

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

CONFERENCE CALL AGENDA

October 30, 2017

11:00 am

CONFERENCE CALL INFORMATION

DIAL: 866.620.7326

CONFERENCE CODE: 1366296630

I. Call To Order

II. Agenda Planning for November 15th Board Meeting

A. Consent Agenda

- | | | |
|---|------------|--------------|
| 1. Request Approval for a Bachelor of Science in Business Administration with a Major in Professional Strategic Selling | <i>KSU</i> | <i>p. 2</i> |
| 2. Request Approval for a Master of Science in Athletic Training | <i>KSU</i> | <i>p. 6</i> |
| 3. Request Approval for a Bachelor of Interdisciplinary Studies with a Major in General Studies | <i>ESU</i> | <i>p. 15</i> |
| 4. Request Approval for a Master of Science in Global Supply Chain Management | <i>WSU</i> | <i>p. 19</i> |
| 5. Request Approval for Degree and Certificate Programs | | <i>p. 27</i> |
| a) KCKCC - Technical Certificate in Biomanufacturing | | |
| b) Labette CC – Associate of Applied Science Degree, a Technical Certificate B and a Technical Certificate A in Welding | | |
| c) SATC – Technical Certificate in Practical Nursing | | |
| 6. Request Approval to Seek Accreditation from the Council for Accreditation of Counseling and Related Educational Programs | <i>WSU</i> | <i>p. 30</i> |

III. Other Board Matters

- | | | |
|--|--|--------------|
| A. BAASC 18-02 Approval of Performance Reports for Academic Year 2016 | | <i>p. 32</i> |
|--|--|--------------|

IV. Committee Matters

- | | | |
|---|--|--------------|
| A. Draft Agenda for November 15, 2017 BAASC Meeting | | <i>p. 74</i> |
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V. Adjourn

**Board Academic Affairs Standing Committee
Meeting Schedule**

MEETING DATES		TIME	AGENDA MATERIALS DUE
October 30, 2017	Conference Call	11:00 am	October 16, 2017
November 15, 2017	Face to Face at WSU	10:30 am	October 30, 2017
December 4, 2017	Conference Call	11:00 am	November 22, 2017
December 20, 2017	Face to Face	10:30 am	December 4, 2017
January 2, 2018	Conference Call	11:00 am	December 18, 2017
January 17, 2018	Face to Face	10:30 am	January 2, 2018
January 29, 2018	Conference Call	11:00 am	January 12, 2018
February 14, 2018	Face to Face	10:30 am	January 29, 2018
February 26, 2018	Conference Call	11:00 am	February 12, 2018
March 14, 2018	Face to Face at PSU	10:30 am	February 26, 2018
April 30, 2018	Conference Call	11:00 am	April 11, 2018
May 16, 2018	Face to Face at KUMC	10:30 am	April 30, 2018
June 4, 2018	Conference Call	11:00 am	May 21, 2018
June 20, 2018	Face to Face	10:30 am	May 30, 2018

New Degree Request – KANSAS STATE UNIVERSITY

<u>Criteria</u>	<u>Program Summary Form</u>
1. Program Identification	<p>Bachelor of Science in Business Administration Major: Professional Strategic Selling CIP Code: 52.1804 Anticipated Effective Date: Fall 2018; 2018-2019 will be the first year of implementation</p>
2. Academic Unit	College of Business Administration; the initial department assuming responsibility for administering this program will be the Department of Marketing
3. Program Description	The Major in Professional Strategic Selling will focus on providing students with the business skills necessary to be successful in a sales career; such careers include customer-oriented selling, prospecting, account management, customer relationship management, negotiation, sales analytics, sales technology, and sales leadership.
4. Demand/Need for the Program	<p>Universities with sales programs are rare, and universities with sales majors even more rare (only 18 in the U.S., and none in Kansas). Student demand at K-State for the Certificate in Professional Strategic Selling (CPSS) since its 2012 implementation has a 1150% growth in student demand and a 100% placement rate for students earning the certificate.</p> <p>A survey of current students enrolled in the Certificate in Professional Strategic Selling Program indicated 81% (38 out of 47 responding students) were interested in earning a sales major if such a program existed.</p> <p>U.S. Bureau of Labor Statistics for employment by sales occupation (2014 and projected 2024) reveal steady growth across sales occupations; overall growth is projected at 5%, or roughly 778,000 new jobs between 2014-2024. Replacement rates are expected to create a need for 1,876,300 sales jobs from 2014-2024⁽¹⁾.</p>
5. Comparative /Locational Advantage	Across the United States, only 18 universities offer a sales major; none of these are in Kansas and there is only one in the Big 12 – Baylor University. A sales major would further identify K-State as one of the leading universities in sales education. The National Strategic Selling Institute (NSSI) at Kansas State University has established itself a nationally-ranked, top sales program for each of the past six years by the Sales Education Foundation. The NSSI is the only sales program in Kansas to meet the standards for sales excellence set by the University Sales Center Alliance.
6. Curriculum	This 120-credit hour program consists of (1) 63 hours of Business Administration Pre-Professional Courses (including General Education courses); (2) 21 hours of Business Core Courses; (3) 18 hours required classes for the Professional Strategic Selling Major; (4) six hours of electives for the Professional Strategic Selling Major; (5) six hours of restricted electives from humanities, natural sciences, quantitative, or social sciences; and (6) six hours of unrestricted electives.

1 _____

Source: Employment Projections program, U.S. Bureau of Labor Statistics. Retrieved from: <https://www.bls.gov/oes/>

7. Faculty Profile	<p>The faculty required to teach the Major in Professional Strategic Selling are currently on staff. Two tenured and one tenure-track faculty members have doctoral degrees relevant to sales and maintain active research programs in the discipline.</p> <table border="1" data-bbox="487 231 1356 655"> <thead> <tr> <th>Faculty Name</th> <th>Faculty Rank</th> <th>Highest Degree</th> <th>FTE</th> </tr> </thead> <tbody> <tr> <td>Dawn Deeter-Schmelz</td> <td>Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Edward Nowlin</td> <td>Asst Professor</td> <td>Ph.D.</td> <td>1.0</td> </tr> <tr> <td>Douglas Walker</td> <td>Assoc Professor</td> <td>Ph.D.</td> <td>0.5</td> </tr> <tr> <td>David Lehman</td> <td>Instructor</td> <td>M.B.A.</td> <td>1.0</td> </tr> <tr> <td>Tom Clark</td> <td>Executive-in-Residence</td> <td>M.S.</td> <td>0.5</td> </tr> <tr> <td>Robert Strawn</td> <td>Executive-in-Residence</td> <td>M.B.A.</td> <td>.25</td> </tr> <tr> <td>Dawne Martin</td> <td>Instructor</td> <td>Ph.D.</td> <td>.25</td> </tr> </tbody> </table> <p><i>FTE = Full-Time Equivalent for this program.</i> We will utilize two Executive-in-Residences with extensive sales/industry experience. Other faculty in the department have expressed interest in teaching sales coursework as the need arises.</p>	Faculty Name	Faculty Rank	Highest Degree	FTE	Dawn Deeter-Schmelz	Professor	Ph.D.	1.0	Edward Nowlin	Asst Professor	Ph.D.	1.0	Douglas Walker	Assoc Professor	Ph.D.	0.5	David Lehman	Instructor	M.B.A.	1.0	Tom Clark	Executive-in-Residence	M.S.	0.5	Robert Strawn	Executive-in-Residence	M.B.A.	.25	Dawne Martin	Instructor	Ph.D.	.25
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8. Student Profile	<p>Students majoring in Professional Strategic Selling will be undergraduate students accepted for study in the College of Business Administration. These students will have an interest in a sales career. Students who excel tend to have strong internal motivation and a competitive nature. Consistent with enrollment in the CPSS, we expect a diverse group of students in the program, including a significant number of underrepresented minorities and women.</p>																																
9. Academic Support	<p>This major is being initiated through existing courses and one new course. Therefore, academic support for this program will be provided through existing resources already in place to deliver the Certificate in Professional Strategic Selling. Advising for the program will follow the College of Business Advising model, with students assigned an advisor through the College of Business Student Resource Center.</p>																																
10. Facilities and Equipment	<p>The program currently houses six sales role-play rooms, including technology, a conference room that includes sales technology and webinar capabilities, and access to a behavioral research lab within the National Strategic Selling Institute. Consequently, no new facilities or equipment will be needed to implement this new major.</p>																																
11. Program Review, Assessment, Accreditation	<p>The College of Business Administration is accredited by the AACSB International, and this program will fall under that accreditation process. Further, the NSSI has met the standards established by the University Sales Center Alliance and is a member in good standing. An assessment plan for student outcomes includes evaluation of student role-plays, assignments, projects and tests. This program may also be subject to additional assessment processes from the Higher Learning Commission and the Kansas Board of Regents.</p>																																
12. Costs, Financing	<p>Costs for salaries for the implementation year are \$232,058, with operational costs of \$4,000 (total: \$236,058). No additional costs beyond this amount are needed for year two; for year three, we have increased this budget to \$364,528 (due to additional instruction salary). Faculty salaries are paid by a combination of general use funds (through internal reallocation) and private funding sources. Administrative salaries and stipends are paid via private funding sources.</p>																																

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
KANSAS STATE UNIVERSITY**

I. Identify the new degree: Major in Professional Strategic Selling

II. Provide courses required for each student in the major:

Course Name & Number	Course Credit Hours	Total Credit Hours
Business Administration		
Courses Pre-Professional (BAPP)		
Program:		
Business Core:		
ACCTG 231 Accounting for Business Operations	3	
ACCTG 241 Accounting for Investing and Finance	3	
FINAN 450 Principles of Finance	3	
GENBA 101 Business Orientation	0	
GENBA 110 Business Foundations	3	
GENBA 166 Business Information Technology Skills Proficiency	0	
MANGT 366 Information Technology for Business	3	
MANGT 420 Management Concepts	3	
MANGT 421 Introduction to Operations Management	3	
MANGT 595 Business Strategy	3	
MANGT 596 Business Ethics and Corporate Citizenship	3	
MKTG 400 Introduction to Marketing	3	
Total Hours Business Core		30
Economics Electives		
Economics electives must be selected from economics <i>(offerings numbered 500 or above excluding ECON 505 in consultation with the student's academic advisor)</i>		6
Unrestricted Electives		
Total Hours Unrestricted Electives		6
Major in Professional Strategic Selling: Core Courses		
MKTG 542 Fundamentals of Professional Selling	3	
MKTG 550 Business Marketing	3	
MKTG 560 Sales Force Leadership	3	
MKTG 565 Customer Relationship Management	3	
MKTG 570 Advanced Selling	3	
MKTG 499 Sales Experiential Learning	3	
Total Hours Major Core Courses		18
Major in Professional Strategic Selling: Electives		
<i>Choose two (2) from the following list:</i>	6	
MKTG 450 Consumer Behavior (3)		
MKTG 496 Special Topics in Marketing: Relationship Marketing (3)		
MKTG 496 Special Topics in Marketing: Cooperation Selling (3)		
MKTG 544 International Marketing (3)		
MKTG 496 Services Marketing (3)		
MKTG 545 Marketing Channels (3)		
MKTG 580 Business Intelligence for Strategic Decision Making (3)		
Total Hours Major Electives		6
Research	Not applicable	
Practica	Not applicable	
<u>Total Hours for Major in Professional Strategic Selling</u>		120

IMPLEMENTATION YEAR: FY 2018-2019

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University
 Proposed Program: Major in Professional Strategic Selling

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	30	0	50	0	75	0
B. Total Semester Credit Hours taken by students in program	900		1500		2250	
Part II. Program Cost Projection						
A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
<u>Salaries and Fringe...Total</u>	<u>\$232,058</u>		<u>\$232,058</u>		<u>\$360,528</u>	
Instruction: GTAs	0		0		0	
Instruction: Adjuncts/Instructors/Non-Tenure Track	15,062		15,062		30,124	
Instruction: Tenure and Tenure-Track Administration	113,409		113,409		226,817	
Support Staff	71,890		71,890		71,890	
	31,697		31,697		31,697	
<u>Other Operating Expenses...Total</u>	<u>\$4,000</u>		<u>\$4,000</u>		<u>\$4,000</u>	
Office Expenses	4,000		4,000		4,000	
TOTAL:	<u>\$236,058</u>		<u>\$236,058</u>		<u>\$364,528</u>	

Indicate source and amount of funds if other than internal reallocation:

All funding sources will be due to internal reallocation and private funding, i.e., through the J. J. Vanier Distinguished Chair in Business Administration and funds raised by the National Strategic Selling Institute. Note: Faculty salaries are paid from a combination of general use and private funding sources. Administrative salaries are paid from private funding sources.

New Degree Request – *KANSAS STATE UNIVERSITY*

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification Anticipated Date of Implementation	Master of Science Athletic Training CIP 51.0913 August, 2020
2. Academic Unit	College of Human Ecology, Department of Food, Nutrition, Dietetics, and Health
3. Program Description	<p>The proposed MS in Athletic Training will serve students on the K-State campus as a Commission on Accreditation of Athletic Training Education (CAATE) accredited program. This program represents a degree change from the CAATE Accredited Bachelor of Science in Athletic Training.</p> <p>The Athletic Training Strategic Alliance (Board of Certification, Commission on Accreditation of Athletic Training Education, National Athletic Trainers' Association, and the National Athletic Trainers' Association Foundation) recently announced that the entry-level professional degree that has been offered at the bachelor's degree level must transition to the Master of Science degree level prior to the fall term of 2022.</p> <p>The proposed program will have 2 admission paths; a five-year degree admission and a post-Baccalaureate admission. Once admitted into the proposed M.S. in Athletic Training program, the students from both pathways will be placed into a single cohort. Incoming first-year students in the fall of 2017 will be the last undergraduate athletic training cohort to be eligible for acceptance into the current accredited B.S. in Athletic Training program.</p> <p>This curriculum will provide theoretical and clinical experience in the five professional practice domains of Athletic Training: injury/illness prevention and wellness protection, clinical evaluation and diagnosis, immediate and emergency care, treatment and rehabilitation, and organizational and professional health and well-being.</p> <p>Graduates will use research, innovative methods, and evidence-based healthcare practices with their clients in secondary schools, colleges and universities, hospitals, clinics, industry, military, and the performing arts.</p>
4. Demand/Need for the Program	<p>Kansas State University currently offers an undergraduate Athletic Training Program in the College of Human Ecology and Department of Food, Nutrition, Dietetics and Health, accredited by the CAATE. This program was accredited in 2004 and has remained in good standing with CAATE.</p> <p>The Athletic Training program has experienced high enrollments over the past decade, and its popularity has required an enrollment cap to ensure the students' needs are being met.</p> <p>A survey of the current undergraduate students majoring in Athletic Training from the College of Human Ecology in at Kansas State University was conducted to evaluate interest in the M.S. in Athletic Training Program. The survey responses (50 total responses) showed that of the Freshman pre-professional phase students (12 responses) and the professional level students admitted into the program (38 responses), 84% would pursue the M.S. in Athletic Training degree (40 students).</p>

<p>4. Demand/Need for the Program <i>(continued)</i></p>	<p>There are currently no accredited M.S. in Athletic Training programs in the state of Kansas and, due to increased accreditation requirements, the number of accredited programs in Kansas and in bordering states will continue to decrease. Therefore, student enrollment in Athletic Training will likely increase due to the reduced number of accredited programs in the region.</p>																																		
<p>5. Comparative /Locational Advantage</p>	<p>While there are no CAATE accredited entry-level Master of Science Athletic Training professional degree programs in Kansas, there are 13 CAATE accredited bachelor degree programs in the state; three of these programs are on Academic Probation with CAATE (Benedictine College, Bethany College, and Tabor College), and Benedictine and Bethany are voluntarily withdrawing their accreditation. Sterling College is seeking a degree change from the bachelor degree to a master's degree, and the University of Saint Mary is seeking new accreditation. It is anticipated that there will be continued attrition of the nine remaining Kansas professional programs still in good standing with CAATE, as well as attrition of other institutions in bordering states that are unable or are unwilling to transition their existing AT Programs from the bachelor level professional degree to the master level professional degree.</p> <p>Specifically, of the nine Kansas CAATE accredited AT Programs in good standing with CAATE, only five institutions have program directors and or clinical coordinators who have a terminal degree. Of these five programs, K-State has the largest reported number of students graduating from its program. As of May 22, 2017, the three-year aggregate of graduating students and the annual number in each graduating class (2013-14, 2014-15, and 2015-16) are as follows for these five programs (note: the total for the three years appears first, followed by a graduation number for each of the three years reporting): Kansas State University 70 (22, 24, 24); Fort Hays State University 16 (Unknown); Sterling College 26 (9, 5, 12); University of Kansas 39 (9, 15, 15); and Wichita State University 11 (6, 3, 2). Of the remaining schools in Kansas, the number of reported graduates from the program are: Bethel 7 (2,3,2); Emporia State University 11 (6,3,2); Southwestern College 5 (2,2,5); and Washburn 22 (8,7,7).</p>																																		
<p>6. Curriculum</p>	<p>A three-year, 99-semester credit hour pre-professional program precedes the 51-semester credit hour professional program for this 5-year Master of Science in Athletic Training degree (for a total of 150 semester credit hours).</p> <p>The curriculum for the pre-professional program includes introductory courses in biology, athletic training, chemistry, anatomy and physiology, statistics, physics, and nutrition, among others.</p> <p>Pre-Professional Program</p> <p>Year 1</p> <table border="1" data-bbox="558 1654 1224 1963"> <thead> <tr> <th rowspan="2">Course Title</th> <th colspan="2"><u>Fall</u></th> <th rowspan="2">Sem Cdt Hrs</th> </tr> <tr> <th>Course</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>Expository Writing I</td> <td>ENGL</td> <td>100</td> <td>3</td> </tr> <tr> <td>Principles of Biology</td> <td>BIOL</td> <td>198</td> <td>4</td> </tr> <tr> <td>Basic Nutrition</td> <td>FNDH</td> <td>132</td> <td>3</td> </tr> <tr> <td>College Algebra</td> <td>MATH</td> <td>100</td> <td>3</td> </tr> <tr> <td>Intro Athletic Training</td> <td>FNDH</td> <td>120</td> <td>2</td> </tr> <tr> <td>Intro Athletic Training Lab</td> <td>FNDH</td> <td>121</td> <td><u>1</u></td> </tr> <tr> <td>SEM. TOTAL</td> <td></td> <td></td> <td>16</td> </tr> </tbody> </table>	Course Title	<u>Fall</u>		Sem Cdt Hrs	Course	#	Expository Writing I	ENGL	100	3	Principles of Biology	BIOL	198	4	Basic Nutrition	FNDH	132	3	College Algebra	MATH	100	3	Intro Athletic Training	FNDH	120	2	Intro Athletic Training Lab	FNDH	121	<u>1</u>	SEM. TOTAL			16
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SEM. TOTAL			16																																

6. Curriculum (continued)

Year 1 (continued)**Spring**

General Psychology	PSYCH	110	3
		110/111	
Gen. Chem & Lab/Chem I	CHM	or 210	4
Behavior. Basis of Phys Act	KIN	220	4
Public Speaking I	COMM	106	3
Foundations of Human Ecol	GNHE	210	1
*Elective	—	—	<u>3</u>
SEM. TOTAL			18

Year 2**Fall**

Hum Body	BIOL	340	
OR			
Anat. & Physiology	KIN	360	8
Care and Recognition	FNDH	320	3
*Elective	—	—	3
Introduction to Sociology	SOCIO	211	<u>3</u>
SEM. TOTAL			17

Spring

Princ of Macroeconomics	ECON	110	3
Physiology of Exercise	KIN	335	4
*Elective	—	—	3
Expository Writing II	ENGL	200	3
Humanities	—	—	<u>3</u>
SEM. TOTAL			16

Year 3**Fall**

Physio of Exercise Lab	KIN	336	1
3 Nutrition and Exercise	FNDH	635	3
Humanities	—	—	3
Biomechanics	KIN	330	3
*Elective	—	—	3
*Elective	—	—	<u>3</u>
SEM. TOTAL			16

Spring

Introduction to Statistics	STAT	325	3
Physics I	PHYS	113	4
*Elective	—	—	3
*Elective	—	—	3
*Elective	—	—	<u>3</u>
SEM. TOTAL			16

*Apply for Admission to Professional Phase

*Transition from UG to MS Status

Total Number of Semester Credit Hours in Pre-Professional Program: 99

Professional Program

<u>Course Title</u>	<u>Summer</u>		<u>Sem Cdt Hrs</u>
	<u>Course</u>	<u>#</u>	
Gen Medical Assessment and Eval	FNDH	654	3
Emergency Management	FNDH	652	3
Research Methods	FNDH	775	<u>3</u>
SEM. TOTAL			9

Year 4

<u>Fall</u>			
Athletic Training Therapeutic Interventions I	FNDH	854	3
Athletic Training Evaluation I	FNDH	821	3
Pharmacology	FNDH	653	3
Athletic Training Practicum I	FNDH	883	<u>2</u>
SEM. TOTAL			11

<u>Spring</u>			
Athletic Training Therapeutic Interventions II	FNDH	855	3
Evaluation II	FNDH	822	3
Practicum II	FNDH	884	2
Advanced Athletic Training Lab/ Clinical Skills	FNDH	858	<u>3</u>
SEM. TOTAL			11

<u>Summer</u>			
Administration in Ath.Training	FNDH	857	
OR			
Administration in Healthcare Organizations	FNDH	720	3
Ath.Trng. Externship Practicum	FNDH	888	1
Practicum III	FNDH	885	<u>2</u>
SEM. TOTAL			6

Year 5

<u>Fall</u>			
Ath Trng Therapeutic Interventions II	FNDH	855	3
Evaluation II	FNDH	822	3
Practicum II	FNDH	884	2
Advanced Athletic Training Lab/ Clinical Skills	FNDH	858	<u>3</u>
SEM. TOTAL			11

<u>Spring</u>			
Research Experience in Ath.Trng	FNDH	889	4
Practicum V	FNDH	887	<u>2</u>
SEM. TOTAL			6

Total Number of Semester Credit Hours in Professional Program: 5

Total Number of Semester Credit Hours in Professional Program:	51
Total Number of Semester Credit Hours for MS in Athletic Training:	150

7. Faculty Profile	<p>Fourteen graduate faculty in the Department of Food, Nutrition, Dietetics, and Health have been identified to support the proposed program with 6.0 FTE assigned to the program. These positions will be graduate faculty positions, and the clinical coordinator position will transition from the undergraduate program to this graduate program by August 2020.</p> <p>Four of the graduate faculty will be considered core faculty. The core faculty will have the following credentials: terminal degree, certified Athletic Trainer, and Licensed Athletic Trainer. The core faculty will not have teaching responsibility outside of the program.</p> <p>Core faculty include:</p> <table border="1" data-bbox="553 527 1432 758"> <thead> <tr> <th>Name</th> <th>Title</th> <th>FTE</th> <th>Highest Degree</th> <th>Tenure Status</th> </tr> </thead> <tbody> <tr> <td>P. Vardiman</td> <td>Assoc Prof/ Director</td> <td>1.0</td> <td>PhD</td> <td>Tenured</td> </tr> <tr> <td>R. Thiele</td> <td>Asst Prof</td> <td>1.0</td> <td>PhD</td> <td>Tenure Track</td> </tr> <tr> <td>M. Rakestraw</td> <td>Instructor</td> <td>1.0</td> <td>PhD</td> <td>Non-Tenure Track; Grad Faculty Status</td> </tr> <tr> <td>S. Dietrich</td> <td>Asst Prof</td> <td>1.0</td> <td>PhD</td> <td>Tenure Track</td> </tr> </tbody> </table>	Name	Title	FTE	Highest Degree	Tenure Status	P. Vardiman	Assoc Prof/ Director	1.0	PhD	Tenured	R. Thiele	Asst Prof	1.0	PhD	Tenure Track	M. Rakestraw	Instructor	1.0	PhD	Non-Tenure Track; Grad Faculty Status	S. Dietrich	Asst Prof	1.0	PhD	Tenure Track
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S. Dietrich	Asst Prof	1.0	PhD	Tenure Track																						
8. Student Profile	<p>Students entering the proposed program may come from a variety of academic backgrounds who have a healthcare focus, but all will be interested in becoming a Certified Athletic Trainer. Students will be recruited for admission into the five-year option as well as into the post-baccalaureate option. Students will be required to complete an application to the M.S. in Athletic Training program, and those who meet the minimum criteria for admission also will be required to complete an on-campus interview.</p> <p>Students drawn to this program will be interested in focusing on decision-making skills, applying knowledge through evaluating symptoms and working with other healthcare professionals, attention to detail during both preventative and healing stages, and interpersonal skills.</p>																									
9. Academic Support	<p>No new academic support will be needed. Undergraduate and graduate students will have access to advising services provided by the core faculty members and the department undergraduate advisors.</p> <p>In addition to the support received from the Athletic Training staff and faculty, students also will have access to support within the Department of Food, Nutrition, Dietetics and Health from the graduate student services coordinator, the graduate program director, and office staff. All students may receive support via writing workshops, student success seminars, student leadership programs, Teaching and Learning Center programs, and the Science Communication Fellows program.</p>																									
10. Facilities and Equipment	<p>The proposed program classroom, faculty offices, and laboratories will be housed in the first floor of the Lafene Health Center. The Kansas State University Athletic Department-Athletic Training facilities will continue to act as supporting facilities and clinical rotation sites for the program. These facilities are located in the Vanier Family Football Complex, Bramlage Coliseum, Ahearn Field House, and Tointon Family Stadium, Lafene Sports Medicine Clinic, and Chester E. Peters Recreation Complex.</p> <p>There are several off-campus facilities that will continue to act as clinical sites to support the Athletic Training Program. These facilities include Manhattan High School, Nichols Chiropractic Clinic, Mathis Rehabilitation Clinic, No Stone Unturned Rehabilitation Clinic, Council</p>																									

	Grove High School, Rock Creek High School, and Riley County High School. The KSU Athletic Training Program facilities, the on-campus and off-campus supporting facilities have sufficient capacity for the anticipated enrollment and future growth of the program.
11. Program Review, Assessment, Accreditation	This program is reviewed by CAATE on an annual basis and undergoes a re-accreditation and on-site evaluation every 10 years. The proposed program will use the Assessment Plan that has been submitted with the proposal.
12. Costs, Financing	<p>No new funding is required. The College of Human Ecology and the Department of Food, Nutrition, Dietetics, and Health have dedicated financial resources for supporting faculty, staff, and growth within this graduate program.</p> <p>Total costs for the implementation year is \$265,904; this includes \$216,375 for salaries, \$0 for new hires, \$20,029 for graduate assistantships, \$8,500 for administration, and \$11,000 for academic support.</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
KANSAS STATE UNIVERSITY**

I. Identify the new degree:

Masters of Science in Athletic Training

	Semester Credit <u>Hours</u>
Pre-Professional Program	99
Professional Program.....	<u>51</u>
 Total for Masters of Science in Athletic Training	 <u>150</u>

The curriculum for the proposed program will provide theoretical and clinical experience in the five professional practice domains of Athletic Training:

- injury/illness prevention and wellness protection,
- clinical evaluation and diagnosis,
- immediate and emergency care,
- treatment and rehabilitation, and
- organizational and professional health and well-being.

The proposed program will have 2 admission paths:

- a five-year degree admission and
- a post-Baccalaureate admission.

There will be a selective admission to both the five-year degree and Post-Baccalaureate degree options. Once admitted into the proposed Master of Science in Athletic Training program, the students from both pathways will be placed into a single cohort.

All students who are eligible may apply for admission to the Professional Program by submitting a completed application and participating in an on-campus interview in the spring of their third year. Admission to the M.S.in Athletic Training Program will require a minimum 3.25 GPA, completion/or current enrollment in FNDH 120 and 121 and participation in 75 hours of required observation during the FNDH 121 course.

Pre-Professional Program

Year 1

<u>Fall</u>			<u>Spring</u>		
Expository Writing I	ENGL 100	3	General Psychology	PSYCH 110	3
Principles of Biology	BIOL 198	4	Gen. Chem & Lab/Chemistry I	CHM 110/111 or 210	4
Basic Nutrition	FNDH 132	3	Behavior. Basis of Phys Act	KIN 220	4
College Algebra	MATH 100	3	Public Speaking I	COMM 106	3
Intro Athletic Training	FNDH 120	2	Foundations of Human Ecology	GNHE 210	1
Intro Athletic Training Lab	FNDH 121	<u>1</u>	*Elective	— —	<u>3</u>
16			18		

Year 2

<u>Fall</u>			<u>Spring</u>		
Hum Body	BIOL 340	8	Princ of Macroeconomics	ECON 110	3
OR			Physiology of Exercise	KIN 335	4
Anat. & Physiology	KIN 360	8	*Elective	— —	3
Care and Recognition	FNDH 320	3	Expository Writing II	ENGL 200	3
*Elective	— —	3	Humanities	— —	<u>3</u>
Introduction to Sociology	SOCIO 211	<u>3</u>			16 Hours
17 Hours					

Year 3

<u>Fall</u>			<u>Spring</u>		
Physiology of Exercise Lab	KIN 336	1	Introduction to Statistics	STAT 325	3
3 Nutrition and Exercise	FNDH 635	3	Physics I	PHYS 113	4
Humanities	— —	3	*Elective	— —	3
Biomechanics	KIN 330	3	*Elective	— —	3
*Elective	— —	3	*Elective	— —	<u>3</u>
*Elective	— —	<u>3</u>			16 Hours
16 Hours					

*Apply for Admission to Professional Phase

*Transition from UG to MS Status

Professional Program

Summer

General Medical Assessment and Evaluation	FNDH 654	3
Emergency Management	FNDH 652	3
Research Methods	FNDH 775	<u>3</u>
9 Hours		

Year 4

<u>Fall</u>			<u>Spring</u>		
Athletic Training Therapeutic Interventions I	FNDH 854	3	Athletic Training Therapeutic Interventions II	FNDH 855	3
Athletic Training Evaluation I	FNDH 821	3	Evaluation II	FNDH 822	3
Pharmacology	FNDH 653	3	Practicum II	FNDH 884	2
Athletic Training Practicum I	FNDH 883	<u>2</u>	Advanced Athletic Training Lab/ Clinical Skills	FNDH 858	<u>3</u>
11 Hours			11 Hours		
<u>Summer</u>					
Administration in Athletic Training	FNDH 857	3			
OR					
Administraion in Healthcare Organizations	FNDH 720	3			
Athletic Training Externship Practicum	FNDH 888	1			
Practicum III	FNDH 885	<u>2</u>			
6 Hours					

Year 5

Professional Preparation in Athletic Training	FNDH 892	3	Research Experience in Athletic Training	FNDH 889	4
Fundamental Methods of Biostatistics	STAT 701	3	Practicum V	FNDH 887	<u>2</u>
OR			6 Hours		
Introduction to Statistical Methods for Natural Sciences	STAT 703	3			
Practicum IV	FNDH 886	<u>2</u>			
8 Hours					

IMPLEMENTATION YEAR: FY 2020

Fiscal Summary for Proposed Academic Programs

Institution: Kansas State University
 Proposed Program: Master of Science in Athletic Training

Part I. Anticipated Enrollment						
	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	25-30	0	50-60	0	50-60	0
B. Total SCH taken by all students in program	775-930		1275-1530		1275-1530	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year	Year 2		Year 3		
<u>Base Budget Salaries</u>						
Current faculty....	\$216,375	\$220,703		\$225,117		
New hires.....	\$0	\$0		\$0		
Grad Res. Assist.	\$20,029	\$40,058		\$40,058		
Academic Support.	\$11,000	\$11,220		\$11,445		
Administration...	\$8,500	\$8,670		\$8,843		
Total Salaries....	\$255,904	\$280,651		\$285,463		
OOE	\$10,000	\$10,000		\$10,000		
Total	\$265,904	\$290,651		\$295,463		

Notes:

1. All salaries include a 2% annual pay increase.
2. Salaries for current faculty (Drs. Vardiman, Thiele, Dietrich, and Morgan Rakestraw) are represented in the initial implementation year of the M.S. degree program. This represents a transition of cost from these faculty supporting the previous undergraduate program. Refer to the program narrative for information regarding these faculty and their respective time allocations.
3. Graduate research assistantships are current positions allocated for research faculty in the Athletic Training Program and will continue with the M.S. degree program. These positions are considered non-teaching positions.
4. Academic support refers to 25% of the full-time FNDH department's academic advisor's time – a 0.25 FTE commitment.
5. Administration refers to a 0.25 FTE commitment on behalf of the FNDH staff who will supply administrative support.
6. The \$10K of OOE per year is 1/3 of the current FNDH department OOE.

New Degree Request - Emporia State University

<u>Criteria</u>	<u>Program Summary</u>
1. Program Identification	Bachelor of Interdisciplinary Studies, Major in General Studies (GRS)
2. Academic Unit Implementation CIP Code	Department of Interdisciplinary Studies (DIS) Spring, 2018 24.0102
3. Program Description	<p>The General Studies major is a degree completion program designed for students who wish to finish a bachelor's degree but not to seek a major in a traditional program or from one department. The degree is designed to: 1) allow such students to graduate in a timely manner after fulfilling all university graduation requirements; 2) provide a broad introduction to various subjects of the students' choice; and 3) create engaged, generally-educated citizens who have skills appropriate for today's rapidly changing society.</p> <p>This degree, housed in the Department of Interdisciplinary Studies in the College of Liberal Arts and Sciences, accepts undergraduate courses from all departments on campus. The degree may be completed online as well as on campus. It is required that the student's program of study is to be discussed with and approved by the DIS advisor.</p>
4. Demand/Need for the Program	<p>The Kansas Board of Regents (KBOR) recently announced that of adults in Kansas with some college but no degree, nearly 27% had earned between 60 and 119 credit hours when they enrolled in courses in academic year 2016-17. This cohort included 1,170 students enrolling at state universities in Kansas and is a prime audience for this major.</p> <p>Students leave the university without completing a degree program for a variety of reasons. Often, such students have few requirements remaining and, if a flexible degree completion program existed at ESU, many such students would have more of an opportunity to complete a degree. The GRS major will benefit those students who have only a few requirements remaining, wish to finish their degree online, and do not desire or need a traditional degree.</p> <p>KBOR's Foresight 2020 strategic plan aspires "to increase to 60 percent the number of Kansas adults who have earned a certificate, associate, or bachelor's degree by 2020" and to "achieve a ten-percentage point increase in retention and graduation rates by 2020." In addition, KBOR recently announced that the Board will explore how to attract this audience (those with some college but no degree) back to college to complete a degree.</p> <p>The GRS major at ESU will be available both on campus and online and is anticipated to raise ESU graduation rates, to increase enrollment in ESU's distance education programs, and to increase the percentage of Kansans with bachelor's degrees.</p>
5. Comparative /Locational Advantage	Students who started but did not complete their degrees at ESU will be able to finish this degree on campus and/or online. Students from other institutions (throughout Kansas or in other states) will be able to complete this degree online.
6. Curriculum	The GRS curriculum will come from departments and programs across campus, including on-campus and online courses. The degree will take advantage of past, current, and future courses in the curriculum of all campus programs. Guidelines for the GRS major completion include allowing flexibility for students to be able to complete the program with as few barriers as possible. One required course for the degree, <i>ID492: GRS Capstone</i> , will be supervised by faculty in the Department of Interdisciplinary Studies.
7. Faculty Profile	Ellen Hansen, Ph.D., Professor of Geography in the Department of Social Sciences and Chair of the Department of Interdisciplinary Studies, will serve as the coordinator for this program. Any faculty member teaching undergraduate courses at ESU will be able to contribute courses to the degree program.

8. Student Profile	Students who choose to complete the GRS will come from a variety of backgrounds - - from both ESU and other institutions. For example, some may be education students who decide near the end of their degree program that they do not wish to teach. The GRS will allow them to use their content and education courses to complete a Bachelor of Interdisciplinary Studies (BID) with a General Studies Major. Some will come from other programs and will decide that the major they have been pursuing is not right for them. Still others will be working professionals who did not finish their bachelor's degree and find themselves in a position where a degree is necessary or would be helpful in advancing their careers.
9. Academic Support	This major, housed in the Department of Interdisciplinary Studies, will provide administrative support and student advising services. Currently, no new academic positions are required.
10. Facilities and Equipment	No new facilities or equipment will be required.
11. Program Review, Assessment, Accreditation	The Department of Interdisciplinary Studies will be responsible for completing program review, assessing the major and participating in accreditation at the university level.
12. Costs, Financing	No new costs are requested.

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS
Emporia State University**

I. The Proposed Degree:

Bachelor of Interdisciplinary Studies, Major in General Studies (GRS)
Proposed Implementation Date: Spring, 2018

II. Required Semester Credit Hours:

	Course Name & Number	Credit Hours
Core Courses	ID 492 GRS Capstone	1
	Two academic years of coursework in closely related subjects within any liberal arts program, which may include a minor in any subject	60
	General Education Program equivalent to requirements for the Bachelor of Science degree	47-55
Electives	Electives include all courses beyond the 60 hours of core courses and the 47-55 hours of general education courses used to reach 120 hours required to graduate.	0-10
Research	Student research will be encouraged for all GRS majors through participation in any of ESU's undergraduate research programs, including independent studies and research seminars, among others, in programs across campus.	0-10
Practica	Practica and internships will be encouraged through courses offered in any of ESU's undergraduate programs. ID 510, Internship in the Department of Interdisciplinary Studies, will serve as the course for planning and supervising internships.	0-10
<u>Total</u>		<u>120</u>

IMPLEMENTATION YEAR: FY 2018 (Spring 2018)

Fiscal Summary for Proposed Academic Programs

Institution: Emporia State University
 Proposed Program: Bachelor of Interdisciplinary Studies with a Major in General Studies

Part I. Anticipated Enrollment	Implementation Year		Year 2		Year 3	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
A. Full-time, Part-time Headcount:	5	10	15	25	25	50
B. Total SCH taken by all students in program	75 + 60 = 135		225 + 150 = 375		375 + 300 = 675	
Part II. Program Cost Projection						
A. In <u>implementation</u> year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount budgeted.						
	Implementation Year		Year 2		Year 3	
<u>Base Budget</u>						
Salaries	0		0		0	
OOE	0		0		0	
Total	0		0		0	

- All courses involved in the GRS Major are taught by current faculty at ESU. Initially, no new faculty will be required.
- All student advising will be handled by the full time DIS Advisor. If we see an increased demand for the program, then additional staffing and resources be needed.
- A portion of the net revenue generated by increased enrollment at ESU would be allocated to the department to help meet the demand.

New Degree Request – Wichita State University

Criteria	Program Summary
1. Program Identification CIP	Master of Science in Global Supply Chain Management (MS in GSCM) 52.1399
2. Academic Unit	Barton School of Business
3. Program Description	<p><i>Supply chain</i> refers to the sequence of processes involved in the production and distribution of a commodity. Collaboratively designed by both the School of Business and College of Engineering, this interdisciplinary Master’s degree program offers mastery of supply chain operations through hands-on, academic activities and practical, industry experiences. This program will serve graduate students on the Wichita campus.</p> <p>To serve the needs of professionals in the field, WSU’s Master of Science in Global Supply Chain Management offers two tracks, both of which rely heavily upon science, technology, and mathematics: Management track -- focuses on procurement, logistics, and operations; and Analytics track – focuses on innovative tools and techniques in the decision-making processes from design through planning.</p> <p>Moreover, the proposed program will enhance opportunities for our graduates to pursue related post-Master’s education. Qualification of the program as a STEM program will support the mission of WSU and serve KBOR’s 2020 objectives.</p>
4. Demand/Need for the Program	<p>A Global Supply Chain Management Offering Survey, administered by the Barton School of Business for both undergraduate and graduate students, resulted in 126 out of 180 respondents, or 70 percent, indicating a strong interest in the program. Survey data for just the undergraduate population was slightly over 73 percent in favor.</p> <p>The supply chain management field covers diverse job opportunities, including managers in product transportation, storage and distribution; procurement and outsourcing; and the various processes involved in production. The logistics industry alone is making up 8.5% of the U.S. GDP and growing fast with its annual \$1.3 trillion market. Per Fortune.com (May 2014), approximately 1.4 million new supply chain employees will be needed by 2018.</p> <p>Locally, all major business organizations in and near Wichita are hiring for these positions. These include Koch Industries, Spirit Aerosystems, Textron, Cargill, and AGCO.</p>
5. Comparative/Locational Advantage	<p>Within other Board of Regents four-year universities, there is one Master of Science in Business degree with an emphasis on supply chain management at the University of Kansas. However, the KU program, offered in conjunction with the U.S. Army Command and General Staff College at Fort Leavenworth, is designed primarily for Army majors and major-eligible captains. KSU offers an undergraduate major in management with an operations and supply chain management specialization track.</p> <p>This proposed degree differs from many other programs in the following ways: 1) The degree is designed to provide students with three choices as to how they wish to attain completion of a Master’s of Science in Global Supply Chain Management;</p>

	<p>2) Students may choose a specialized track from either management or analytics; 3) This degree is interdisciplinary in nature, a joint effort between the schools of business and engineering.</p> <p>WSU has a distinct locational advantage. WSU’s proximity to major global companies in aerospace, health, food/agribusiness, chemical, oil and gas, recreation and amusement, and computer/electronics provides a unique setting to offer students practical, hands-on academic opportunities. Results of Wichita Regional Export Planning Initiative, a joint project of Brookings – JPMorgan, indicate the need of educational support for local supply chain companies.</p> <p>Upon approval, the Master of Science in Global Supply Chain Management program will increase or create needed interaction and collaboration among WSU and area manufacturing businesses. Due to the interdisciplinary curriculum and the flexibility it affords in working directly with specific business needs, this program inherently possesses the potential to have significant impacts on improving current supply chain management practices.</p>																												
6. Curriculum	<p>Students are required to take 15 semester credit hours of core courses and specialize in one of two tracks: management or analytics. For either track, students are required to complete one of two baseline courses and a minimum of six additional semester credit hours from several options.</p> <p>Students have three options in their path to obtaining their Master of Science in Global Supply Chain Management degree:</p> <p>Option 1: <i>The All-Course Option</i> includes 33 semester credit hours of coursework, or 30 hours of coursework and receiving an external certification related to operations and supply chain management from ISM, ASQ, APICS, or SME (all are organizations that certify mastery of global supply chain management skills).</p> <p>Option 2: <i>The Project Option</i> includes 30 semester credit hours of coursework and at least an additional 3 semester credit hours of a degree project.</p> <p>Option 3: <i>The Thesis Option</i> includes 24 semester credit hours of coursework and at least 6 semester credit hours of a master’s thesis</p>																												
7. Faculty Profile	<p>The faculty in both Barton School of Business and College of Engineering possess terminal degrees in supply chain management, information systems, economics, analytics, and international business that are relevant and essential for the proposed Master of Science in Supply Chain Management. The core faculty group consists of six diverse faculty members from multiple disciplines: two from School of Business (Drs. Barut and Saeed) and four from College of Engineering (Drs. Buyuktahtakin, Krishnan, Weheba, and Yildirim).</p> <table border="1" data-bbox="542 1423 1531 1724"> <thead> <tr> <th>Faculty Name</th> <th>Ph.D.</th> <th>Faculty Rank</th> <th>Devoted to the Program</th> </tr> </thead> <tbody> <tr> <td>Mehmet Barut</td> <td>Yes</td> <td>Professor</td> <td>100%</td> </tr> <tr> <td>Khawaja Saeed</td> <td>Yes</td> <td>Professor</td> <td>25% Esra Buyuktahtakin</td> </tr> <tr> <td>Yes Assistant Professor</td> <td></td> <td>50% Gamal Weheba</td> <td>Yes Professor</td> </tr> <tr> <td></td> <td></td> <td>50%</td> <td></td> </tr> <tr> <td>Krishna Krishnan</td> <td>Yes</td> <td>Professor</td> <td>25%</td> </tr> <tr> <td>Mehmet Bayram</td> <td>Yes</td> <td>Professor</td> <td>50%</td> </tr> </tbody> </table>	Faculty Name	Ph.D.	Faculty Rank	Devoted to the Program	Mehmet Barut	Yes	Professor	100%	Khawaja Saeed	Yes	Professor	25% Esra Buyuktahtakin	Yes Assistant Professor		50% Gamal Weheba	Yes Professor			50%		Krishna Krishnan	Yes	Professor	25%	Mehmet Bayram	Yes	Professor	50%
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Mehmet Bayram	Yes	Professor	50%																										

8. Student Profile	<p>Students who will be drawn to this interdisciplinary degree will likely have interests in technology, engineering, mathematics, global awareness, and finance; similarly, students will have developing proficiencies in critical thinking, problem solving, managerial leadership, conceptualization, and communication.</p> <p>The potential student pool includes students with baccalaureate degrees as recent graduates interested in pursuing their education, as employees of companies with supply chain responsibilities, and/or as international students interested in the global perspective. Potential career pathways include corporate leadership, manager, trainer, consultant, or instructor.</p>
9. Academic Support	<p>All Global Supply Chain students will interact with program coordinators who provide routine basic tasks (advising, registration, course offering and scheduling, orientation, etc.). The WSU Information Technology Services (ITS) also offers telecommunication services, computer labs, networking and data center operations, web development, and data warehousing; WSU's library services provide a host of services, including research assistance, and printing and audio assistance.</p> <p>Furthermore, the program will be supported by the administrative staff currently available in Business School. Each college will assign a faculty member to the role of program coordinator to assist with the details of each of the two tracks.</p>
10. Facilities and Equipment	<p>No new physical facility or equipment is needed. Currently, there is no need for separate lab spaces and computer rooms. WSU's meeting and conference rooms will be utilized. When the new School of Business building is in place it is expected that the program will have its own physical facility and equipment.</p>
11. Program Review, Assessment, Accreditation	<p>The Global Supply Chain Management program will be reviewed and assessed within the School of Business and the College of Engineering with a focus on content, expectations, and learning outcomes. Assessment of student learning outcomes will be measured along such measures such as graduation rates, graduate exit surveys, participation in program forums, knowledge and skills assessments, and thesis and project evaluations.</p> <p>Teaching faculty, the program coordinators, and the Office of Academic Affairs will assess the educational soundness of the program.</p> <p>Additionally, this program will be included in the Board of Regents program review schedule for assessment. Specialized accreditation is not available for this degree.</p>
12. Costs, Financing	<p>For the implementation of this program, stipends for duties as program coordinators (one each in the School of Business and in the College of Engineering) totals \$6,000; salaries for two graduate assistants total \$10,400 (\$5,200 each). For the first year, these costs total \$16,400. In year two, it is expected that enrollment will necessitate the hiring of two additional faculty members (\$250,000). Adding this amount to the expenses encountered in the implementation year, the total is \$266,400. It is anticipated that no new faculty will be hired in the third year and the cost for the program will remain the same as in year two.</p> <p>Funding for the two faculty hires in year two will come from reallocation in Academic Affairs and a program fee. The stipend for program coordinators will be funded from an internal reallocation in both Colleges. It is anticipated that students in the Master of Science in Global Supply Chain Management program will be charged \$50 per credit hour program fee.</p>

**CURRICULUM OUTLINE
NEW DEGREE PROPOSALS**

Wichita State University

Students are able to earn Master degree in Global Operations and Supply Chain Management by choosing one of the following three options:

- **ALL COURSE OPTION:** 33 hours of coursework, or 30 hours of coursework and receiving an external certification related to operations and supply chain management from ISM, ASQ, APICS, or SME
- **PROJECT OPTION:** Course work plus Industry Project, 30 credit hours of coursework plus at least 3 credit hours of degree project
- **THESIS OPTION:** 24 credit hours of coursework and at least 6 credit hours of master’s thesis Students must submit a plan of study by the end of the first semester of enrollment.

The degree requires fifteen (15) credit hours of core courses, nine (9) credit hours of courses from a track, and electives to satisfy the degree requirements. There is a maximum of 9 credit hours of 500 or 600 level courses that can be taken in this program.

Course #	Title	Description
BLAW 810	Law & Ethics for Business	An understanding of the foundational principles of the legal system and the laws that impact business is essential to the business leader. Course provides an overview of the legal system and dispute resolution procedures, and covers specific legal topics of importance to business leaders, including contracts, torts, constitutional law, product liability, intellectual property, employment law, business entities and business regulation. It introduces students to ethical decision making processes, the major philosophical traditions in ethical theory, as well as principles of corporate governance, corporate responsibility and sustainability. The focus is on stimulating analytical thinking and class discussion about how to apply ethical principles to practical business situations.
DS 625	Global Procurement & Sourcing	This course is designed to expose learners to the latest supply chain trends and issues dealing with global purchasing and sourcing. Among the coverage are global sourcing management, purchasing management, financial and operational strategies for sourcing and procurement, diversity in sourcing and procurement, supplier base management, risks in sourcing and procurement, ethical and sustainable outsourcing. Life experience and practices by guest speakers from the area Multi-National Companies (Koch, Cargill, Spirit, Cessna and other Aviation companies, etc.) will be featured.
DS 875	Spreadsheet Modeling for Decision Making	Overview of decision making models used in various functions in business. Students learn to build and analyze the models in a spreadsheet and with different add-ins. Students acquire advanced analytical and spreadsheet skills that can make them better analysts regardless of their area of specialization. The course is example driven, covering various scenarios from business. Prerequisite: DS 850 or instructor’s consent.
DS 755	Project Management	This hands-on and project-based technology course establishes fundamental guidelines for defining the process of project management and designing time-constrained projects. Covers core methodology for managing complex projects on time. Uses a software tool.
DS 790	Global Logistics & Trans Management (New)	This project based course offers experimental decisions to challenging problems with global implications of an industry. Among the topics student will acquire knowledge are intermodal transportation, route selection, transportation regulations, contingency planning, international business ethics and regulations on logistics and distribution. Prerequisites: DS850/IME 553 and DS 625

DS 850	Operations Management	Develops an understanding of the operations function in a business and how it interfaces with other major functions in business. Students gain an appreciation of the strategic importance of operations and how a firm can gain competitive advantage through world-class performance by operations in delivering high-quality, cost competitive products and services. Builds a knowledge base of the concepts, tools and techniques related to designing, managing and improving operations. Helps managers, regardless of functional specialization, gain an operations perspective. Prerequisites: calculus and statistics.
DS 860	Enterprise Resource Planning	Provides an overview of Enterprise Resource Planning (ERP) and related systems like CRM. E-commerce systems are designed to assist an organization with the integration and management of its business processes. ERP systems can be expensive and time-consuming to implement. Topics covered include the ERP life cycle for implementation and change management. Students get hands-on exercises with ERP software, like SAP, if available. Prerequisite: DS 850 or equivalent.
DS 865	Supply Chain Management	Introduces concepts, models and solution approaches critical to managing a supply chain. Focuses on understanding how supply chain design and operation impact the performance of the company and its competitive advantage. Topics include strategy development, profitability, demand forecasting, inventory management, facility location, warehousing, transportation, network design and information sharing. Prerequisite: DS 850 or instructor's consent.
DS 890	Risk Management in Global Supply Chains (New)	Focuses on risk identification, assessment of their effects, and risk treatments. This course is based on industry experience and learnings from executive workshops and uses global based cases. Prerequisite: Core courses or instructor's consent
ECON 731	Applied Econometrics	Studies regression techniques through business, finance and economics examples. Reviews the fundamentals of statistics and covers practical model building, data collection, use of statistical software packages, interpretation of regression results and various diagnostic tests.
ECON 804	Managerial Economics	A survey of theoretical and analytical tools of economics that are useful in decision making by managers. Prerequisites: ECON 201, 202, or 800; one course in statistics; one course in calculus.
ENTR 706	Seminar in New Product & Technology Development	Provides a form to the function of idea commercialization. Examines the product development practices of successful, innovative companies and focuses on how customer needs can be translated into products and innovations. Students explore idea generation, market validation, prototype development, product concept testing, product launch strategies, post launch product evaluation, and managing innovative teams. Students apply learning through developing and testing a product idea that solves a customer problem.
FIN 625	International Financial Management	A study of the international financial and monetary system, emphasizing currency markets. This course also examines market instruments and techniques, including synthetic and derivative securities and their application to management of currency risk in international trade and finance
IB 836	International Business & Competitiveness	An introduction to international business administration with attention to the development of multinational business strategies considering the diverse economic, political, social and cultural dimensions of the environments that exist in both developed and developing areas of the world.
IB 601	International Marketing	Problems and procedures of marketing in foreign countries. Includes the effects of foreign cultures and marketing systems on the design of marketing programs. Course includes diversity content.
IME 550	Operations Research	Models and methods in operations research. Linear and quadratic programming. Network models and algorithms. Integer, dynamic and nonlinear programming. Unconstrained and constrained optimization. Prerequisite: MATH 511. Co-requisite: IME 254.

IME 553	Production Systems	Quantitative techniques used in the analysis and control of production systems. Includes forecasting, inventory models, operation planning and scheduling. Prerequisite: IME 254. Corequisite: IME 255.
IME 724	Statistical Methods for Engineers	For graduate students majoring in engineering. Students study and model real-life engineering problems and draw reliable conclusions through applications of probability theory and statistical techniques. Not available for undergraduate credit. Prerequisite: MATH 243.
IME 756	Data Visualization & Analytics (New)	Fundamentals of data visualization and how to communicate effectively with data; Using data, analysis, and systematic reasoning to make decisions that improve efficiency, risk-management, and profits
IME 783	Supply Chain Management	Quantitative and qualitative techniques used in the design and management of the supply chain. Includes distribution management, multi-plant coordination, optimal design of the logistics network, adequate safety stock levels and the risk pooling concept, and integrating decision support systems (DSS) in the management of the supply chain. Prerequisite: IME 553.
IME 790	Lean Supply Chains (New)	Covers lean opportunities and JIT in supply chain and logistics; Lean tools and warehouse; and Global lean supply chain and logistics. Understand methods to identify and eliminate waste in an organization's supply chain and logistics function
IME 863	Facilities & Logistics Mgmt. (IME 880K)	Quantitative and qualitative approaches to problems in logistics, facilities planning and design, emphasizing activity relationships, space requirements, materials handling and storage, and plant layout.
IME 865	Modeling & Analysis of Discrete Systems	Covers analytical and experimental techniques for the modeling and analysis of discrete systems with a focus on discrete event simulation of terminating and nonterminating systems. Course material includes some discussion of Markov Chains and Queuing Theory as they pertain to systems simulation. Systems applications come from the manufacturing and service sectors. Students investigate issues through readings, lectures and hands-on projects. Prerequisites: IME 553, 724, or instructor's consent.
IME 873	Warehousing & Distribution Analytics (New)	Understand the role warehousing and distribution in supply chains; introduction to material handling equipment and information technology tools in modern warehouses and distribution centers; provides today's state-of-the-art tools, metrics, and methodologies for dramatically increasing the effectiveness, accuracy, and overall productivity of warehousing operations
IME 883	Supply Chain Engineering	Provides state-of-the-art mathematical models, concepts, and solution methods important in the design, control, operation, and management of global supply chains by emphasizing a quantitative approach.
IME 960	Modeling & Computational Methods in SC	Enables students to understand the characteristic elements of integrated business logistics and supply chains; develop mathematical models; solve problems using operations research methods; develop optimization software professional optimization tools
MGMT 885	Strategic Management	An analysis of business problems from a strategic perspective. Builds on prior coursework to focus on a firm's ability to develop a sustainable competitive advantage. Firms studied represent a broad range of manufacturing and service, global and domestic, entrepreneurial and mature issues. Prerequisite: to be taken during last semester of student's program, or departmental consent.
MIS 600	Database Management Systems	Introduces various methodologies for conceptual data modeling including entity-relationship data modeling and object-oriented database design. Covers relational database management systems, the SQL standard and data administration issues. Students obtain hands-on development with SQL servers in a client/server environment in a required database programming project. Covers electronic commerce transaction processing, data warehousing, data mining and distributed database management.

MIS 750	Business Intelligence & Analytics	Introduces design and implementation of business intelligence systems for tactical, managerial and strategic level decision making. Addresses how organizational data and analytics support business performance management. Prepares managers for developing and implementing digital performance dashboards to monitor business processes and make informed decisions.
MIS 874	Management Information Systems	Explores the link between business strategy and information systems strategy. Addresses the organizational implications of investing in information systems and prepares managers with an understanding of the potential of information systems for value creation, while recognizing the uncertainties associated with it. Provides the necessary know-how to managers in using information systems for creating sustainable competitive advantage.
MIS 884	Database Planning & Management	Prepares students to deal with issues in planning and managing organization-wide integrated databases. Emphasizes logical database design and relational database implementation. Includes SQL, assuring database integrity, database conversion, database administration and data management.
MKT 803	Marketing Analysis	An application of the scientific method to the design and implementation of research procedures that support the need for management decision making, planning and strategy development in the marketplace.

IMPLEMENTATION YEAR:

Fiscal Summary for Proposed Academic Programs

Institution: Wichita State University
 Proposed Program: Master of Science in Global Supply Chain Management

Part I Anticipated Enrollment *	Implementation Year		Year 2		Year 3	
	Full- Time	Part- Time	Full- Time	Part- Time	Full- Time	Part-Time
A. Full-time, Part-time Headcount:	10 (9cr.)		30 (9 cr.hr./sem)		40 (9 cr.)	
B. Total SCH taken by all students in program	90 /semester		270 /semester		360 /semester	

Part II. Program Cost Projection

A. In implementation year one, list all identifiable General Use costs to the academic unit(s) and how they will be funded. In subsequent years, please include only the additional amount

	Implementation Year	Year	Year
<u>Costs:</u>			
Program Coordinator (Business)	\$3,000	\$3,000	\$3,000
Program Coordinator (Engineering)	\$3,000	\$3,000	\$3,000
Faculty (Business)	\$0	\$125,000*	\$125,000*
Faculty (Engineering)	\$0	\$125,000*	\$125,000*
Graduate Assistants (2) (\$5,200 each)	\$10,400	\$10,400	\$10,400
OOE	\$0	\$0	\$0
Total	\$16,400	\$266,400	\$266,400

*The amount does not include benefits which normally account for an additional 33% of the total salary. OOE provided by the College of Business/Dept., of Finance, Real Estate, and Decision

Recommend Approval of Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges

Summary

Each month community colleges and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received requests from Kansas City Kansas Community College to offer a Technical Certificate A in Biomanufacturing; from Labette Community College to offer an Associate of Applied Science degree in Welding Technology; and Salina Area Technical College to offer a Technical Certificate C in Practical Nursing. The programs submitted addressed all criteria requested and were subject to the 14-day comment period required by policy. The programs were reviewed by the Technical Education Authority and are recommended for approval.

Background

Community and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following:

- Program Description
- Demand for the Program
- Duplication of Existing Programs
- Faculty
- Costs and Funding
- Program Approval at the Institution Level

Kansas City Kansas Community College requests approval for the following program:

- Biomanufacturing (41.0303) – Technical Certificate A/16 credit hours

The proposed Biomanufacturing technical certificate program is a single semester program that prepares individuals on aseptic techniques and biosafety in animal health, medical, and food packaging facilities. Upon successful completion of the program, students will be eligible to obtain the Manufacturing Technician Level 1 (MT1) certification.

Development of Kansas City Kansas Community College's (KCKCC) initial Biomanufacturing training was developed out of relationship with the University of Kansas Medical Center (KUMC) and their need for continuing education focusing on Biomanufacturing. Dr. Elizabeth Wenske, Program Manager for KUMC Bioscience programs, designed Biomanufacturing courses that would train technicians for occupations within the Animal Health Corridor. Initial course offerings were made available to the public through KCKCC's Continuing Education department and workforce partnerships; resulting in graduates being hired by local companies including SAFC Bioscience Inc., Ceva Animal Health, and ThermoFisher.

Due to the success of the initial course offerings, KCKCC developed a Biomanufacturing Advisory Committee to further examine possible expansion of the course offerings. The advisory committee focused on obtaining a National Science Foundation (NSF) grant to develop curriculum and create a biomanufacturing lab. In 2015, the NSF awarded KCKCC \$315,797 in grant money to develop curriculum, create a biomanufacturing lab named the Kansas City Biomanufacturing Training Laboratory (KCBTL), and provide professional development (externships) to both high school and college level instructors.

The Kansas Department of Labor, Long-term Occupation Projections 2014-2024 indicate a state-wide growth rate of 11.9%, with a median annual wage of \$43,670 or about \$20.99 per hour. According to the state-wide projections, of the 620 jobs required in 2024, 66 will be new positions while 137 will be replacement jobs.

Currently, three institutions that offer similar programs using a different CIP code (41.0101). According to the 2016 Kansas Training Information Program (K-TIP) report, as a system, 11 students graduated and exited the higher education system with average wages ranging from \$32,608 to \$44,961.

KCKCC plans to begin the proposed Biotechnology program in January of 2018. The college estimated the initial cost to deliver the proposed program at approximately \$230,600 (\$86,000 salaries; \$46,000 equipment, \$6,000 tools and/or

supplies required for the program, \$2,400 instructional supplies/materials, \$35,000 in facility modification, \$1,200 in technology/software, \$3,000 in recruitment, \$36,000 Internship/Externships, and \$12,000 on conferences). The existing Dean of Mathematics Science and Business Technology will assume responsibility for the Biotechnology program. Two existing full-time Biology instructors will provide instruction for this program as part of their full-time load. One existing adjunct faculty from USD500 will be utilized. Existing space on campus has been renovated with the NSF grant money. Full-time instructor salaries have been imbedded into the operating costs of the college as these instructors also serve in the Biology department. Adjunct salaries are paid by student tuition. Equipment, facility modifications, recruitment costs, internships, externships, and conferences were paid for through the NSF grant. Technology and Software were paid for through institutional funds.

The proposed program was subject to the 14-day comment period from September 18, 2017 to October 5, 2017 during which no comments were received.

Labette Community College requests approval for the following program:

- Welding (48.0508) – Associate of Applied Science degree/64 credit hours; Technical Certificate B/32 credit hours; and Technical Certificate A/16 credit hours

The proposed Welding program is a four-semester program that prepares individuals to apply technical knowledge and skills to join or cut metal surfaces. Instruction includes arc welding, resistance welding, brazing and soldering, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidations-reduction reactions, welding metallurgy, welding processes and heat treating, structural design and applicable codes and standards. The program is consistent with statewide alignment of welding programs. Upon completion, students will be eligible to obtain American Welding Society student certifications.

The program was developed in response to a shortage of welders in Labette and Cherokee counties. Labette Community College (LCC), Parsons High School (USD503), and local business and industry partners developed a partnership in which LCC will develop and manage a college level welding program, USD503 will provide its welding lab to LCC for use during the high school day for high school students and at night for a traditional program, and business and industry will provide welding materials.

The Kansas Department of Labor, Long-term Occupation Projections 2014-2024 indicate a state-wide growth rate of 3.3%, with an annual median wage of \$35,770 per year or about \$16.87 per hour. Of the 6,657 Welding jobs required by 2024, 214 account for new jobs while 1,581 are replacement jobs.

Currently, twenty institutions offer a welding program. According to the 2016 K-TIP report, as a system, 313 students graduated and exited the higher education system with average wages ranging from \$11,725 to \$34,446. LCC plans to begin the proposed Welding program in January of 2018. The college estimated the initial cost to deliver the proposed program at approximately \$208,442 (\$8,442 salaries; \$100,000 in equipment, tools and supplies, instructional supplies and materials, and technology/software, \$100,000 steel). The existing Dean of Instruction will assume responsibility for the Welding program. One adjunct faculty member will be hired. The existing welding lab at Parsons High School will be utilized. The adjunct faculty salary will be paid by student tuition. Equipment, tools and supplies, instructional supplied and material will be donated by Parsons High School. Steel will be donated by local business and industry.

The proposed program was subject to the 14-day comment period from September 18, 2017 to October 5, 2017 during which no comments were received.

Salina Area Technical College requests approval for the following program:

- Practical Nursing (51.3901) – Technical Certificate C/46 credit hours

The proposed Practical Nursing (PN) program is a three-semester program to prepare individuals to assist in providing nursing care under the direction of a registered nurse or physician. The program includes instruction in taking patient vital signs, applying sterile dressings, patient health education, and assistance with examinations and treatment. Upon successful completion of the program, students will be eligible to sit for the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

The demand for the proposed Practical Nursing program is in response to the closing of the Brown Mackie PN program in Salina, KS. According to the Kansas Board of Nursing, average enrollment in Brown Mackie's PN program was 65 students per year. The void in educational opportunities is stressing an already stressed healthcare education system. Since Salina Area Technical College (SATC) began talks with local business and industry, the college has received detailed records of ten students requesting admission to the program.

The Kansas Department of Labor, Long-term Occupation Projections 2014-2024 indicate a state-wide growth rate of 9%, with an annual median wage of \$39,370 per year or about \$18.92 per hour. Of the 7,143 Practical Nursing jobs required by 2024, 592 account for new jobs while 1,599 are replacement jobs.

Currently, nineteen institutions offer a PN program. According to the 2016 K-TIP report, as a system, 279 students graduated and exited the higher education system with average wages ranging from \$26,286 to \$50,223.

SATC plans to begin the proposed Practical Nursing program in August of 2018. The college estimated the initial cost to deliver the proposed program at approximately \$214,700 (\$82,000 salaries; \$100,00 in equipment, \$30,000 in technology/software, and \$2,700 in accreditation). Rebecca Claus, Director of Nursing, will assume responsibility for the PN program. Existing space previously used for the SATC/HCC partnership will be utilized. Equipment and technology costs will be paid for through a combination of grants the institutions received: \$250,000 from regional foundations to update library and media facilities, and \$46,000 from the Kansas Department of Commerce's Jobs & Innovative Industry Skills Training (JIIST) grant. Accreditation costs will be paid for through the institutional funds.

The proposed program was subject to the 14-day comment period from September 18, 2017 to October 5, 2017 during which no comments were received.

Staff Recommendation

The new program request submitted by Kansas City Kansas Community College for a Technical Certificate A at 16 credit hours in Biomanufacturing has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Labette Community College for an Associate of Applied Science Degree at 64 credit hours, Technical Certificate B at 32 credit hours, and Technical Certificate A at 16 credit hours in Welding has been reviewed by the Technical Education Authority and is recommended for approval.

The new program request submitted by Salina Area Technical College for a Technical Certificate C at 46 credit hours in Practical Nursing has been reviewed by the Technical Education Authority and is recommended for approval.

Request to Seek Accreditation for a Program – Wichita State University

Summary and Recommendation:

Board policy requires state universities to seek approval prior to pursuing initial accreditation for an academic program at a state university. Wichita State University asks approval to seek accreditation for its School Counseling and Clinical Mental Health concentration areas in the Department of Counseling, Educational Leadership, Educational & School Psychology from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Staff recommends approval.

10/11/2017

Request

Wichita State University seeks approval for its Master of Education in Counseling (in School Counseling and Clinical Mental Health concentrations) in the College of Education to become accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Since 1981, CACREP has served as the premier accrediting organization of the Counseling profession, accrediting over 600 graduate counseling programs at over 270 institutions in the United States and throughout the world. These programs educate a diverse body of students currently totaling more than 39,000. CACREP programs graduate over 10,000 students annually.

The CACREP standards were developed and have been maintained by professional counselor educators and practitioners. The standards represent the Counseling profession's minimum knowledge and skill areas required to enter the profession. "The mission of CACREP is to promote the professional competence of counseling and related practitioners through the development of preparation standards; the encouragement of excellence in program development; and the accreditation of professional preparation programs (CACREP, 2017).

Rationale

CACREP accreditation is now required for graduates of counseling programs to be employed by the Veterans Administration. In 2010, the Institute of Medicine (IOM), at the request of Congress, examined the role of mental health counselors under the TRICARE program. The IOM recommended that only licensed professional counselors who graduate from a CACREP-accredited program be hired to work independently within the TRICARE system. Other federal agencies have followed suit by specifying CACREP in their hiring requirements, including the U.S. Department of Veterans Affairs and the Army Substance Abuse Program.

In 2013, "20/20: A Vision for the Future of Counseling," a group of 31 counseling organizations, came together to insure the future growth and direction of the counseling profession. The Education Work Group from 20/20, who proposed education requirements for counselor licensure, included the American Counseling Association (ACA) and the American Association of State Counseling Boards (AASCB), the co-sponsors of 20/20. This proposal recommended graduation from a CACREP-accredited mental health counseling or clinical mental health counseling program as the educational requirement for licensure.

In addition, The National Board for Certified Counselors (NBCC) has announced that after January 1, 2022, individuals applying for the National Certified Counselor (NCC) credential must hold their degree from a counselor education program accredited by CACREP. (*Counseling Today*, 2014). Most recently, ACA, AASCB, and CACREP signed onto the AMHCA-ACES-NBCC Portability Standards for Counselors (2017), which proposes that all state counseling licensure boards adopt the requirement of graduation from a CACREP-accredited counseling program for licensure.

These recent legislative changes make it imperative that Wichita State University seek CACREP accreditation for its counseling programs to ensure that its graduates will be eligible for employment, licensure, and board certification both in Kansas and across the United States.

Costs

The following costs are associated with seeking CACREP accreditation (provided internally through resources in the College of Education):

Application Fee: \$2,500
Site Visit Fee: \$4,000-\$10,000 (\$2,000 per (2-5) visitors)
Initial Accreditation Fee \$7,028 (\$3,514 per program)
Total Cost: \$13,528 - \$19,528

If accreditation is granted, the annual accreditation fee \$7,028 (\$3,514 per program).

Timeline

Prepare Self Study – Fall 2017
Submit Self-Study – by May 1, 2018
Potential Initial Site Visit – Fall 2018
Accreditation Results – Spring 2019

Recommendation

Staff recommends approval of this request.

ACA (2013). 20/20: A Vision for the Future of Counseling. Retrieved from <https://www.counseling.org/knowledge-center/20-20-a-vision-for-the-future-of-counseling>
AMHCA-ACES-NBCC Portability Standards for Counselors (2017). Retrieved from: http://www.nbcc.org/assets/eblast/AMHCA-ACES-NBCC_Portability_Plan.pdf
CACREP (2017). CACREP accreditation. Retrieved from: <http://www.cacrep.org/about-cacrep/>
Counseling Today, 2014. NCC will require graduation from a CACREP accredited program beginning in 2022
Retrieved from: <https://ct.counseling.org/2014/11/ncc-will-require-graduation-from-a-cacrep-accredited-program-beginning-in-2022/>

Performance Reports for Academic Year 2016

Summary and Recommendation: *In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2016 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.* 10-30-17

Background

Any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement. Institutions submitted reports to Board staff on performance for Academic Year 2016; these reports will be the basis of awarding any new funds in July 2018. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempt from these performance funding provisions.

Staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports and resubmitted. Consistent with the Board's performance funding guidelines, staff recommend the schools listed below receive 100% or 90% (as indicated) of any new funding for which they are eligible.

Community/Technical College	Funding Recommendation	Page
Cowley Community College	100% funding	33
Highland Community College	100% funding	36
Independence Community College	100% funding	39
Kansas City Kansas Community College	100% funding	42
Neosho County Community College	100% funding	45
Seward County Community College	100% funding	48
North Central Kansas Technical College	100% funding	51
Northwest Kansas Technical College	100% funding	54
Salina Area Technical College	100% funding	57
Wichita Area Technical College	100% funding	60
Colby Community College	90% funding	63
Dodge City Community College	90% or 100% funding	65
Garden City Community College	90% or 100% funding	68
Pratt Community College	90% or 100% funding	71

Cowley Community College Performance Report AY 2016

Fall 2016 FTE: 2,361

Contact Person: Harold Arnett

Phone and email: 620-441-6584; harold.arnett@cowley.edu

Date: 3/30/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of college ready cohort.	1	2009-10: 267/428=62.4% 2010-11: 280/448=62.5% 2011-12: 268/417=64.3% Baseline: 272/431=63.1%	69.4% (225/324)	↑	63.6% (175/275)	↑	64.3% (227/353)	↑
2. Increase the number of certificates and degrees awarded.	1	2009-10: 1083 2010-11: 1198 2011-12: 966 Baseline: 1082	927	↓	862	↓	853	↓
3. Increase the percentage of students employed or transferred.	2	AY2010: 598/1023=58.5% AY2011: 632/1119=56.5% AY2012: 554/915=60.5% Baseline: 1784/3057=58.4% %	57.3% (505/887)	↓	65.4% (570/871)	↑	61.3% (534/871)	↑
4. Increase the percentage of students who enroll in a remedial English course and then successfully complete Composition I with a grade of A, B, or C within the next two years.	1	2008-09: 116/307=37.8% 2009-10: 180/437=41.2% 2010-11: 205/529=38.8% Baseline: 167/424=39.3%	26.5% (200/755)	↓	38.8% (174/449)	↔	43.9% (176/401)	↑
5. Increase the percentage of students who enroll in a remedial mathematics course and then successfully complete College Algebra with a grade of A, B, or C within the next two years.	1	2008-09: 111/670=16.6% 2009-10: 129/664=19.4% 2010-11: 153/816=18.8% Baseline: 131/717=18.3%	26.5% (200/755)	↑	21.2% (148/698)	↑	33.9% (312/920)	↑
6. Increase the percentage of college-ready students that graduate (with an Associate's degree or college certificate) or transfer within three years of first becoming a full-time student at Cowley.	1	2008-09: 442/674=65.6% 2009-10: 458/787=58.2% 2010-11: 506/829=61.0% Baseline: 469/763=61.4%	65.3% (508/778)	↑	57.3% (450/786)	↓	44.2% (323/730)	↓

Cowley Community College Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of college-ready cohort.

Description: Our approach over the past two years was to make improvements to retention on a course by course basis with emphasis on math and English courses as they are often the largest stumbling blocks to earning a college degree. We implemented a First-Year Experience course that all full-time students are required to take, leveraged national strategies to improve remedial education (including acceleration and co-requisites), and are now taking steps to evaluate and improve the advising model we utilize to foster more personal relationships with students.

Outcome/Results:

Although not nearly as dramatic as the AY14 increase, we still managed a third consecutive year of improvement over the baseline. We have multiple contributors to this effort: 24/7 online tutoring, face-to-face tutoring, a terrific Student Support Services/TRIO grant team, advisors, faculty, affiliated staff, etc. We also have community participation through our "Adopt an Athlete" program. We are hoping that with several faculty participating in implementing *On Course* (a college success program) we will see additional improvement over the next three years.

Indicator 2: Increase the number of certificates and degrees awarded.

Description: Through increased efforts to improve retention, improvements in the quality and quantity of marketing to prospective students of all demographics, and greater connection to meet the needs of local business and industry, we expected an increase in the quantity of students awarded a certificate or degree. We sought to increase the number of certificates and degrees awarded by recruiting, retaining and educating our students in order to meet the standards of transfer institutions and local/regional employers.

Outcome/Results:

Like many other Kansas colleges, we have experienced a consistent decline in enrollment for the past several years. At the end of March, the president appointed a new executive director for enrollment management. This person has brought new energy and purpose to the position with improved results already evident. We are also stepping up our high school recruitment efforts and are making academic and athletic scholarships available to students living in northern Oklahoma. Combining increased recruitment with devoted efforts to increase persistence and completion should help reverse the trend of the past few years.

Indicator 3: Increase the percentage of students employed or transferred.

Description: We recognize we have a mission to educate both transfer and tech-oriented students. We continue developing articulation agreements with transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. We also continue developing and using advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce.

Outcome/Results:

Although not as good as the previous year, our percentage of employed or transferred students still shows improvement above the baseline year. We are working on arranging internships in our Graphic Design and CTE programs to help augment long term gains in this goal area.

Indicator 4: Increase the percentage of students who enroll in a remedial English course and then successfully complete Composition I with a grade of A, B, or C within the next two years.

Description: Although the majority of our students exceed the national average in reading and writing on the "Collegiate Assessment of Academic Proficiency" (CAAP) test which is administered to every one of our Associate degree students by ACT, many of our students entering our college require a remedial course in English. After evaluating successful strategies from around the nation, we implemented new strategies in English remediation including acceleration, instructional innovations and implementing co-requisite courses.

Outcome/Results:

We are very encouraged by this year's results! The accelerated learning program is now in its fourth year and it appears that it is becoming more effective. This year's results show a 13% increase in success rate over the previous year and a 66% increase over the low watermark set in AY2014.

We are still concerned, however, that 41.4% (166/401) of our students never attempted College English I after taking the developmental course. (It should be noted, though, that nearly 80% (129/166) of those opting not to attempt College English had a D, F or W in the developmental course. This seems to add credibility to the accelerated learning model; it has students enrolled in College English while they are taking a supplemental course to help alleviate the reading/writing deficiency. We are optimistic that blending principles from *On Course* with the accelerated learning model may help us have even greater success. (One of the teachers is piloting *On Course* with her developmental section this semester.)

Indicator 5: Increase the percentage of students who enroll in a remedial mathematics course and then successfully complete College Algebra with a grade of A, B, or C within the next two years.

Description: Cowley College has historically seen 70%-80% of our students exceed the national average in mathematics on “Collegiate Assessment of Academic Proficiency” (CAAP) test which is administered to every one of our Associate degree students by ACT. However, over 70% of our students who require one or more remedial mathematics courses never successfully complete College Algebra and therefore do not graduate. Similar to our English initiative, we have implemented acceleration and instructional innovations to improve the success of these students. After reviewing successful strategies from around the nation, our first step was to redefine, condense and accelerate our remedial education courses from three classes into one class (Intermediate Algebra) so that students can complete all remedial course content in one semester, still meet course objectives, and prevent fatigue from three straight semesters of math. An additional modification was to allow students to "skip" one level of developmental coursework by taking the higher level course with review included.

Outcome/Results:

After having seen the success rate decline in the previous report year, we are very encouraged to see very good improvement in this year's results! The success rate jumped from 21.2% to 33.9%, a sixty percent increase. We were especially glad to find that the success rate for students who took College Algebra with Review was very close the same rate as for students who had taken the full Intermediate Algebra course and subsequently enrolled in College Algebra. This option allows students to save time and money and very likely contributes to persistence since they don't have to take three, six or even nine hours of coursework that would not count toward their degree.

Indicator 6: Increase the percentage of college-ready students that graduate (with an Associate's degree or college certificate) or transfer within three years of initially becoming a full-time student at Cowley.

Description: We had believed that the various initiatives would have a significant impact on the performance of our students and helped them to graduate or transfer within three years of starting at Cowley College.

Outcome/Results:

Well, as good as the news was on the previous two indicators, it is disappointing on the final indicator. From the previous year, the proportion declined by 23% and is a third lower than the AY2014 percentage. At this point, we can speculate as to what the explanation may be: multiple years of disruptive administration changeover caught up with the institution (i.e. five acting presidents during a four-year span from 2012-2015), SIS changeover with concomitant aggravations (e.g., student alerts for at-risk students were unavailable for two semesters, trouble accessing accurate and reliable student billing information, etc.), high employee turnover (i.e. high volume of retirements, particularly advisors, alongside standard turnover during the last five years). Things seem to be improving on all fronts, but this finding will require some deliberate institutional introspective. This finding also runs counter to the much more stable number of certificates earned. So, additional research will be needed.

Highland Community College Performance Report AY 2016

Fall 2016 FTE: 2,161

Contact Person: Erin Shaw, Ph.D.

Phone and email: 785-442-6012; eshaw@highlandcc.edu

Date: 8/25/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the number of HCC degrees and/or certificates awarded.	1	2010 760 2011 619 2012 602 Baseline: 660	650	↓	613	↓	666	↑
2. Increase the percentage of graduates (certificate and degree) employed and transferred in Kansas one year after completion.	2	2010 409/723 56.7% 2011 314/577 54.4% 2012 325/554 58.7% Baseline: 1048/1854 56.5%	55.6% (334/601)	↓	63% (388/616)	↑	59.3% (365/616)	↑
3. Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	2011 21 2012 32 2013 26 Baseline: 26.3	42	↑	34	↑	38	↑
4. Increase the percentage of students passing Fundamentals of Math (our lowest level developmental class level).	1	2009 60/122 49% 2010 67/126 53% 2013 46/84 55% Baseline: 173/332 52%	56% (93/149)	↑	60.9% (95/156)	↑	62.3% (94/151)	↑
5. Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	2010 NA/New Program 2011: 79% (15/19) 2012: 88.8% (16/18) Baseline: 83.8% (31/37)	100% (20/20)	↑	70% (14/20)	↓	94.74% (18/19)	↑
6. Increase the number of Tech Center students obtaining satisfactory ratings in HCC's Common Learning Outcome, responsibility, upon completion of their programs. (This is an institutional specific quality measure, relating to but not directly measuring employment.)	2	2010 42/208 20% 2011 57/248 23 % 2012 52/230 19% Baseline: 151/686 22%	24% (57/232)	↑	26% (61/234)	↑	25% (86/344)	↑

Highland Community College Performance Report AY 2016

Indicator 1: Increase the number of HCC diplomas and/or certificates awarded.

Description: In AY2016, HCC continued improving academic advising. A faculty member took on additional duties as an interim Director of Advising. He strengthened communication between students and advisors, promoted the importance of academic advising, and in cooperation with the Registrar's office, increased the number of reminders about important enrollment and drop deadlines. HCC advisors and staff also promoted reverse transfer more heavily as these processes were clarified and strengthened with transfer partner institutions across the state. Additionally, in AY2016, the Registrar's Office was more proactive about completing graduation checks so students were better informed of their time to degree than in the past. Prior to AY2016, students had to print, complete, and submit a paper grad check form. In AY2016, a fillable web form was created which simplified the process and therefore students could request this essential information more easily. With this grad check, students were more informed about how any transfer credits would apply to their HCC degree and had an accurate assessment of their remaining requirements. Armed with this information, more students realized when they were ready to apply for graduation and saw whether they could complete their degree prior to transferring or whether they would need to do reverse transfer and then advisors could assist accordingly.

Outcome/Results: 666 degrees and/or certificates were awarded during AY 2016.

Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.

Description: 365 represents the number of HCC graduates who were employed in their program field or transferred to a Kansas public college out of 616 total graduates. One of the greatest influences on this measure was the exceptional work the HCC Atchison Technical Center Director and the Western Center Director did building partnerships with NE Kansas business and industry. Both individuals held countless meetings to network regarding jobs for our graduates as well as ensuring our programs were aligning with the needs of these companies. Our nursing graduates also continue to be sought after by area hospitals and BSN programs.

Outcome/Results: 59.3% (365/616) of HCC graduates were employed in their program field or transferred to a Kansas public college.

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).

Description: Represents the number of students at the HCC-Tech Center, Atchison, KS who earned a satisfactory score on the KCWR examination. The increase over AY15, resulted from strong encouragement for high students to complete the KCWR from both Atchison Technical Center instructors and staff and high school counselors and administrators.

Outcome/Results: 38 students earned a Kansas Certificate of Work Readiness

Indicator 4: Increase the percentage of students passing Fundamentals of Math.

Description: One hundred fifty-one represents the total number of students who placed into MAT 090 Fundamentals of Math, while 94 represents the number of students who completed the course with a passing grade during their first attempt. Fundamentals of Mathematics is a credit/no credit course so passing is determined by earning a D or higher in the course and therefore earning credit. These 94 students met the pre-requisite for MAT 100 Beginning Algebra or MAT 102 Technical Mathematics by successfully completing MAT 090. HCC continues to monitor slow but steady increases in the success rate for Fundamentals of Math after implementing a hybrid lecture/computer-assisted learning program for students who require basic mathematics skills. This computer-assisted program provides individualized, prescriptive practice. It is also mastery-based learning so students must achieve 80% success on a lesson before they are allowed to advance to the next lesson.

Outcome/Results: 62.3% (94/151) of students passed Fundamentals of Mathematics on their first attempt.

Indicator 5: Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.

Description: Represents the number of students who, upon completing the PN to RN bridge program in AY 2016, passed the NCLEX certification examination on the first attempt. The Kansas State Board of Nursing requires nursing programs to have a first time pass rate of 75% to remain certified. It is especially challenging for small programs to obtain and maintain pass rates in the 90% range each year. In response to a lower 1st time pass rate in AY2015, HCC nursing faculty instituted a policy which requires all nursing students to take and pass the NCLEX Live Review prior to taking the certification exam. Of the 19 students who successfully completed the program in AY2016, 18 passed the exam on the first attempt.

Outcome/Results: 94.74% (18/19)

Indicator 6: Increase the number of Tech Center students obtaining satisfactory ratings in HCC's Common Learning Outcome, responsibility, upon completion of their programs.

Description: Employers lament the shortage of prospective employees with “soft skills” and at HCC we understand the importance of these skills in gaining and keeping employment. At Highland, we converted our previous Common Learning Outcomes to Shared Performance Expectations (SPEs) to emphasize the importance of these skills across all students, faculty, and staff. Our Shared Performance Expectations are 1) Be Competent at Your Work, 2) Communicate Effectively, 3) Respect Others, 4) Make Good Decisions, 5) Act Responsibly, and 6) Work Effectively on Teams. For AY2016, instructors used a standardized rubric to evaluate a student’s ability to Act Responsibly. 25 percent represents the 86 out of 344 technical program students who demonstrated a “3” or above on a 5-point scale on all of the following measures: a) on time to class, b) in proper uniform c) prepared to work, d) academic work prepared and completed, e) willing to help others and receive help, f) able to complete work in a timely manner, g) accountable for attendance, and h) fully participated in class activities or discussion. Instructors evaluated students while they were engaged in classroom, clinical, laboratory, and shop activities. Although this result shows an increase over the previous baseline in the area of workplace-ready behaviors, the HCC Assessment Team is working with the Career Technical Faculty to refine methods of measurement moving forward. Also, the increase in both numerator and denominator is a result of assessing a broader range of program students and not just completers.

Outcome/Results: 25% (86/344)

Independence Community College Performance Report AY 2016

Fall 2016 FTE: 761

Contact Person: Kara Wheeler

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Date: 8/17/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of college ready cohort	1	2009--50.5% (55/109) 2010--40.0% (42/105) 2011--45.0% (54/120) Baseline: 45.2% (151/334)	33.3% (50/150)	↓	43.9% (43/98)	↓	52.9% (82/155)	↑
2. Increase number of certificates and degrees awarded to ICC students	1	2010--337 2011--310 2012--360 Baseline: 349	272	↓	214	↓	208	↓
3. Increase performance of students on core academic skills, taken from the National Community College Benchmarking Project data on Core General Education courses	2	F 2010--84.3% F 2011--76.6% F 2012--80.6% Baseline: 80.5%	83%	↑	76.6%	↓	84%	↑
4. Improve student success (A, B, or C) in College Algebra following a developmental math course (NCCBP Data)		F 2009 Cohort--76.0% (19/25) F 2010 Cohort--70.2% (33/47) F 2011 Cohort--57.1% (16/28) Baseline: 67.8%	61.2% (30/49)	↓	67.4% (31/46)	↔	74% (37/50)	↑
5. Increase percentage of students who achieve a 2.0 or higher semester GPA after being placed on Academic Probation		S/F2010--23% (28/124) S/F2011--14% (19/138) S/F2012--39% (27/70) Baseline: 22%	13% (17/131)	↓	13% (7/53)	↓	8% (4/53)	↓
6. Improve percentage of students who successfully complete (A, B, or C) online courses.		F10/S11--63.5% (815/1284) F11/S12--62.5% (831/1330) F12/S13--65.3% (678/1038) Baseline: 63.8%	67% (312/433)	↑	76% (109/144)	↑	66% (96/146)	↑

Independence Community College Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of college ready cohort.

Description: ICC defines “college-ready” as those students whose placement scores qualify them for immediate enrollment in college-level English and math coursework. The cohort represents those students who are college ready and enrolled in Associates degree programs.

Outcome/Results: *Retention increased from the baseline, and was above the required 45.2%. As stated last year, we believe we are showing steady improvement in this area due to better advising of current students.*

Indicator 2: Increase number of certificates and degrees awarded to ICC students.

Description: ICC believes that completion of a certificate or degree program increases the probability of either gainful employment or continued success in a baccalaureate program for its students. AY 2013 interventions include expansion of the enrollment requirement in College Success, ICC's first year experience course from new, full time residential freshmen to all new full time freshmen; the creation of a full time, director-level Online Education position and dedicated department budget; increased expectations for course structure and student/instructor engagement in the online format; the creation of an additional full time Academic Advising/Tutoring position; and expansion of tutoring services including increased physical facilities, departmental budget, and services to students not qualifying for TRiO services.

Outcome/Results: *While all the above were great additions to ICC, it did not account for the economic improvement of the nation and the decreased number of students attending ICC from the baseline years. While we will continue to strive for better numbers, we also understand that this piece of data plays into the bigger goal of the community college—transfer. This year we will try to improve our relationships with Pitt-State to increase how many of our students participate in reverse-transfer. We look forward to KBOR’s work to help improve this process for all community colleges across the state as was mentioned at the Data Conference in June.*

Indicator 3: Increase performance of students on core academic skills, taken from the National Community College Benchmarking Project data on Core General Education courses.

Description: The National Community College Benchmarking Project (NCCBP) provides ICC with invaluable data about the general education courses at the core of every two-year degree: English Composition I and II, College Algebra, and Public Speaking. Reported data reflects the mean score for all students completing those courses with final grades of A, B, or C.

Outcome/Results: *ICC was able to exceed our baseline goal of 80.5% by reaching 84%, or 577/685. This is the mean score of all the median scores of the four courses. We believe this reflects the work of the English Instructors drilling down into their assessment data at the end of the academic year to analyze where students showed strengths as well as weaknesses, and then adjusting their teaching based on this data. While Speech remained high, we did see an increase in the number of students who passed College Algebra with an A, B, or C. The percentages reported in the previous year compared to this year are below:*

Course	Median (50 th Percentile) (2014)	Median (50 th Percentile) (2015)
<i>Comp I</i>	81.24%	82%--239/293
<i>Comp II</i>	81.09%	87%--68/78
<i>Algebra</i>	75.08%	81%--151/187
<i>Speech</i>	87.19%	94%--119/127

Indicator 4: Improve students' success in College Algebra following a developmental math course.

Description: Many of ICC's degree seeking students come unprepared to enroll immediately in College Algebra. In response to this, The College evaluated and redesigned its developmental math course progression prior to AY 2011 in hopes to prepare students more quickly for this gateway course.

Outcome/Results: *ICC exceeded the baseline expectations by coming in at 74%. We believe this reflects the efforts of the math faculty to continue to improve the instructional methods used in their courses, along with giving more options to students. An example of this is a bridge program that allows students to move as a cohort through Elementary Algebra to Intermediate Algebra, or Intermediate Algebra to College Algebra in 8 week courses. We also allow students to waive their recommended placement testing results if they feel motivated to try and start the next course up. This takes into consideration a student's intrinsic motivation to complete a more difficult course, and does not tie them down to a long developmental sequence.*

Indicator 5: Increase percentage of students who achieve a 2.0 or higher semester GPA after being placed on Academic Probation.

Description: Academic Probation occurs when students do not achieve a 2.0 semester grade point average. It is intended to be an intervention in order to identify students who need assistance and to provide that assistance for them whenever and wherever possible. As a measurement, we determined the number of students placed on academic probation and how many of those students earned a semester grade point average of 2.0 or better in their next semester.

Outcome/Results: *ICC did not meet the baseline. 53 students were put on probation – 8 of the 53 students returned for fall; of the 8 who returned, 4 achieved a minimum term GPA of 2.0. We find issue with the number of students who did not return who were put on probation, which shows a negative effect in retention efforts, which is why this indicator was put into place originally. ICC has chosen to go in another direction with Probation due to the data received from this Indicator, and also have removed it from the 2017-19 KPI report.*

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses.

Description: ICC recognizes the increasing student need for courses available in the online format and is currently seeking accreditation at the program level from the Higher Learning Commission. The Director of Online Education, hired by the College at the beginning of AY 2013, worked with the full time faculty to develop new processes and quality checks for both instructors and students in order to improve student achievement and course success rates. Success rates are determined by the number of A,B,C, and P grades in online courses divided by the number of A,B,C,D,F, and P grades in online courses.

Outcome/Results: *ICC's percentage was at 66%, a 3% increase over the baseline. We attribute this success to meeting HLC's requirements for an accredited program, but also showing the rapid increase of the number of online courses offered. We will continue to strive for rigor and quality in all of our online courses through semester evaluations and better training for both full-time and part-time faculty.*

Kansas City Kansas Community College Performance Report AY 2016

Fall 2016 FTE: 3,619

Contact Person: Baz Abouelenein

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Date: 7/18/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the First to Second Year Retention Rate of First Time Full Time College Ready students	1	2009: 50.6% (199/393) 2010: 52.3% (230/440) 2011: 51.0% (171/335) Baseline: 51.3%	55.3%	↑	52.4% (161/307)	↓	60.7% (193/318)	↑
2. Increase the Number of Certificates and Degrees Awarded	1	2010: 1,188 2011: 1,369 2012: 1,411 Baseline: 1,323	1,217	↓	1,324	↑	1,257	↓
3. Increase the number of graduates/completers who were employed or transferred	2	2010: 55.8% (650/1,164) 2011: 53.3% (716/1,343) 2012: 53.1% (725/1,365) Baseline: 54.0%	55.1% (692/1,257)	↑	66.2% (795/1,201)	↑	56.4% (677/1201)	↑
4. Increase the Percent of Students Completing Required Developmental Math Courses (MATH 97 and MATH99) with a C or above		2010-11: 71.9% (892/1,240) 2011-12: 71.2% (907/1,261) 2012-13: 54.6% (707/1,296) Baseline: 65.9%	67.3% (621/923)	↑	61.7% (550/892)	↓	75.3% (590/784)	↑
5. Increase the Number of Hispanic Students Enrolled at KCKCC	1	2010: 990 2011: 1,111 2012: 1,296 Baseline: 1,132	1,310	↑	1,441	↑	1,482	↑
6. Improve the completion rate for ENGL0101 by students who successfully completed ENGL0099 prior to being able to enroll in ENGL0101		2010: 69.4% (184/265) 2011: 66.0% (206/312) 2012: 67.9% (210/309) Baseline: 66.4 (600/886)	66.4% (85/128)	↔	66.9% (101/151)	↑	65.2% (101/155)	↓

Kansas City Kansas Community College Performance Report AY 2016

Indicator 1: Increase the First to Second Year Retention Rate of First Time Full Time College Ready students

Description: The First to Second Year Retention Rate measures the percentage of the college-ready cohort who enrolled the following fall semester. The college-ready cohort is defined as “first-time, full-time, degree seeking students who are not enrolled in any developmental courses in the fall semester.” The measure tells us what percentage of students came back and enrolled in Fall 2015 semester out of all the students who first enrolled at KCKCC in Fall 2014.

Outcome/Results: After a slight decline from AY 2014 to AY 2015, the first to second year retention rate of first-time, full-time college ready students increased 8.3% in AY 2016 and also represents a 9.4% increase over the baseline of 51.3%. For the past few academic years, KCKCC has implemented Mandatory Advising to students whose cumulative credit hours are less than 30 and KCKCC has been utilizing Electronic Degree Audit which allows students and Student Success Advisors to track progress towards degree and/or certificate completion. In addition, KCKCC has been using an Early Alert System which provides Student Success Advisors real-time data and allows them to provide prompt academic advising support to students. More recently, KCKCC has constructed a Learning Commons which provides students with many academic support services including tutoring in reading, writing and math and the Learning Commons houses KCKCC’s TRiO program.

Indicator 2: Increase the Number of Certificates and Degrees Awarded

Description: The Number of Certificates and Degrees Awarded measures the total number of certificates and degrees awarded during 2014-15 academic year as indicated in the Kansas Higher Educational Data System.

Outcome/Results: Since AY 2010, the number of certificates and degrees awarded at KCKCC has fluctuated greatly. In AY 2016 the number of degrees and certificates awarded was 1,257, which represents a decrease since AY 2015 and is lower than the baseline. KCKCC’s TRiO program is now completely staffed and efforts to increase degree and/or certificate attainment for the TRiO student population are fully operational. Next year will be the first full academic year for the Learning Commons and early indications are that more students are utilizing the services offered than in previous academic years. Also, in 2016 the Center for Teaching Excellence (CTE) at KCKCC was established and is fully staffed and operational. Through the TRiO program, the Learning Commons and the CTE, KCKCC intends to increase the number of degrees and certificates awarded in future academic years. KCKCC has partnered with a diploma completion program which supports the funding of co-enrollment for certificate and degree programs. This outreach effort draws additional non-traditional population, which will increase the number of certificates and degrees awarded. This program provides direct and indirect tutoring and other educational supports to assist with degree/certificate completion.

Indicator 3: Increase the Percent of Students Employed or Transferred

Description: The Percent of Students Employed or Transferred is defined as the percent of the students who are employed in Kansas or transferred to a Kansas public institution after their graduation at KCKCC each year.

Outcome/Results: For the third consecutive academic year, the percent of graduates/completers who were employed or transferred increased from the baseline. In AY 2016 the percent of KCKCC graduates and completers who were employed or transferred was 56.4% compared to a baseline of 54%. However, the AY 2016 percentage is somewhat lower than the AY 2015 percentage. While KCKCC is still above the baseline, the academic year decrease could be due to the completion of the TAACCT grant KCKCC was awarded. KCKCC continues to increase efforts in offering all-inclusive workforce development and career planning assistance to our students. Through the Entrepreneurship and Workforce Center, KCKCC has increased the number of partnerships within our service area to support an increase in the percentage of employed students. This not only includes a continuation in our partnership with Workforce Partnership and the Unified Government; it additionally includes industry level partnerships allowing more, direct access to our students. We have instituted a new online system to make the process easier for companies to post jobs, view student resumes, and schedule small hiring events for specific placement. During the first 2 months of launching the system, over 200 employers registered, posted jobs, and agreed this is a more effective way to connect with and hire students. We believe this will support and increase in the employment rate. Also, greater efforts have been placed in the vocational assessment and placement of those students with intellectual

and developmental disabilities (I/DD). The Entrepreneurship and Workforce Center has purchases assessments and is working with the Vocational Fit Assessment in conjunction with the Counseling and Advocacy Center to map competencies for the I/DD population for the purpose of increased employment and appropriate placement. Additionally, KCKCC has established a more structured process to support the entrepreneurial endeavors of our students. This has resulted in additional revenue being generated for our students.

Indicator 4: Increase the Percent of Students Completing Required Developmental Math Courses (MATH 97 and MATH99) with a C or above.

Description: The Success Rates of Developmental Math Students is calculated by dividing the number of students who completed MATH97 or MATH99 with a grade of A, B, or C by the total number of students who completed MATH97 or MATH99 in an academic year. The bottom number excludes any students with a grade of AUD - audit, I – incomplete, or W /WA – withdrawal as these grades are often due to the non-academic difficulties experienced by students.

Outcome/Results: After a slight decline from AY 2014 to AY 2015, success rates for developmental Math students increased significantly over the baseline and from AY 2015 to AY 2016. In AY 2016, the percentage of developmental Math students who successfully completed Math 97 and Math 99 increased to 75.3%. This represents an increase of 9.4% over the baseline and an increase of 13.6% over AY 2015. A few years ago, KCKCC’s math department re-designed the developmental math curriculum to assist students in developmental courses. Since the re-design was implemented, math faculty have continued to make improvements to the curriculum and student support services. Additionally, the department added an additional full-time math faculty member to increase the support to developmental students.

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

Description: This indicator is the total unduplicated number of Hispanic students enrolled in an academic year. It includes both first-time and returning students.

Outcome/Results: The number of Hispanic students enrolled at KCKCC has been steadily increasing since 2010. In AY 2016, 1,482 Hispanic students were enrolled at KCKCC, which represents a 31% increase above the baseline. KCKCC has a solid history with outreach and partnerships with Hispanic community groups and organizations. Two KCKCC staff members and the Chair of KCKCC’s Board of Trustees are on the Board of Directors of El Centro and several instructors and staff members collaborated with El Centro to collect immigrant stories and presented these stories publicly at El Centro and KCKCC. Three KCKCC staff members also serve on the BizFest planning committee and one of these staff members received the Greater Kansas City Hispanic Collaborative Chairman’s award for 2016. Several staff members also volunteer with the Hispanic Chamber of Commerce, partner with the Kansas City Kansas Public Schools and the Olathe Latino Coalition. KCKCC continues to invest in outreach and partnerships within the Hispanic community and it is our expectation that as these partnerships continue to solidify, Hispanic enrollment at KCKCC will continue to increase. The Workforce and Entrepreneurship Center at KCKCC has also partnered at the state level with the Department of Commerce’s Corporate Latin American Affairs Department, the Hispanic Economic Development Corporation, and its current connections with El Centro to develop a coalition to support not only the enrollment increase, but also the cultural support system and career placement of that population. This will directly support enrollment and retention of Hispanic students.

Indicator 6: Improve the completion rate for ENGL0101 by students who successfully completed ENGL0099 prior to being able to enroll in ENGL0101.

Description: The completion rate is defined as the number of students who received a final grade of A, B, or C in ENGL 101 divided by the total number of students who enrolled in ENGL0101 after successfully completing ENGL0099. This indicator measures the successful transition rate from the developmental course (ENGL0099) to the successful completion of the college level English course (ENGL0101).

Outcome/Results: The successful completion rate of ENGL0099 students declined slightly compared to the baseline (1.2%) but it has remained fairly consistent over the past three academic years. In AY 2016 a pilot project was implemented which consisted of offering a section of ENGL0099 in the fall and a section of ENGL0101 during the spring. These courses had the same instructor and the same students over the course of two semesters. English faculty are currently reviewing this model to determine areas of success and opportunities for improvement. KCKCC hopes that this model will be expanded and continue to be implemented in future semesters. Additionally, faculty are still provided incentives to use their office hours to offer tutorial services and one on one instruction to students and faculty continue to develop a more prescriptive curriculum for all adjunct faculty teaching ENGL0099 and ENGL0101. Faculty members are also planning to distribute and review the ENGL0101 syllabi with ENGL0099 students so they can have an understanding of the relationship between ENGL0099 and ENGL0101.

Neosho County Community College Performance Report AY 2016

Fall 2016 FTE: 1,295

Contact Person: Sarah Robb

Phone and email: 620-431-2820, ext 212; sarah_robb@neosho.edu

Date: 8/22/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase total number of certificates and degrees awarded as indicated in KHEDS	1	2010=1,082 2011=1,092 2012=1,022 Baseline: 1,065	899	↓	935	↓	758	↓
2. Increase student performance on assessment of student learning for analytical thinking	2	2010=73% 2011=72% 2012=78% Baseline: 74%	80%	↑	78% (277/356)	↑	78% (277/356)	↑
3. Increase third-party credentials and WorkKeys (if applicable)	2	7 CTE progs/2010 @ 88% 7 CTE progs/2011 @ 88% 10 CTE progs/2012 = 92% Baseline: 89%	10 CTE Progs – 96% (554/573)	↑	10 CTE Progs – 94% (361/384)	↑	97% (344/354)	↑
4. Increase % of students who complete developmental writing with at least a grade of C	1	Fall 10: 66% (49/74) Fall 11: 60% (114/190) Fall 12: 72% (112/156) Baseline: 66%	81% (119/147)	↑	79% (101/131)	↑	87% (94/108)	↑
5. Increase completion % of students who complete Composition I with at least a grade of C after completing developmental writing	1	Fall 10: 71% (35/49) Fall 11: 60% (68/114) Fall 12: 63% (71/112) Baseline: 64%	60% (53/88)	↓	81% (113/139)	↑	79% (79/100)	↑
6. Increase student performance in core outcomes of state transfer core courses	1	2011:78% 2012:78% 2013:77% Baseline: 77	77%	↔	79% (1,656/21)	↑	80% (1,685/21)	↑

Neosho County Community College Performance Report AY 2016

Indicator 1: Total number of certificates and degrees awarded as indicated in KHEDS

Description: NCCC will increase the total number of certificates and degrees awarded, based from the 3-year baseline data (2010-2012). NCCC provides critical CTE programs throughout its service area and online, in addition to transfer education. **Strategy:** the completion rate for CTE will be especially emphasized due to the Governor's Career and Technology Education Initiative, and transfer degree completion may rise due to increased reverse transfer processes with state universities.

Outcome/Results: The number of certificates and degrees awarded decreased from the baseline. The overall decline in enrollment is one reason for this, in addition to the reduction in CNA and CMA students due to changes in the NCCC nursing program. Emphasis has been placed on reverse transfer opportunities, however NCCC has yet to see significant impacts in completion numbers based on this opportunity. The changes in our nursing program are still being evaluated and depending on the outcome, NCCC's nursing program may revisit the degree requirements. It can prove difficult, however to manage the expectations of the nursing accrediting bodies (with regard to limiting total credit hours) and the needs and success of our students. If an external accreditor indicates a reduction in credit hour requirements, CNA and CMA are expendable experiences from the point of view of curriculum developers. In addition to the strategies mentioned, the Student Learning Division of NCCC is evaluating the possibility of automatic granting of degrees/certificates – without the student stimulating the process through an intent form.

Indicator 2: Performance of students on institutional quality measures

Description: NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. NCCC uses a comprehensive method for assessment, including specific learning outcomes in targeted courses which gauge analytical thinking. Instructors provide the assessment rating per course every academic term. For the past three years 14 academic courses have been used to assess analytical thinking ability over 38 course outcomes. An average of more than 5,500(duplicated) students are enrolled in these courses per academic year, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor rating. The NCCC assessment process has been recognized for its excellence by the Higher Learning Commission as well as the Community College Futures Bellwether Prize event. NCCC will strive to sustain and increase student performance with analytical thinking, which is a key learning component within Foresight 2020 (critical thinking).

Outcome/Results: This average remains 4 percentage points above the baseline, which is a success. This outcome score is an average of 39 individual weighted course outcome scores (adjusted from 38 in AY15), therefore the numerator and denominator need to be explained. There were a total of 356 individual outcome scores (multiple sections during the AY that assessed the 39 outcomes), and 277 of them met or exceeded the goal. Although this result looks exactly like the AY 2015 data, it is just a coincidence that the totals remained the same, when you drill into the data, there are differences in which course outcomes were met between AY15 to AY16. We maintain a focus on analytical thinking as one of our four general education learning outcomes and with an increase from the baseline of 74%, it has proven to be a success. NCCC plans to update the reporting mechanism for faculty members to report their assessment of student learning data in the fall of 2017. The new system continues to encourage faculty to use formative, integrative assessment methodologies to improve student learning.

Indicator 3: Third party technical credentials and WorkKeys, if applicable

Description: NCCC will increase the pass rate of students in CTE programs of study which require third party technical credentials, or in achieving at least the bronze level of the WorkKeys Career Readiness Assessment for programs without required external credential. The baseline data has been developed from the pass rate of CTE program reports for AY 10, AY11 and AY12. This proposed indicator compliments Indicator 1 related to total number of certificates and degrees awarded.

Outcome/Results: During AY16, we have continued to maintain a high pass rate for third party technical credentials. The total number of students attempting the skills assessments has reduced, however we continue to excel in pass rates and have increased our rate to 97%. The technical skills assessments include industry recognized credentials for construction, certified med aid and nurse aid, EMT, Medical Assistant, HVAC, Occupational Therapy Assistant, Phlebotomy and others.

Indicator 4: Strengthen student performance in developmental writing

Description: NCCC will increase student academic success in developmental writing. The college's performance agreement ending in 2012 had an indicator based on using CAAP test scores to increase writing and English skills. NCCC students performed well with the essay component. Data with the new developmental writing curriculum developed during that earlier assessment period now indicates that successful completion of the pre-composition course must be emphasized. NCCC will seek to increase student success, *meaning a letter grade of C or higher in the course*, per academic year, developed from baseline data of the pre-composition course from 2010-12.

Outcome/Results: The success in developmental writing skyrocketed in AY16 to an outstanding 87%. This indicates that 94 out of the 108 students enrolled in Pre-Composition during this year were successful with a C or better. The credit for this improvement must go to the continued hard work and consistency provided by the faculty who teach these sections. Pre-Composition is offered at NCCC as both a full semester course, and an eight week bridge class that transitions a student directly into Comp I. We have also experimented with co-enrollment, but it was not as successful and we limited that experiment to one semester.

Indicator 5: Strengthen student success in college level English after completing developmental writing

Description: NCCC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the NCCC accreditation self-study indicated a need to review student success in Composition I after successfully completing Pre-Composition. NCCC proposes strengthening student success from developmental through college level writing so that at least 2/3 of those students are successful by 2016.

Outcome/Results: The result of 79% success in Comp I after a student has taken Pre-Composition is a marked improvement from the baseline established. Again, credit is due to the consistency in the curriculum and instruction. Faculty members in English work effectively with one another to ensure that the curriculum provided in the sequence of courses provides the appropriate building blocks for student success. For a further analysis, out of the 79 students who passed Comp I with a C or better, 59 of them had an A or B in the class.

Indicator 6: Strengthen student success with transfer core outcomes through assessment of student learning process

Description: NCCC will integrate new state core outcomes in general education courses, and provide student assessment results as part of the institution's assessment of student learning process. This indicator will identify a baseline with assessment of the outcomes during the 2013-14 academic year, and then measure annually so that no core outcome indicator is below 75% by 2016. The data that is provided is from 17 courses and 4 lab courses that comprise the NCCC courses involved with the core outcomes process. This indicator will review the previous assessment reporting of earlier outcomes against the new/revised outcomes, which is why a goal of 75% is established.

Outcome/Results: This outcome score (similar to indicator 2) is based on an average of 21 lecture and lab course learning outcome scores, therefore a numerator and a denominator need to be explained. The annual mean from the 21 courses were averaged with the calculation of 1685/21. Learning outcome scores have increased slightly from the baseline, but over the course of this Performance Agreement cycle have remained fairly consistent. The continued focus at NCCC of appropriate assessment of student learning has likely been a stimulus for this improvement. The KCOG process has been extremely beneficial for student transfer, however the process allowing NCCC faculty members to collaborate with discipline-specific faculty members from across the state has also encouraged this reflection on learning outcomes. The previously mentioned plans to improve the reporting mechanism for assessing student learning outcomes will enhance this indicator in the years to come.

Seward County Community College Performance Report AY 2016

Fall 2016 FTE: 1,306

Contact Person: Todd Carter

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Date: 6/6/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the number of certificates and degrees awarded	1	AY2010 - 308 AY2011 - 371 AY2012 - 397 Baseline: 358	488	↑	484	↑	498	↑
2. Performance of students on institutional quality measures - Increase success rate of students in College Algebra.	2	F10 - 194/253 (77%) F11 - 201/257 (78%) F12 - 170/228 (75%) Baseline: 565/738 (77%)	81% (189/232)	↑	79.1% (170/215)	↑	80% (172/215)	↑
3. Increase third party technical credentials	2	AY2010 - 126 AY2011 - 180 AY2012 - 214 Baseline: 173	494	↑	408	↑	562	↑
4. Increase the success rate of developmental writing students in English Composition I	1	F09 Cohort - 10/23 (43%) F10 Cohort - 7/19 (37%) F11 Cohort - 20/39 (51%) Baseline: 37/81 (46%)	65.3% (23/34)	↑	66.1% (39/59)	↑	54.0% (33/61)	↑
5. Increase the first to second year retention rate for college ready cohort.	1	F2009 Cohort - 117/194 (60%) F2010 Cohort - 90/147 (61%) F2011 Cohort - 130/199 (65%) Baseline: 337/540 (62%)	64% (101/159)	↑	58.7% (115/196)	↓	58.9% (106/180)	↓
6. Increase the % of full-time students completing 24 credit hours in their first year	1	F2009 Cohort - 248/359 (69%) F2010 Cohort - 196/326 (60%) F2011 Cohort - 190/327 (58%) Baseline: 634/1,012 (62%)	69% (213/310)	↑	68% (238/349)	↑	73% (256/353)	↑

Seward County Community College/Area Technical School Performance Report 2016

Indicator 1: Increase the number of certificates and degrees awarded.

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

Outcome/Results: The number of certificate and degrees have continued an upward trend resulting in an increase of 140 in year 3.

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

Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation (267 community colleges in 2012). The indicator focuses on students successfully completing college algebra with an A, B, or C in the fall semester.

Outcome/Results: Advising and tutoring processes have been realigned to provide an avenue for increased student success in College Algebra. Student success increased an average of 3% over the three year period.

Indicator 3: Increase the number of students achieving third party technical credentials.

Description: The data for this indicator is provided by the Kansas Higher Education Data System. Third party technical credentials validate program effectiveness in preparing students for the workforce through certification exams based on industry standards.

Outcome/Results: All programs have embedded third party technical credentials into their curriculum and program assessment plans. The number of third party technical credentials was 389 over the baseline in year three.

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

Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation (267 community colleges in 2012). This indicator focuses on student success in their first college level writing course after completing the previous developmental writing course with a grade of A, B, or C.

Outcome/Results: Success rates improved by 8% over the baseline, however, the success rates for year 3 were down from the previous two years. A small sample size may have some impact and other factors may also contribute to the downward trend. For example, we found that student usage of our Writing Center is higher for developmental writing courses, and usage decreases with matriculation to the college-level course. English faculty are evaluating strategies to improve the use of the writing center by students in English Composition I.

Indicator 5: Increase the retention rate of degree / certificate seeking students.

Description: This indicator uses retention data from KHEDS, and focuses on the first year to second year retention rate of the college ready cohort of students.

Outcome/Results: Additional investigation of factors relating to lower retention for this student population has shown that financial issues are causing students to stop out or move from full-time to part-time status. We have also found a reduced number of financial aid applications being submitted in the spring prior to students entering their second year, which has reduced the amount of aid awarded to this group. Advisors, faculty, student organizations, and our Student Success Center are addressing this issue.

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

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

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

Outcome/Results: Over the past three years, there has been a sustained increase in the number of students completing 24 credit hours in their first year of college. Advising processes have been revised to include an increased emphasis on using the summer session to catch up if developmental courses were needed in the fall or spring semester.

North Central Kansas Technical College Performance Report AY 2016

Fall 2016 FTE: 689

Contact Person: Jennifer Brown

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Date: 7/28/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase the first to second year retention rates of the college-ready cohort.	1	2009: 70.9% 139/196 2010: 69.8% 118/169 2011: 71.4% 122/171 Baseline: 70.7%	74.6% (129/173)	↑	75.0% (123/164)	↑	78.4% (131/167)	↑
2. Increase the graduation rate of the college-ready cohort.	1	2007: 70.8% 109/154 2008: 65.2% 118/181 2009: 65.3% 128/196 Baseline: 67.1%	65.5% (112/171)	↓	64.5% (109/169)	↓	68.2% (118/173)	↑
3. Increase the number of third party credentials awarded to students.	2	AY 2010: 453 AY 2011: 827 AY 2012: 482 Baseline: 587	538	↓	892	↑	892	↑
4. Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.		2010: 58.5% 24/41 2011: 74.6% 26/35 2012: 54.9% 39/71 Baseline: 62.7%	90% (38/42)	↑	93% (41/44)	↑	59% (17/29)	↓
5. Increase the number of adult learners (25+) enrolled.	1	AY 2011: 227 AY 2012: 253 AY 2013: 218 Baseline: 232	318	↑	358	↑	327	↑
6. Increase the number of credit hours completed via distance learning.		AY 2011: 596 AY 2012: 727 AY 2013: 836 Baseline: 720	989	↑	1,079	↑	1,479	↑

North Central Kansas Technical College Performance Report AY 2016

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.

Outcome/Results:

NCK Tech continues to make modest gains in improving retention rates. Student persistence and completion are woven throughout NCK Tech's strategic plan, ASPIRE 2022. To help meet our strategic objectives, NCK Tech is entering its second year as members of the Higher Learning Commission's Persistence and Completion Academy. Through the work in the Academy, NCK Tech developed an early alert system to assist student persistence. The early alert system, SOS, will be implemented beginning in fall 2017. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. 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: AAS degree-seeking students and certificate-seeking students (diploma-seeking students) will be counted towards meeting this indicator.

Outcome/Results:

NCK Tech made directional improvement on this indicator from the baseline and previous academic year. As mentioned in Indicator 1, NCK Tech is entering the second year as a member of the Higher Learning Commission's Persistence and Completion Academy. The early alert system as described above is designed to not only retain but assist students in completion by intervening early in students' academic careers and connecting them with campus resources. We have also expanded our advising system. Previously, students would meet with their advisors only for registering for courses. Beginning at orientation, each student meets with his/her assigned academic advisor. The same advisor then meets with the student at checkpoints throughout each semester. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Resource Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus.

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: RN, LPN licensure, MACS, ICAR Welding, ASE/NATEF, CET, FCC, HVAC Excellence, AWS, NCCER, Kansas Journeyman's, EPA 608, OSHA10 and Certified Pharmacy Tech. This list is fluid as we continue to add additional certifications for our students.

Outcome/Results:

NCK Tech students continue to be successful in credential and licensure exams. The College made directional improvement from AY15 and 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). 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 sequential college-level course for students enrolled in remedial courses.

Description: Students who enroll in a remedial course (Basic Algebra or Introduction to Composition) and then complete the college-ready course within the sequence will be included for this indicator.

Outcome/Results:

NCK Tech did not make directional improvement in students enrolled in remedial courses who completed their sequential college-ready courses. The small number of students enrolled in remedial courses at NCK Tech creates volatility in our trend data. NCK Tech offers two remedial courses, one in Math (Basic Algebra) and one in Writing/Reading (Introduction to Composition). Students may be enrolled in remedial courses if needed to increase skills in mentioned areas. We keep the class sizes small in remedial courses to provide more individualized instruction. Students taking the face-to-face sequential course will also most likely have the same instructor in both the remedial and sequential course to maintain consistency. Students who enrolled in Introduction to Composition completed the sequential course at a higher rate than students enrolling in Basic Algebra as a precursor to Intermediate Algebra. Not all programs at NCK Tech require Intermediate Algebra for completion; students can elect to take Business Math to fulfill the math requirement which is not a sequential course after the remedial Basic Algebra. NCK Tech is using the ACCUPLACER for incoming students not submitting an ACT score. We believe using the ACCUPLACER will create some consistency for placement as we are using the cut-scores recommended by the KBOR Placement and Assessment Committee. NCK Tech plans to implement a co-requisite model for remediation in fall 2018.

Indicator 5: Increase the number of adult learners

Description: Adult learners, defined as students 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.

Outcome/Results:

NCK Tech increased the number of adult learners from the baseline in this indicator. The College continues to have success enrolling this demographic in short-term programs such as Underground Technology, CNA (Certified Nursing Assistant), CDL (Commercial Driving License), and others. NCK Tech has also increased marketing efforts targeting adult learners through evening, open house/enrollment nights. The College has also hosted a special open house for local displaced workers. The Dane Hansen Foundation has partnered with the College to provide grant funding focused on assisting adult learners earn a credential. The grant provides financial assistance for tuition, fees and living expenses to full-time adult students.

Indicator 6: Increase the number of credit hours completed via distance learning.

Description: Distance learning credit hours successfully completed by all students. Courses include technical, general education and short-term courses.

Outcome/Results:

NCK Tech made directional improvement in this indicator. 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). The College partners with industry and workforce development to create specific course such as Introduction to the Oil-field developed with Berexco for oilfield employees. A policy change requiring only a course deposit and allowing financial aid (for those students meeting requirements) to cover online course expenses correlates to the increase in online enrollment. The College encourages faculty to continue to develop online offerings seeking more technical course offerings.

Northwest Kansas Technical College Performance Report AY 2016

Fall 2016 FTE: 620

Contact Person: Brenda Chatfield

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Date: 4/2/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of the college-ready cohort	2	2009-2010: 86.7% (111/128) 2010-2011: 69.5% (105/151) 2011-2012: 72.1% (98/136) Baseline: 76.1%	59.3% (89/150)	↓	70.3% (111/158)	↓	64.3% (81/126)	↓
2. Increase the number of students who achieve a third party credential	2	2009-2010: 214 2010-2011: 374 2011-2012: 413 Baseline: 334	574	↑	596	↑	430	↑
3. Increase the total number of certificates and degrees awarded	1	2009-2010: 221 2010-2011: 203 2011-2012: 208 Baseline: 211	274	↑	254	↑	270	↑
4. Increase the percentage of students who test into developmental math and earn a certificate or AAS degree	2	2009-2010: 80% (48/60) 2010-2011: 69% (22/32) 2011-2012: 62% (26/42) Baseline: 70%	73.9% (17/23)	↑	70.2% (33/47)	↑	73.6% (53/72)	↑
5. Increase the number of students employed in their field of study within one year of graduation	1	2009-2010: 71 2010-2011: 90 2011-2012: 93 Baseline: 85	85	↔	86	↑	104	↑
6. Increase the three year graduation rate of all students	1	2009-2010: 76.9% (110/143) 2010-2011: 74.4% (93/125) 2011-2012: 83.6% (107/128) Baseline: 78.3%	58.4% (125/214)	↓	57.7% (138/239)	↓	47% (145/215)	↓

Northwest Kansas Technical College Performance Report AY 2016

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

Description: Northwest Tech aims to increase the first to second year retention rates for students enrolled in two-year programs, including both the college ready and non-college ready cohort.

Outcome/Results: Retention data from previous years shows Northwest Tech has not traditionally attracted many transfer bound students. The implementation of several new athletic programs at the college, including men's/women's basketball, men's wrestling, cross country, and track and field, has led to an increase in the enrollment of students seeking to later transfer to four-year institutions.

Northwest Tech has and continues to negotiate transfer agreements with other higher education institutions throughout the state, such as Fort Hays State University, Washburn University, Pittsburg State University, and Kansas Wesleyan. Negotiated transfer agreements with other higher education institutions help increase the number of student enrollments at the College.

Students who are enrolling in Northwest Tech's programs, especially athletics, do not always seek a two-year degree or certificate attainment, which makes retention efforts a challenge. Due to the increase of student athletes attending the college, consideration may need to be given to resetting the baseline expectations to reflect the current student body in order to meet our mission goals.

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

Description: Northwest Tech aims to increase the number of students who achieve third party credentials, including both the college ready and non-college ready cohort.

Outcome/Results: Advisory board members, made up of business and industry representatives, provide valuable input into the value of third party certifications. Northwest Tech faculty are constantly seeking opportunities to obtain recommended certifications in their program area(s), such as Fork Lift Operator Training, Safety (OSHA 10), and Microsoft, so in turn, they can provide these certifications to their students. These additional certifications help increase student competencies and employment opportunities after graduation.

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

Description: Northwest Tech aims to increase the number of certificates and degrees awarded annually.

Outcome/Results: Northwest Tech has succeeded in growing the number of degrees and certificates awarded. The college awarded 270 degrees and/or certificates during AY 2016. This is an increase over the previous year, and it exceeds the baseline of 211. As the college's enrollment continues to increase (due to new articulation agreements with colleges' and universities' athletic and academic programs), we expect the institutional contribution to workforce development to likewise increase.

Indicator 4: Increase the number of students who test into developmental math and earn a certificate or degree

Description: For students who test into developmental math based upon their reported Compass, ACT, or SAT scores, Northwest Tech aims to increase the percentage of students who complete the college level math course as required for graduation.

Outcome/Results: Course offerings and pedagogical practices are being redesigned and implemented to address the current trend in developmental issues. The college has expanded lab time to accommodate students who need assistance in developmental coursework. Faculty that has the credentials to teach developmental courses volunteer to stay and help students during the extended lab time. Developmental math students are required to attend in-class sessions and will soon have 24-hour access to an online web-based module that is being incorporated into the class. This will allow students to access different modules in the developmental math course when it is most convenient for them. Other student support services, such as establishing a tutoring lab in an assessable and convenient area on campus and recruiting student tutors/mentors to staff the lab in the evenings, are also being explored to aid in the success of students enrolled in developmental courses.

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

Description: Northwest Tech aims to increase the number of students employed in their field of study within one year of graduation.

Outcome/Results: Northwest Tech continues to have a high placement percentage of students within their career field after graduation. Faculty and Career Services work closely with students to help with employment opportunities. To aid in gathering placement information, faculty have assisted in the collection of follow-up reports for the student graduates in their programs. Students are often more receptive to participating in the surveys when program faculty reach out to them for employment information.

Indicator 6: Increase the three-year graduation rate for all students

Description: Northwest Tech aims to increase the three-year graduation rate for all students, including both the college ready and non-college ready cohorts.

Outcome/Results: Data shows the three-year graduation rate at Northwest Tech continues to trend downward. While records of which students' transfer is partial, initial evaluation of the cohort group indicates that most of the students who left during the first year departed in good academic standing. Northwest Tech cannot always capture the reason a specific student fails to return, but the available information pertaining to graduation rates indicates that a large number of these students transferred to other schools to complete their degrees. Northwest Tech continues to focus on improving this outcome by identifying multiple exit points and involving faculty and staff to assist in retaining and graduating students in their program(s).

Salina Area Technical College Performance Report AY 2016

Fall 2016 FTE: 346

Contact Person: Amanda Foust

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Date: 4/2/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase number of degrees and certificates awarded.	1	2010: 440 2011: 402 2012: 573 Baseline: 472	435	↓	330	↓	431	↓
2. Improve retention of first-time, full-time college ready freshmen.	1	2010: 70.7% (94/133) 2011: 66.2% (100/151) 2012: 75.4% (86/114) Baseline: 71%	74.1% (106/143)	↑	81.1% (73/90)	↑	70% (56/80)	↓
3. Increase percent of students employed in Kansas one calendar year after graduation or transferred.	2	2010: 75.7% (317/419) 2011: 73.0% (284/389) 2012: 74.6% (411/551) Baseline: 74.5% (1012/1359)	77.3% (418/541)	↑	80.3% (399/422)	↑	82.0% (346/422)	↑
4. Increase percentage of students passing industry credential WorkKeys.	2	2010: 78.0% (106/136) 2011: 83.0% (103/123) 2012: 88.6% (140/158) Baseline: 83%	94% (135/143)	↑	93.7% (134/143)	↑	86.5% (135/156)	↑
5. Improve students' achievement in National Occupational Competency Testing Institute test (written and performance).	2	2010: 69.5% 2011: 68.2% 2012: 67.6% Baseline: 68%	40.8%	↓	83.4%	↑	81.9%	↑
6. Increase number of traditional age students (19 years old and below) enrolled in CTE courses/programs.	1	2010: 250 2011: 222 2012: 206 Baseline: 226	298	↑	312	↑	330	↑

Salina Area Technical College Performance Report AY 2016

Indicator 1: Increase number of degrees and certificates awarded.

Description: Salina Area Technical College's goal is to have more students earn their Associate of Applied Science (AAS) degrees and complete program certificates. Historically, some students have not completed their general education requirements in order to graduate with a degree. In addition, some students do not complete their degrees or certificates because they have been able to find jobs in their chosen field with only completing a portion of their program.

Outcome/Results:

Salina Tech reversed a trend of lower numbers of certificates and degrees awarded during the AY 2016. However, the number of credentials awarded still did not meet the numbers achieved in the baseline period. This is due in part to lower enrollment at the institution during the timeframe of this performance agreement.

Indicator 2: Improve retention of first-time, full-time college ready freshmen (percentage of students retained – Fall data) (KHEDS data).

Description: Salina Area Technical College's goal is to improve retention for first-time, full-time freshman. SATC's advisor meets with incoming students and the early alert system has become increasingly effective. This is the second year of having incoming students attend an orientation. All of these initiatives are aimed at increasing retention and increasing completion rates.

Outcome/Results:

The retention of first-time college ready students declined during the final year of the performance agreement. Efforts that were made to increase retention were complicated in part due to the reduction of students entering postsecondary training at Salina Tech and the extremely low unemployment rate which draws students into the workforce, especially technical program students.

Indicator 3: Increase percent of students employed in Kansas one calendar year after graduation (KBOR/KDOL data) or transferred.

Description: Every program at SATC has its own industry based advisory board that guides the program instructors as to the best skills to have for employment. In addition, student services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey, in addition to the advisory boards, gives SATC the information needed to ensure that students are learning the skills they need to find and keep employment in Kansas. SATC has collaborated with the Chamber of Commerce to hold mock interviews at the College in early spring.

Outcome/Results:

A factor that led to the decline in indicator 2 above led to the improved rate of employment in Kansas. Salina Tech saw an increase in number of graduates employed in Kansas, and particularly the northcentral Kansas region. Our close ties with employers who need skilled workers makes this indicator highly valuable.

Indicator 4: Increase percentage of students passing industry credential WorkKeys.

Description: SATC's goal is to increase the number of students achieving industry recommended levels of WorkKeys certificates. ACT WorkKeys measures the overall general knowledge of the student. It measures comprehension of locating information and basic math which is needed in most jobs. It helps the employer assess the ability of the student before hiring them. The Learning Resources Specialist will test all students using the Kansas WorkKeys Reading for Information, Locating Information, and Applied Mathematics. Scores will be compared to the industry recommended level for each program to determine students who have achieved or exceeded the industry recommendation.

Outcome/Results:

The WorkKeys scores were consistently higher during the last year of the performance agreement. The college showed a much higher rate of success as compared to the baseline measurement.

Indicator 5: Improve students' achievement in the National Occupational Competency Testing Institute (NOCTI) test (written and performance).

Description: NOCTI (National Occupational Competency Testing Institute) delivers a series of assessments for students studying career and technical programs in high schools and technical colleges. The assessments are based on a job and task analysis process and incorporate input from subject matter experts from business and industry. It not only tests theory but also performance. The measurement of foundational skills that demonstrate conceptual and procedural knowledge can be difficult to measure but are imperative to the success of students graduating with a technical degree. Underlying job-specific technical knowledge, skills and foundational skills are relevant to all jobs in any setting. These foundational skills include oral and written communication, critical thinking, problem solving, quantitative literacy, ethical reasoning, and so on.

Outcome/Results:

The latest results indicate a higher than baseline result in the NOCTI testing. The college has shown successful implementation of communication and problem solving skills through the curriculum indicating the higher results in the last two years.

Indicator 6: Increase number of traditional age students (19 years old and below) enrolled.

Description: Salina Area Technical College counted and reported on the number of students 19 years of age and younger who enrolled during AY 2014.

Outcome/Results:

Salina Tech has made improvements in reaching a sector of the community that has need for higher education the overall numbers increased again this last year to 330 students in the traditional college age range.

Wichita Area Technical College Performance Report AY 2016

Fall 2016 FTE: 2,198

Contact Person: Pam Doyle

Phone and email: 316-677-9537; pdoyle@watc.edu

Date: 4/2/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase number of certificates/degrees award earned.	1	2010-830 2011-846 2012-805 Baseline: 827	1,085	↑	1,153	↑	1,283	↑
2. Lower the ratio of award seeking students to credentials conferred.	2	2011-2.18 (1,848/846) 2012-2.46 (1,984/805) 2013-2.53 (2,199/869) Baseline: 2.39	1.98 (2,152/1,085)	↓ (decrease is a positive result)	2.11	↓ (decrease is a positive result)	2.02 (2,597/1,283)	↓
3. Increase number of third party technical credentials earned.	2	2010-233 2011-342 2012-624 Baseline: 400	857	↑	880	↑	889	↑
4. Increase percent of students with a “C” or higher in Intermediate Algebra or higher after successfully completing EBS (Dev.Ed) Math course.	1	2011-65% (28/45) 2012-75% (59/79) 2013-75% (90/120) Baseline: 72%	73% (135/183)	↑	62% (86/139)	↓	80% (44/55)	↑
5. Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2011-298 2012-311 2013-432 Baseline: 347	548	↑	577	↑	731	↑
6. Increase percent of high school students successfully completing courses.	1	2011-75% (9/12) 2012-89.5% (77/86) 2013-90.4% (601/663) Baseline: 85%	89.7% (1,456/1,624)	↑	91.8% (1,988/2,166)	↑	95.8% (2,306/2,406)	↑

Wichita Area Technical College Performance Report AY 2016

Indicator 1: Number of certificates/degrees award

Description: WATC will increase the number of students earning a certificate or an associate degree award.

Rationale: WATC 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 students services to assist students. Two of the major areas of concern for program completion includes completing required academic (non-technical) courses and completing the program in its entirety before entering the workforce.

Outcome/Results: WATC was able to increase the number of awards earned in 2016 to 1,283. Award breakdowns were 99 Associate of Applied Science (AAS) degrees, 496 Technical Certificates (TC), and 688 Certificate of Completions (COC). Two categories had an increase over the previous year (2015-95-AAS, 574-TC, 484-COC). Growth in COC awards can be attributed to college-wide efforts to build pathways for high schools students via WATC's partnerships with local school districts through SB155. There was also a significant increase in the number of Computer Support Specialists students. There was a minimal increase of 4 in AAS degrees. The decrease in TCs can possibly be linked to the fourth year of declining adult enrollment as well as losses of seats in Practical Nurse.

Indicator 2: Ratio of award-seeking students to credentials conferred.

Description: WATC will decrease the ratio of award-seeking students to the number of certificates/degrees conferred. The ideal ratio is 1 to 1, i.e., each student receives an award. The current baseline of 2.39 to 1 means that for every 2.39 students, only one award is given.

Rationale: In addition to increasing graduates, another aspect of program completion is comparing the number of graduates to the actual number of students seeking an award in those programs. This measurement fits with strategic planning by encouraging the college to put in place retention and completion efforts to increase persistence and graduation and it adds the element of encouraging students to declare a goal attainment at intake of a technical certificate or AAS degree. The Higher Learning Commission uses a very similar measurement to gauge the health of two-year colleges and the National Center for Education Management Systems (NCHEMS) uses a similar measure to gauge the effectiveness of colleges. The impact of this measurement can be factored into many college initiatives. This measure is a tool for measuring the efficiency and effectiveness of academics and student services in helping students enter and complete technical programs of study.

Outcome/Results: The ratio of award-seeking students to awards decreased to 2.02 during AY2016 and was well below the baseline of 2.39. This means that one award was given for every 2.02 students which was decrease in ratio over the previous year's 2.11. Changes in 2016 included improved processes of advising students, assisting those students through their academic program, and coaching them to completion. This included implementing health specific advising including hiring personnel, creating a support lab, and designing a process to focus on all aspects of student preparedness making sure students enter the health programs prepared. This was part of WATC's Title III efforts. The college continued to work on streamlining course offering times and sequences to shorten a student time to completion in many areas.

Indicator 3: Number of third party technical credentials

Description: WATC will increase the number of students successfully earning one or more third-party technical credentials.

Rationale: 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. End of program testing allows WATC 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 assessment, certification, or licensure, WATC increases the number of students who have the skills to be successful in work and validates WATC students have the technical and foundational skills in their chosen field.

Outcome/Results: WATC has made efforts to offer at least one industry-recognized credential in academic programs. The increase in the number of students receiving credentials to a high of 889 in 2016 demonstrates the college's commitment to helping students get jobs and filling the needs of employers. The good news is the growth in credentials was done even in a period of lower enrollment. The 889 students represent 28 different academic programs and students earned 44 different industry credentials. Overall, students earned 1,529 industry recognized credentials in 2016.

Indicator 4: Percent of students with a “C” or higher in Intermediate Algebra or higher after successfully completing Essential Basic Skills (Dev.Ed) Math course.

Description: WATC will increase the percent of students who earn a grade of “C” or higher in Intermediate Algebra or higher math courses after successfully completing an Essential Basic Skills (EBS) Math course.

Rationale: Many local Industry leaders indicate that after technical skills, mathematics is the skill most needed to be successful in the workplace. Furthermore, all associate degrees at WATC require students to successfully complete at least Intermediate Algebra; however, many students are not prepared for College Algebra. These students require developmental math courses to improve their skill level to be able to successfully complete College Algebra.

Outcome/Results: Indicator 4 was successfully met in 2016 with 44 of 55 (80%) students passing Intermediate Algebra or higher after having successfully completing some level of developmental math. This result is 8% greater than the baseline and an 18% increase from 2015. There was a significant drop off in total number of eligible students. This is due to the new self-paced developmental math program that WATC put in place in 2016. With the change, WATC committed resources for additional tutoring and self-paced instruction to assist students in improving math skills to be successful as they progress through the math curriculum. WATC’s PACER model (Personalized Accelerated College Education Readiness) is a mastery based model wherein students’ progress at their own pace as they master competencies. The sequence includes a series of modules that comprise three courses. This same change was done in developmental English courses that will impact developmental reading and writing. In light of this change, the college adapted the 2017-2019 Performance Agreement to fit with the new PACER model. The new measurement will examine the increase in the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.

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

Description: WATC will increase the number of Hispanic/Latino students enrolled in post-secondary education at WATC.

Rationale: WATC excels at having a racially diverse campus. Overall, WATC’s ethnic minority demographic makeup is more diverse than the city of Wichita and Sedgwick County. Specifically, Black/African-American, Asian, and American Indian student representation surpasses the surrounding community’s. The one ethnic group underrepresented at WATC compared to the surrounding area is the number of Hispanic/Latino students participating in post-secondary education. WATC will address this goal with targeted marketing and recruiting efforts for this specific demographic group.

Outcome/Results: This indicator has been on WATC’s strategic plan and performance agreement for the past few years. Each year the college has seen an increase, including this year increasing to 731 students. WATC continues to focus on recruiting more Hispanic/Latino students. In 2016 through targeted recruiting and marketing efforts, the college ran advertising on local spanish speaking radio channels; attended community Hispanic community events; and created a particular dialogue in the advertising that was aimed at specifically inviting the population to WATC events.

Indicator 6: Percent of high school students successfully completing courses.

Description: WATC will increase the percent of high school students successfully completing courses.

Rationale: Since separation from USD 259, WATC has struggled with enrolling high school dual credit students into WATC courses to earn college and high school credit concurrently. In 2012 WATC invested resources to develop partnerships with local high schools to increase dual-enrollment students. With the addition of Senate Bill 155 in 2013, WATC placed significant resources, time, and effort in partnering with high schools.

Outcome/Results: WATC continues to grow and invest in partnerships with local high schools to enroll students in SB155 and concurrent courses to high school students. For the third consecutive year, the total high school students enrolled increased to a record 2,406 (2,166 in 2015). In addition to the increased enrollment, WATC has worked with high school and college faculty and staff to provide additional support to faculty, which translates into more instructional support for students. The college’s processes and communication with high school concurrent instructors increased in 2016 with separation of departments specifically for CTE and General Education high school faculty and support. The success of these processes is shown through the increase of students successfully completion of courses to 95.8% over the 91.8% in 2015.

Colby Community College Performance Report AY 2016

Fall 2016 FTE: 1,009

Contact Person: Brad Bennett

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Date: 8/22/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase the number of certificates and degrees awarded.	1	2009-10: 493 2010-11: 405 2011-12: 361 Baseline: 1259/3 = 420	332	↓	324	↓	286	↓
2. Increase the three-year graduation rates of college ready cohort.	1	2007 cohort: 86/143 = 60.1% 2008 cohort: 66/125 = 52.8% 2009 cohort: 44/104 = 42.3% Baseline: 196/372 = 52.7%	43.7% (76/174)	↓	52.4% (88/168)	↔	50.8% (91/179)	↓
3. Increase the percentage of students employed or transferred.	2	AY 2010: 253/436=58.0% AY 2011: 100/357=55.7% AY 2012: 188/330=57.0% Baseline: 64/1123 = 57.0%	53.2% (149/280)	↓	58.9% (169/287)	↑	53.0 (152/287)	↓
4. Increase the percentage of non-college ready cohort with GPA greater than or equal to 2.0.	1	2009-10: 135/157= 86.0% 2010-11: 131/163= 80.4% 2011-12: 156/192 = 81.3% Baseline: 422/512 = 82.6%	67.1% (96/143)	↓	63.7% (93/146)	↓	68.24% (101/148)	↓
5. Increase the financial literacy of students.	2	2009-10: 33 2010-11: 21 2011-12: 22 Baseline: 76/3 =25	359	↑	345	↑	302	↑
6. Increase the FTE for completing science, technology, engineering, and math (STEM) credit hours.	1	2009-10: 145.5 2010-11: 135.5 2011-12: 144.6 Baseline: 141.9	194.6	↑	232.2	↑	209.7	↑

Colby Community College Performance Report AY 2016

Indicator 1: Number of certificates and degrees awarded.

Description: This indicator represents the total number of associate of arts, associate of science, associate of applied science, and certificate A, B, or C.

Outcome/Results: Colby Community College awarded 286 degrees and certificates in AY2016. The number of first-time, degree seeking students entering CCC continues to decline. The number of first-time, degree-seeking students for this cohort remains below the high enrollment seen in 2007-2009 for this same population. Therefore, the number of awarded degrees and certificates remain below the baseline for this indicator.

Indicator 2: Increase three-year graduation rates of college ready cohort.

Description: This indicator represents the percentage of students who begin college as a full-time student for the first time in a given cohort, and who graduate within 150% of their program length.

Outcome/Results: The College saw an increase from the baseline data. CCC is continuing to focus on identifying college-ready students through improved placement testing models and advising, focusing on online advising for the increasing exclusively online student populations.

Indicator 3: Increase the percentage of students employed or transferred.

Description: This indicator represents the number of students who leave CCC to attend a KBOR system college or enter the workforce in Kansas.

Outcome/Results: Colby Community College saw a decrease in the number of students leaving CCC to attend another system college or entering the Kansas workforce. The College is working toward improving this outcome by better assisting students find employment. The College hosted its first job fair in 2017. The College reports transfer student data to the Integrated Postsecondary Education Data System, and includes transfer-out rates for students leaving CCC in order to attend an institution outside of a KBOR system college. This rate increased per the IPEDS Graduation Rate Summary from 22% in AY2014 to 26% in AY2015.

Indicator 4: Increase the percentage of non-college ready cohort with GPA greater than or equal to 2.0.

Description: This indicator represents the percentage of students who are placed into developmental Math or English courses. We measured the overall GPA for the latest semester for this group to report this indicator.

Outcome/Results: The College saw a decrease in the number of non-college ready students receiving a GPA greater than or equal to 2.0 from the baseline. The College continues to focus on improving its placement strategies and identifying the support needed to help non-college ready students succeed through improved advising and counseling.

Indicator 5: Increase the financial literacy of students.

Description: This indicator measures the number of students who successfully complete a course with a financial literacy component. We embedded financial literacy content within our orientation courses to help students meet this important outcome and also increased the offerings for financial related courses.

Outcome/Results: The College continues to remain well-above the baseline for this indicator as the current practice allows all incoming first-time entering students the opportunity to complete at least one course with a financial literacy component. The College continues to find ways to reach incoming transfer students.

Indicator 6: Increase FTE for completing a course in science, technology, engineering, and math (STEM).

Description: This indicator measures the number of full-time equivalent students who successfully pass a course in Math, Science, Engineering, or Technology.

Outcome/Results: Colby Community College saw an increase from the baseline data for this indicator. The College is seeing a decrease in enrollment STEM courses but continues to monitor student performance as it monitors drop, fail and withdrawal rates in all areas of study.

Dodge City Community College Performance Report AY 2016

Fall 2016 FTE: 1,337

Contact Person: Adam John

Phone and email: 620-227-9359; ajohn@dc3.edu

Date: 9/26/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of college ready cohort	1	2009: 54.5% (90/165) 2010: 61.0% (108/177) 2011: 50.8% (99/195) Baseline: 55.4%	54.5% (91/167)	↓	59.1% (104/176)	↑	49.4% (85/172)	↓
2. Increase satisfaction of students on institutional quality measures	1	2011: 5.02 out of 7.00 2012: 5.03 out of 7.00 2013: 4.99 out of 7.00 Baseline: 5.01 out of 7.00	4.94 out of 7.00	↓	5.1 out of 7.00	↑	2.93 out of 4.00 with a baseline of 2.86	↑
3. Increase wages of students hired	2	2010: \$17,860 Baseline: \$17,860	\$23,761	↑	\$20,614	↑	\$23,701	↑
4. Increase Adult Basic Education (ABE) educational gains	1	2010: 49.31% (143/290) 2011: 52.04% (153/294) 2012: 58.56% (154/263) Baseline: 53.30%	54.65% 182/333	↑	50.3% (185/368)	↓	48.4% 162/335	↓
5. Increase Developmental Reading successful completers	1	2010: 69 2011: 85 2012: 61 Baseline: 72	77	↑	39	↓	46	↓
6. Increase the number of students successfully completing one-year certificates through the Electrical Power Technician and Welding programs	2	2010: 0 EPT + 7 Weld = 7 2011: 13 EPT + 8 Weld = 21 2012: 12 EPT + 16 Weld = 28 Baseline: 18.67	10 EPT + 12 Weld = 22	↑	18 EPT + 9 Weld = 27	↑	10 EPT + 12 Weld = 22	↑

Dodge City Community College Performance Report AY 2016

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

Description: Between fall 2010 and fall 2011, the college experienced a 10% decrease in its retention rate. We are aware of the significance of this decline and consequently selected this as an important indicator.

Outcome/Results: DCCC saw a decrease from baseline for this indicator. In the fall of 2015, there was turnover in the student services department. A number of duties were reassigned and new personnel brought in. As a result, the counselor who was taking the lead on the retention efforts received additional duties. These circumstances resulted in several new individuals who were learning their responsibilities while simultaneously being tasked with retention efforts. The new college administration, who was not in place during AY 2016, believes there may be more to the decrease in retention than simply turnover. The administration is currently reviewing the retention processes and will make adjustments accordingly.

Indicator 2: Increase satisfaction of students on institutional quality measures

Description: This indicator addresses goal 1 of *Foresight 2020*, “increase higher education attainment” as well as the college’s strategic goal to “Provide quality education and promote student success.” The measurement used to establish a baseline and track performance for the first two years was the Noel-Levitz Student Satisfaction Inventory. During the 2015-2016 academic year the college discontinued the use of the Noel-Levitz satisfaction survey and began utilizing the Community College Survey of Student Engagement (CCSSE). CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention.

Outcome/Results: DCCC remained above the baseline this year with measured results of 73% (2.93 out of 4.00) indicating an increase from baseline data of 72% (5.01 out of 7.00). In order to complete the final year of the performance agreement where satisfaction is an indicator using a different survey instrument than was used to measure baseline, the following steps were taken: 1) a comparable survey question from the Community College Survey of Student Engagement (CCSSEE) was identified. Since the CCSSE focuses more on engagement as opposed to satisfaction, there was not a direct comparable. However, a question was identified that focused on receiving “the support needed to succeed at the college”. 2) a comparable baseline was then established.

Indicator 3: Increase wages of students hired

Description: This indicator was chosen due to its tie to our strategic plan and mission; specifically, it is to strengthen workforce development. We continue to recruit and encourage students to enter high wage programs such as: helicopter pilot, welding, diesel mechanic, automotive mechanic, and electric power technician. We anticipate that tracking this data will further strengthen ties between the college and local business and industry.

Outcome/Results: DCCC exceeded the baseline by 33% for this indicator and is proud to have been able to report an increase from baseline each year measured. Retention of students in conjunction with degree, certificate, and industry credentialing attainment has enabled students to enter the workforce at a higher base wage. Efforts have been geared towards recruiting students into higher wage pathways with an emphasis on upward mobility. Moreover, we continue to tailor our programs to fit the needs of industry partners, which in turn, adds value to our students in the way of employment and higher wages. Furthermore, DCCC tech programs continue to work with four year institutions in the realm of articulation agreements and transfer agreements. Students continuing their education beyond associates and certificate level will more times than not see an elevated wage with an opportunity of upward mobility. We will continue to hone our efforts towards senior level institution and industry partnerships as well as high-wage pathways and careers.

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

Description: The number of ABE participants is specifically mentioned as a measurement for Foresight 2020 goal number one. Not only do we focus on participants but more importantly their educational gains. The college uses the state mandated CASAS exam to measure reading and listening skill levels. The majority of ABE participants are of Hispanic origin – 86.67% between 2010 and 2012. Hence, this indicator also addresses the college’s commitment to its core values of diversity and inclusiveness.

Outcome/Results: DCCC experienced a decrease from baseline with this indicator. The impact of the transition from the Comprehensive Adult Student Assessment System (CASAS) to the Test of Adult Basic Education (TABE) is still being felt. In 2014-2015, 56.4% of our participants entered the program as Beginning Literacy students, and in 2015-2016, 56.8%. This means that the majority of our students have little or no literacy in any language, and even though we teach test-taking skills, they struggle to demonstrate their learning on a paper-and-pencil test that has no pre-literacy component. Educational data per country isn't tracked in PABLO, but the students from Guatemala indicate a greater need of a pre-literacy component. In 2014-2015, 25% of the center's students were from Guatemala. This number increased to 33% in 2015-2016. Also, to achieve an educational gain in the Beginning Literacy level requires an increase of up to 142 points in reading and 159 points in listening, whereas the other functional levels require an average of 40 points to achieve an educational gain.

Indicator 5: Increase Developmental Reading successful completers

Description: The indicator addresses the increasing number of students who enter college without competency in reading college level material. Being able to read well is critical to being successful in college. At the onset of selecting this indicator we planned to pilot a program called "Reading Horizons," which was aimed at empowering struggling readers with strategies that build success. We also planned to allocate additional instructional staff to support the program. Successful completion is a grade of C or better.

Outcome/Results: DCCC saw a decrease from baseline for this indicator. After implementing initial strategies over the performance period and preparing to initiate planned changes reported in last year's performance report we decided we needed to take a step back and really analyze the data before proceeding. Upon review of the initial data used to establish a baseline and in consideration of the performance data over the reporting period thus far, we did not feel it was sufficient to look at number of successful completers alone. As such the number of successful completers could vary depending upon number of students demonstrating a need for a developmental reading course. We examined the percentages of successful completers over the period of the performance agreement and discovered that the completion percentage also declined over the years measured. Based on the validation of the two data sets it was determined that we needed to reevaluate our reading program. We are currently reviewing and evaluating the tools and methodology utilized in our reading program and will be making changes accordingly.

Indicator 6: Increase the number of students successfully completing one-year certificates through the Electrical Power Technician (EPT) and Welding programs

Description: Increasing the number of students who successfully complete EPT and welding certificates directly addresses the *Foresight 2020* goal of "meeting the needs of the Kansas economy." Kansas is in the middle of a wind energy boom and needs to supply electrical power technicians to the entire state. Similarly, the welding program is a direct response to local demand for a skilled workforce in pipeline construction and maintenance and in the meat packing industry. Both programs are consistent with strategic plans to strengthen workforce development and increase industry training.

Outcome/Results: DCCC has continued to see an increase from baseline over the performance period, ending with an 18% increase over baseline for AY 2016. Encouraging students to give maximum effort during lecture and labs has paid dividends in the way of certification completion. Moreover, continuous efforts are focused on recruiting high school students into SB155 courses. Our welding program continues to attract interest due to the SB155 initiative. Furthermore, our lineman program continues to see success due to Commercial Driver's License programming, sets of tools available for students, and first day expectation of climbing. In the past, we have struggled with students leaving programs before attaining their certificate, but due to concerted retention efforts we are seeing increased retention and therefore certification completion. As well, we continue to strive to build and grow our partnerships with business and industry. Having our industry partners participate in activities such as career day has added value to our programming in the way of resume building, mock interviews, and networking. We will continue encouraging, training, educating, and building relationships with industry partners for the purpose of providing a comprehensive education to our students.

Garden City Community College Performance Report AY 2016

Fall 2016 FTE: 1,625

Contact Person: Ryan Ruda

Phone and email: 620-276-9519; ryan.ruda@gcccks.edu

Date: 8/8/017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase First to second year retention rates of college ready cohort.	1	F 10 127/224 56.7% F 11 87/152 57.2% F12 133/212 62.7% Baseline: 58.8%	66.7% (126/189)	↑	57.7% (124/215)	↓	53.3% (104/195)	↓
2. Increase Number of certificates and degrees awarded.	1	2010 292 2011 647 2012 515 Baseline: 485	515	↑	504	↑	384	↓
3. Increase Percent of graduates/completers employed or transferred after one year.	2	2010 170/288 59.0% 2011 343/604 58.4% 2012 297/506 58.7% Baseline 820/1398 58.7%	50.6% (247/488)	↓	67.8% (331/488)	↑	55.1% (269/488)	↓
4. Increase Percent of students who complete remedial English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year.	1	09-10 70/124 cohort 56.5% 10-11 51/91 cohort 56% 11-12 82/137 cohort 59.8% Baseline: 57.4%	65% (108/166)	↑	65% (112/173)	↑	74% (97/131)	↑
5. Increase Percent of GED students through Adult Learning Center who complete a college-level technical course.	1	2010 19/30 63.3% 2011 15/31 48.4% 2012 18/26 69.2% Baseline: 60.9%	62.5% (20/32)	↑	62.8% (22/35)	↑	63.9% (23/36)	↑
6. Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready students.	1	2007 cohort 37/80 46.3% 2008 cohort 118/232 50.9% 2009 cohort 87/224 38.8% Baseline: 44.3%	41.4% (96/232)	↓	34.9% (101/289)	↓	49.7% (94/189)	↑

Garden City Community College Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of college ready cohort.

Description: A continuing trend that impacted retention this past year is an increase in the number of students transferring to four-year institutions following one year of academic work at GCCC. With this data in hand, more collective effort and work will be spent on developing reverse transfer agreements with four year institutions to assist in students transferring credits back to GCCC to complete degrees. Additionally, to assist in the retention realm, GCCC is expanding services up front for students, by having a mandatory two-day freshman orientation to enhance the advising relationship which is critical for student retention and communicating the benefits of staying at GCCC through completion. The data represented in this indicator shows that 104 students were retained out of the 195 in the defined cohort, which is a decrease from the baseline. These numbers are not indicative of the work and effort that GCCC places on student retention and success. A new position, Director of Student Success, has been created to help focus efforts on improving student retention and persistence at GCCC. Additionally, GCCC is embarking on a Strategic Enrollment Plan that involves faculty, staff and students in developing strategies to improve retention efforts. Additionally, GCCC is adding a new software in fall 2017 that tracks student attendance and grades and alerts advisors when students are placed in a “risk” zone based upon success factors. Significant work continues as GCCC places utmost focus and efforts on student success.

Outcome/Results: 104/195 53.3%

Indicator 2: Increase number of certificates and degrees awarded.

Description: GCCC is making a concerted effort to increase and matriculate students towards degree completion. One hurdle to degree completion has been eliminated which should enhance the process. Up until this past year, students were required to complete an outcomes assessment on skills attained as part of the graduation process. This process has been changed to assess students in other ways throughout the academic tenure versus tying to completion. This will assist in better data overall and improving the completion process. The other factor affecting the number of credentials awarded is a significant increase in the number of students assessing into developmental education. We have seen a 20% increase in the number of students entering developmental education courses and have increased the number of developmental education sections in both math and English. This has impacted the matriculation towards completion. The other factor influencing credential completion is the number of students transferring after one-year at GCCC. An important measure being implemented at GCCC is the transition to a “Guided Pathways” model for advising within the Student information system to provide a structured pathway to degree and align with transfer requirements. The total number of students receiving certificates and awards in 2016 was 384, which is a decrease of the baseline.

Outcome/Results: 384

Indicator 3: Increase Percent of graduates/completers employed or transferred after one year.

Description: The percent of students employed did not increase directionally from the baseline. This indicator speaks specifically to students employed in Kansas. With several of our technical programs having affiliations and partnerships with business outside of Kansas and placement of graduates outside of Kansas, the indicator is misleading. Several GCCC technical programs have affiliations with businesses outside of Kansas due to geographic location near Colorado, Nebraska, Oklahoma and Texas. However, in an effort to address this measure, the college is working with technical faculty to have them connect with local business leaders and industry to assist in stronger placement to address the local workforce need, particularly in welding and nursing. Additionally, enhancing technical programs with the advisory boards that provide direction to the college programs through more specific and agenda driven meetings will assist in better placement into the workforce. The data represents the number of graduates/completers who were employed or transferred out of the total number of graduates/completers. In 2016, GCCC had 269 graduates employed or transfer in Kansas out of 488 graduates, which is a decrease from the baseline.

Outcome/Results: 269/488 55.1%

Indicator 4: Increase percent of students who complete remedial English 091 with a “C” or better and successfully complete college-level English 101 with a “C” or better within 1 year.

Description: A considerable amount of work has been done at the college to intentionally change the placement methods for students in English. Work by the reading faculty in conjunction with English faculty has enabled better placement and completion of students and advises students into reading courses more accurately. This leads to skills and competencies being achieved more fluidly by students and working towards the overall goal of higher completion at the college level of English which assists in graduation and retention efforts as well. Additionally, more institutional resources have been allocated to develop a writing center staffed by English faculty and tutors which assist students in enhancing written communication. Finally, English faculty have configured English curriculum to move away from hybrid instruction to more face-to-face which has improved student success. The data in this indicator states that 131 students enrolled into the remedial English 091 course at GCCC, with a total of 97 or 74% earning a grade of “C” or better and successfully completing English 101 with a “C”, which is an increase from the baseline. Through the increased efforts of faculty and resources, the improvements in English have been noticeable and are very significant to the processes implemented at GCCC. With English 101 as the first college level course of English at all higher education institutions, it serves as the primary course needed for writing and skill proficiency in English. Having students complete this course successfully puts them in better position for success at the college level.

Outcome/Results: 97/131 74%

Indicator 5: Increase percent of GED students through Adult Learning Center who enroll in college-level technical courses and successfully complete the course.

Description: Increasing work has been done to transition GED students into technical careers. Adult Learning Center staff have also completed the A-Game training which is utilized during the transition semester with GED students taking this as an orientation course to better connect them to success strategies and college/workplace expectations. College personnel discuss with GED students the various technical careers and programs available at GCCC and work to connect the students with the faculty and program leaders in this area. The orientation course will connect them more with the college as well as have a career exploration and assessment piece that helps the students identify their individual strengths related to careers. Through the GCCC College Adult Learning Center, 36 students completed the GED of which 23 students enrolled in a technical program course and successfully completed the course for a success rate of 63.9%. This percentage is an increase from the baseline.

Outcome/Results: 23/36 63.9%

Indicator 6: Increase 3-year graduation rate for first-time, full-time, undergraduate, degree-seeking, college ready students.

Description: Concerted efforts have been taken to enhance advising systems at GCCC for better tracking of student retention and degree completion. By intentionally requiring class attendance and reporting student class attendance through a weekly referral process, students are held more accountable by their advisors which correlates to better graduation rates. Additionally, work by GCCC to connect with four year institutions in developing reverse transfer agreements in order to increase the number of students who graduate from GCCC and transfer before completing degree requirements has provided another method for students to complete degrees.

Changes to the advising system and cohort tracking of class assignments and attendance are measures that have been implemented to assist in increasing the overall completion efforts and percentages at GCCC. The completion efforts continue to be considerably above the national trend, but continuous improvement and intentional focus on this measurement at GCCC will assist in this being a primary focus. In the 2015 cohort, there were 189 students in the first-time full-time classification, with 94 students graduating within the 3-year defined period which is an increase from the baseline.

Outcome/Results: 94/189 49.7%

Pratt Community College Performance Report AY 2016

Fall 2016 FTE: 881

Contact Person: David Schmidt

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Date: 8/4/2017

	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes.)	1	Fall 2009 85/139 = 61.2% Fall 2010 100/144 = 69.4% Fall 2011 81/137 = 59.1% Baseline: 266/420 = 63.3%	63% (109/173)	↔	54.4% (68/125)	↓	52.7% (68/129)	↓
2. Increase second year Student Success Index	1	AY 2008 Cohort = 56.1% AY 2009 Cohort = 55.7% AY 2010 Cohort = 57.6% Baseline: 56.5%	61%	↑	69.2%	↑	65.5% (638/974)	↑
3. Increase number of Third Party technical credentials (NCLEX-RN, NATEF, CNA, CMA, HHA)	2	AY 2010 = 167 AY 2011 = 158 AY 2012 = 150 Baseline: 158	134	↓	147	↓	52	↓
4. Increase fall to Spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)	1	Fall 2010 111/148 = 75% Fall 2011 94/111 = 85% Fall 2012 106/141 = 75% Baseline: 311/400 = 77.8%	79.1% (110/139)	↑	78.5% (142/181)	↑	79.5% (132/166)	↑
5. Increase three-year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)	1	Fall 2007 155/269 = 58% Fall 2008 162/268 = 60% Fall 2009 142/263 = 54% Baseline: 459/800 = 57.4%	60.4% (147/243)	↑	69% (159/230)	↑	69% (207/301)	↑
6. Increase success of developmental students in corresponding college-level class.	2	Fall 2009 50/66 = 76% Fall 2010 53/67 = 79% Fall 2011 49/62 = 79% Baseline: 152/195 = 77.9%	59% (36/61)	↓	81% (50/62)	↑	68% (47/69)	↓

Pratt Community College Performance Report AY 2016

Indicator 1: Increase first to second year retention rates of the college ready cohort (full-time student not enrolled in developmental classes)

Description: Data for this indicator are provided by KBOR. The cohort is composed of students who are new to college fall semester and are full-time students seeking a degree. Students enrolled in a developmental course in the fall term are excluded from this population. Pratt Community College (PCC) will be dedicating three years to strengthening the institution through student retention. Initially, non-instructional staff was trained using best practices and techniques to better serve and retain students. These best practices and techniques include a Student Success Advisory Committee, a rigorous attendance policy, supplemental instruction, tutoring and a mentoring program. As a result of this training and data collection, shortcomings have been identified in our service to students resulting in additional need for faculty inclusion in the retention process. Retention processes and techniques were introduced to faculty during fall 2015.

Outcome/Results:

Overall our retention rate and cohort class size is trending downward when compared to the 3 year average. PCC believes that this trend will be corrected in the near term through the implementation of Full Measure Education (FME) a personalized enrollment plan and career guidance online toolbox. Data collected internally through the FME program indicates that over 900 students have utilized the FME mobile app to access the career and course planning modules within FME. In addition to FME implementation, PCC will continue to utilize our existing Student Success Center and the Program for Athletic Student Success (PASS) to implement strategies that target first semester students.

Indicator 2: Increase second year Student Success Index

Description: Data for this indicator are provided by KBOR. The cohort includes all students who are new to PCC during the academic year. The Student Success Index is the percentage of students who were retained in higher education or completed a program. The retention program discussed in indicator 1 is expected to positively impact the Student Success Index for students enrolled in PCC. As more students remain enrolled through a second year it is highly likely that they will become a completer.

Outcome/Results:

Our results for second year students are trending upward resulting in a 65.5% student success index which is nearly a 9% increase over the baseline. As more students access the career and course planner through the online and mobile planning toolbox, PCC anticipates a continued upward trend in our Student Success Index.

Indicator 3: Increase number of third party technical credentials (NCLEX-RN, NCLEX-PN, and NATEF)

Description: Data for this indicator are self-reported. This indicator presents a challenge for PCC. Through the merger of PCC and Wichita Area Technical College's (WATC) nursing programs, PCC chose to transition the instruction and credit for earning the Practical Nurse Credentialing to WATC, consequently, the third party credentials for Nursing (NCLEX-RN and NCLEX PN) are in a state of decline. However, PCC is transitioning our focus to make up for this loss in credential production by boosting existing program credential attainment in our Automotive Technologies Program (NATEF), Certified Nurse Aid (CNA), Certified Medication Aid (CMA), and Home Health Aid (HHA). These credentials, (CNA, CMA, & HHA) while offered during the previous three-year data collection, were not reported in the baseline data and are thus not reported in the 2014 data. In other words, the data as presented does not account for CNA, HMA, or HHS credentialing. As the needs of our community have changed, PCC has added various credential opportunities including Mobile Air Conditioning Society Credential (MACS) through our Agriculture Power Technology Program.

Outcome/Results:

Currently PCC is trending downward in third party credentials when compared to the 3 year baseline. In response to the loss of our National Accreditation for Nursing, PCC has reduced the capacity of our ADN program from 180 students to 40. It is expected that by reducing the capacity and volume of our ADN program we will ultimately improve the overall quality of the program and improve the NCLEX pass rate. We expect that we will see a continual decline in 3rd

party credentials during the next reporting cycle and realize that attention needs to be focused on Stand Alone Parent Programs (SAPP). SAPP data is not reflected in the current data as we did not report SAPP credentials during the first cycle of reporting.

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

Description: Data for this indicator are self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator (166) represents fall term entering full-time students certified in a developmental course, and the numerator (132) represents those students who were retained for the following spring term at PCC. Improving the success of developmental students has become a focus of the institution for the purpose of increasing retention and advancing overall student success. Targeting these students with intentional support from faculty has positively impacted developmental student success and will contribute to their retention.

Outcome/Results:

Our results currently are trending upward from a baseline of 77.8% to 79.5%. This trend is credited to the fact that PCC emphasizes advisement support for any student enrolled in 2 or more developmental classes. Through individual advisement provided through our Student Success Center, students are being retained at a higher level than in previous years.

Indicator 5: Increase three-year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)

Description: Data for this indicator are self-reported. The denominator (301) is all first-time, full-time, degree-seeking students who enter in the fall term. Students are tracked for three years and are deemed successful (numerator) (207) if they either graduate with a certificate or associates diploma or transfer to an institution to continue their education. Student success at a community college is not only measured in how many students graduate, but also how many transfer to other institutions. This cohort serves as a representative sample of PCC's student body, excluding the nursing program, which is seeking transfer, graduation/completion. To continue meeting this indicator the institution will utilize best practices such as extending partnerships to 4-year state institutions through a 2 + 2 arrangement and by enhancing instructional technologies such as accessibility software (for students with disabilities), completing the transition from Black Board to Canvas, which includes a 24 hour student technology support center, and adding a new partnership with Full Measure Student Support.

Outcome/Results:

Data reported is based on the fall of 2013 cohort group. The fall of 2013 cohort posted a graduation rate of 69%. Due to the continued success of the PASS program, PCC continues to realize an upward trend in student graduation and transfer rates as all athletic programs posted graduation plus transfer rates greater than 75% and many posted a graduation and transfer rate greater than 80%.

Indicator 6: Increase Success of developmental students in corresponding college-level class

Description: Data for this indicator are self-reported. The specific transitions being monitored are Basic Writing (ENG098) to Composition I (ENG176); and Beginning Algebra (MTH076) to Intermediate Algebra (MTH130) or Technical Mathematics (MTH126) or College Mathematics (MTH176). The denominator (69) is students that successfully completed (A, B, C or P grade) Basic Writing and/or Beginning Algebra in a fall term. The numerator (47) is those who successfully enrolled and completed in the corresponding college level course by the following fall term. In response to these data, the need for an induction and transition program has been identified for developmental students. This realization has led to the preliminary planning of a one-year induction and transition program. Monitoring of the induction program will be provided by the Faculty Assessment of Learning Committee (FALC).

Outcome/Results:

Results for AY 2016 indicate a downward trend over the previous AY as well as the 3 year baseline. Most notably it is our developmental math courses that are our primary concern. FALC will monitor the induction program to gauge future success.

Draft Agenda for November 15th, 2017 BAASC Meeting

1. Welcome Council of Faculty Senate President (COFSP) liaisons *Regent Bangerter*
 - o Rob Catlett, ESU
 - o Brian Lindshield, KSU
2. Approve Minutes from the September 20th, 2017 committee meeting
3. Follow up on issues/questions/clarifications raised during the October 30th conference call *Regent Bangerter*
4. Approve Degree and Certificate Programs, Accreditation Request, and AY2016 Performance Reports
5. Act on Proposed Amendments to Policy on Approval of Programs for Community Colleges, Technical Colleges and Washburn Institute of Technology *Scott Smathers, KBOR*

Community Colleges, Technical Colleges and Washburn Institute of Technology expressed concerns regarding the complexity and length of the program approval process. The Board asked that a committee, made up of representatives from community and technical colleges, examine ways in which the program approval process could be streamlined. This committee suggested five modifications to Board policy. The Technical Education Authority recommends the adoption of the proposed policy amendments. Staff will present the proposed policy amendments at the November 15, 2017 BAASC meeting.

6. BAASC 18-06 Approval of Qualified Admissions Report *Jean Redeker, KBOR*

The report on admission of the 2016-2017 freshmen class and 2016-2017 transfer students are mandated by K.S.A. 76-717. This statute requires the Board to annually submit to the Legislature information on the following categories of student admissions: (1) the number and percentage of freshmen class admissions permitted as exceptions to the minimum admissions standards and (2) the number and percentage of transfer student admissions permitted as exceptions to the minimum admissions standards. Staff will present this report at the November 15, 2017 BAASC meeting.

7. Receive 2017 Developmental Education Report *Jean Redeker, KBOR*

At its September 20th meeting, BAASC discussed how to reduce the need for the developmental education. Staff will present the most recent report on developmental education at the November 15, 2017 BAASC meeting.