. This helped faculty identify any areas of concern. Based on this data, faculty were able to add and modify lessons related to responsible workplace behavior as needed moving forward. In the spring semester, only the Atchison Technical Center graduates in the last semester of their programs were assessed.

Highland Community College Performance Report AY 2019								AY 2019 FTE: 1,916

Contact Person: Erin Shaw **Phone and email:** 785-442-6012; eshaw@highlandcc.edu **Date:** 7/1/2020

Highland Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of HCC degrees and/or certificates awarded.	1	*AY 2013 653 AY 2014 650 AY 2015 613 *Baseline: 639	576	↓	686	↑	695	↑
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.	2	AY 2012 325/554 58.7% AY 2013 334/601 55.6% *AY 2014 365/616 59.3% *Baseline: 1,024/1,771 57.8%	61.5% (397/646)	↑	59.3% (337/568)	↑	53.9% (367/681)	↓
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014 42 AY 2015 34 AY 2016 38 Baseline: 38	64	↑	78	↑	93	↑
4 Increase the percentage of students passing Fundamentals of Math.	1	AY 2014 93/149 62.4% AY 2015 95/156 60.9% AY 2016 94/151 62.3% Baseline: 282/456 61.8%	62.7% (101/161)	↑	55.8% (92/165)	↓	64.3% (99/154)	↑
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%	100% (19/19)	↑	100% (20/20)	↑	66.7% (14/21)	↓
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Specific Performance Expectation, "Act Responsibly", upon completion of their programs.	2	AY 2014 65 AY 2015 75 AY 2016 86 Baseline: 75	66	↓	67	↓	61	↓

*Updated 7/16/2018

Funding Tier Request for AY 2022 Performance Report – Highland Community College

Institution Name: **Highland Community College**
Date: **7/10/2023**

Indicator number and title: **#1 Increase the number of degrees and certificates awarded**
Identify whether pandemic or alternative evaluation criterion from section C being used: **Pandemic**
Justification/evidence:
Enrollment has overall trended down since Fall 2020 as students showed concern for what their academic year may bring given continuing pandemic concerns and overall changes to the economy which continues to present new challenges. Our total enrollment has dropped from 2,088 FTE in AY 2017 to 1,530 FTE in AY 2022. We are experiencing increases in students enrolling in concurrent/dual credit general education courses. However, those students do not intend to graduate from HCC, rather they will transfer their hours to a four-year institution where they intend to complete their coursework.

Second indicator number and title: **#2 Increase in the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion**
Identify whether pandemic or alternative evaluation criterion from section C being used: Extenuating Circumstances & Pandemic
Justification/evidence:
HCC has many out of state students who return home or transfer out of state after graduation. As mentioned with Indicator #1, our total enrollment has dropped from 2,088 FTE in AY 2017 to 1,530 FTE in AY 2022. The lower population of students impacts the percentage of graduates available to be employed or transferred in Kansas one year after completion given the smaller pool of students from which to draw. Due to HCC's service area touching both Missouri and Nebraska state lines, we lose graduates to jobs and universities across these borders. Our technical programs have seen an increase in the number of businesses recruiting our students to work across state lines in Kansas and Missouri. Our job fair participation by out of state businesses has doubled since 2020.
The recent additions of Early Childhood (ECH) as a daytime program at our Technical Center in Atchison, Western Center in Baileyville, and our Wamego Center will prepare more Kansans to go straight to work in these fields Additionally, we have added our Computer Support Specialist (CSS) program to the offerings at our Wamego Center to prepare more Kansans to work in this field after graduation. The availability of the Kansas Promise Scholarship at HCC is anticipated to have a positive impact on the percentage of graduates employed in Kansas one year after completion starting in AY2023. Additionally, our athletics department has recruiting Kansas athletes so we expect this percentage of in-state students to increase which may positively impact this indicator.

Third indicator number & title: **#6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs**

Identify whether pandemic or alternative evaluation criterion from section C being used: Extenuating Circumstances & Pandemic
Justification/evidence:

In AY2022 we had 64 students who obtained a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs. We had a reduced headcount of students in AY2022 (AY2022: 77 vs. AY2021: 85). This results in a scoring percentage of 83.12% in AY2022. This percentage reflects a percentage increase from AY2020 (79.31%) but is below AY2021 (88.24%). As part of our accountability programming, we asked faculty to assess all of their students in the Fall semester using this rubric. This helped faculty identify any areas of concern. Construction, electrical, computer support and engineering graphics and technologies had a lower percentage of students with a 3 average. The areas with the lowest scores were attendance and being prepared for class. We continue to work with our student's post-pandemic on college and/or work success skills. Based on this data, faculty added to and modified lessons related to responsible workplace behavior focusing on the importance of attendance and preparedness for class/work.

Pratt Community College Performance Report AY 2022			Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)		**AY 2022 FTE: 823** Date: 6/15/2023
Contact Person: Monette DePew Phone: 620-450-2175 email: monetted@prattcc.edu	**Foresight Goal**	**3 yr. History**	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 *KBOR data*	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%	↑	107/271 = 39.5%	↑	
2. Increase percentage of students employed or transferred	2 *KBOR data*	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%	↓	202/319 = 63.3%	↑	
3. Increase the wages of students hired	2 *KBOR data*	AY 2012: $32,087 AY 2013: $31,281 AY 2014: $34,131 **Baseline: $32,500**	$31,719	↓	$38,787	↑	$32,274	↓	
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%	↓	77/94= 81.9%	↑	
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%	↓	128/173= 74.0%	↓	
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%	↓	34/45= 75.6%	↓	

Pratt Community College Performance Report AY 2022

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 the baseline at 39.5%. Technical program student majors continue to sustain a strong graduation rate (three-year average of 57%) which is a contributing factor in the success of this goal.

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 an increase 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 during the pandemic in Spring 2021.

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 higher wages. In AY 2022 reporting based on AY 2021 students, both the EPT and Nursing programs produced lower average wages (source: K-TIP report). In addition, the EPT program had slightly less completers compared to the prior year. At $32,274, Pratt Community College is $226 below the baseline.

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 2021 cohort. Not only is the current rate of 81.9% above the baseline and an increase over the previous year, it is the highest it has been since the baseline was established. Transfer-bound students comprise the majority of this cohort and posted a higher retention rate than the previous year.

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 2021 cohort. PCC saw an overall increase in completer success rates for the Fall 2021 term. While the current rate of 74.0% is below the baseline, it is improved over the previous year rate of 60.4%. Post-pandemic, developmental writing and reading courses saw a significant increase in completer success rates.

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 2021-2022 numbers are improved over AY 2020-2021 and are closer to the pre-pandemic baseline year averages. PCC has continued to work with instructors to provide mentoring and professional development opportunities and with students to provide additional sources of assistance. Contributing factors: In AY 2022, 42/45 (93%) cohort students were retained in Spring Pratt Campus Composition II. Further, student enrollees had a 75.6% success rate; an increase of 17.3% over the previous year.

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

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Funding Tier Request for AY 2022 Performance Report – Pratt Community College

Institution Name: Pratt Community College
Date: 12 July 2023

Indicator number and title: **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**

Identify whether pandemic or alternative evaluation criterion from section C being used:
Justification/evidence: Improvement from the prior year.
- Baseline = 79.8%
- Prior reporting year = 58.3% (AY 20-21)
- Current reporting year = 75.6 % (AY 21-22)

AY 2021-2022 numbers are improved over AY 2020-2021 and are closer to the pre-pandemic baseline year averages. PCC has continued to work with instructors to provide professional development and mentoring opportunities. For example, English faculty participated in the Spring 2023 Writing and Literature Conference at Johnson County Community College; one faculty member also attended the Fall 2022 Michael Tilford Conference on Diversity and Multiculturalism at Washburn University. The department chair—also the lead English instructor—continues to work with English faculty to discuss and review classroom strategies, assignments, etc. Instructors are working with students to provide additional sources of assistance, including offers of faculty assistance outside of stated office hours and reminders of online and face-to-face tutoring.
Contributing factors: In AY 2022, 42/45 (93%) cohort students were retained in Spring Pratt Campus Composition II. Further, student enrollees had a 75.6% success rate; an increase of 17.3% over the previous year.
In addition, there is a correlation between the AY 2021-2022 increase and the professional growth and experience of the faculty.

			Reporting AY 2020 (SU19, FA19, SP20)		**Reporting AY 2021 (SU20, FA20, SP21)**		**Reporting AY 2022 (SU21, FA21, SP22)**	

Seward County Community College Performance Report AY 2022

Contact Person: Luke Dowell Phone: 620-417-1012 email: luke.dowell@sccc.edu	**Foresight Goal**	**3 yr. History**	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 450 AY 2014: 488 AY 2015: 484 **Baseline: 474**	519	↑	409	↓	410	↓
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%	↓	173/233 74.3%	↓
3 Increase the three-year graduation rate of the college ready cohort	1 *KBOR data*	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%	↓	60/171 = 35.1%	↓
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%	↑	23/34 67.6%	↑
5 Increase the first to second year retention rate for college ready cohort	1 *KBOR data*	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%	↓	125/205 = 61.0%	↓
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%	↑	205/278 73.7%	↑

Seward County Community College Performance Report AY 2022

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 AY2022, Seward awarded 410 degrees or certificates, a decline of 64 awards from baseline and an increase of one award compared to AY2021. Stand-alone programs (SAPPs) increased by 28.8% compared to AY2021 (104 AY21, 134 AY22) in Certified Nurse Aide (CNA), Certified Medication Aide, and Truck Driving, but enrollment in these programs has still not returned to pre-COVID enrollment (AY2013-AY2015 SAPP Baseline Average = 160). Two-year associate degree transfer programs declined by 6.5% compared to AY2021 (123 AY21, 115 AY22), and AAS degree programs declined by 17.8% compared to AY2021 (73 AY21, 60 AY22); the largest decline for the AAS degree programs was in Nursing, where awards declined from 28 in AY2021 to 22 in AY2022, or a 21.4% decline. Pre-COVID AAS Nursing awards averaged 28 awards per year; the average since COVID (AY2020-AY2022) is down to 24 awards per year. SCCC continues to develop earlier exit points for completion, but as long as enrollment continues to decline (a national trend), we will continue to fall short of this outcome.

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 233 students who took college algebra in fall 2021, 173 students completed the course successfully; 173/233, or 74.3% is an increase of 13.6 percentage points compared to AY2021. There was one less student in the AY2022 cohort than in AY2021, so data is highly comparable. Although results did not meet or exceed the baseline, they are a dramatic improvement from AY2021 and only 4.5 percentage points below the baseline of 78.7%. SCCC college algebra success rates began to decline in AY2017 and were just beginning to improve in AY2020; however, AY2021 brought uncertainty due to COVID, and a drastic decline in math success. Fall of 2021 results may indicate a return to that improvement cycle prior to COVID, but also the impact of returning to a traditional classroom structure as opposed to remote learning. Fall 2021 is only the second year SCCC used high school math course GPA for placement into college algebra, and though the number of students who were placed based on this information declined slightly in favor of more traditional placement tools, the success rate of those using the high school math course GPA improved from fall 2020 to fall 2021. SCCC continues to examine placement methodology, corequisite developmental courses and course outcomes to improve college algebra success.

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 171-student college ready cohort, 60 completed their program in 150% of normal time for a rate of 35.1%. This is 13.6 percentage points below the previous year and 14.6 percentage points below the baseline. This cohort of students started classes in Fall of 2019, before COVID hit in Spring of 2020. COVID impacted retention of this cohort a great deal, and many have been unable to return to complete their programs. These results are consistent with IPEDS graduation rates for this institution; based on more recent IPEDS results, SCCC anticipates improvement in the next two years with the new cohort groups.

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 34 students who took developmental writing and completed with an A, B, or C and took English Comp I, 23 were successful for a rate of 67.6%. This is 1.4 percentage points above the benchmark. Although results are down compared to AY2021, implementation of a corequisite developmental course model three years ago has kept success rates consistently above the baseline of 62.1% since its adoption. SCCC continues to monitor for success and adjust as necessary.

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 205 college-ready cohort who entered in fall 2020, 125 returned or completed by fall 2021 for a rate of 61.0%. The result is 1.1 percentage points below the baseline, which equates to 3 students short of meeting the criteria. The retention rates provided by KBOR are consistent with IPEDS retention rates for this institution; based on more recent IPEDS results, SCCC anticipates improvement in the next two years with the new cohort groups.

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 278 first time students entering in fall 2021, 205 earned at least 24 credit hours before fall 2022, for a rate of 73.7%. This is 15.3 percentage points above the baseline and 12.8 percentage points above the previous year. These results are due in part to fewer part time students entering SCCC in fall 2021. Other factors that impact performance include fewer developmental course requirements; as the college implements new corequisite models into the schedule, students are better able to focus on courses required for graduation instead of remediation.

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	1	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	2	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	1	*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	1	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	1	*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	1	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

Funding Tier Request for AY 2022 Performance Report – Seward County Community College

Institution Name: Seward County Community College
Date: 7/18/2023

Indicator number and title: **#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 205 college ready students who entered Seward in fall 2020, 125 (61.9%) returned or completed their program of study by fall 2021. The baseline for this goal is 62.1%; **SCCC missed the baseline by three students or 1.1% of the college ready cohort.** Students who entered Seward in fall 2020 faced continued uncertainty due to the pandemic, including education, health, and financial instability. The one positive constant for students in the SCCC service area was low unemployment rates. Jobs were available, and for many students who still struggled financially post-pandemic, they elected to go to work full-time instead of creating more debt. Federal aid from HEERF funds was distributed to 457 students for a total amount of $391,046, or about $855 per student. Though this population is a first-time entering cohort, many took concurrent and dual credit enrollment while still in high school, for which some debt still existed, so some students paid off past due accounts to the college. Others took the funds to support their families who still struggled after the pandemic. SCCC requires students to attempt to pay past due accounts before enrolling and will work with students who pay something; however, this requirement can also be a barrier to retention success. SCCC continues to develop early exit points for high demand, high wage programs, allowing students to complete in one or two semesters, and still return for further education as their financial circumstances improve. These shorter programs allow students to enter the workforce quickly, reduces financial burden, and improves student achievement. The college is also working to reduce developmental course requirements, which also helps students complete on time and affordably.
Even during a very difficult year, SCCC's retention of *college ready students* remained steady, and remains at or above the Kansas Community College retention rates, as the graph below demonstrates. <u>SCCC was three students from meeting the benchmark.</u>

5-Year Trend: Fall-to-Fall Retention

	2017	2018	2019	2020	2021
SCCC College Ready	60.30%	65.10%	60.80%	61.80%	61.00%
All SCCC Cohort	60.30%	64.40%	56.10%	57.80%	62.20%
Community College Total	57.80%	58.60%	58.50%	59.10%	58.80%
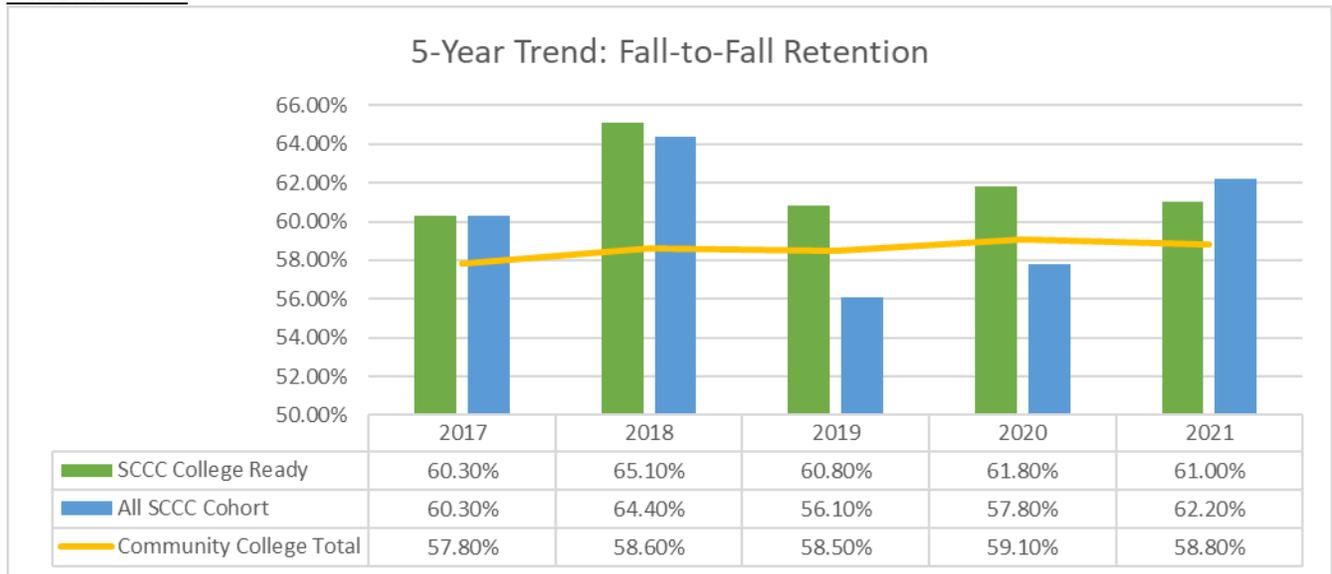
Sources: KHEDS Academic Year Collection, KHEDS Fall Census Collection; Annual Performance Agreement Results

Second indicator number and title: #2 Increase the success rate of students in College Algebra

Identify whether pandemic or alternative evaluation criterion from section C being used: **Improvement from prior year and ranking on the indicator based on a relevant peer group.**

Justification/evidence: Of the 233 students who took college algebra in fall 2021, 173 students completed the course successfully; 173/233, or 74.2% **is an increase of 13.5 percentage points compared to Fall 2020**. Although results did not meet or exceed the baseline, they improved dramatically from Fall 2020 and were only 4.5 percentage points below the baseline of 78.7%. In Fall 2020 SCCC used high school Math GPA for placement into college algebra. Due to a significant decline in student success in Fall 2020, SCCC re-evaluated the HS Math GPA scores, but elected to collect more data before making any changes. In Fall 2021 we discovered that, according to placement data, Accuplacer was still the best method of placement and that HS Math GPA and ACT performed 7 percentage points below the 80% success level of Accuplacer; however, there is still reason to believe HS Math GPA may be a good placement tool, so SCCC will continue to adjust and evaluate it. Although SCCC focuses on placement to evaluate student success, the math department also evaluates pre-post success each year, and adjusts the curriculum to address any concerns. In addition, a new College Algebra with Review course was developed to reduce the need for developmental course work and decrease the time to degree completion. This new course will be offered in Fall 2023. Math department review and annual updates monitor success rates in its continuous improvement efforts.

COLLEGE ALGEBRA SUCCESS: ALL STUDENTS ENROLLED FALL TERMS ONLY

Success Indicator	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Successful	189	177	142	173
Unsuccessful	35	32	50	24
Did Not Complete	38	43	42	36
Grand Total	**262**	**252**	**234**	**233**
Enrollee Success	72.1%	70.2%	60.7%	74.25%
% Failed	13.4%	12.7%	21.4%	10.3%
% Withdrew	14.5%	17.1%	17.9%	15.5%

Source: SCCC Office of Research & Assessment

National Community Benchmark Enrollee Success Trends also show SCCC college algebra performance at or above the Kansas Community College median for this indicator during the same period (Fall 2018 – Fall 2021) as well as the national median:
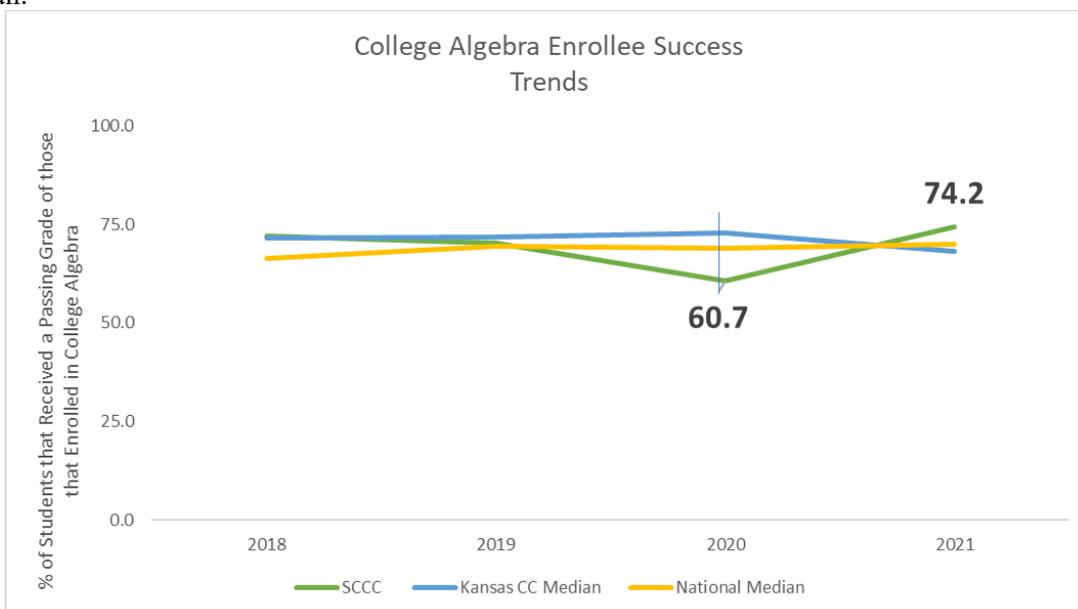
Source: National Community College Benchmark Project (NCCBP) Custom Reports; College Algebra Enrollee Success

Manhattan Area Technical College Performance Report AY 2022

Contact Person:
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	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 *KBOR data*	AY 2013: 400 AY 2014: 365 AY 2015: 396 **Baseline: 387**	345	↓	368*	↓	384	↓
2 Upon completion of their programs, increase the percent of students employed or transferred	2 *KBOR data*	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% **Baseline: 787/1,162 = 67.7%**	210/314 = 66.9%	↓	207/288 = 71.9%	↑	209/300 = 69.7%	↑
3 Upon completion of their programs, increase the number of industry credentials earned by students	2	AY 2013: 302 AY 2014: 341 AY 2015: 405 **Baseline: 349**	656	↑	612	↑	729	↑
4 Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course	1	AY2016: 27/34 = 79.4% AY 2017: 66/98 = 67.3% AY 2018: 35/54 = 64.8% **Baseline: 128/186 = 68.8%**	33/39 = 84.6%	↑	30/33 = 90.9%	↑	19/24 = 79.2%	↑
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2	AY 2014: (n=643) 74.9% AY 2015: (n=707) 78.1% AY 2016: (n=668) 78.7% **Baseline: 77.2%**	77.4% (n=525)	↑	69.6% (n=473)	↓	69.6% (n=205)	↓
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% **Baseline = 51% + 13% = 64%**	AY 2016 57.9 + 9.8 = 67.7%	↑	AY 2017 56.0 + 8.4 = 64.4%	↑	AY 2018 52.2 + 9.6 = 61.8%	↓

*Fourteen certificates that had not been counted in the AY 2021 Collection were added to the original total.

Manhattan Area Technical College Performance Report AY 2022

Indicator 1: Increase the number of certificates and degrees awarded

Description: In order to increase completion rates, MATC has implemented a variety of initiatives that should result in more AAS Degrees, Technical Certificates, and Certificates of Completion being awarded. First, additional information under Indicator 4, modifications have been made to improve pass rates of English and Math courses that fulfill the general education requirements. Second, we have an early alert system for at-risk students. This allows for proactive responses that facilitate early interventions before the problem(s) escalate to a point that irreparable damage has been done and the student drops out of school. Finally, information gained from the administration of a Student Satisfaction/College Community Survey provides data about the facets of the College that students feel are most important.

Result: While MATC is at, or less than 1% below, the baseline, the college reported an increase in completers from the prior year despite the continuing effects of the COVID-19 pandemic. Pandemic-related effects have accelerated a demographic trend in declining enrollment rates as well as interrupted students' completion of their education journey. While enrollment has been relatively steady due to the increase in concurrent students, the number of students majoring in technical programs has declined and thus eligible to be conferred certificates and degrees experienced a decline as well. However, MATC has diligently conferred with state, regional, and community partners to create programs in needed workforce areas as identified by the Perkins Regional Needs Assessment. As these programs are developed and continue to grow, MATC anticipates increasing the number of certificates and degrees awarded, which is evidenced by the increase in MATC's performance on this indicator over the past three years.

Indicator 2: Upon completion of their programs, increase percent students employed or transferred

Description: Consistent with Foresight 2020 Goal 2 and MATC's slogan of "Providing HIRE Education," MATC wants students to be successful after completion of their desired certificate/degree. We have engaged in several initiatives to facilitate employment after graduating including: Program Advisory Committees, Occupational Work Experiences (OWE), clinical rotations or internships, and hosting an institution-wide job fair in conjunction with KansasWorks. Initiatives to facilitate student transfers include developing articulation agreements in addition to the statewide agreements facilitated by KBOR and participation in the National Student Clearinghouse (NSC).

Result: MATC's continued effort of fostering industry partnerships is reflected in the percentage of students obtaining employment upon completion of their program. While we encourage students to continue their higher education, our mission in training a workforce is our focus which is evidenced by the fact that MATC's performance continues to exceed the baseline for this indicator.

Indicator 3: Upon completion of their programs, increase the number of industry credentials earned by students

Description: Possession of an industry credential greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, a significant majority of programs provide students with opportunities to earn one or more industry credentials. Successful retention based on the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials.

Result: Given the push for students to earn third-party credentials at the regional, state, and national levels, MATC continues to identify and increase availability of credentials across technical programs in an effort to meet our mission of providing quality general and technical education. MATC has made the ability for students to earn third-party credentials with the growth of its Regional Testing Center available on campus.

Indicator 4: Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course

Description: Completion of general education requirements, including Math and/or English, is one of the main obstacles for students to finish their Certificate or AAS Degree. Students who test into developmental English per placement guidelines must enroll in a 1-credit hour companion course Composition Workshop (COM-101) when they register for Technical Writing (COM-110) or English Composition (COM-105). Students who test into developmental math preplacement guidelines must participate in required recitation.

Result: While we don't have developmental English or Math courses, the supportive approaches implemented by the college have continually shown to be effective not only for completion of English and Math course requirements, but also programs of study, as is evident in the high pass rate.

Indicator 5: Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs

Description: Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. The MATC Assessment Committee developed core abilities rubrics for oral communication, written communication, critical thinking/problem solving, and quantitative literacy. These assessments are administered systematically across the institution and the data are individually and collectively analyzed to assess these general education objectives.

Result: As the next step in our assessment plan, in AY2022 the college expanded the piloting of core ability assessment to further dual credit sections as required by the Higher Learning Commission. Critical thinking / problem solving was assessed in fall 2021 and oral communication in spring 2022. Additionally, MATC Assessment Committee focused on and provided training on the consistent use of the institutional rubrics for the assessment to strengthen interrater reliability. While these two adjustments to the piloted assessment process negatively impacted how this indicator is measured for KBOR to lower than the baseline, the results were consistent with the prior year. However, based on how the institution is measuring its core ability assessment, the results continued to be above what we consider mastery level (3.0) on a 5-point scale.

Indicator 6: Increase the percent of students who complete their certificate or degree within two years or are retained at MATC

Description: Since receiving full accreditation from the Higher Learning Commissions in 2010, MATC has actively pursued strategic growth initiatives that include increasing the capacity of some existing programs, initiating new programs, and expansion of general education course offerings. The pattern of strategic growth continues so we expect to see continued gains in the areas of completion and retention and this is reflected in other indicators. Other measures have been undertaken to ensure students complete their degree in the stated time frame, including the use of increased support structures such as peer tutoring, additional content review, and recitation in place of remedial course placement. All of these initiatives combined should lead to an increase in students who complete their certificate or degree within two years or are retained at MATC.

Result: The data for this indicator is from the AY 2018 cohort of students and would have been measured in AY 2020 when the COVID-19 pandemic began causing issues in the US. Given this, as well as a strong job market which provided opportunities for many students to be hired directly into the workforce with no prior formal training, MATC is slightly below the baseline for the percent of students who complete their certificate or degree within two years or are retained at the institution. Since 2017, MATC has increased communications and partnerships with industry to educate them on the benefits of students obtaining a certificate/degree, and to support potential employees towards completion of their education. In reviewing more recent KHEStats data, this approach has increased our success rate to exceed the baseline.

Manhattan Area Technical College Performance Report AY 2019							AY 2019 FTE: 494	
Contact: Kimberly Withroder		Phone and email: 785-320-4564 kimwithroder@manhattantech.edu					Date:5/4/2020	
Manhattan Area Technical College	Foresight Goals	3 year 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	1.1	AY 2013 = 400 AY 2014 = 365 AY 2015 = 396 Baseline = 387	431	↑	396	↑	386	↔
2 Upon completion of their programs, increase the percent of students employed or transferred	2.2	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% *AY 2014: 268/359 = 74.7% *Baseline: 787/1,162 = 67.7%	70.5% (285/404)	↑	63.0% (237/376)	↓	63.9% (209/327)	↓
3 Upon completion of their programs, increase the number of industry credentials earned by students	2.5	AY 2013 = 302 AY 2014 = 341 AY 2015 = 405 Baseline = 349	AY 2016: 383	↑	AY 2017: 355	↑	AY 2018: 368	↑
4 Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase percent retained to the next academic year	1.2	AY 2014: 75.5% (213/282) AY 2015: 76.1% (175/230) AY 2016: 60.8% (113/186) Baseline = 71.8% (501/698)	AY 2017: 64% (41/64)	↓	AY 2018: 59.6% (65/109)	↓	AY 2019: 66.7% (24/36)	↓
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2.1	AY Data: 2014: Avg. Score=74.9% (N=643) 2015: Avg. Score=78.1% (N=707) 2016: Avg. Score=78.7% (N=668) Baseline = 77.3%	Avg. Score = 78.8% (N=432)	↑	Avg. Score: 89.5% (N=39)	↑	Avg. Score = 77.4% (N=235)	↑
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1.1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64%	AY 2013: 18.5% + 41% = 59.5%	↓	AY 2014: 52.0% + 12.1% = 64.1%	↔	AY 2015: 44.4%+22.3% =66.7%	↑

Updated 7/10/18

Funding Tier Request for AY 2022 Performance Report – Manhattan Area Technical College

Institution Name: Manhattan Area Technical College (MATC)
Date: July 28, 2023

Indicator number and title: **1 – Increase the number and certificates of degrees awarded**
Identify whether pandemic or alternative evaluation criterion from section C being used: MATC requests that alternative criteria be considered, especially in light of the COVID-19 pandemic affecting enrollment and student employment opportunities.
Justification/evidence:

Alternative Evaluation Criterion: Improvement from Prior Year & Improved Performance Using a 3-Year Rolling Average of the Most Recent Three Years
While MATC is below the baseline of 387 for the goal of increasing certificates and degrees awarded, the college reported an increase in completers from the prior academic year despite the continuing effects of the COVID-19 pandemic. After the institution reported 384 certificates and degrees awarded for AY 2022, a difference of less than one percent from the baseline. This was an increase from 368 in AY2021, 345 in AY2020, and 386 in AY2019. The three-year rolling average for AY2019-2021 is 366 with MATC being 5% above that rolling average. With 384 certificates and degrees awarded, MATC demonstrates an increase over the most recent year as well as over the 3-year rolling average of the most recent three-year period.

This increase in the number and certificates of degrees awarded comes as MATC is still feeling the effects of the COVID-19 pandemic. The pandemic affected higher education enrollment across the country. Bill Conley and Robert Massa summarized this effect in an article stating that "According to National Student Clearinghouse Research Center, undergraduate enrollment year over year fell by 3.6 percent in fall 2020 and by 3.1 percent in fall 2021. Total undergraduate enrollment declined 6.6 percent from fall 2019 to fall 2021, representing a loss of just over a million students" (2022). These pandemic-related enrollment declines have accelerated a demographic trend in declining enrollment rates. The pandemic has also interrupted students' completion of their educational journey and these factors have combined to affect student success.
The pandemic impacted MATC's enrollment negatively with a 12% decrease in the fall 2020 enrollment from the prior fall term, which is part of the cohort who may have earned a certificate or degree in AY2022. With fewer students entering the institution, there are opportunities for students to earn a credential or degree.
Additionally, a strong job market has provided opportunities for many students to be hired directly into the workforce with no and/or partial training. Therefore, MATC has increased communications and partnerships with industry partners to educate them on the benefits of students obtaining a certificate/degree, and to support potential employees towards completion of their education.

Conley, B., and Massa, R. (2022, February 28). The great interruption. *Insidehighered.*
https://www.insidehighered.com/admissions/views/2022/02/28/enrollment-changes-colleges-are-feeling-are-much-more-covid-19#.YvVVDdJPgrw.link

Salina Area Technical College Performance Report AY 2022

AY 2022 FTE: 486
Date: 6/29/2023

Contact Person:
Denise Hoeffner
Phone: 785-309-3110
email: denise.hoeffner@salinatech.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 Student Success Index*	1 *KBOR Data*	AY 2010: 331/422 = 78.4% AY 2011: 312/386 = 80.8% AY 2012 170/225 = 75.6% **Baseline: 813/1,033 = 78.7%**			232/291 = 79.7%	↑	247/319 = 77.4%	↓
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation	2 *KBOR Data*	AY 2012: 410/552 = 74.3% AY 2013: 418/541 = 77.3% AY 2014: 346/422 = 82.0% **Baseline: 1,174/1,515 = 77.5%**	303/408 = 74.3%	↓	296/397 = 74.6%	↓	278/362 = 76.8%	↓
3 Increase the wages of students hired	2	2013: $27,516 2014: $19,930 2015: $21,912 **Baseline: $23,119**	$25,594	↑	$28,974	↑	$35,781	↑
4 Increase the number of college-level credit hours completed by concurrently-enrolled students	1	AY 2013: 1,247 AY 2014: 1,851 AY 2015: 2,310 **Baseline: 1,803**	5,735	↑	6,342	↑	6,472	↑
5 Increase the number of students completing programs in high demand occupations in Kansas	2	AY 2013: 64 AY 2014: 73 AY 2015: 67 **Baseline: 68**	334	↑	289	↑	346	↑
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	AY 2013: 49/57 = 86.0% AY 2014: 35/47 = 74.5% AY 2015: 82/121 = 67.8% **Baseline: 166/225 = 73.8%**	54/76 = 71.1%	↓	53/75 = 70.7%	↓	41/57 = 71.9%	↓

*New Indicator approved 9/21/21.

Salina Area Technical College Performance Report AY 2022

Indicator 1: Increase the Student Success Index
Description: Salina Tech has consistently been at the top of the charts on the Student Success Index for colleges. The lofty status is challenging to maintain or increase, but attainable by working to achieve higher retention and graduation rates for the students entering college. By working toward improvements in those categories in addition to transfer articulations, the college hopes to improve the rate even higher. The baseline for this indicator is based on the Student Success Index after 3 years, as provided by KBOR, from entry years of 2010, 2011, and 2012: 78.7%.

Result: These data were provided by KBOR. Please note: KBOR determined the college's baseline including all student types, degree-seeking, and both full-time and part-time students. KBOR used the total success rate of this group of students; however, they used a slightly different code from that which is used in KHEStats. The total student success rate for all degree-seeking students, as measured by KBOR, was 77.4%, which is slightly lower than our baseline of 78.7%. Therefore, we did not meet our goal of increasing our Student Success Index. Nevertheless, our student success index is very commendable. Salina Tech ranks third among Kansas technical institutions and our 77.4% is significantly greater than the overall technical college average success rate of 64.6%.

Indicator 2: Increase percent of students employed or transferred in Kansas one calendar year after graduation
Description: Every SATC program has its own industry-based advisory board that guides the program instructors as to the best employment skills for the graduates. The valued opinions of the advisory board members give college faculty and instructional staff the information they need to ensure students are learning the necessary skills to find and keep employment in Kansas. SATC also works with the area KansasWorks office to develop and promote mini job fairs in the community and at the college each spring. This indicator coincides with Salina Tech's strategic plan on several levels by matching the goals of improving visibility and perception, by enrollment growth, and most importantly, by providing quality instruction that meets community needs. To determine the baseline for this indicator, three years' worth of historical data were taken from KBOR and Kansas Department of Labor (KDOL).

Result: These data were provided by KBOR. For the year measured, 76.8% of our students were employed in Kansas one calendar year after graduating from Salina Tech. This is slightly lower than our baseline of 77.5%, so we did not meet this goal. However, it is important to note that we saw a 2.2% increase over the prior year. We continue to focus on offering programs in occupations that are in high demand in Kansas. Nearly every program offered by Salina Tech is considered a "high demand" occupation per the Kansas Department of Labor. Our faculty work closely with local business and industry partners to help place our graduates in careers in their field of study. In this post-pandemic time, we have been holding our annual career fairs again for the last couple of years (beginning in 2021-22), so we are optimistic that we will continue to see increases in the percentage of students employed in Kansas after graduation.

Indicator 3: Increase the wages of students hired
Description: Many Salina Tech graduates have the potential to earn a higher wage after completing a 9-month or 2-year program than the average 4-year graduate. SATC recruits students into high-wage, high-demand occupations like Commercial Truck Driving, Nursing (Practical Nursing and Associate Degree Nursing), HVAC (Heating, Ventilation, and Air Conditioning), Computer Aided Drafting, Emergency Medical Technician, and Electrician. These high-demand occupations offer many employment opportunities across Kansas. The student wages were provided by the KDOL and were included in the KBOR K-TIP Report.

Result: These data were provided by KBOR. For the year measured, Salina Tech's students were earning an average of $35,781 annually, which is substantially higher than our baseline of $23,119. So, we far surpassed our goal of increasing the wages of our students. Offering programs which lead to occupations in high demand in Kansas, as well as having a very involved group of faculty members who help place our students in jobs even before they graduate, contributes to our students' success in this area.

Indicator 4: Increase the number of college-level credit hours completed by concurrently-enrolled students
Description: Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has invested significant time and effort partnering with local and area high schools to expose students to career and technical education. We continue to develop and implement new partnerships and agreements. For this indicator, three years of historical data were taken from KHEDS Academic Year Collection files. These data represent college-level credit hours successfully completed (with grades of A, B, C, or P) by concurrently-enrolled students.

Result: During the 2021-22 academic year, concurrently-enrolled high school students completed a total of 6,472 college-level credit hours through Salina Tech. This includes high school students taking college-level classes on the high school campus as well as classes taught on Salina Tech's college campus. The courses taken on the high school campus were taught by high school faculty and Salina Tech faculty. So, both Concurrent Enrollment Partnerships and various types of dual enrollment were included in these figures. We continue to grow in this area, which helps high school students get a head start on earning college credits, and often even Technical Certificates or associate degrees, before they have graduated from high school. Our baseline was 1,803 college-level credit hours earned each year, so we far surpassed this goal. In fact, we even exceeded our prior year's total of 6,342 college credits earned by concurrent students.

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas
Description: The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry-based advisory board that guides the program instructors regarding the best employment skills for graduates. SATC has collaborated with the area Kansas Works office to hold mock interviews on campus each spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. Each year, we identify the high-demand programs for this indicator by using the most recent annual data compiled by the Kansas Department of Labor, which can be found here. From this list of high-demand occupations, we exclude those occupations which require an award beyond an associate degree. Once we identify the high-demand occupations which are represented by our college's programs, we pull the number of completions by our students in our KHEDS Completions file. Each completer is only counted once, regardless of the number of awards the student completed during the AY.

Result: During AY22, 346 individual (unduplicated) students completed one or more programs which are in a high demand occupation per the most recent labor market information on the Kansas Department of Labor website. This number is much higher than our baseline of just 68 completers in high demand occupations. Therefore, we met this goal. In fact, during the year measured, we even surpassed the prior year's number of completers which was 289.

Indicator 6: Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year
Description: We identified our non-college-ready group based on math placement scores that would place students into Tech Math with Review or below. Our goal is to increase the percentage of degree/certificate-seeking, non-college-ready students who complete a program and/or are retained for the next academic year.

Result: Looking at the non-college-ready degree/certificate-seeking students who were enrolled during the 2021-22 academic year, we found that 71.9% of them either completed their program that year or returned for the 2022-23 year. While 71.9% is a very commendable retention rate, it is lower than our baseline percentage of 73.8%. Therefore, we did not meet our goal. However, we did increase the percentage over the prior year, which was 70.7%. We continue to offer several types of academic support to all our students. For example, since 2019-20, we have shared resources with our students through our Learning Management System (LMS) such as: resources on county and mental health, other community resources, navigating our LMS, time management, and study skills. Also, our Learning Resources Coordinator offers Zoom and in-person visits with faculty, students, and entire classes to remind them of available resources such as those listed above as well as free tutoring that the college pays for via tutor.com, academic library resources, et cetera.

Salina Area Technical College Performance Report AY 2019								AY 2019 FTE: 464

Contact Person: Denise Hoeffner — Phone and email: 785-309-3110, denise.hoeffner@salintech.edu — Date: 7/27/2020

Salina Area Technical 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 three-year graduation rates of college ready cohort.	1	Fall 09 Cohort: 61% (83/136) Fall 10 Cohort : 61.5% (91/148) Fall 11 Cohort : 65.1% (84/129) *Baseline: 62.5% (258/413)	76.5%** (127/166)	↑	69.9% (100/143)	↑	76.2% (77/101)	↑
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation.	2	2012: 74.3% (410/552) 2013: 77.3% (418/541) *2014: 82.0% (346/422) *Baseline: 77.5% (1,174/1,515)	82.6% (319/386)	↑	78.6% (298/379)	↑	76.1% (286/376)	↓
3 Increase the wages of students hired.	2	2013: $27,516 2014: $19,930 2015: $21,912 Baseline: $23,119	$26,168	↑	$23,508	↑	$25,923	↑
4 Increase the number of college-level credit hours completed by concurrently-enrolled students.	1	2013: 1,247 2014: 1,851 2015: 2,310 Baseline: 1,803	3,688	↑	4,390	↑	5,726	↑
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑	309	↑	353	↑
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)	84.9% (62/73)	↑	62.0% (119/192)	↓	70.2% (106/151)	↓

*Updated 7/10/2018   **Updated 8/2/2019

Funding Tier Request for AY 2022 Performance Report – Salina Area Technical College

Institution Name: Salina Area Technical College
Date: 08/24/2023

Indicator number and title: Indicator 2 – Increase Percent of Students Employed or Transferred in Kansas One Calendar Year After Graduation
Identify whether pandemic or alternative evaluation criterion from section C being used: 1. Sustained Excellence; 2. Improvement from the Prior Year;
Justification/evidence:
Salina Area Technical College respectfully requests BAASC to consider its case to move to the next funding tier. In AY 2022, Salina Tech met three of its six indicators. Therefore, if approved, the college would move from the second tier (90% of New Funding Available) to the top tier (100% of New Funding Available).

1. **SUSTAINED EXCELLENCE** - Salina Area Technical College sets the bar high for itself. For the AY 2022 Performance Report, 76.8% of the students were employed in Kansas one calendar year after graduating from Salina Tech. This itself is highly commendable. However, the college's baseline was slightly higher still. The baseline (77.5%) was less than 1% higher than the college's performance in AY 2022. Thus, the college's performance, although slightly under its baseline, meets the argument of Sustained Excellence.

2. **IMPROVEMENT FROM THE PRIOR YEAR** – Salina Tech's performance for this indicator increased an impressive 2.2% over the prior academic year. In fact, the college's performance has increased each year for the last two years. In AY 2020, the percent of students employed in Kansas one calendar year after graduation was 74.3%; in AY 2021, the percentage had increased to 74.6%; and in AY 2022, the percentage had increased to 76.8%. The college happened to have an unusually high performance (82%) in one of the three years included in the base year, which elevated the baseline to 77.5%. Although its performance in AY 2022 was slightly under the baseline, the college has met the argument of Improvement from the Prior Year.

University of Kansas and University of Kansas Medical Center
Performance Report AY 2022

KU AY 2022 FTE: 21,227
KUMC AY 2022 FTE: 2,966
Date: 6/20/2023

Contact Person: Jean Redeker Phone: 785-864-1025 email: jredeker@ku.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 Number of Certificates and Degrees Awarded (KU/KUMC)	1 *KBOR data*	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) **Baseline: 6,475**	6,059 + 864 = 6,923	↑	5,965 + 850 = 6,815	↑	5,803 + 857 = 6,660	↑
2 Increase First to Second Year Retention Rates (KU)	1 *KBOR data*	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% **Baseline: 9,417/11,743 = 80.2%**	3,492/4,082 = 85.5%	↑	3,160/3,738 = 84.5%	↑	3,425/4,045 = 84.7%	↑
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9th FY 2014: 9th FY 2015: 9th **Baseline: 9th**	9th	↔	9th	↔	10th	↓
4 Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)	2 *KBOR data*	AY 2013: 2,374/6,631 = 35.8% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281= 36.3% **Baseline: 6,993/19,425 = 36.0%**	2,657/6,923 = 38.4%	↑	2,844/6,815 = 41.7%	↑	2,797/6,660 = 42.0%	↑
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: $33.6 mil FY 2017: $33.6 mil FY 2018: $36.4 mil **Baseline: $34.5 mil**	$41.9 mil	↑	$41.0 mil	↑	$44.1 mil	↑
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 **Baseline: 461**	530	↑	573	↑	550	↑
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 **Baseline: 3,582**	3,864	↑	4,035	↑	3,776	↑

University of Kansas and University of Kansas Medical Center Performance Report AY 2022

Indicator 1: Increase Number of Certificates and Degrees Awarded (KU/KUMC)
Description: This indicator records the number of degrees and certificates conferred at all University campuses. These campuses include KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result: During AY 2022, the university awarded 6,660 degrees/certificates exceeding the baseline by 2.9%. KU has had growth in a variety of undergraduate degrees including in Business (Business, Marketing, Finance, Business Analytics), Health Sport and Exercise Science, Computer Science, Psychology, and Molecular Biosciences. There were also increases in several graduate degrees including Applied Behavioral Science, Business, Biostatistics and Data Science, Project Management, Medicine, Occupational Therapy, and Nurse Anesthesia.

Indicator 2: Increase First to Second Year Retention Rates (KU)
Description: This indicator records the percent of first-time, full-time freshmen who are retained after one year on the KU-Lawrence and KU-Edwards campuses.

Result: First to second year retention at KU has remained strong through and beyond the pandemic, with 84.7% of the Fall 2020 freshmen cohort returning for Fall 2021. The 2021-22 academic year saw the launch of several new initiatives or pilot programs to support undergraduate student retention while building upon the lessons learned during the pandemic and shifting needs of students. These initiatives included: 1) Expanded partnership with instructors of high DFW courses; 2) Launched Student Navigator program to provide peer-level support and connect students with campus resources; 3) In Spring 2022, launched weekly Quick Polls using the Jayhawk GPS app to identify student trends and students in need of support; 4) Undergraduate Advising Center shifted its model to an inclusive service approach model allowing students to meet with a UAC advisor without an appointment, regardless of major, on any subject, and in-person or virtually; 5) Piloted a dedicated UNIV 101 course and support program for conditionally admitted students resulting in 94.1% of the participants being retained to second semester; 6) University Academic Support Centers launched an individual tutoring program supporting 100- and 200-level courses and expanded the Supplemental Instruction program to include Math 115 and 125; 7) Launched MySSP which provides free 24/7 confidential mental health counseling and well-being resources to students.

Indicator 3: Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)
Description: This is our ranking of the amount of total research and development expenditures of all University campuses compared with our Regents approved peers based on the National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development (HERD) survey.

Result: KU's total research and development expenditures increased for the sixth consecutive year and has increased significantly compared to the baseline years. For the last reported year, research expenditures totaled $385,637,000, an $80 million increase compared to the average expenditures from the three baseline years. However, this year KU moved from 9th to 10th in our ranking compared to peer institutions. Missouri inched ahead of KU with only $3 million more in research expenditures, including large increases in state/local funds and institutional funds. KU surpassed Missouri when looking at funding from the federal government, private industry/business, and nonprofits.

Indicator 4: Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)
Description: This indicator records the percentage of students who earned degrees in science, technology, engineering, or mathematics fields on the KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result: During AY2022, 42.0% of the 6,660 degrees/certificates awarded were in STEM fields. This is 6.0% over the baseline. The largest increases in STEM awards have been in bachelor's degrees. As noted in Indicator 1, some of the degrees contributing to this increase are in Business Analytics, Computer Science, Molecular Biosciences, and Biostatistics and Data Science. These increases helped to drive the overall increase in degrees/certificates at KU.

Indicator 5: Increase Philanthropic Student Support (KU/KUMC)
Description: This indicator is the amount the KU Endowment Association (KUEA) provides to the university for student scholarships, awards, and fellowships.

Result: In FY 2022, KU Endowment provided $196.2 million to KU thanks to alumni and friends who generously invested in students, faculty, programs, and research. Of that $196.2 million, $44.1 million went to student support and scholarships – a $3.1M increase from FY 2021. In addition, during FY 2022 donors established 89 new endowed permanent funds for student scholarship and support.

Indicator 6: Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)
Description: The indicator measures the number of students who graduate from the University of Kansas Medical Center's entry-level full-time programs to health career practice fields which involve patient or client interactions. An entry-level health career program is one in which the student enters without the credentials or license to practice in the health care field and graduates with the competencies necessary to sit for a national licensure examination, which is a pre-requisite for obtaining a state (or multi-state) license to practice in the field. We are including the following entry-level pathways: bachelor of science in nursing (BSN), bachelor of science in respiratory care, dietetics internship (pathway to registered dietician), doctor of audiology, doctor of occupational therapy, doctor of physical therapy, doctor of nurse anesthesia practice, and the doctor of medicine (MD).

Result: For AY 2022, the Medical Center graduated 550 students from entry-level health career programs (19% higher than our baseline). A focus on nursing and respiratory care has become critical in recent years, as the COVID-19 pandemic accelerated shortages existing across the state and region. The Medical Center is currently at the forefront of statewide conversations intended to address the nursing profession crisis, understanding that solutions must include education, workforce retention, and pathway efforts. The effects, and expected increase, in patients with Long COVID requires a wide array of health professionals, including respiratory therapists, physical therapists, audiologists, occupational therapists, and speech-language pathologists. Academic programs at KUMC are positioned to train future students to support these needs by integrating the clinical and educational research efforts of faculty into the curriculum.

Indicator 7: Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)
Description: The indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn with each other in a team environment to improve collaboration and the quality of care. Interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at the KU Medical Center, and the Schools of Pharmacy, Law, and Social Welfare at the KU Lawrence campus are included in the metric.

Result: There were 3,776 IPE participations in the 2021-22 academic year, exceeding the baseline by 5%. IPE activities continue to evolve, and new programs were initiated in areas such as Parkinson's Disease, Muscular Dystrophy, and developmental pediatrics.

University of Kansas	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	*AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777	5,909	↑	6,037	↑	6,093	↑
2. Increase First to Second Year Retention Rates	1	AY2013 80.0% (2,989/3,736) AY2014 80.5% (3,191/3,964) AY2015 80.1% (3,237/4,043) Baseline: 80.2% (9,417/11,743)	83.0% (3,491/4,204)	↑	83.7% (3,456/4,129)	↑	86.1% (3,551/4,126)	↑
3. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	*AY2013 29.9% (1,789/5,974) AY2014 29.0% (1,675/5,771) AY2015 29.6% (1,654/5,587) Baseline: 29.5% (5,118/17,332)	29.9% (1,765/5,909)	↑	29.9% (1,807/6,037)	↑	30.4% (1,853/6,093)	↑
**4. Total Research & Development Expenditures Rankings among Regents Approved Peers	3	FY 2012 9th FY 2013 9th FY 2014 9th Baseline: 9th			9th	↔	9th	↔
**5. U.S. News & World Report Graduate Programs in Top 25 of Rankings	3	Spring 2014 24 Spring 2015 22 Spring 2016 23 Baseline: 23			45	↑	43	↑
6. Increase Level of Philanthropic Support	3	FY 2013 $169 M FY 2014 $162 M FY 2015 $220 M Baseline: $183.7 M	$171.7 M	↓	$185.8 M	↑	$257.9 M	↑

AY 2019 FTE: 22,409

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*Updated 6/27/2018
**6/20/2018 – BAASC approved new indicators for 4 and 5 for AY 18 and AY 19 reporting.