

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

**VIRTUAL MEETING AGENDA  
Tuesday, October 31, 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](mailto:arobinson@ksbor.org).

- I. Call to Order** Regent Lane, Chair
- A. Roll Call and Introductions
  - B. Approve minutes from October 18, 2023 p. 3
- II. Other Matters** Sam Christy-Dangermond
- A. Approve AY 2022 Performance Reports p. 5
    - Allen Community College p. 8
    - Cloud County Community College p. 12
    - Colby Community College p. 16
    - Fort Scott Community College p. 20
    - Hutchinson Community College p. 24
    - Kansas City Kansas Community College p. 28
    - North Central Kansas Technical College p. 32
    - Northwest Kansas Technical College p. 36
    - Wichita State University Campus of Applied Sciences & Technology p. 40
- III. Suggested Agenda Items for the November 15th Meeting at ESU**
- A. Requests to offer Courses/Programs out of Service Area in the Kansas City metropolitan area
  - B. Open Education Resources (OER) Annual Report
  - C. TAAC Quality Assurance Report
  - D. Strategic Plan Dashboard – Support Metrics for Approval
  - E. Academic Affairs Update
  - F. Good News on Campus (Universities)
- IV. Adjournment**

**BOARD ACADEMIC AFFAIRS STANDING COMMITTEE**

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

**Board Academic Affairs Standing Committee  
AY 2024 Meeting Schedule**

<i><b>BAASC Academic Year 2023- 2024 Meeting Dates</b></i>			
<b>Meeting Dates</b>	<b>Location</b>	<b>Time</b>	<b>Agenda Materials Due</b>
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
<b>June 18, 2024</b> (Previously 6/19)	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, October 18, 2023**

The October 18, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 3:00 p.m. The meeting was held in person at the University of Kansas with a virtual option through Zoom.

**In Attendance:**

Members:	Regent Lane Regent Mendoza	Regent Ice	Regent Johnston
Staff:	Daniel Archer Tara Lebar Kelly Oliver Gage Rohlf Mistie Knox	Sam Christy-Dangermond Blake Flanders Charmine Chambers John Yeary	Karla Wiscombe Amy Robinson Cindy Farrier Marti Leisinger
Others:	Barbara Bichelmeyer, KU Howard Smith, PSU Ashlie Jack, WSU Gurbhushan Singh, JCCC JoLanna Kord, ESU Linnea GlenMaye, WSU	Brent Thomas, ESU Jill Arensdorf, FHSU Bekah Selby, ESU Elodie Jones, FHSU Jolynn Dowling, WSU Melinda Roelfs, PSU	Chuck Taber, K-State Shirley Lefever, WSU Beth O’Neill, Washburn Brandon Galm, Cloud County CC Jean Redeker, KU Rachel Bates, Cowley CC

Roll call was taken for members and presenters.

**Approval of Minutes**

Regent Ice moved to approve the October 3, 2023, meeting minutes, and Regent Johnston seconded the motion. The minutes were approved as presented.

**Other Matters**

BAASC met to discuss the university Program Review process and allow Provosts to respond to programs identified through preliminary analysis as not meeting two or more metrics. Provosts were asked to describe the programs, identify patterns, discuss initial processes to engage stakeholders, and share important considerations that the Board may need to understand. Regent Lane discussed the Board's Strategic Plan, [Building a Future](#), which is the foundation for the Board's work. It contains three pillars that focus on helping families, supporting businesses, and advancing economic prosperity, and Program Review touches on all three pillars. Identified programs are being examined to ensure they are in demand, result in degree completion, retain Kansas talent, and are a sound investment for students. Institutions will review each program and will recommend each to either phase out, merge with another program, or be placed on an action plan to review and monitor for no longer than three years. Provosts will provide written recommendations to BAASC by March 21, 2024. The following is the number of identified programs at each institution: ESU has two, FHSU has four, K-State has two, KU has 11, PSU has six, and WSU has five. If Provosts have any concerns about the timeline, they are asked to contact Regent Lane. Regents noted this is a collaborative effort and applauded the universities for meeting or exceeding metrics in 90% of their programs.

Regent Ice moved to codify the list of programs for review and have institutions report back to BAASC with an

action plan. With a second from Regent Johnston, the motion passed unanimously.

**Adjournment**

Regent Ice moved to adjourn the meeting, and Regent Mendoza seconded. With no further discussion, the meeting adjourned at 4:10 p.m.

## 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.*

*October 31, 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.<sup>1</sup> 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<sup>2</sup> 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.



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

<sup>1</sup> Please see pp. 60-72 of the [May 17, 2023, Board Agenda](#) for details on the new projects-based system for future reporting.

<sup>2</sup> 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:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators;** and
  - The performance report includes specific plans for improvement.
- **75% of New Funding Available**  
An institution will be awarded 75% of the new funding for which it is eligible if:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators;** and
  - The performance report includes specific plans for improvement.
- **No New Funding Awarded**  
The institution did not make a good faith effort, as defined by:
  - Lacking an approved performance agreement;
  - Failing to submit a performance report; or
  - Maintaining or improving from the baseline in only **one indicator, or none of the indicators.**

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

**Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the first page of those reports for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and the reporting year of AY 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.**

<b>University/College</b>	<b>Funding Recommendation</b>	<b>Page</b>
Allen Community College	100% funding	8
Cloud County Community College	100% funding	12
Colby Community College	100% funding	16
Fort Scott Community College	100% funding	20
Hutchinson Community College	100% funding	24
Kansas City Kansas Community College	100% funding	28
North Central Kansas Technical College	100% funding	32
Northwest Kansas Technical College	100% funding	36
Wichita State University Campus of Applied Sciences & Technology	100% funding	40

**Performance Agreement Model (through AY 2022)**

<b>Sectors</b>			
<b>Indicators</b>	<i>Universities Research Universities</i>	<i>Universities Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <ol style="list-style-type: none"> <li>Increasing Higher Education Attainment <ul style="list-style-type: none"> <li>First to second year retention rates</li> <li>Number of certificates and degrees awarded</li> <li>Six-year graduation rates</li> </ul> </li> <li>Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> <li>Performance of students on institutional assessments</li> <li>Percent of certificates and degrees awarded in STEM fields</li> </ul> </li> <li>Ensuring State University Excellence <ul style="list-style-type: none"> <li>Selected regional and national rankings</li> </ul> </li> </ol>	<p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <ol style="list-style-type: none"> <li>Increasing Higher Education Attainment <ul style="list-style-type: none"> <li>First to second year retention rates</li> <li>Number of certificates and degrees awarded</li> <li>Six-year graduation rates</li> </ul> </li> <li>Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> <li>Performance of students on institutional assessments</li> <li>Percent of certificates and degrees awarded in STEM fields</li> </ul> </li> <li>Ensuring State University Excellence <ul style="list-style-type: none"> <li>Performance on quality measures compared to peers</li> </ul> </li> </ol>	<p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <ol style="list-style-type: none"> <li>Increasing Higher Education Attainment <ul style="list-style-type: none"> <li>First to second year retention rates of college ready cohort</li> <li>Three-year graduation rates of college ready cohort</li> <li>Number of certificates and degrees awarded</li> <li>Student Success Index</li> </ul> </li> <li>Meeting the Needs of the Kansas Economy <ul style="list-style-type: none"> <li>Performance of students on institutional quality measures<sup>3</sup></li> <li>Percent of students employed or transferred</li> <li>Wages of students hired<sup>4</sup></li> <li>Third party technical credentials and WorkKeys, if applicable</li> </ul> </li> </ol>
<i>Institution-Specific Indicators<sup>5</sup></i>	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.

<sup>3</sup> e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

<sup>4</sup> As provided by the Kansas Department of Labor.

<sup>5</sup> 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.

<b>Allen Community College Performance Report AY 2022</b>						AY 2022 FTE: 1,332 Date: 6/26/2023		
Contact Person: Melanie Wallace  Phone: 620-901-6227 email: mwallace@allenc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 SU21, FA21, SP 22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1 <i>KBOR data</i>	Fall 2010 Cohort: 12/131 = 9.2% Fall 2011 Cohort: 32/119 = 26.9% Fall 2012 Cohort: 18/93 = 19.4% <b>Baseline: 62/343 = 18.1%</b>	162/299 = 54.2%	↑	147/293 = 50.2%	↑	110/285 = 38.6%	↑
<b>2</b> Increase first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 48/89 = 53.9% Fall 2013 Cohort: 61/106 = 57.5% Fall 2014 Cohort: 42/82 = 51.2% <b>Baseline: 151/277 = 54.5%</b>	138/230 = 60.0%	↑	190/311 = 61.1%	↑	125/228 = 54.8%	↑
<b>3</b> Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2 <i>KBOR data</i>	AY 2012 Cohort: 371/556 = 66.7% AY 2013 Cohort: 370/537 = 68.9% AY 2014 Cohort: 274/406 = 67.5% <b>Baseline: 1,015/1,499 = 67.7%</b>	320/482 = 66.4%	↓	241/390 = 61.8%	↓	235/364 = 64.6%	↓
<b>4</b> Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	AY 2013: 272/528 = 51.5% AY 2014: 264/470 = 56.2% AY 2015: 192/406 = 47.3% <b>Baseline: 728/1,404 = 51.9%</b>	219/334 = 65.6%	↑	172/282 = 61.0%	↑	144/240 = 60.0%	↑
<b>5</b> Increase the Success Index Rate for student completion and retention	2 <i>KBOR data</i>	AY 2010 Cohort: 954/1,838 = 51.9% AY 2011 Cohort: 829/1,609 = 51.5% AY 2012 Cohort: 680/1,202 = 56.6% <b>Baseline: 2,463/4,649 = 53.0%</b>	264/426 = 62.0%	↑	276/450 = 61.3%	↑	266/452 = 58.8%	↑
<b>6</b> Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	AY 2013: 673/888 = 75.8% AY 2014: 730/929 = 78.6% AY 2015: 641/822 = 78.0% <b>Baseline: 2,044/2,639 = 77.5%</b>	528/661 = 79.9%	↑	546/683 = 79.9%	↑	444/550 = 80.7%	↑

## Allen Community College Performance Report AY 2022

### **Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen**

**Description:** Using the Kansas Higher Education Data System report, three-year graduation rates for cohorts consisting of first-time, full-time, degree seeking, college ready freshman will be reported. Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen will use student counseling and reverse transfer agreements to increase the graduation rate.

**Result:** Allen is currently more than double our baseline. We did see a regression from the previous reporting year. One year of data is not sufficient evidence to change our strategies so our current strategies will be maintained at this time.

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

**Description:** Using data supplied from KBOR, the first to second year retention rate will be reported. Allen has streamlined and strengthened its advising process with the addition of a full-time Director of Advising. As a result, we anticipate continued retention of our college ready cohort. This indicator is a KBOR indicator for increasing higher education attainment.

**Result:** Allen experienced two years of an increase and a year of regression. We are still maintaining our baseline. We will maintain our current strategies as one year of data is not sufficient evidence to change them at this time.

### **Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR**

**Description:** Using data from the KBOR KHEDS, percentages of Allen students who are employed in Kansas after graduation or completion of a certificate or who transfer to a KBOR institution will be reported. Since many of our students are interested in immediate employment, this is an important indicator. Employment is a KBOR indicator for meeting the needs of the Kansas economy. Those who transfer are continuing towards a bachelors' degree and will enter the workforce with additional skills and training.

**Result:** Allen has experienced a decline from our baseline over the last three reporting years. We are currently taking steps to address our decline. Allen is working toward offering students more career and technical education courses that will lead to a short term credential. This will allow more students to enter into immediate employment.

### **Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better**

**Description:** The Allen Information Technology Department will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20<sup>th</sup> day of classes. This will provide information to determine a success ratio for the course. Intermediate Algebra is the biggest “gateway” (barrier to completion) developmental (non-college ready) course that we teach. Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate degree – College Algebra. Shared best practices by instructors with high success rates will be used to increase student success.

**Result:** Allen is still well above our baseline, but we have experienced a slight regression over the last few reporting years. This could be the effect of COVID or the retirement of our Mathematics Center Coordinator. Allen will be reviewing these two possibilities in the coming year to determine if there is a need to replace

the Mathematics Center Coordinator, or whether the upcoming math pathways work done at the state level may alleviate the decline.

**Indicator 5: Increase the Success Index Rate for student completion and retention**

**Description:** Using data provided through the KBOR KHEDS, cohorts will be tracked for 3 years and reported into a success index that measures completion of a certificate or degree for each student or if they have not received a certificate or degree, if have been retained in higher education. Students who have completed a certificate or degree or are still retained in higher education are counted in the success rate. Since the majority of students at Allen have at least a bachelor's degree as a goal, this indicator should reflect success in both those who obtain an associate degree as well as students who leave Allen and move on to a university before graduating. The 2+2 agreements and transfer agreements with universities will contribute to the success of Allen students. The Jenzabar degree check now available in each student's portal should also help students move seamlessly to degree completion.

**Result:** Allen has increased our baseline and maintained our increase. The strategies of an Automatic Graduation evaluation process, as well as a concerted effort to contact students for reverse transfer have made a positive impact on the overall Success Index Rate. Allen will also continue its work in holistic advising practices to ensure students' goals for success are met.

**Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better**

**Description:** The Allen Information Technology Department will provide data on the total number of students who complete the initial college level writing course, COL 101 English Composition, with a C or better, and the total enrolled in those courses on the 20<sup>th</sup> day of classes. This will provide information to determine a success ratio for the course. Writing skills are essential to college and career success. Allen has developed a writing center for both on ground and online students. A newly revised online course shell has been developed by one of our award-winning instructors for the English Composition course. These both should positively influence student success.

**Result:** Allen increased its percentage for students successfully completing COL 101 with a C or better. This success is based on efforts by the English faculty and the writing tutoring center to provide wrap-around support for students within this class, which includes both on-ground and online tutoring for students (with online tutoring support in the evenings and weekends) and paper submissions to the tutoring center prior to the faculty deadline to guide the student towards more quality work submitted before being graded by faculty.

Allen Community College Performance Report AY 2019								AY 2019 FTE: 1,498	
Contact Person: Deanna Carpenter			Phone and email: 620-901-6338; <a href="mailto:carpenter@allenc.edu">carpenter@allenc.edu</a>					Date: 7/2/2020	
Allen 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 graduation rate of first-time, full-time, degree-seeking, college ready freshmen	1	Fall 10 Cohort: 9.2% (12/131) Fall 11 Cohort: 26.9% (32/119) Fall 12 Cohort: 19.4% (18/93) Baseline: 18.1% (62/343)	23.20% (19/82)	↑	27.4% (20/73)	↑	50.0% (44/88)	↑	
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓	417	↓	511	↑	
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2	2012 66.7% (371/556) 2013 68.9% (370/537) *2014 67.5% (274/406) *Baseline: 67.7% (1,015/1,499)	65.3% (264/404)	↓	71.8% (301/419)	↑	67.6% (269/398)	↔	
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404)	66.2% (219/331)	↑	65.7% (205/312)	↑	63.5% (169/266)	↑	
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649)	49.7% (360/724)**	↑	51.5% (266/517)	↓	55.6% (281/505)	↑	
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline: 77.4% (2044/2639)	81% (600/741)	↑	79.6% (541/680)	↑	82.8% (599/723)	↑	
*updated 7/12/2018			**updated 6/14/2019						

<b>Cloud County Community College Performance Report AY 2022</b>						AY 2022 FTE: 976 Date: 7/24/2023		
Contact Person: Brandon Galm  Phone: 785-243-1435, ext. 248 email: Brandon.galm@cloud.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
<b>1</b> Increase first to second year retention rates of "college ready" cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 78/140 =55.7% Fall 2013 Cohort: 82/164 =50.0% Fall 2014 Cohort: 110/191 =57.6% <b>Baseline: 270/495 = 54.5%</b>	99/163 = 60.7%*	↑	70/116 = 60.3%	↑	107/175 = 61.1%	↑
<b>2</b> Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 302 AY 2014: 936 AY 2015: 596 <b>Baseline: 611</b>	467	↓	447	↓	471	↓
<b>3</b> Increase number of third party credentials attained*	2	AY 2018: 237 AY 2019: 218 AY 2020: 180 <b>Baseline: 212</b>			162	↓	182	↓
<b>4</b> Increase first to second year retention rates of "non-college ready" cohort	1	Fall 2012 Cohort: 66/153 = 43.1% Fall 2013 Cohort: 61/148 = 41.2% Fall 2014 Cohort: 89/191 = 46.6% <b>Baseline: 216/492 = 43.9%</b>	100/222 = 45.0%	↑	62/125= 49.6%	↑	61/101= 60.4%	↑
<b>5</b> Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt	2	AY 2013: 657/1,552=42.3% AY 2014:574/1,383=41.5% AY 2015: 551/1,335=41.3% <b>Baseline: 1,782/4,270= 41.7%</b>	848/1058 = 80.2%	↑	735/1,106= 66.5%	↑	670/995= 67.3%	↑
<b>6</b> Increase the Student Success Index**	1 <i>KBOR data</i>	AY 2010: 284/621 = 45.7% AY 2011: 311/646 = 48.1% AY 2012: 382/741 = 51.6% <b>Baseline: 977/2,008 = 48.7%</b>			385/596 = 64.6%	↑	326/565 = 57.7%	↑

\*Reflects data corrections made by institution 9/9/2022.

\*\*New indicator approved 9/21/21.

## Cloud County Performance Report AY 2022

### **Indicator 1: Increase first to second year retention rates of "college ready" cohort**

**Description:** Cloud County Community College (CCCC) will be able to better track retention rates of first-time, full-time degree seeking students by separating the “college ready” from the “non-college ready” students. “College ready” students are defined as those students who were not enrolled in any developmental courses in their initial term. Most of CCCC’s developmental courses are offered in the areas of communications and math. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

#### **Result:**

CCCC reports retaining 107/175 (61.1%) of the “college ready” cohort from the first year to the second year, which is an increase over the baseline of 54.5% and over last year’s results (60.3%). The college employs a retention and engagement specialist to assist in early intervention of students that are at risk. CCCC implemented the retention platform called Dropout Detective as an additional tool to enhance communications between instructors, advisors and the retention and engagement specialist concerning student success. Several training sessions on Dropout Detective transpired for instructors and advisors to help ensure full participation of the tool.

### **Indicator 2: Increase number of certificates and degrees awarded**

**Description:** Students continue to have a wide range of educational goals that include earning certificates and degrees. CCCC is focused on increasing the number of students earning certificates and degrees. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

#### **Result:**

The total number of certificates and degrees, 471, is below the baseline of 611; however, AY14 had an extremely high number (936) that has proven to be an outlier that is skewing the data. This year’s results were higher than last year’s results (447). CCCC believes the trend is indicative of future trends. CCCC added two new certificates, expanded the nursing program to the satellite campus and reimplemented the CDL for credit program which positively impact the indicator.

### **Indicator 3: Increase number of third party credentials attained**

**Description:** With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, Cloud County Community College (CCCC) will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by students who receive their Certified Nurse Aide (CNA) and Certified Medication Aide (CMA), Home Health Aide (HHA), students receiving a Commercial Driver License (CDL), those who pass the National Council Licensure Exam (NCLEX), Emergency Medical Technician (EMT) certification, as well as those passing the Occupational Safety and Health Administration 10 and 30 (OSHA 10 and OSHA 30) certification, National American Board of Certified Energy Practitioner (NABCEP) exam, American Composites Manufacturing Association (ACMA) certification and the Federal Aviation Administration Part 107 Drone Pilot exam. Additionally, CCCC would like to include students receiving their American Welding Society (AWS) certification, those passing the Pharmacy Technician Certification Board Exam (CPhT), the Kansas Department of Agriculture (KDA) credential, and the Child Development Association (CDA) National credential beginning in Spring 2022.

#### **Result:**

The reported amount of third party credentials is 182 which is below the baseline measurement of 212; however, it is up from last year’s 162. The college added Welding and Pharmacy Technician programs and reoffered Home Health Aide in 2021-2022 which will positively impact the indicator in the future. CCCC hired a full-time Early Childhood Education instructor effective Fall 2023 that will provide more opportunities for students to earn their CDA.

**Indicator 4: Increase first to second year retention rates of "non-college ready" cohort**

**Description:** CCCC will be able to better track retention rates of first-time, full-time degree seeking students by separating the “college ready” from the “non-college ready” students. “Non-college ready” students are those who have enrolled in at least one developmental course during their initial term of enrollment. CCCC annually identifies more than 50% of its incoming students as needing at least one developmental course, most often in the areas of communications or math. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of “non-college ready” students and work to increase the retention rates.

**Result:**

CCCC’s retention rate of “Non-college ready” cohort met the baseline measurement. The college reports retaining  $61/101=60.4\%$  of the “non-college ready” cohort from the first to second year. This percentage of 60.4% is above the baseline of 43.9% and the trend is positive. CCCC has several measures in place to assist “non-college ready” students. One measure in place contributing to retaining “non-college ready” students are retention tools such as the retention and engagement specialist and the online Dropout Detective platform that instructors use to provide alerts on students who are identified as being at risk. With the implementation of multiple measures, CCCC experienced fewer non-college ready students overall (a drop of 19.2% from the previous year).

**Indicator 5: Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt**

**Description:** Students face a number of hurdles in their attempts to attain a degree or certificate. One of these hurdles is “gateway courses.” The two gateway courses of CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student’s perseverance to degree completion. CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

**Result:**

CCCC’s success rates of students passing gateway courses (CM 101 English Composition I, MA 111 College Algebra) on the first attempt surpassed the baseline measurement. CCCC reports that  $670/995$  students pass gateway courses on the first attempt. This equates to 67.3%, which is above the baseline of 41.7%. The trend is positive. This success can be attributed to realigning outcomes from Intermediate Algebra to College Algebra as well as the addition of the Composition Workshop that supplements CM 101 English Composition I for students that test just below the level required to go directly into CM 101: English Composition I.

**Indicator 6: Increase the Student Success Index**

**Description:** The Student Success Index, as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates after the end of year three of each cohort enrolling at Cloud County Community College (CCCC). The Student Success Index includes the following in defining success: all students who were retained or completed a degree, certificate or stand-alone program (occupational programs) or who were retained at a Kansas or other out-of-state higher education institution. The success rate is calculated at the end of year three of each cohort and an overall success rate is reported. CCCC believes this indicator allows for improved accuracy in the measure of performance in CCCC’s efforts to increase student success.

**Result:**

CCCC’s student success index was  $326/565=57.7\%$  which is above the baseline measurement of 48.7%. The Student Success Index (SSI) measures success rates after the end of year three of each cohort enrolling at CCCC. The measurement reflects our comprehensive approach to measuring student success. CCCC students continue to succeed beyond their time at the institution, as demonstrated by the SSI data.

Cloud County Community College Performance Report AY 2019							AY 2019 FTE: 1,229	
Contact Person: Amber Knoettgen			Phone and email: (785) 243-1435, ext. 248; <a href="mailto:aknoettgen@cloud.edu">aknoettgen@cloud.edu</a>				Date: 9/2/2020	
Cloud 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 first to second year retention rates of "college ready" cohort.	1	2012: 78/140 =55.7% 2013: 82/164 =50.0% 2014: 110/191 =57.6% Baseline: 270/495 = 54.5%	68.4% (106/155)	↑	65.2% (103/158)	↑	62.9% (95/151)	↑
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑	557	↓	498	↓
3 Increase number of 3 <sup>rd</sup> party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓	192	↓	162	↓
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%	59.8%	↑	101/175=57.7%	↑	98/195=50.3%	↑
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1,552=42.3% AY13-14:574/1,383=41.5% AY14-15: 551/1,335=41.3% Baseline: 1,782/4,270= 41.7%	**77.4%	↑	**916/1154=79.4%	↑	839 / 1088 = 77.1%	↑
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226	239	↑	145	↓	136	↓

\*Updated 7/12/18

\*\* Institution indicates data reporting for AY17 and AY18 was off by a year. As such, AY17 should have been 79.4% and AY18 should have been 76.4%.

Colby Community College Performance Report AY 2022							AY 2022 FTE: 991 Date: 7/14/2023	
Contact Person: Dr. Tiffany Evans  Phone: 785-460-5403 email: tiffany.evans@colbycc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 315 AY 2014: 332 AY 2015: 324 <b>Baseline: 324</b>	381	↑	322	↓	385	↑
<b>2</b> Increase the first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 97/163 = 59.5% Fall 2013 Cohort: 107/177 = 60.5% Fall 2014 Cohort: 57/109 = 52.3% <b>Baseline: 261/449 = 58.1%</b>	85/143 = 59.4%	↑	97/143 = 67.8%	↑	65/94 = 69.1%	↑
<b>3</b> Increase the percentage of students employed or transferred	2 <i>KBOR data</i>	AY 2012: 188/330 = 57.0% AY 2013: 149/280 = 53.2% AY 2014: 152/287 = 53.0% <b>Baseline: 489/897 = 54.5%</b>	160/321 = 49.8%	↓	166/326 = 50.9%	↓	150/303 = 49.5%	↓
<b>4</b> Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better	1	AY 2013: 95/144 = 66.0% AY 2014: 94/134 = 70.1% AY 2015: 92/140 = 65.7% <b>Baseline: 281/418 = 67.2%</b>	85/101 = 84.2%	↑	69/116= 59.5	↓	64/92= 69.6%	↑
<b>5</b> Increase the financial literacy of students	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 <b>Baseline: 363</b>	445	↑	415	↑	434	↑
<b>6</b> Increase the Student Success Index	1 <i>KBOR data</i>	AY 2010: 363/544 = 66.7% AY 2011: 331/493 = 67.1% AY 2012: 231/407 = 56.8% <b>Baseline: 925/1,444 = 64.1%</b>	300/526 = 57.0%	↓	264/463 = 57.0%	↓	353/583 = 60.5%	↓

## Colby Community College Performance Report AY 2022

### **Indicator 1: Increase the number of certificates and degrees awarded**

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

**Result:** Colby Community College (CCC) has been working toward fully implementing the Guided Pathways model, (full launch in fall semester 2023). Through the ramp-up leading to the implementation of Guided Pathways, the College has taken steps to enhance retention, persistence, and completion, through mindful and student-friendly intrusive advising and by scheduling courses in logical sequence and in a block schedule format. In so doing, students are better positioned to understand the correct sequence of courses for their program of study, in order to complete their studies in a time and cost-efficient fashion.

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

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

**Result:** In preparation for the full implementation of the Guided Pathways model, CCC has taken important steps to boost student retention and persistence rates. These steps included defining and clarifying program pathways (i.e. students have a clear guide ensuring that they take the correct courses in the correct sequence, so that they can complete their programs in a timely fashion); scheduling courses in a logical sequence and in a block schedule format; the implementation of intrusive advising, and providing the appropriate academic support services needed by students to academically stay on track. The credit-bearing First Year Experience (FYE) course, orientation programs, and special event programming help to ensure that students become and stay engaged, and that they are holistically supported. Together, these interventions, programs, and services coalesced to have CCC students make strides in persistence, retention, and completion.

### **Indicator 3: Increase the percentage of students employed or transferred**

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

**Result:** Of the 303 completers, 18 students were incarcerated students from the Norton Correctional Facility, and an additional 30 students were retained at CCC (24 completed a short-term certificate and then stayed at the College to earn another credential, and 9 students who completed the LPN program went on to enter the ADN program). The calculation of this indicator automatically excludes the retained students from the numerator, which yields an outcome that doesn't meet the baseline. If the 30 students who were retained were excluded from the calculation altogether, the updated metric would be 150/273, or 54.9%, which would have surpassed the baseline of 54.5%.

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

**Description:** Colby Community College is focused on preparing non-college ready students to be successful in college-level courses. Students who successfully complete Beginning Algebra will have a foundation to complete their education, which will improve graduation and retention rates. The Colby Community College Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA077 Beginning

Algebra with a C or better, and the total enrolled in those courses on the 20<sup>th</sup> day of classes. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.

**Result:** CCC posits that the increase of successful students in MA077 is largely attributed to the extensive availability of free of charge tutoring, Supplemental Instruction, and presence of learning communities. The total number of students enrolled in MA077 was 92. The total number of students earning a C or higher was 64. The number of students who earned a D or F was 19. The number of students that withdrew was 9. CCC plans to continue implementing more extensive support resources for Mathematics courses, which should result in keeping students engaged, affording students the ability to keep pace with the course, to successfully complete the course, and to be able to successfully transition to higher levels of Mathematics.

### **Indicator 5: Increase the financial literacy of students**

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

**Result:** CCC weaves financial literacy concepts through credit-bearing Business courses, First Year Experience, Financial Aid workshops, and life skills workshops. CCC is committed to preparing students not only for transfer and to the contemporary workplace, but to be successful in life. Being financially literate is a foundational life skill, and CCC has expanded financial literacy programming options to reach the maximum number of students. A total of 487 unique students took a credit bearing financial literacy course. One hundred and eight students took BU176, BU178, or BU253 (92 earning an A, B, C, or D grade). Three-hundred and seventy students took the First Year Experience course (342 earning an A, B, C, or D grade).

### **Indicator 6: Increase the Student Success Index**

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

**Result:** Although CCC did not meet or exceed the baseline SSI number of 64.1%, CCC did increase its position on the SSI from AY2020 and AY2021 (both years were 57%) to 60.5%, demonstrating a positive trajectory.<sup>6</sup> CCC is 3.6 % away from meeting the SSI baseline goal. Further, as of 2020 (the most recent available date) CCC has a total success rate of 62.3%.<sup>7</sup> CCC has been recognized three times, as first among Kansas community colleges for having the highest graduation rate of 50.6% (at the 100% graduation rate), 54.4% (at the 150% graduation rate), and 55.6% (at the 200% graduation rate)<sup>8</sup>. CCC also has the highest retention rate among the 19 Kansas community colleges, thereby demonstrating an ongoing commitment to excellence in retention, persistence, and completion<sup>9</sup>. CCC has also been named in the top six percent of the nation's public community colleges (based on cost and financing, education outcomes, and career outcomes)<sup>10</sup>. Such designations, repeatedly awarded, signal a successful institution continuing to make strides forward for students.

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<sup>6</sup> Community College Databook 2023.

<sup>7</sup> Kansas Higher Education Statistics, with the parameters Community Colleges, Colby Community College, After 2 years, All Student Types, Degree-Seeking, All Student Status.

<sup>8</sup> Graduation rate data was retrieved from the 2023 Community College Data Book, and used the fall 2017 cohort, the most recent cohort available including all three graduation rates.

<sup>9</sup> Retention rate data was retrieved from the 2023 Community College Data Book, and used the fall 2020 cohort.

<sup>10</sup> CCC Press Release: <https://www.colbycc.edu/news-information/2022-23/study-ranks-ccc-among-the-best.html> and Wallethub Website: <https://wallethub.com/edu/e/best-worst-community-colleges/15076>

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

\*Updated 4/20/2018

\*\*Updated 6/14/2019

Fort Scott Community College Performance Report AY 2022						AY 2022 FTE: 1,146 Date: 9/4/2023		
Contact Person: Sonia Gugnani  Phone: 620-223-2700, ext 3400 email: soniag@fortscott.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
<b>1</b> Increase the percent of first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 92/158 = 58.2% Fall 2013 Cohort: 110/204 = 53.9% Fall 2014 Cohort: 86/182 = 47.3% <b>Baseline: 288/544 = 52.9%</b>	92/172 = 53.5%	↑	97/161 = 60.2%	↑	63/135 = 46.7%	↓
<b>2</b> Increase the three-year graduation rates of college ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 96/252 = 38.1% Fall 2011 Cohort: 62/177 = 35.0% Fall 2012 Cohort: 58/162 = 35.8% <b>Baseline: 216/591 = 36.5%</b>	73/158 = 46.2%	↑	59/157 = 37.6%	↑	61/173 = 35.3%	↓
<b>3</b> Increase the percent of students earning job-ready certifications	2	AY 2013: 532/851 = 62.5% AY 2014: 522/890 = 58.7% AY 2015: 442/678 = 65.0% <b>Baseline: 1,496/2,419 = 61.8%</b>	519/774 67.1%	↑	371/590 62.9%	↑	307/454 67.6%	↑
<b>4</b> Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing	1	AY 2013: 77/115 = 67.0% AY 2014: 86/108 = 79.6% AY 2015: 60/82 = 73.2% <b>Baseline: 223/305 = 73.1%</b>	89/110 = 80.9%	↑	97/113 = 85.8%	↑	118/161 73.3%	↑
<b>5</b> Increase the success rate of students completing online course(s) with a grade of "C" or better"	1	AY 2013: 562/723 = 77.7% AY 2014: 551/706 = 78.0% AY 2015: 602/772 = 78.0% <b>Baseline: 1,715/2,201 = 77.9%</b>	835/1018 = 82.0%	↑	902/1,057 = 85.3%	↑	884/1,023 86.4%	↑
<b>6</b> Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year	1	AY 2014: 223/324 = 68.8% AY 2015: 247/329 = 75.1% AY 2016: 267/365 = 73.2% <b>Baseline: 737/1,018 = 72.4%</b>	203/211 = 96.2%	↑	206/221 = 93.2%	↑	204/213 95.8%	↑

## Fort Scott Community College Performance Report AY 2022

### **Indicator 1: Increase the percent of first-to-second year retention rates of the college-ready cohort**

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

**Result:** The significant drop in retention of this cohort is concerning and we will work to identify the underlying issue(s) causing the decline in retention and continue to work at increasing our retention rates. The number of first-time, full-time students who have earned college credit, certificates, and/or industry recognized credentials in high school has increased. Students who have already earned college credits are less likely to stay for the second year due to the number of credits they have earned and are more likely to matriculate to a four-year institution or go into the workforce.

### **Indicator 2: Increase the three-year graduation rates of the college-ready cohort**

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

**Result:** To address the decline in three-year graduation rates of our college-ready cohort we have tasked our Academic Affairs committee with looking at graduation policies, course schedules, and scheduling. In the past we believe maintaining a three-year graduation rate above the baseline was attributed to a student-centric course schedule and focusing on degree completion. We will continue to concentrate our efforts on identifying the issues related to declining graduation rates and how to improve three-year graduation rates.

### **Indicator 3: Increase the percent of students earning job-ready certifications**

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

**Result:** FSCC continues to experience a high percentage of students earning job ready certifications. 307 students were successful in earning an industry credential out of 454 students seeking certifications. FSCC is proud of the high-quality technical education offered in Southeast Kansas to allow students to upskill and improve themselves for the demands of the workforce. FSCC maintains strong partnerships with business and industry in the area and is working to increase the number of students seeking industry recognized credentials by working with local school districts and advisory boards.

### **Indicator 4: Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing**

**Description:** This data reflects students who successfully completed Developmental English, then successfully completed English 101. The numerator represents the number of non-college ready students successfully completing English 101 with a “C” or better; the denominator represents all non-college ready students completing English 101 with a letter grade. Students withdrawing from English 101 courses are excluded from the denominator. Data is collected through our administrative database system (POISE). We will measure the success by the percent of students completing the course with a “C” or better.

**Result:** FSCC exceeded the baseline with this indicator; however, we declined from the previous year. The number of students being provided the opportunity to complete English 101 after being identified as non-college ready increased; however, the percentage of students earning the grade of “C” or better decreased from the previous year. Due to changes in the developmental education curriculum in English, specifically, implementing the Accelerated Learning Program (ALP) (in which students take English 101 and an English Enrichment course as corequisites) and the utilizing more accurate placement metrics, students are having more opportunity to complete the college level course. Because this has created more opportunities for students to complete English 101 the denominator increased and the numerator increased, but not at the same rate as AY2021. This year 118 students were successful in completing, which demonstrates success in access and completion of this indicator.

**Indicator 5: Increase the success rate of students completing online course(s) with a grade of "C" or better”**

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

**Result:** FSCC increased the success rate of students completing online courses(s) with a grade of “C” or better. We did decline in the number of students enrolled in an online course; however, a greater percentage of the students earned at least a “C” in their course(s). Internal data suggests a greater number of our students are enrolling in face-to-face classes. We believe the decline in online enrollment is probably due to higher numbers enrolled in online classes during the pandemic. Nearly every instructor at FSCC has taught online courses, and online students are afforded the same resources and services as traditional ground-based students. The support from library services with troubleshooting issues has removed hurdles for students who are struggling with technology, allowing more students to complete online courses.

**Indicator 6: Increase the percentage of students completing English 101 and 102 with a “C” or better in the same academic year**

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

**Result:** Students completing both English 101 and 102 in the same year was greater than the baseline and greater than AY2021. FSCC advising focuses on students being able to have continuity from one semester to the next, trying to keep the same instructor and type of schedule. The changes discussed in indicator 4 have positively impacted the success in both English 101 and 102. This year, 204 students out of 213 who completed English 101 and 102 in the same year were successful. While FSCC knows not all those students were considered non-college ready, students who may have been unsuccessful with developmental education in the past, are able to maintain higher motivation and success level through both English 101 and 102 classes.

Fort Scott Community College Performance Report AY 2019							AY 2019 FTE: 1,292	
Contact Person: Adam Borth			Phone and email: 620-223-2700 ext. 3400; <a href="mailto:adamb@fortscott.edu">adamb@fortscott.edu</a>				Date: 6/29/2020	
Fort Scott Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1	Increase the percent of first to second year retention rates of college ready cohort	Fall 12 Cohort - 92/158 (58.2%) Fall 13 Cohort - 110/204 (53.9%) Fall 14 Cohort - 86/182 (47.3%) Baseline: 52.9% (288/544)	54.7% (76/139)	↑	62.0% (98/158)	↑	57.7% (90/156)	↑
2	Increase the three-year graduation rates of college ready cohort	Fall 10 Cohort - 96/252 (38.1%) Fall 11 Cohort - 62/177 (35.0%) Fall 12 Cohort - 58/162 (35.8%) Baseline: 36.5% (216/591)	28.6% (52/182)	↓	29.7% (49/165)	↓	35.3% (49/139)	↓
3	Increase the percent of students earning job-ready certifications	AY13 - 532/851 (62.5%) AY14 - 522/890 (58.7%) AY15 - 442/678 (65.0%) Baseline: 61.8% (1496/2,419)	66.4% (503/757)	↑	63.1% (502/795)	↑	62.3% (451/724)	↑
4	Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.	Institutional non-college ready *AY13 - 77/115 (67.0%) AY14 - 86/108 (79.6%) **AY15 - 60/82 (73.2%) **Baseline: 223/305 (73.1%)	71.6% (48/67)	↓	82.7% (81/98)	↑	85.5% (71/83)	↑
5	Increase the success rate of students completing online course(s) with a grade of "C" or better	Institutional AY13 - 562/723 (77.7%) AY14 - 551/706 (78.0%) AY15 - 602/772 (77.9%) Baseline: 77.9% (1,715/2,201)	80.7% (654/810)	↑	85.3% (775/909)	↑	85.4% (794/930)	↑
6	Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	Institutional F13SP14 - 223/324 (68.8%) F14SP15 - 247/329 (75.1%) F15SP16 - 267/365 (73.1%) Baseline: 72.3% (737/1,018)	96.75% (268/277)	↑	90.5% (268/296)	↑	93.1% (269/289)	↑
*Updated 7/16/2018		**Updated 7/16/2019						

Hutchinson Community College Performance Report AY 2022						AY 2022 FTE: 3,331 Date: 6/13/2023		
Contact Person: Tricia Paramore  Phone: 620-665-3508 email: paramoret@hutchcc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 213/382 = 55.8% Fall 2013 Cohort: 240/404 = 59.4% Fall 2014 Cohort: 216/353 = 61.2% <b>Baseline: 669/1,139 = 58.7%</b>	414/603 = 68.7%	↑	413/631 = 65.5%	↑	411/623 = 66.0%	↑
2 Increase three-year graduation rate of college-ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 97/337 = 28.8% Fall 2011 Cohort: 89/363 = 24.5% Fall 2012 Cohort: 131/384 = 34.1% <b>Baseline: 317/1,084 = 29.2%</b>	280/588 = 47.6%	↑	261/557 = 46.9%	↑	296/607 = 48.8%	↑
3 Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 <b>Baseline: 1,465</b>	1,662	↑	1,502	↑	1,588	↑
4 Increase enrollee success rate in developmental math	1	AY 2013: 371/502 = 73.9% AY 2014: 347/426 = 81.5% AY 2015: 321/428 = 75.0% <b>Baseline: 1,039/1,356 = 76.6%</b>	164/208 = 78.8%	↑	119/154 = 77.3%	↑	116/148 = 78.4%	↑
5 Increase percent of Career Technical Education concentrators who are program completers	2	AY 2013: 517/633 = 81.7% AY 2014: 533/648 = 82.3% AY 2015: 503/615 = 81.8% <b>Baseline: 1,553/1,896 = 81.9%</b>	475/600 = 79.2%	↓	490/619 = 79.2%	↓	703/873 = 80.5%	↓
6 Increase the number of students successfully completing the second level or above of a stackable credential program	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 <b>Baseline: 152</b>	121	↓	126	↓	162	↑

## Hutchinson Community College Performance Report AY 2022

### **Indicator 1: Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort**

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

**Result:** The AY2022 retention rate (students enrolled during two consecutive fall semesters) exceeds both baseline and AY2021 retention rates. The Enrollment Management team monitors first-time students who have not yet completed their desired goal, reaching out early to those who are enrolled in a spring term, but not the following fall term, in order to assist with enrollment and progression toward the students’ goals. Further, students who started at Hutchinson Community College as dual enrollment/high school students are being retained through efforts of a new position at HutchCC, College to Career Advocate, who works with dual enrollment students in making the transition from dual enrollment/high school student to college student. HutchCC has fulfilled this outcome.

### **Indicator 2: Increase three-year graduation rate of college-ready cohort**

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

**Result:** The AY2022 graduation rate exceeds both the baseline and AY2021 graduation rates. In AY2021, the Registrar’s Office began to query student records to better identify students with a large number of cumulative credit hours who were eligible (or close to eligible) to graduate. The Registrar’s staff, Student Services and Enrollment Management staff, and academic advisors collaborated to contact these students, communicate to them their eligibility (or near eligibility) to graduate, and move them through the process to complete the degree. Additional improvements in connecting with students through texting campaigns and use of customer relations management (CRM) software has better allowed advisors and other staff to more efficiently and frequently communicate with students in ways students prefer to communicate. HutchCC has fulfilled this outcome.

### **Indicator 3: Increase number of certificates and degrees awarded**

**Description:** The number of certificates and degrees awarded is defined as “the total number of certificates and degrees issued by HutchCC during the reporting period;” as clarification, multiple certificates or degrees issued to the same student will count multiple times. The data used for the number of certificates and degrees awarded will be the same data submitted to KBOR in the KHEDS system.

**Result:** The number of certificates and degrees awarded in AY2022 continues to exceed baseline by 123 certificates and degrees and the AY2021 numbers by 86. HutchCC provides stackable credentials (certificates building toward the AAS) and has increased the number of exit points for students through creation of additional certificate options. HutchCC has fulfilled this outcome.

### **Indicator 4: Increase enrollee success rate in developmental math**

**Description:** Enrollee success rate for each developmental math course is defined as “the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, F, or P);” the success rate (%) is the percentage obtained when the total number of successful completers is divided by the total number of completers.

**Result:** The developmental math success rate for AY2022 exceeds both the baseline and AY2021 success rates. During AY2022, fewer students took developmental math courses. Multiple measures (highest score of high school GPA, ACT or Accuplacer Math) were used for placement. This use of multiple measures has reduced the overall need for developmental math, as noted by the gradual decrease in the total number of students enrolled in developmental math courses. Further, for those students who did place into developmental math, eight-week sessions were offered to not only require greater engagement over a

shorter timeframe, but also allow students to complete multiple math courses within the same semester. HutchCC has fulfilled this outcome.

**Indicator 5: Increase percent of Career Technical Education concentrators who are program completers**

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

**Result:** The AY2022 indicator is improved 1.3% over AY2021, but is 1.4% below the baseline. Past practice has been to award, for example, the Certificate A, Certificate B, Certificate C, and AAS at the same time – at the completion of the AAS. However, many students are being recruited into jobs while they are still working toward a credential. What we have learned from student enrollment behavior and industry needs, is that students need more exit points. During AY2020 and AY2021, multiple programs/exit points were added (e.g., SAPP – Advanced EMT, Certificate C – Welding, Certificate A – Auto Collision Repair and Technology, Certificate C – EMS-Paramedic, Certificate A – Construction-Residential, SAPP – CDL, Certificate A – Fire Officer), increasing both concentrators and number of completers. This approach of adding more stackable credentials/exit points has improved the ability of students to successfully complete their programs of study and personal goals. Moving forward, HutchCC will continue to examine where additional SAPPs and exit points make sense and will consider the possible benefits of cohort models in technical programs which do not currently enroll in cohorts. HutchCC did not fulfill this outcome, but is moving in the right direction to exceed the baseline.

**Indicator 6: Increase the number of students successfully completing the second level or above of a stackable credential program**

**Description:** Successful completion of the second level or above of a stackable credential program is defined as “the number of students receiving a degree or credential in a program in which the student has already earned a prior credential.” Student data submitted to KBOR in Career Technical Education reports will be the source of this information.

**Result:** The number of students successfully completing the second level or above of a stackable credential program during AY2022 exceeded both the baseline and AY2021 numbers. We attribute this improvement to the increase in stackable credentials offered (see list in Indicator 5), strong enrollment in Allied Health and Public Safety pathways, and targeted advertising to special populations through the use of Perkins funding. HutchCC has fulfilled this outcome.

Hutchinson Community College Performance Report AY 2019					AY 2019 FTE: 3,583			
Contact Person: Cindy Hoss		Phone and email: (620) 665-3427; <a href="mailto:hosscc@hutchcc.edu">hosscc@hutchcc.edu</a>			Date: 6/16/2020			
Hutchinson Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	Fall 12 Cohort: 55.8% (213/382) Fall 13 Cohort: 59.4% (240/404) Fall 14 Cohort: 61.2% (216/353) Baseline: 58.7% (669/1,139)	65.7% (362/551)	↑	65.0% (382/588)	↑	62.2% (345/555)	↑
2 Increase three-year graduation rate of college-ready cohort	1	Fall 10 Cohort: 28.8% (97/337) Fall 11 Cohort: 24.5% (89/363) Fall 12 Cohort: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑	40.6% (134/330)	↑	47.7% (263/551)	↑
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,678	↑	1,632	↑	1,732	↑
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1,288) AY 2014: 80.3% (923/1,150) AY 2015: 78.7% (870/1,105) Baseline: 77.2% (2,735/3,543)	84.6% (961/1136)	↑	77.5% (551/711)	↑	77.0% (488/634)	↓
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY 2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑	89.1% 489/549	↑	94.4% (523/554)	↑
6 Increase the number of students successfully completing the second level or above of a stackable credential program.	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152	159	↑	138	↓	152	↔

Kansas City Kansas Community College Performance Report AY 2022						AY 2022 FTE: 2,970 Date: 9/28/2023		
Contact Person: Jerry Pope  Phone: 913-288-7393 email: jpope@kckcc.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
<b>1</b> Increase the First to Second Year Retention Rate of First-time Full-time College Ready students	1 <i>KBOR data</i>	Fall 2012 Cohort: 154/327 = 47.1% Fall 2013 Cohort: 167/302 = 55.3% Fall 2014 Cohort: 161/307 = 52.4% <b>Baseline: 482/936 = 51.5%</b>	246/407 = 60.4%	↑	227/343 = 66.2%	↑	177/282 = 62.8%	↑
<b>2</b> Increase the Number of Certificates and Degrees Awarded	1 <i>KBOR data</i>	AY 2013: 1,270 AY 2014: 1,217 AY 2015: 1,324 <b>Baseline: 1,270</b>	1,135	↓	1,081	↓	1,135	↓
<b>3</b> Increase the Percent of Students Employed or Transferred	2 <i>KBOR data</i>	AY 2012: 725/1,365 = 53.1% AY 2013: 694/1,257 = 55.2% AY 2014: 677/1,201 = 56.4% <b>Baseline: 2,096/3,823 = 54.8%</b>	764/1,272 = 60.1%	↑	644/1,122 = 57.4%	↑	626/1,110 = 56.4%	↑
<b>4</b> Increase the success rate in non-dev courses enrolled by students who were successful in dev courses	1	AY 2013: 1,534/2,337 = 65.6% AY 2014: 1,544/2,314 = 66.7% AY 2015: 1,301/1,888 = 68.9% <b>Baseline: 4,379/6,539 = 67.0%</b>	896/1,370 = 65.4%	↓	660/974 = 67.8%	↑	724/1028 = 70.4%	↑
<b>5</b> Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY 2013: 1,295 AY 2014: 1,310 AY 2015: 1,440 <b>Baseline: 1,348</b>	2,095	↑	1,690	↑	1,640	↑
<b>6</b> Increase Fall to Spring Retention of Non-College Ready Students	1	AY 2013: 833/1,223 = 68.1% AY 2014: 717/1,052 = 68.2% AY 2015: 666/960 = 69.4% <b>Baseline: 2,216/3,235 = 68.5%</b>	(191/291) = 65.6%	↓	(37/60) = 61.7%	↓	(13/20) = 65.0%	↓

## Kansas City Kansas Community College Performance Report AY 2022

### **Indicator 1: Increase First to Second Year Retention of First-time, Full-time College Ready Students**

**Description:** The First to Second Year Retention Rate measures the percentage of the college-ready cohort as reported by KHEDS, and is defined as the first-time, full-time, degree-seeking students who enrolled at KCKCC for two consecutive fall terms and tested into credit-bearing classes during the initial term of enrollment.

**Result:** *Increase of 11.3% above the baseline percentage (from 51.5% to 62.8%)*

Strategies implemented by the College include, but are not limited to, the following: Utilization of a mobile scheduling application for students to meet with advisors; email campaigns; options to engage an advisor by phone, email, virtually, or face-to-face; targeted retention communication campaigns with students; an early alert system; and updated processes to connect students with support resources. Peer tutoring was expanded to include many subject areas outside English and Math. An additional mental health counselor was hired.

### **Indicator 2: Increase the Number of Certificates and Degrees Awarded**

**Description:** The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs with fewer than sixteen credit hours.

**Result:** *Decline from the baseline of 1,270 to 1,135 (but an increase of 54 from AY 2021)*

While the overall number of certificates and degrees awarded has declined from the baseline, the College awarded 54 more credentials in AY 2022 than the year prior. In addition, the ratio of certificates and degrees awarded compared to FTE enrollment continued to increase, from 36.0 in AY 2021 to 38.2 in AY 2022 (1,135 credentials for 2,970 FTEs). Despite the challenges faced by the College and our students during the COVID-19 pandemic, the number of credentials awarded this past year rebounded to a pre-pandemic rate.

### **Indicator 3: Increase the Percentage of Students Employed or Transferred**

**Description:** The percent of students employed or transferred in Kansas is defined as the percentage of students who are employed or transferred within a year of graduation from KCKCC.

**Result:** *Increase of 1.6% above the baseline percentage (from 54.8% to 56.4%)*

To support the employment and transfer of KCKCC students, the College implemented various strategies over the past several years, including securing additional internship/employment opportunities, hosting career fairs, employer open houses and transfer events, increasing employer partnerships, establishing a Transfer Club for students, updating and promoting the College's transfer website and publicizing employment opportunities through email, TV display and bulletin boards.

### **Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses**

**Description:** The denominator is the total number of class enrollments or number of grades in the non-developmental classes by the students who successfully completed in MATH0099, READ0092, and ENGL0099 with a grade of C or better. The numerator is the number of grades that are C or better in the non-developmental courses enrolled by the students who completed developmental courses successfully. The non-developmental courses are MATH-0104, ENGL-0101, ENGL-0102, PSYC-0101, SPCH-0151, MATH-0105, SOSC-0107, BIOL-0141, PHIL-0206. These are the top nine most frequently taken courses by the students after completing developmental courses.

**Result: Increase of 3.4% above the baseline percentage (from 67.0% to 70.4%)**

The College continues to implement strategies to assist non-college ready students, including but not limited to the following: a corequisite model for both English and Math, completion of a minimum of 12-credit hours before allowing self-enrollment, implementation of multiple measures to verify that developmental education is truly warranted, academic planning from student success advisors and intervention strategies such as early alert. The College was recently awarded a \$1.762 million Title III Strengthening Institutions grant and are hiring a tutor coordinator to help recruit, manage and train tutors for developmental education support.

**Indicator 5: Increase the Number of Hispanic Students Enrolled at KCKCC**

**Description:** This indicator represents the total number of unduplicated Hispanic students enrolled in an academic year, including both first-time and returning students. It is related to the strategic goal in KBOR's Foresight 20/20, "Increasing Higher Education Attainment Among Kansans."

**Result: Increase in enrollment from baseline of 1,348 students to 1,640 students**

Current College initiatives to grow and support the enrollment of Hispanic students include the following: (1) providing a Spanish-speaking college operator for all general questions via phone and chat; (2) each department in Enrollment Management has at least one fluent Spanish-speaking employee; (3) all recruiting and financial aid materials have been converted to Spanish; (4) partnering with the Hispanic Development Fund to host an advising and registration day for Bishop Ward High School, which has a high enrollment of Hispanic students; (5) bilingual staff in the Financial Aid Office assist Spanish-speaking students and parents; and (6) the Registrar's office assisting Hispanic students in completing the appropriate forms to ensure they are receiving in-state tuition, if qualified.

**Indicator 6: Increase Fall to Spring Retention of Non-College Ready Students**

**Description:** Non-college ready students are defined as those testing into one or more developmental classes, regardless of enrollment in said classes; retention is the re-enrollment of students from fall to the consecutive spring semester.

**Result: Decline from the baseline percentage (from 68.5% to 65.0%)**

Though the College experienced a slight decline from the baseline percentage, performance during AY 2022 (65.0%) was an improvement over the prior year (61.7%). Action steps recently taken to improve fall to spring retention include the following: (1) more intentional advising; (2) expansion and streamlining in implementation of the College's early alert system for students in academic jeopardy; (3) applying for and receiving a Title III grant as described above; (4) dedicating staff in the Financial Aid office for monitoring and outreach with students in jeopardy of losing their financial aid; (5) development of multiple measures, including consideration of high school GPA and relevant course grades as well as ACT and SAT scores, to make sure students are appropriately placed in developmental education courses, which led to a significant reduction in the denominator; and (6) the Registrar's office working with students to correct issues that may cause delays in registration and enrollment (such as updating a student's full legal name, correcting date of birth, and requesting high school transcripts).

Kansas City Kansas Community College Performance Report AY 2019							AY 2019 FTE: 3,659	
Contact Person: Jerry Pope		Phone and email: 913-288-7100; <a href="mailto:jpope@kckcc.edu">jpope@kckcc.edu</a>					Date: 6/30/2020	
Kansas City Kansas Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the First to Second Year Retention Rate of First time Full time College Ready students	1	Fall 12 Cohort:47.1% (154/327) Fall 13 Cohort: 55.3% (167/302) Fall 14 Cohort: 52.4% (161/307) Baseline: 51.5% (482/936)	65.0% (204/314)	↑	62.1% (226/364)	↑	62.5% (227/363)	↑
2 Increase the Number of Certificates and Degrees Awarded	1	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270	1,243	↓	1,267	↓	1,288	↑
3 Increase the Percent of Students Employed or Transferred	2	2012: 53.1% (725/1,365) 2013: 55.2% (694/1,257) *2014: 56.4% (677/1,201) *Baseline: 54.8% (2,096/3,823)	56.6% (697/1,232)	↑	56.5% (691/1,223)	↑	56.3% (706/1,253)	↑
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses		AY2013: 65.6% (1,534/2,337) AY2014: 66.7% (1,544/2,314) AY2015: 68.9% (1,301/1,888) Baseline: 66.9% (4,379/6,539)	68.9% (1,329/1,930)	↑	67.8% (2,010/2,963)	↑	65.4% (1,172/1,792)	↓
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348	1,623	↑	1,806	↑	1,912	↑
6 Increase Fall to Spring Retention of Non-College Ready Students		AY2013: 68.1% (833/1,223) AY2014: 68.2% (717/1,052) AY2015: 69.4% (666/960) Baseline: 68.5% (2,216/3,235)	69.1% (808/1,170)	↑	66.6% (745/1,119)	↓	64.9% (716/1,104)	↓

\*Updated 4/20/2018

North Central Kansas Technical College Performance Report AY 2022							AY 2022 FTE: 598 Date: 6/28/2023	
Contact Person: Jennifer Brown  Phone: 785-738-9085 email: jbrown@ncktc.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
<b>1</b> Increase the first to second year retention rates of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2012 Cohort: 120/169 = 71.0% Fall 2013 Cohort: 129/173 = 74.6% Fall 2014 Cohort: 123/164 = 75.0% <b>Baseline: 372/506 = 73.5%</b>	76/101 = 75.2%	↑	92/133 = 69.2%	↓	104/138 = 75.4%	↑
<b>2</b> Increase the graduation rate of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2010 Cohort: 107/169 = 63.3% Fall 2011 Cohort: 112/171 = 65.5% Fall 2012 Cohort: 109/169 = 64.5% <b>Baseline: 328/509 = 64.4%</b>	96/137 = 70.1%	↑	73/103 = 70.9%	↑	71/101 = 70.3%	↑
<b>3</b> Increase the number of third party credentials awarded to students	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 <b>Baseline: 637</b>	814	↑	888	↑	821	↑
<b>4</b> Increase the completion rate for the college-level course for students enrolled in remedial courses	1	AY 2013: 40/48 = 83.3% AY 2014: 38/42 = 90.5% AY 2015: 41/44 = 93.2% <b>Baseline: 119/134 = 88.8%</b>	86.7% (65/75)	↓	91.3% 21/23	↑	86.8% 33/38	↓
<b>5</b> Increase the number of adult learners (25+) enrolled	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 <b>Baseline: 298</b>	253	↓	250	↓	285	↓
<b>6</b> Increase the number of credit hours completed via distance learning	1	AY 2013: 836 AY 2014: 989 AY 2015: 1,079 <b>Baseline: 968</b>	1,279	↑	1,874	↑	1,880	↑

## North Central Kansas Technical College Performance Report AY 2022

### **Indicator 1: Increase first to second year retention rates of the college-ready cohort**

**Description:** NCK Tech offers both certificate and Associate of Applied Science (AAS) degrees. This indicator will target AAS degree seeking students. NCK Tech will use data gathered through the KHEDS collection to track retention.

**Result:** NCK Tech made directional improvement in first to second year retention from the baseline and the previous academic year. NCK Tech believes connecting with students early will help in breaking down the barriers toward successful retention and completion. NCK Tech's early alert system (SOS) was implemented in fall 2017 and continues to be in operation. Faculty and staff can issue an alert for any at-risk student, triggering an intervention response. The College has increased support in tutoring, both face-to-face and online options. The College has partnered with Ready Education to develop an NCK Tech student app, My Trail. The app connects students to all NCK Tech's systems and resources. The app can also be used for communication via direct messaging and student feeds or channels. Though this indicator targets NCK Tech's AAS degree programs, the College has created opportunities for certificate students to combine one-year programs to earn an AAS, offering degrees in Technical Studies, Construction Technology, and General Business to provide more options to retain students.

### **Indicator 2: Increase the graduation rate of the college-ready cohort**

**Description:** Students earning AAS degree and certificate seeking students (diploma seeking students) will be counted towards meeting this indicator. Students enrolling in many of our certificate programs have the option of earning stackable credentials. NCK Tech will use data gathered through the KHEDS collection to track graduation.

**Result:** NCK Tech made directional improvement on this indicator from the baseline. To improve graduation rates, NCK Tech assists students to complete by intervening early in students' academic careers and connecting them with campus resources, utilizing the campus Student Success Center and institutional advisors. NCK Tech practices proactive advising; advisors check-in with students at pre-determined checkpoints throughout each semester. To note, week six each semester is an advising checkpoint. Data shows this a critical time in student persistence. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Success Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus. NCK Tech's student success course, Tech Connect, is a requirement for all incoming students. This course serves to acclimate new students to NCK Tech, develop academic skills, and prepare students for success while at the institution. Connecting students early to the institution increases persistence and completion.

### **Indicator 3: Increase the number of third-party credentials awarded to students**

**Description:** The number of third-party industry credentials students enrolled at NCK Tech earn during their enrollment as reported in the follow-up collection. Credentials counted include: Registered Nurse and Licensed Practical Nurse Exams, Mobile Air Conditioning Society (MACS) certification, Inter-Industry Conference on Auto Collision Repair (ICAR) Welding, Automotive Service Excellence (ASE), HVAC Industry Competency Exam (ICE), American Welding Society (AWS), National Center for Construction Education & Research (NCCER), Kansas Journeyman's, Environmental Protection Agency (EPA) 608, OSHA10 and Certified Pharmacy Tech. This list is fluid as we continue to add additional certifications for our students. NCK Tech will use internal data of credentials awarded as reported in the Follow-up survey.

**Result:** NCK Tech students continue to be successful in credential and licensure exams. The College made directional improvement from the established baseline. We believe the industry credentials and licensures NCK Tech graduates earn provide opportunities in the workforce. Credentialing and licensure exams also serve as program-level assessment tools in many of our programs by validating student learning. NCK Tech is in compliance with curriculum alignment, offering credentials as outlined. Students are offered more opportunities to take credential exams, as several departments offer more than one credential to students (including Diesel Technology, Welding Technology and Automotive Technology as example). NCK Tech, through advisory boards and industry partners, continues to find meaningful credentials to make our graduates competitive.

**Indicator 4: Increase the completion rate for the college-level course for students enrolled in remedial courses**

**Description:** Students are placed in developmental courses based on incoming test scores using the ACCUPLACER or ACT. Students who enroll in a remedial course (co and pre-requisite) and complete the college-ready course within the sequence will be included for this indicator. Co-requisite remedial options are available for English Composition I, Intermediate Algebra, and Essential Math.

**Result:** NCK Tech did not make directional improvement from the baseline percentage for students enrolled in remedial courses who completed their sequential college-ready courses. NCK Tech has been successful in helping remedial students successfully complete the college ready course over the years with a high baseline percentage of 88.8%. NCK Tech utilizes a co-requisite model for remedial courses. Students enroll in the College-level course during the same semester they enroll in a remedial section. Students are provided additional supports and extended time via the remedial section to increase persistence and completion of the college-ready course. Remedial sections are offered for Essential Math, Intermediate Algebra and English Composition I. For the math course required for graduation, students can select the Algebra pathway or Essential Math which articulates as a KSRN course for Contemporary Math. The small number of students enrolled in remediation creates volatility in trend data. NCK Tech also utilizes multiple measures for course placement which contributes to the smaller number of students enrolled in co-remediation. NCK Tech will continue to use the co-requisite model for remediation.

**Indicator 5: Increase the number of adult learners (25+) enrolled**

**Description:** Adult learners are defined as student 25 and older upon enrollment will be counted. Students enrolled as full-time in certificate and AAS programs and students enrolled in short-term programs will be included. Data is collected internally through NCK Tech's student records system from data reported on KHEDS.

**Result:** NCK Tech did not make direction improvement in the number of adult learners (25+) enrolled, but did increase the number from the previous year. The College has had success in attracting adult learners to short-term programs such as Commercial Driving License (CDL), Certified Nursing Assistant (CNA), and others. To increase enrollment from this demographic, NCK Tech has expanded the CDL courses to the Hays campus, added a summer CMA course, and continues to teach summer sections for CNA. In response to demand for short-term programs, the College has added a Certificate A for Pharmacy Technician, reducing the time to complete for entry into the workforce. The College continues the partnership with The Dane Hansen Foundation to provide grant funding focused on assisting adult learners earn a credential for tuition, fees and living expenses to full-time adult students.

**Indicator 6: Increase the number of credits completed via distance learning**

**Description:** Credit hours completed by all groups of students through distance learning. Courses include technical, general education and short-term courses. Data collected internally through NCK Tech's student records system.

**Result:** NCK Tech continued to make directional improvement on this indicator, improving from the baseline and the previous academic year. The College experienced an increase in online enrollment following the national trends as students consider a variety of enrollment choices to meet their educational needs. NCK Tech's online offerings include General Education courses and short-term courses such as CNA (Certified Nursing Assistant) and CDL (Commercial Driving License). Growth in online is stemming from high school students enrolling in online courses. More high schools in the region are using online courses for areas in which they are unable to recruit credentialed instructors. NCK Tech has also experienced growth in this area by students earning the required pre-requisites for Nursing. NCK Tech is working on developing additional CTE courses for online delivery. The College encourages faculty to continue to develop online offerings, seeking more technical course offerings.

**North Central Kansas Technical College Performance Report AY 2019**

AY 2019 FTE: 616

Contact Person: Jennifer Brown Phone and email: 785-738-9085; [Jbrown@ncktc.edu](mailto:Jbrown@ncktc.edu) Date: 7/31/2020

North Central Kansas Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of the college-ready cohort.	1	*Fall 12 Cohort: 71.0% (120/169) Fall 13 Cohort: 74.5% (129/173) Fall 14 Cohort: 75.0% (123/164) *Baseline: 73.5% (372/506)	68.5% (124/181)	↓	75.9% (104/137)	↑	79.6% (82/103)	↑
2 Increase the graduation rate of the college-ready cohort.	1	Fall 10 Cohort: 63.3% (107/169) Fall 11 Cohort: 65.5% (112/171) Fall 12 Cohort: 64.5% (109/169) Baseline: 64.4% (328/509)	67.7% (111/164)	↑	71.3% (119/167)	↑	62.4% (113/181)	↓
3 Increase the number of third party credentials awarded to students.	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 *Baseline: 637	1,208	↑	1,146	↑	1,005	↑
4 Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.		2013: 83% (40/48) 2014: 90% (38/42) 2015: 93% (41/44) **Baseline: 88.8% (119/134)	83.3% (30/36)	↓	88.5% (46/52)	↓	91.8% (67/73)	↑
5 Increase the number of adult learners (25+) enrolled.	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298	308	↑	284	↓	301	↑
6 Increase the number of credit hours completed via distance learning.		AY 2013: 836 AY 2014: 989 AY 2015: 1,079 Baseline: 968	1,434	↑	1,441	↑	1,590	↑

\*Updated 7/10/2018  
\*\*Updated 7/24/2019

Northwest Kansas Technical College Performance Report AY 2022						AY 2022 FTE: 545 Date: 6/29/2023		
Contact Person: Ben Schears  Phone: 785-890-1501 email: ben.schears@nwktc.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
<b>1</b> Increase first to second year retention rates of the college-ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 108/154 = 70.1% Fall 2013 Cohort: 88/150 = 58.7% Fall 2014 Cohort: 111/158 = 70.3% <b>Baseline: 307/462 = 66.5%</b>	109/171 = 63.7%	↓	62/78 = 79.5%	↑	71/89 = 79.8%	↑
<b>2</b> Increase the number of students who achieve a third-party credential	2	AY 2013: 247 AY 2014: 416 AY 2015: 574 <b>Baseline: 412</b>	50	↓	313	↓	429	↑
<b>3</b> Increase the total number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 243 AY 2014: 274 AY 2015: 254 <b>Baseline: 257</b>	328	↑	393	↑	384	↑
<b>4</b> Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	1	AY 2013: 13/21 = 61.9% AY 2014: 18/28 = 64.3% AY 2015: 25/59 = 42.4% <b>Baseline: 56/108 = 51.9%</b>	60/110 54.5%	↑	57/67 85.1%	↑	38/45 84.4%	↑
<b>5</b> Increase the number of students employed or transferred in their field of study within one year of graduation	2 <i>KBOR data</i>	AY 2012: 82/208 = 39.4% AY 2013: 81/239 = 33.9% AY 2014: 85/259 = 32.8% <b>Baseline: 248/706 = 35.1%</b>	84/251 = 33.5%	↓	68/239 = 28.5%	↓	91/270 = 33.7%	↓
<b>6</b> Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	AY 2013: 56/243 = 23.0% AY 2014: 102/274 = 37.2% AY 2015: 89/254 = 35.0% <b>Baseline: 247/771 = 32.0%</b>	110/328 33.5%	↑	137/393 34.9%	↑	143/384 37.2%	↑

## Northwest Kansas Technical College Performance Report AY 2022

### **Indicator 1: Increase first to second year retention rates of the college-ready cohort**

**Description:** With the continued focus on growing enrollment, the college is experiencing a slight decrease in retention rates, although they remain high within comparison groups. Faculty and staff from all areas of the college reviewed the reasons for students not completing and are implementing strategies to improve retention. The college is revising the Student Success Seminar course and aims to increase the first to second year retention rates of the college ready and non-college ready populations.

**Result:** Northwest Tech continues to implement and support a cohort education model in which students take core technical and general education courses together. The cohort approach has a long history of creating a strong classroom bond and support network among students. Northwest Tech was also the recent recipient of a Title III grant focused on retention and early intervention efforts, so we anticipate additional improvement over the coming years.

### **Indicator 2: Increase the number of students who achieve third party credentials**

**Description:** In addition to achieving a certificate or degree, third party credentials validate student learning and increase student marketability for employment opportunities. Northwest Tech aims to increase the number of students who achieve third party credentials through increasing overall success rates on existing examinations as well as offering additional opportunities to achieve third party credentials within programs through partnerships like those present with the National Coalition of Certification Centers.

**Result:** Northwest Tech continued to experience a significant increase in third-party credentials earned by our students during AY22. This is attributed to a return to standard testing procedures in AY21, after experiencing the negative impact of COVID in AY20. With the return to normalcy on campus, more students were able to continue completing third-party credential testing. We have also added a certified testing site on campus, which has removed several barriers (travel costs, etc.) for industry testing for our students.

### **Indicator 3: Increase the total number of certificates and degrees awarded**

**Description:** Northwest Tech is committed to improving the graduation rates of students as well as continuing to grow the number of students served by the college. The goal to increase the number of certificates and degrees awarded measures the success of both initiatives. Northwest Tech plans to implement strategies for enrollment growth, retention, and completion as outlined in the institutional strategic plan to achieve this goal.

**Result:** We continue to experience a steady number of students earning degrees and certificates due, primarily, to a highly structured advising system. Students have a clear indication of what courses they will take over the entirety of their time at Northwest Tech, and there is very little flexibility or deviation in course selection. This results in less confusion, consistent advising, and a higher opportunity for degree completion. Gradual increases in enrollment, following the pandemic, have also been helpful in increasing the raw number of students reaching attainment goals.

### **Indicator 4: Of the students who test into developmental math, increase the percent who earn a certificate or degree**

**Description:** Northwest Tech aims to increase the percent of students who complete the college level math course required for graduation after testing into developmental math based upon their reported Accuplacer, ACT, or SAT test scores. The College will continue to implement proven acceleration models to move students through developmental math, reduce the number of developmental math courses required, as well as implement course placement through multiple measures. These strategies have a proven track record of increasing the likelihood of degree and certificate attainment.

**Result:** The results of this indicator are a direct reflection of significant efforts to leverage multiple-measures course placement, as well as math acceleration in our

technical and algebra math pathways. During AY21, Northwest Tech removed the developmental courses *Fundamentals of Math* and *Pre-Algebra* from our math pathways. In AY22, we removed *Beginning Algebra* from all remaining pathways. For all of the above, we incorporated review sessions for developmental students who still needed additional support. Through the incorporation of multiple-measures course placement, we utilized data from high school transcripts, to place a higher percentage of students into degree-ready gateway math courses. This allowed us to significantly reduce the number of students taking developmental courses, reduce barriers, and increase the percentage of students reaching degree completion. These adjustments laid the groundwork for ongoing efforts to remove developmental courses, in their entirety, from the Northwest Tech curriculum. Alternatively, we provide additional tutoring and instructional support during the semester the students are taking their accelerated math courses.

**Indicator 5: Increase the number of students employed in their field of study within one year of graduation**

**Description:** Increasing the employment rate within one year of graduation will have a positive impact on the regional economy and better serve business and industry partners. Northwest Tech plans to achieve this goal through targeted career services efforts starting in the first semester and continuing to graduation as well as developing new relationships with industry partners. Northwest Tech career services personnel conduct annual graduate and employer follow-up surveys to determine the placement statistics for graduates.

**Result:** Northwest Tech is regionally located near both Nebraska and Colorado. In addition to efforts in Kansas, we have significant recruiting measures undertaken in these two states. We have expanded recruitment further into Kansas during the past five years, and we are actively strengthening relationships with area school districts and employers. While we have seen an increase in students from area schools attending Northwest Tech, would still contend that KBOR is not seeing a full employment picture for colleges who operate along the border with other states. Colorado and Nebraska businesses are aggressively recruiting technical graduates with salaries exceeding those offered by Kansas companies. Colorado and Nebraska employment data are not included in the data set collected for this measure and, depending on the year and employment market fluctuations, this can adversely impact our data point. This will likely continue, and border colleges will continue to be impacted until Kansas employers substantively compete in the market, or until labor data from additional surrounding states is incorporated.

**Indicator 6: Increase the number of minority students who complete a technical certificate or AAS degree**

**Description:** Northwest Tech aims to increase the graduation rate for minority students, including both the college ready and non-college ready cohorts. As the diversity of Northwest Tech continues to grow, it is important to develop strategies to insure student success in obtaining their educational goals. Minority students often encounter a wide variety of barriers, and the College is implementing student success strategies to increase the number of completers including early intervention and additional academic monitoring within target programs.

**Result:** Northwest Tech has actively recruited to expand the overall diversity of our student body. The implementation and growth of our athletic programs over the past several years has had a significant impact on increasing diversity. This has resulted in a campus population that is far more diverse than the geographic region we serve. As the diversity within our student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress and degree audits by our academic staff are also yielding improvements in the number of students who are completing their technical certificates and degrees.

Northwest Kansas Technical College Performance Report AY 2019					AY 2019 FTE: 639			
Contact Person: Ben Schears		Phone and email: (785) 890-1501, <a href="mailto:ben.schears@nwktc.edu">ben.schears@nwktc.edu</a>			Date: 7/10/2020			
Northwest Kansas 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 first to second year retention rates of the college-ready cohort	2	Fall 12 Cohort: 70.1% (108/154) Fall 13 Cohort: 58.7% (88/150) Fall 14 Cohort: 70.3% (111/158) *Baseline: 66.5% (307/462)	74.8% (77/103)	↑	67.2% (84/125)	↑	64.0% (89/139)	↓
2 Increase the number of students who achieve a third party credential	2	2012-2013: 247 2013-2014: 416 2014-2015: 574 Baseline: 412	486	↑	468	↑	434	↑
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257	309	↑	357	↑	346	↑
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	2	2012-2013: 61.9% (13/21) 2013-2014: 64.3% (18/28) 2014-2015: 42.4% (25/59) *Baseline: 51.9% (56/108)	47% 67/142	↓	56.5% (61/108)	↑	43.9% (43/98)	↓
5 Increase the number of students employed or transferred in their field of study within one year of graduation	1	AY 2012: 39.4% (82/208) AY 2013: 33.9% (81/239) **AY 2014: 32.8% (85/259) **Baseline: 35.1% (248/706)	26.6% (57/214)	↓	34.9% (80/229)	↓	29.5% (79/268)	↓
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	2012-2013: 23% (56/243) 2013-2014: 37% (102/274) 2014-2015: 35% (89/254) *Baseline: 32.0% (247/771)	35% (107/309)	↑	39.2% (140/357)	↑	41.3% (143/346)	↑

\*Updated October 16, 2019

\*\*Updated 4/20/2018

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2022							AY 2022 FTE: 3,018 Date: 6/20/2023	
Contact Person: Scott Lucas  Phone: 316-677-9535 email: slucas@wsutech.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	1 <i>KBOR data</i>	AY 2013: 869 AY 2014: 1,085 AY 2015: 1,153 <b>Baseline: 1,036</b>	1,789	↑	1,424	↑	1,676	↑
2 Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas	2	AY 2016: 146 AY 2017: 192 AY 2018: 305 <b>Baseline: 214</b>	343	↑	192	↓	367	↑
3 Increase number of third party technical credentials earned	2	AY 2013: 827 AY 2014: 857 AY 2015: 880 <b>Baseline: 855</b>	1,098	↑	918	↑	1,095	↑
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher	1	AY 2013: 646/1,004 = 64.3% AY 2014: 731/1,130 = 64.7% AY 2015: 340/612 = 55.6% <b>Baseline: 1,717/2,746 = 62.5%</b>	68.3% (218/319)	↑	82.1% (517/630)	↑	83.9% (485/578)	↑
5 Increase number of Hispanic/Latino students enrolled in post-secondary education	1	AY 2013: 432 AY 2014: 548 AY 2015: 577 <b>Baseline: 519</b>	1,518	↑	1,438	↑	1,503	↑
6 Increase percent of high school students successfully completing courses	1	AY 2013: 601/663 = 90.6% AY 2014: 1,456/1,624 = 89.7% AY 2015: 1,988/2,166 = 91.8% <b>Baseline: 4,045/4,453 = 90.8%</b>	94.7% (3,620/3,821)	↑	96.7% (4,723/4,882)	↑	96.1% (4,708/4,897)	↑

## Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2022

### **Indicator 1: Increase number of certificates and degrees awarded**

**Description:** WSU Tech will increase the number of students earning a certificate or an associate degree award. WSU Tech will focus on increasing the number of students who earn certificate/degrees by improving completion rates of programs through targeting specific retention/completion efforts for identified programs. The strategy includes improving communications and processes between faculty and student services to assist students in program and course selection and provide a goal-oriented model for completion, individually prescribed for students. Two of the major areas of concern for program completion include completing required academic (non-technical) courses and completing the program in its entirety before entering the workforce. Data will be collected through identifying graduates and then reporting this information in the KBOR KSPSD data system.

**Result:** WSU Tech's focus on workforce development continued to see growth with more students earning a certificate and/or a degree. AY 22 saw an increase of completers to 1,676, 640 over the baseline. Of these completers, 303 earned an Associate of Applied Science(AAS) degree with growth in AAS completers in every division. Students earned 871 technical certificates in AY 22. This was an overall increase from AY 21 by 273 awards. Increases in technical certificates were seen in Aviation Maintenance, Climate and Energy Control Technologies, Welding, and IT Programs. 502 certificates of completion were earned in short-term health programs. This was a decrease from AY21 primarily in the loss of some concurrent enrollment partners.

### **Indicator 2: Increase the number of graduates in programs identified as high wage, high demand occupations in Kansas**

**Description:** In 2018, the Kansas Department of Commerce (KDOC) published their latest High Wage-High Demand. Utilizing this report, specific program areas were identified that crosswalk or specifically-relate to the occupations named in the KDOC report for Region 4-South central Kansas. The indicator will seek to increase the number of graduates in programs identified in this report. This includes all certificate and degree levels in the following programs: Aerospace Manufacturing, Industrial Machine Mechanics, Administrative Office Technology, Maintenance and Reliability, Police Science, Aviation Maintenance Technology, and HVAC.

**Result:** AY 22 graduates in high wage, high demand programs increased to 367, 153 over baseline, and surpassed AY 21 results by 175 students. The largest program of graduate growth was in Aviation Maintenance Technology-Airframe and Powerplant with 82% (300/367) of all graduates earning their award in this program. Significant growth also occurred in Climate and Energy Control Technologies growing to 33 graduates from 19 in AY 21. Industrial Automation and Machine Maintenance did experience a decrease from 22 in AY 21 to 5 in AY 22. This was due to the low enrollment caused by lower economic conditions in manufacturing created from the Covid19 pandemic.

### **Indicator 3: Increase Number of third party technical credentials**

**Description:** WSU Tech will increase the number of students successfully earning one or more third-party technical credentials. The credential or industry standard assessment tests the student's ability to be successful in their chosen field by assessing technical knowledge and skills specific to their program. In addition, end of program testing allows WSU Tech to verify that the curriculum aligns with national/industry standards. By increasing the number of students who successfully earn or complete an end of program credential, certification, or licensure, WSU Tech increases the number of students who have the skills to be successful in work and validates WSU Tech students have the technical and foundational skills in their chosen field. Data will be collected through contacting students, faculty, and third-party providers to capture pass/fail information on technical credentials. This information is reported for students through the KBOR KSPSD data system.

**Result:** WSU Tech students earned 1,095 third-party, technical credentials in AY 22, an increase of 240 over the baseline. This was also an increase over AY 21 of 177 credentials. There were increases in FAA (Aviation Maintenance), AWS (Welding), EMTs, and Applied Technologies saw an increase with credentials in

Climate and Energy (EPA), Automotive (NATEF, multimeter) and IT. OSHA 10 credentials also increased across the college. Healthcare had decreases in CNA, HHA, and CMA, along with a decrease in Machining (NIMS) due to decreases in overall enrollment.

**Indicator 4: Increase Percent of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher**

**Description:** WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program. Student course and grade information will be pulled from the student information system for all developmental courses (Reading, Writing, and Math). The total number of students earning a grade of “A,” “B,” or “C” will be divided by the total number of students completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

**Result:** In AY 2022, WSU Tech reported 578 developmental Math and English enrollments being completed for a grade. 485 of these were successfully completed (83.9%). This is a significant improvement over the baseline (62.5%). All individual developmental courses exceeded the baseline success rate. Nearly all, apart from ENG 100, English Composition lab, had an increase or sustained the success percentage over AY 21. MTH 101, Intermediate Algebra, had the largest enrollment with 302 students enrolled and their success rate maintained at 88%.

**Indicator 5: Increase Number of Hispanic/Latino students enrolled in post-secondary education**

**Description:** WSU Tech will increase the number of Hispanic/Latino students enrolled in post-secondary education at WSU Tech. Overall, WSU Tech's ethnic minority demographic makeup is more diverse than the city of Wichita and Sedgwick County; however, the one ethnic group underrepresented at WSU Tech compared to the surrounding area is the number of Hispanic/Latino students participating in post-secondary education. WSU Tech will address this goal with targeted marketing and recruiting efforts for this specific demographic group. This includes actively participating in Hispanic/Latino community events and creating WSU Tech literature in Spanish. Data will be collected through self-identification by students on admissions and other WSU Tech forms.

**Result:** The total number of Hispanic/Latino students continued to grow in AY 22 to 1,503. An increase of 984 over baseline and 65 more students than in AY21. The overall percentage of Hispanic/Latino students increased as a percent of total enrollment to 20%. More Hispanic/Latino students enrolled in IT, Aviation Maintenance, Practical Nursing, and general education over AY21. Another area of growth was the overall participation of high school, concurrently enrolled students. A few programs in Health Sciences, Pre-health, and Manufacturing had decreases.

**Indicator 6: Increase Percent of high school students successfully completing courses**

**Description:** WSU Tech will increase the percent of high school students successfully completing courses. WSU Tech believes that simply counting enrollments is not enough to measure accomplishment. High school students must be successful in the courses they take while enrolled at the college. All students will be tracked and monitored in the student information system based on their high school status and course grade information. The percentage is total number of high school students successfully completing a course divided by total number of high school students receiving a grade. Successfully completing courses is defined as receiving no grades of “F”.

**Result:** WSU Tech continues to grow in concurrent enrollment in both Excel in CTE and general education courses and programming with 4,708 successful enrollments out of 4,897. High school students successfully completing courses increased to 96.1% over the baseline of 90.8%. WSU Tech expanded staff to support concurrent students in AY22 as well as provided professional development for all faculty to focus on engaging instruction strategies. We continue to work with our concurrent faculty and support to staff to focus on high school student success.

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WSU Tech	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase number of certificates/degrees award earned.	1	2013: 869 2014: 1,085 2015: 1,153 Baseline: 1,036	1,408	↑	1,657	↑	2,027	↑
2 Performance of students on institutional quality measures Lower the ratio of award seeking students to credentials conferred.	2	2013: 2.53 - 2,199/869 2014: 1.98 - 2,152/1,085 2015: 2.12 - 2,441/1,153 *Baseline: 2.21 – 6,792/3,107	2.10 (2,959/1,408) (Decrease is a positive)	↑ *	2.25 (3,734/1,657) (Increase is a negative)	↓	2.16 (4,382/2,027) (Decrease is a positive)	↑
3 Increase number of third party technical credentials earned.	2	2013: 827 2014: 857 2015: 880 Baseline: 855	923	↑	902	↑	880	↑
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.	1	2013: 64.3% - 646/1,004 2014: 64.7% - 731/1,130 2015: 55.6% - 340/612 Baseline: 62.5% - 1,717/2,746	67.4% (294/436)	↑	67.6% (261/386)	↑	61.5% (268/436)	↓
5 Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2013: 432 2014: 548 2015: 577 Baseline: 519	964	↑	1,148	↑	1,417	↑
6 Increase percent of high school students successfully completing courses.	1	*2013: 90.6% - 601/663 2014: 89.7% - 1,456/1,624 2015: 91.8% - 1,988/2,166 *Baseline: 90.8% - 4,045/4,453	92.7% (2,451/2,642)	↑	95.7% (2,688/2,810)	↑	92.1% (3,259/3,539)	↑
*Updated 7/2019								