

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

**December 18, 2019
10:15 – Noon**

The Board Academic Affairs Standing Committee will meet in the Kathy Rupp Conference Room located in the Curtis State Office Building at 1000 SW Jackson, Suite 520, Topeka, Kansas, 66612.

- | | | |
|--|-----------------|-------|
| I. Call to Order | Regent Schmidt | |
| A. Approve Minutes from the December 2, 2019 conference call | | p. 3 |
| II. New Business | | |
| A. Kansas Health Science Center Presentation | Tiffany Masson | |
| B. Academic Advising Presentation | | |
| 1. Fort Hays State University | Jill Arensdorf | |
| 2. Butler Community College | Kim Krull | |
| C. Strategic Program Alignment Presentations | Daniel Archer | p.6 |
| 1. Emporia State University | David Cordle | |
| 2. Kansas State University | Chuck Taber | |
| D. BAASC 20-01 Approve AY 2018 Performance Reports | Samantha | p. 7 |
| 1. Cloud County Community College | Christy- | |
| 2. Dodge City Community College | Dangermond & | |
| 3. Pratt Community College | Institutional | |
| 4. Seward Community College | Representatives | |
| E. Re-Discuss Request for Approval for Bachelor of Interdisciplinary Studies in Ethnic, Gender, and Identity Studies | ESU | p. 25 |
| F. Direct Support Professionals Update | Regent Schmidt | |
| III. Next BAASC Meeting - December 30th Teleconference Call | | |
| • Approve minutes from December 18 meeting | | |
| • Discuss Tentative Agenda for January 15 meeting in Topeka | | |
| 1. Qualified Admissions Report | | |
| 2. AY20 and AY21 Bridge Performance Agreements | | |
| 3. Strategic Program Alignment Presentation - FHSU | | |
| 4. Academic Advising Presentation – KU & WSU | | |
| 5. KSDE Individual Plan of Study Presentation | | |
| • Date Reminders: | | |
| 1. Academic Calendars are due January 8, 2020 | | |
| 2. Academic Advising Presentations Feb 15- ESU & KSU | | |
| 3. Academic Advising Presentations March 18-NCK Tech | | |

VI. Adjournment

Board Academic Affairs Standing Committee

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

Allen Schmidt, Chair

Cheryl Harrison-Lee

Shelly Kiblinger

Helen Van Etten

Board Academic Affairs Standing Committee

AY 2020 Meeting Schedule

All Conference Calls have changed to 11 a.m.

Meeting Dates	Time	Location	Institution Materials Due
September 18, 2019	10:30 am	Topeka	August 28, 2019
October 7, 2019	11:00 am	Conference Call	
October 16, 2019	9:30 am	Conference Call	
November 4, 2019	11:00 am	Conference Call	October 16, 2019
November 20, 2019	10:15 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:00 am	Conference Call	November 13, 2019
December 18, 2019	10:15 am	Topeka	November 26, 2019
December 30, 2019	11:00 am	Conference Call	December 11, 2019
January 15, 2020	10:30 am	Topeka	December 26, 2019
February 3, 2020	11:00 am	Conference Call	January 15, 2020
February 19, 2020	10:30 am	Topeka	January 29, 2020
March 2, 2020	11:00 am	Conference Call	February 12, 2020
March 18, 2020	10:30 am	University of Kansas Medical Center	February 26, 2020
March 30, 2020	11:00 am	Conference Call	March 11, 2020
April 15, 2020	10:30 am	Kansas State University	March 25, 2020
May 4, 2020	11:00 am	Conference Call	April 15, 2020
May 20, 2020	10:30 am	Topeka	April 29, 2020
June 1, 2020	11:00 am	Conference Call	May 13, 2020

**Kansas Board of Regents
Board Academic Affairs Standing Committee**

**MINUTES
Monday, December 2, 2019**

The December 2, 2019, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Schmidt at 11:00 a.m. The meeting was held by conference call.

In Attendance:

Members:	Regent Schmidt, Chair Regent Van Etten	Regent Harrison-Lee	Regent Kiblinger
Staff:	Daniel Archer Erin Wolfram	Karla Wiscombe Julene Miller	Samantha Christy-Dangermond Amy Robinson
Institutions:	Elaine Simmons, Barton CC Mickey McCloud, JCCC Howard Smith, PSU Mark Allen, Independence CC	Adam Borth, Fort Scott CC Brian Neihoff, KSU Linnea Glenmaye, WSU Scott Lucas, WSU Tech	Jean Redeker, KU Jide Wintoki, KU Dave Cook, KU

Regent Schmidt welcomed everyone and roll call was taken.

Approval of Minutes

Regent Van Etten made a motion to approve the minutes of the November 20, 2019 meeting. Regent Kiblinger seconded the motion and the motion passed.

Consent Agenda

- The Committee had seven items up for consent to send to the full Board for approval. Regent Schmidt stated they would cover each item and, unless there is a reason to pull one out, approve them at the same time. Daniel Archer listed the below items and allowed for time after each one for questions to institutional representatives.
 1. KU (Edwards Campus) Act on Creation of School of Professional Studies
 2. KU Requests Approval for a Master of Science in Business Analytics
 3. ESU Requests Approval for a Bachelor of Interdisciplinary Studies in Ethnic, Gender, and Identity Studies
 4. KSU Requests Approval for Associate in Applied Science in Aviation maintenance
 5. KSU Requests Approval for Associate in Applied Science in Professional Pilot
 6. KSU Requests Approval for Master of Industrial Design
 7. KUMC Requests Approval for Bachelor of Science in Diagnostic Science

Regent Schmidt asked for an overview of the ESU degree. No one was present on the call from ESU, so Samantha Christy-Dangermond provided a proposal overview. Regent Schmidt asked if other universities have similar programs. Sam responded that KU does, and others may as well. Regent Van Etten asked if it's a combination of programs. Daniel responded that they are combining faculty with different expertise, so it has a cross-disciplined structure. Regent Schmidt questioned if this program leads to a master's degree and asked what type of careers this degree is associated with. Sam responded that she could not address that specific question, and Daniel noted that he would not want to speak on behalf of the institution. ESU did not have a representative on the call to address these questions. Brian Niehoff, Kansas State University, responded that they have a bachelor's degree in Gender, Women, and Sexuality Studies. He noted that these

students prepare themselves for graduate work, community service agency directorships, child welfare and crisis center workers, and a variety of other career titles.

Regent Van Etten asked if the KUMC BS in Respiratory Care is separate from the BS in Diagnostic Science. Sam responded as no one was present on the call from KUMC. She stated the proposal has three specializations, some of which have more than one track within the specialization. Staff will follow up with the Committee on this question after consulting with someone from KUMC.

Regent Kiblinger questioned if projected enrollment and revenue from new programs are tracked. She discussed she would like to know if the projected enrollment and generated revenues from the proposals are accurate and how closely the expectations of program success is achieved. Daniel responded that enrollment numbers are tracked, and there is a program review process every eight years. It was noted that projected revenue is not currently tracked.

Regent Kiblinger made a motion to approve the seven requests be placed on the Boards consent agenda. Regent Van Etten seconded the motion and the motion passed.

- Karla Wiscombe provided information on the request for approval of the nine new courses for System Wide Transfer (SWT). Karla stated the courses were reviewed by faculty, the faculty wrote outcomes, and the outcomes were presented to the Transfer and Articulation Council (TAAC). TAAC is recommending them to the Board Academic Affairs Standing Committee (BAASC), and BAASC will send them to the full Board for inclusion in the SWT Course Matrix.

Regent Schmidt asked how many courses this brings Kansas to and how many programs these courses apply to. Karla stated that if the 9 courses are approved by the Board, the total will be 100. All SWT courses transfer seamlessly to all institutions offering equivalent courses. Regent Schmidt asked how many institutions offered the 9 courses. Karla offered to send the reports from the 9 new courses to the Committee so they can see which institutions currently offer the courses.

Regent Harrison-Lee made a motion to approve the nine courses be placed on the Boards' discussion agenda for SWT approval. Regent Kiblinger seconded the motion and the motion passed.

Performance Reports

- At the November 20, 2019 meeting the Committee heard the case for Independence Community College to move up a funding tier based off their AY 2018 performance report for indicator #1. The Committee asked for further information on faculty turnover and possible reasons for data variances on indicators #3 and #4.

Mark Allen, Independence Community College, provided follow up and clarification on the Committee's previous questions. Mark discussed faculty turnover and noted that if they had retained two more students, they would have met the goal for indicator #1. Mark discussed how the elimination of certain sports affected their retention rates and how faculty leaving affected recruiting and retention. Mark discussed the variance in number from indicator #3 and #4. He discussed these numbers with their Director of Student Services Programs, and she also indicated that the loss of high retention athletic programs and key faculty would have contributed to the lower numbers. He noted that they are working on increasing these numbers.

Regent Schmidt questioned if they investigated the possibility of errors in the way they gather data, such as a change in the process of gathering. Mark Allen indicated he had discussed this with their IT person, but since she is relatively new, she couldn't verify how the data was gathered or reported.

No further questions were presented to the Committee. Regent Van Etten motioned to move Independence Community College to the next funding tier. No second was provided by the Committee so this motion failed.

Regent Kiblinger discussed her concerns with their retention rates. She stated she is not sure there is a deep understanding of what caused the decrease and noted that understanding the specific reasons is important to the long-term vitality and viability of an institution. Regent Kiblinger made a motion to leave Independence Community College at the 90% funding level. Regent Harrison-Lee seconded the motion and the motion passed.

Adjournment

Regent Kiblinger moved to adjourn the meeting. Regent Harrison-Lee seconded the motion and the motion passed. The meeting was adjourned at 11:45 a.m.

Strategic Program Alignment – ESU & K-State

Daniel Archer, KBOR
David Cordle, ESU
Charles Taber, K-State

At its June 2018 meeting, the Board approved a policy related to the strategic alignment of programs and subsequently selected the University of Kansas (KU) and Wichita State University (WSU) to pilot this policy. On June 20, 2019, the Board approved the programs that KU and WSU will evaluate under the strategic program alignment framework. These universities will present their final recommendations for the identified programs at the February 2020 Board meeting. On June 20, 2019, the Board directed Emporia State University (ESU), Fort Hays State University (FHSU), and Kansas State University (K-State) to detail to the Board of Academic Affairs Standing Committee (BAASC) 1) the process used to identify programs for strategic program alignment review and 2) at least two programs recommended for review. ESU and K-State will present this information at this BAASC meeting and FHSU will present at the January 15, 2020 BAASC meeting.

December 18, 2019

Below is the Board’s policy on Strategic Program Alignment, which is found in Section II.A.5 of the Board Policy Manual.

“In addition to and distinct from the regular program review cycle and process, the Board may direct one or more state university chief executive officers to undertake a strategic program alignment review to determine which of the university’s programs shall be recommended to the Board for continuation, further evaluation, merger, or discontinuance. Guidelines will be established by the Board.

If directed to do so under this provision, the state university chief executive officer shall present to the Board a list of programs for strategic alignment review. Upon receipt of the list, the Board shall review, approve one or more programs for alignment review, and may select one or more additional programs to evaluate.

Upon completion of the strategic alignment at the campus level, the state university chief executive officer shall recommend to the Board whether identified programs should be continued, further evaluated, discontinued, or merged, and provide a rationale for each recommendation. The Board shall review the recommendations and make the final determination whether the evaluated programs continue, merit further evaluation, merge, or discontinue. For programs the Board has identified for merger or discontinuance, the state university chief executive officer shall provide a plan for the transition.”

Act on Performance Reports for Institutions at Less than 100% Funding

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2018 Performance Reports are presented for review. Four institutions qualifying for less than 100% of any new funding, as outlined in policy, are requesting to move to the next higher funding tier at this meeting.

December 18, 2019

Background

As any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for Academic Year 2018 (AY 2018). These reports will be the basis of awarding any new funds in July 2020. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2018 performance reporting, reviewing, and funding cycle is detailed below.



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

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

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

- 100% of New Funding Available
The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators**.
- 90% of New Funding Available
An institution will be awarded 90% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;
 - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
 - The performance report includes specific plans for improvement.
- 75% of New Funding Available
An institution will be awarded 75% of the new funding for which it is eligible if:
 - The institution has made a good faith effort;

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

Per the Funding Guidelines, in cases where an institution qualifies for the 0%, 75%, or 90% funding tier, the institution may make a case to move to the next higher funding tier. In such cases, an institution chooses one indicator for which it did not maintain or improve from the established baseline and submits evidence to BAASC that the indicator meets one or more of the following alternative evaluation criteria:

- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances beyond the control of the institution.

Staff provided a preliminary review and shared any concerns with the institutions who subsequently revised the reports and resubmitted.

Request

The following institutions qualify for less than 100% of any new funding based on their AY 2018 Performance Reports, but as outlined in policy, they request to move to the next higher funding tier. Their requests and AY 2018 Performance Reports follow.

Cloud County Community College	Currently at 90% funding; Requesting 100% funding	Page 9
Dodge City Community College	Currently at 90% funding; Requesting 100% funding	Page 13
Pratt Community College	Currently at 0% funding; Requesting 75% funding	Page 17
Seward Community College	Currently at 75% funding; Requesting 90% funding	Page 21

Funding Tier Request for AY2018 Performance Report

Institution Name: Cloud County Community College

Date: November 20, 2019

Indicator number and title: Indicator 6: Increase the number of completers in online allied health and Nursing Continuing Education Unit (CEU) courses.

Identify alternative evaluation criteria being used: Extenuating circumstances

Justification:

We are writing to share information regarding extenuating circumstances that contributed to the numbers in the Performance Agreement Report, particularly related to Indicator 6: Increase the number of completers in online allied health and nursing Continuing Education Unit (CEU) courses.

While we are not challenging the figures as presented, we have inherited some issues that merit further explanation as to how the figures came to realization. Between AY2017 and AY2018, the person coordinating CEU courses retired. Administrative decisions made by the Vice President of Academic Affairs at that time (prior to the current administration) contributed to the figures as they are presented. This was also during a period of transition in the presidency at Cloud County Community College, so this also contributed to the decisions made at that time. Ultimately, the position of the CEU coordinator was not filled and the decision was made to discontinue CEU courses apparently without consideration that this particular indicator was in place for two additional years (AY2018 & AY2019). The discontinuation of CEU courses is apparent in the decline of AY2018 figures (145 down from 239). This figure will be even less for AY2019.

As stated in the Outcome/Results of the Performance Report, we are working with the nursing department to find alternative and current ways to offer CEU's to the nursing community. Examples would be online training and short two-day conferences with a variety of courses available.

Cloud County Community College Performance Report AY 2018						AY 2018 FTE: 1,276		
Contact Person: Pedro Leite			Phone and email: (785) 243-1435, ext. 248; pleite@cloud.edu			Date: 8/20/2019		
Cloud County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1 Increase first to second year retention rates of "college ready" cohort.	1	2012: 78/140 =55.7% 2013: 82/164 =50.0% 2014: 110/191 =57.6% Baseline: 270/495 = 54.5%	68.4% (106/155)	↑	65.2% (103/158)	↑		
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑	557	↓		
3 Increase number of 3 rd party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓	192	↓		
4 Increase first to second year retention rates of "non-college ready" cohort.	1	F12 to F13: 66/153 = 43.1% F13 to F14: 61/148 = 41.2% F14 to F15: 89/191 = 46.6% Baseline: 216/492 = 43.9%	59.8%	↑	101/175=57.7%	↑		
5 Increase the number of students passing gateway courses (CM 101, MA 111) on the first attempt.	2	AY12-13: 657/1,552=42.3% AY13-14:574/1,383=41.5% AY14-15: 551/1,335=41.3% Baseline: 1,782/4,270= 41.7%	77.4%	↑	916/1154=79.4%	↑		
6 Increase the number of successful completers in allied health and nursing CEU courses.	1	12-13: 225 13-14: 206 14-15: 248 Baseline: 226	239	↑	145	↓		

*Updated 7/12/18

Cloud County Community College Performance Report AY 2018

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

Description: CCCC will be able to strategically focus retention efforts of first-time, full-time degree seeking students by separating the “college ready” from the “non-college ready” students. “College ready” students are defined as those students who were not enrolled in any developmental courses in their initial term. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester.

Outcome/Results:

CCCC has worked to identify the needs of incoming freshmen and place them in the appropriate first semester college courses. “College ready” students are still placed in the College Skills course but are allowed to take courses that pertain to their field of study earlier than those that need to take developmental courses that may leave them feeling frustrated and more apt to drop out or go to a different college. The College Skills course familiarizes incoming Cloud students with the campus, its facilities, procedures, and regulations. Students are assisted in: 1/ defining their educational goals, 2) identifying courses/experiences to help fulfill their goals, and 3) accessing support services necessary to achieve their goals. Advisors also work closely with all freshmen to make sure that they are taking the appropriate courses for their chosen Field of Study and that they are still happy with their chosen degree. In developing this close relationship with the students and providing needed guidance, the college hopes to continue the trend of retaining students for their second year at CCCC.

Indicator 2: Increase number of certificates and degrees awarded.

Description: Students have a wide range of educational goals including earning certificates and degrees. To facilitate degree attainment, CCCC offers a range of learning opportunities including concurrent, online, web conferencing, hybrid, community outreach and on-campus classes. CCCC is focused on increasing the number of students earning certificates and degrees which supports Kansas Foresight 2020.

Outcome/Results:

CCCC staff and faculty are researching the reasons that this number may have gone down. One reason that we have noted is that many of the students in Renewable Energy have found employment before finishing their degree or certificate. The faculty in the program are working to find ways for students to finish their degree/certificate online. They have found that the employers are supportive of this plan and would probably give time for the employees to work on finishing online because they realize that in 5 or 10 years many of the supervisory positions will be open that will require technicians to have finished their degrees. One of the reasons that it is hard for wind technicians to finish their degrees/certificates face-to-face is because they often travel a several state area working on various windfarms. Another issue for some wind/solar technicians face and that often causes them to quit before finishing is the required math. Renewable Energy is working with the CCCC math department to integrate academic math with the CTE courses. The college feels that integrated math courses will provide a better learning outcome for Renewable Energy students and lead to additional degree/certificate earners.

Indicator 3: Increase number of third party credentials attained.

Description: With an increased focus on workforce development, preparing students for high-need industries, and assuring quality of learned skills, CCCC will continue to use industry recognized credentials to help identify preparedness of students and place qualified students into the workforce. Attaining a professional credential will provide a competitive advantage for individuals entering the workforce. Through direct observation and access to licensing data, CCCC will measure the number of credentials successfully earned by CNA and CMA students, students receiving a CDL license, and those who pass NCLEX exams.

Outcome/Results:

CCCC has experienced transition in courses that affect the credentials earned in CDL, CNA and CMA. The Class A CDL course was not offered for at least part of AY 2018 which of course led to fewer students that could complete and test for the CDL license. The course was revived during the spring of 2019 and has had some success stories with the courses that were offered this year. The new instructor is stricter on studying for the exam and encourages the students to not only complete the course but to take the Class-A CDL driver’s license test and to notify him of passing the test by taking a photo of the license and sending it to him. CNA struggled to find instructors because of retirements and higher paid positions in the work field. The State requirements for CNA instructors can make the faculty

hiring pool very small to begin with and competing with a short-staffed nursing environment can add to the issue. The Allied Health Coordinator has worked diligently to find staff and has been able to fill faculty positions and offer more courses in 2019. CMA has had the same issues as CNA and has not rebounded yet. The Allied Health Coordinator continues to search for CMA instructors and offers classes whenever she has the staff availability. The nursing program is working hard and is full after the restructuring of a few years ago. An agreement that had previously supplied students from another college was dissolved and this left a void of incoming nursing students for a few years. The restructure allows CCCC to grow their own students and successfully fill the program with students that can graduate and pass the NCLEX exam.

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

Description: CCCC will be able to strategically focus retention efforts for first-time, full-time degree seeking students by separating the “college ready” from the “non-college ready” students. “Non-college ready” students are those who have enrolled in at least one developmental course during their initial term of enrollment. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of “non-college ready.” Using CCCC’s Jenzabar Management Information System, students who take at least one developmental course will be identified and tracked to measure retention rates from their initial fall enrollment term to the following fall term.

Outcome/Results:

CCCC has worked to identify the needs of incoming freshmen and place them in the appropriate first semester college courses. “Non-college ready” students are placed in the College Skills course but are still allowed to take some courses that pertain to their field of study so that they do not feel frustrated and more apt to drop out or go to a different college. Advisors also work closely with all freshmen to make sure that they are taking the appropriate courses for their chosen Field of Study and that they are still happy with their chosen degree. In addition, the atmosphere at CCCC is one that anyone including staff feels strongly that they are here to help the students. In helping the students, it may just be talking to them, helping them to find the right person/office at the college or wrap-around services in the community. In developing this close relationship with the students and providing needed guidance, the college provides a caring safe place for students to continue their academic career and prepare for a career.

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

Description: The two gateway courses of CM 101 English Composition I and MA 111 College Algebra are crucial in determining a student’s perseverance to degree completion. CCCC will work to increase the number of students who successfully complete either or both gateway courses on their first attempt. Successful completion will be defined as achieving a letter grade of “A,” “B,” or “C.” A review of institutional course data will indicate first attempt pass rates. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

Outcome/Results:

Students at CCCC have many services that help them to be successful. In addition to dedicated instructors that are committed to helping students succeed, the Student Success Center has staff to help with tutoring in all courses. The Trio program is also available for first generation students and other student organizations that are on campus to help ensure student success.

Indicator 6: Increase the number of completers in online allied health and nursing Continuing Education Unit (CEU) courses.

Description: CCCC wants to provide effective continuing education opportunities, both face-to-face and online, for people needing to maintain licensure that are place bound and/or balancing family and work obligations that prevent them from traveling. CCCC will track the successful completion of its Allied Health CEU courses through a review of institutional course data. Successful completion is achieved when the student receives a letter grade of “A,” “B,” “C;” or “P” for “pass.”

Outcome/Results:

As of spring 2018, Allied Health was no longer working with nursing to provide CEU courses. The CEU courses were being overseen and organized by a nurse that worked in the Allied Health department and has retired. The position was not filled and the Nursing department has not had the staff to work with Allied Health on any Continuing Education Courses. We are working with the nursing department to find alternative and current ways to offer CEU’s to the nursing community. Examples would be online training and short two-day conferences with a variety of courses available.

Funding Tier Request for AY2018 Performance Report

Institution Name: Dodge City Community College

Date: November 1, 2019

Indicator number and title: #1, Increase first to second year retention rates of college ready cohort.

Identify alternative evaluation criteria being used: Ranking on the indicator based on a relevant peer group and improvement from prior year.

Justification:

Ranking on indicator based on a relevant peer group.

Dodge City Community College's retention benchmark—54.6%-- is higher than national and state retention averages. The National Center for Higher Education Management Systems (NCHEMS) Information Center notes that based on 2015 data, the national retention rate for 2-year public institutions is 53.9%; the average for the state of Kansas is 52.8%. Dodge City Community College's retention rate for 2016 (53.1%) and 2017 (53.3%) exceeded state and national averages, if not for AY2018.

Improvement from prior year.

The good news is that Dodge City Community College has significantly increased the number of students within its college-ready cohort and has retained a proportionately higher number of those students than the combined totals retained for the three years used to derive our baseline. For example, the total cohort for AY2017 and AY2018 shows an increase of 23 students over the combined cohort totals for AY2012, 2013, and 2014. Similarly, the total number of students retained of the cohorts for AY2017 and AY2018 is comparable to the total number retained for the three years used to derive our baseline. Additionally, the data indicates that DCCC enrolled 55 more college-ready students in AY2018 than in AY2017 and retained 20 more than in AY2017.

Dodge City Community College Performance Report AY 2018						AY 2018 FTE: 1,312		
Contact Person: Jane Holwerda		Phone and email: (620) 227-9359; jholwerda@dc3.edu				Date: 10/16/2019		
Dodge City Community	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 50.3% (91/181) Fall 13 Cohort: 54.5% (91/167) Fall 14 Cohort: 59.1% (104/176) Baseline: 54.6% (286/524)	53.3% (131/246)	↓	50.2% (151/301)	↓		
2 Increase the number of certificates and degrees awarded	1	2013: 383 (182 Assoc,56 Cert,145 SAPP) 2014: 432 (226 Assoc,52 Cert,154 SAPP) 2015: 426 (211 Assoc,59 Cert,156 SAPP) Baseline: 414	397	↓	418	↑		
3 Increase percent of students who are employed or transfer	2	Fall 12 Cohort: 51.5% (205/398) Fall 13 Cohort: 52.7% (188/357) *Fall 14 Cohort: 56.2% (228/406) Baseline: 53.4% (621/1,161)	58.0% (253/436)	↑	48.7% (172/353)	↓		
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	2013: 62.1% (198/319) 2014: 54.5% (182/334) 2015: 50.3% (185/368) Baseline: 55.3% (565/1,021)	49.7% (148/298)	↓	59.7% (169/283)	↑		
5 Increase Developmental Reading successful completers	1	2014: 81.9% (77/94) 2015: 70.9% (39/55) 2016: 71.8% (46/64) Baseline: 76.1% (162/213)	83.0% (44/53)	↑	77.5% (107/138)	↑		
6 Increase the number of students successfully completing one-year certificates through the Electrical Power Technician and Welding	2	2013: 7 EPT + 16 Weld = 23 2014: 10 EPT + 12 Weld = 22 2015: 18 EPT + 9 Weld = 27 Baseline: 24	10 EPT + 14 Weld = 24	↔	12 EPT + 7 Weld = 19	↓		

*Updated 4/20/2018 & 10/16/2019

Dodge City Community College Performance Report AY 2018

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

Description: This indicator addresses goal 1 of *Foresight 2020*, “increase higher education attainment.” This cohort represents a percentage of first-time, full-time, degree-seeking students who enrolled at Dodge City Community for two consecutive fall terms and were not enrolled in any developmental courses in the initial year.

Outcome/Results: While DCCC’s 2018 cohort of college-ready students increased by 22% (or by 55 students) from A2017, DCCC’s retention of this cohort for AY2018 dropped below baseline. DCCC has responded to concerns for retention by implementing advisor training to foster proactive intervention strategies, to encourage early enrollment, and to identify students’ academic and career goals. We continue to collect data on student engagement to better define the needs of our college-ready cohort.

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator also addresses Goal 1 of *Foresight 2020*, “increase higher education attainment” and is measured by the total number of certificates and degrees awarded within an academic year. Based on total number of associates, certificates, and SAPP, in AY2017, DCCC slipped below baseline.

Outcome/Results:

For AY2018, DCCC improved on our baseline by 1%. According to Kansas Higher Education Data System, the most significant gains from AY2017-AY2018 were in the awarding of Technical Certificates C (45-59 credit hours) with an increase from 3 to 18 (or of 500%), and in Technical Certificates B (30-44 credit hours) with an increase from 35-52 (or of 49%). We will continue to assess instructional performance and to implement student-centered policies and practices focused on certificate and degree completion to build on our current gains.

Indicator 3: Increase percent of students who are employed or transfer

Description: Key to our mission as a community college to prepare students for immediate employment (through workforce and technical education) as well as for delayed employment (through transfer to bachelor degree programs). This indicator addresses the second goal of *Foresight 2020*. Our goals are to recruit, place, and advise students towards successful completion of certificates that are gateways to high wage programs and to degrees that develop skills and knowledge for success in their transfer to four-year institutions.

Outcome/Results: Having improved on its baseline in AY2017, DCCC dropped below baseline in AY2018. Our cohort of students who were employed or transferred was smaller by 19% from the previous year, a correlation with our issues in retaining students (see Indicator 1). Our new advisor training includes modules on transfer advising; we continue to work with 4-year institutions to maintain and improve articulation agreements, and to make those agreements more readily accessible to advisors and students. We continue to assess the fit of our workforce programs with needs of industry partners. Grant-funded partnerships with 4-year institutions (Kansas State, Fort Hays State, and Kansas University) are in place to facilitate transfers in high-demand/high-wage pathways, such as science, math, and intelligence.

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

Description: The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Dodge City Community

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

Outcome/Results: For AY2018, DCCC improved on our baseline by 4.4%. We will continue to incorporate research-based curriculum, individualized instruction, specialized software, smart-board and tablet technologies to meet the English language-learning needs of a high number of students who lack literacy skills in their native, or home, languages.

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. Successful completion had been defined as a grade of C or better in College Reading. While we've noticed gains in the number of successful completers since 2015 through 2016, we have had fewer students taking College Reading, overall, since 2014. For 2016, we modified the measure to a percentage of successful completers. Because of the declining numbers of students opting to enroll in College Reading, an elective course, the course was discontinued following the Spring of 2017. At the same time, reading outcomes were integrated into DCCC's ENG099, College Prep English, a course into which students are placed according to a series of placement indicators, including Accuplacer scores, standardized test scores and high school transcripts. By modifying the measure to a percentage of successful completers of College Prep English, we have roughly doubled the number of students in this cohort from the previous year. We continue to define successful completers as those earning a grade of C or better in College Prep English. Our numerator is the number earning a C or better; our denominator is the number completing the course.

Outcome/Results: For AY2018, DCCC improved on our baseline by 1.4%. We will continue to work with English and other faculty to integrate reading skill-enhancing strategies into reading-intensive courses. We will continue to follow college placement criteria for College Prep English.

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

Description: Increasing the number of students who successfully complete EPT and welding certificates directly addresses *Foresight 2020* goal 2 of "meeting the needs of the Kansas economy." In addition to working with local industry to deliver a skilled workforce to meet demands in the areas of electrical power technology and manufacturing trades, we have worked with service area high schools to increase interest and concurrent enrollment.

Outcome/Results:

For AY2018, DCCC dropped significantly below our baseline for this indicator. While EPT continues to be in high-demand across the state, our EPT program has not proved viable and we are currently in partnership with PCCC to deliver EPT curriculum on-site. We will continue to evaluate viability of our Manufacturing Trades/Welding program, assess instructional performance, and implement student-centered policies and practices focused on certificate completion.

Funding Tier Request for AY2018 Performance Report

Institution Name: Pratt Community College

Date: November 1, 2019

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

Identify alternative evaluation criteria being used: Improvement from the prior year

Justification:

In part, due to the reduction in capacity beginning in AY 2015-16 and the temporary and voluntary cessation of the college's Associate in Science Nursing program in AY 2017-2018, the number of awards for AY 2016-17 and AY 2017-2018 declined from the baseline year. However, the number of Associate in Science and Associate in Applied Science (non-nursing) awards increased in AY 2017-18 from the prior year of AY 2016-17. Compared to the prior AY 2016-17, the number of Associate in Science awards increased by 29; the number of Associate in Applied Science (non-nursing) awards increased by 23 during AY 2017-18.

Pratt Community College Performance Report AY 2018						AY 2018 FTE: 872		
Contact Person: Monette DePew			Phone and email: monetted@prattcc.edu			Date: 10/21/2019		
Pratt Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes.)	1	Fall 12 Cohort: 62/102 = 60.8% Fall 13 Cohort: 109/173 = 63.0% Fall 14 Cohort: 68/125 = 54.4% Baseline: 239/400 = 59.7%	55.0% (83/151)	↓	50.7% (70/138)	↓		
2 Increase third year Student Success Index	1	AY 2010 Cohort: 286/451 = 63.4% AY 2011 Cohort: 469/684 = 68.6% AY 2012 Cohort: 446/657 = 67.9% Baseline: 1,201/1,792 = 67.0%	65.3% (395/605)**	↓	63.3% (353/558)	↓		
*3 Increase number of certificates and degrees awarded.	2	AY 2013: 637 AY 2014: 474 AY 2015: 483 Baseline: 531	305	↓	379	↓		
4 Increase fall to spring retention rate of students who enroll in developmental coursework (Writing, Reading, Math)	1	*Fall 2012: 106/141 75.2% Fall 2013: 110/139 79.1% Fall 2014: 142/181 78.5% Baseline: 357/461 77.4%	78.3% (141/180)	↑	79.1% (121/153)	↑		
5 Increase three year Graduation and Transfer Rates of First-time, Full-time, Degree-seeking students (IPEDS Cohort)	1	Fall 2010: 191/299 63.9% Fall 2011: 147/243 60.5% Fall 2012: 159/230 69.1% Baseline: 497/772 64.4%	60% (181/302)	↓	60.7% (167/275)	↓		
6 Increase success of developmental students in corresponding college-level class.	2	Fall 2012: 44/56 78.6% Fall 2013: 36/61 59.0% *Fall 2014: 50/62 80.6% Baseline: 130/179 72.6%	66.2% (47/71)	↓	64.2% (52/81)	↓		
*Updated 7/20/2018			**Updated 9/26/2018					

Pratt Community College Performance Report AY 2018

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

Description: The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree. Students enrolled in a developmental course in the fall term are excluded from this population.

Outcome/Results: Overall our retention rate has fallen 9% when compared to the baseline. Assessment of this trend indicates that 34% of the 2017 cohort group included students enrolled in PCC's Electrical Power Technology program (EPT). Due to high demand from employers for EPT students, 84% of EPT students from this cohort were not retained contributing to the downward trend. Similar to the AY2017 report, we anticipate that this trend will continue as our EPT program attracts more students and as wages and demand for these credentials increase.

Indicator 2: Increase third year Student Success Index

Description: The data for this outcome will be provided by KBOR. The cohort will include all students who are new to Pratt Community College during the academic year. The Index is a summation of students who were retained in higher education, or who completed a program. This approach encompasses the entire success of a community college by tracking students after they leave the college.

Outcome/Results: Overall PCC's student success index has fallen 3.7% when compared to the baseline. Despite this downward trend, PCC exceeds the Kansas Community College average in third year student success.

Indicator 3: Increase the number of certificates and degrees awarded

Description: The number of certificates and degrees awarded will include all degrees and certificates to include successfully completed SAPP's and awarded certificates and degrees will include duplication based on student attainment. The data used for reporting will be obtained through reports already being collected through KBOR in the KHEDS system and will include Nursing Aide, Medication Aide, and Home Health Aide. PCC acknowledges that the overall number of certificates and degrees will decrease over the baseline data due to the reduction in Nursing program structure and capacity.

Outcome/Results: PCC is continuing to experience a downward trend in certificates awarded, however, this is due in part to the Nursing program, which contributed to greater gains in 2013 and greater reduction in 2014. This downward trend can also be attributed to PCC's cessation of admission to the ADN Program for one year. The cessation will allow faculty the opportunity to conduct a complete transformative restructuring of the ADN Program starting with the mission and concluding with sustainable and repeatable measures to help ensure a high quality program in the future. We anticipate a continued decline in the 2019 and 2020 academic school years as a result of measured reduction in the ADN Nursing Program. Although PCC did not meet the benchmark, there is an upward trend in issuing 74 more awards (i.e., 379) when compared to AY17 at 305.

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

Description: These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term.

Outcome/Results: Due to PCC's emphasis on holistic instructional practices and a focus on the needs of students enrolled in developmental courses, PCC has been able to make consistent and continual growth in the number of students retained and succeeding in higher education specifically for our students enrolled in developmental coursework. With this concerted effort the results currently trend upward from a baseline of 77.4% to 79.1%.

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

Description: These data will be self-reported. The denominator 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) if they either graduate with a certificate or associates diploma or transfer to an institution to continue their education.

Outcome/Results: Data reported is based on the fall of 2015 cohort group which demonstrated a 3.7% downward trend from the baseline. Despite this downward trend, it should be noted that with PCC's efforts and coordination of resources, students participating in athletic activities have a graduation plus transfer rate of 66%. Of the fall 2015 cohort group of 275, 47% (129) of the students were student-athlete participants.

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

Description: These data will be self-reported. The measure will evaluate the successful transition of developmental students into corresponding college-level courses. The specific transitions being monitored are Basic Writing (ENG098) to Composition I (ENG176); and Beginning Algebra (MTH076) to Intermediate Algebra (MTH 130) or Technical Mathematics (MTH126) or College Mathematics (MTH176). The denominator will be students that successfully (completed with an A, B, C or P grade) Basic Writing and/or Beginning Algebra in a fall term and enrolled in the college-level course by the following fall. The numerator will be those who successfully completed the corresponding college-level course.

Composition I is applicable to any degree at Pratt CC. The college-level math coursework is applicable to technical credentials (Associates in Applied Science and technical certificates). If a student seeks a general transfer credential, higher coursework in mathematics is necessary. Pratt CC recognizes that this indicator evaluates a small portion of its FTE. The institution also recognizes that transitioning students out of remediation is a problem that will not improve in the foreseeable future. Students are increasingly entering college with a need for remediation, while the Kansas economy continues to require work-ready credentialed employees. This indicator will prime Pratt CC's institutional processes to be better prepared to tackle both needs. In order to meet this indicator, the institution will utilize new and existing initiatives to provide support to this student population.

Outcome/Results: The fall of 2017 success rate of developmental students in corresponding college-level courses dropped by 8.4% from the baseline of 72.6%. The fall 2017 data from the English department indicates that 74% of the students who were successful in developmental English successfully completed the appropriate college level English course while for the math department during the fall of 2017 only 56% of the students who were successful in developmental math successfully completed the corresponding level math course. Despite this downward trend, it is noted that 92% of students who successfully completed their developmental course subsequently enrolled in the corresponding level college course in math and English combined. Success in developmental courses opened the doorway of opportunity to gateway courses making it possible for students to experience a highly rigorous math and English courses.

Funding Tier Request for AY2018 Performance Report

Institution Name: Seward County Community College

Date: November 12, 2019

Indicator number and title: #4: Increase the success rate of developmental writing students in English Composition I

Identify alternative evaluation criteria being used: Any extenuating circumstances beyond the control of the institution.

Justification:

Beginning in Fall 2017 we offered a “PLUS” (developmental) course concurrently with English Comp I to reduce the need for prerequisite developmental courses. Our PLUS cohort was successful, but an unintended consequence of the pilot was removing the successful cohort population from our original measure. *Changing the measure in the performance agreement was beyond our control at that point.* As soon as we were able to change the measure, we did (AY2019).

The original measure used to establish the baseline and AY2018 results:

Successfully Complete Pre-College English in Fall	Successfully Completed English Comp I by Next Fall	% Successful (23/36)	Baseline/ Target
36	23	63.9%	66.1%

Including the PLUS cohort in the measure, we meet our baseline for AY2018.

Successfully Complete Pre-College English in Fall 2017	Took PLUS and Comp I Concurrently	Total Denominator	College Level Success by Fall 2018	% Successful (39/59)	Baseline/ Target
36	23	59	39	66.1%	66.1%

Seward County Community College Performance Report AY 2018							AY 2018 FTE: 1,180	
Contact Person: Joe McCann			Phone and email: 620-417-1012; joe.mccann@sccc.edu				Date: 8/30/2019	
Seward County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1	AY2013 - 450 AY2014 - 488 AY2015 - 484 Baseline: 474	527	↑	566	↑		
2 Performance of students on institutional quality measures -Increase success rate of students in College Algebra.	2	Fall 13 – 166/220 (75.5%) *Fall 14 – 189/232 (81.5%) Fall 15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)	77.4% (181/234)	↓	74.5% (172/231)	↓		
3 Increase three-year graduation rates of college ready cohort	1	*Fall 10 Cohort – 75/149 (50.3%) Fall 11 Cohort – 101/204 (49.5%) Fall 12 Cohort – 97/196 (49.5%) Baseline: 273/549 (49.7%)	37.2% (73/196)	↓	47.8% (88/184)	↓		
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 12 Cohort – 23/35 (65.7%) Fall 13 Cohort – 24/36 (66.7%) F14 Cohort – 39/59 (66.1%) **Baseline: 86/130 (66.2%)	59.2% 32/54	↓	63.9% (23/36)	↓		
5 Increase the first to second year retention rate for college ready cohort.	1	*Fall 12 Cohort: 122/191 (63.9%) Fall 13 Cohort: 102/159 (64%) Fall 14 Cohort: 115/196 (59%) Baseline: 339/546 (62.1%)	57.4% (112/195)	↓	60.3% (82/136)	↓		
6 Increase the % of full-time students completing 24 credit hours in their first year	1	Fall 12 Cohort – 144/360 (40%) Fall 13 Cohort – 213/310 (69%) Fall 14 Cohort – 238/349 (68%) Baseline: 595/1,019 (58%)	73% 256/353	↑	73% (219/301)	↑		

*Updated 7/18/2018

**Updated 10/16/2019

Seward County Community College Performance Report AY 2018

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 certificates and degrees increased 19% (92 awards) above the baseline of 474 and increased by 39 over the previous year (527 in AY2017). Significant increase in 2-Year Transfer degrees, and a change in when Cosmetology and 1-Year Nursing certificate awards occur represent most of the increase from the prior year.

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

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

Outcome/Results: The Fall 2018 success rate is 4.2% below the baseline of 74.5%, which equates to 10 students. In comparison, our success rate is higher than 75% of the community colleges reporting to the National Community College Benchmark Project. The Mathematics department's goal for all courses is to improve student course success. Strategies include: Improving placement through an in-house math pre-test in all developmental math courses and use multiple measures for placement and are redesigning the developmental math sequence to insure students are better prepared for college algebra. The Mathematics department is currently developing their program review, so we don't have specific data results at this time. Utilizing the data collected from this performance agreement, a deep dive into all performance data (demographics, course delivery method and location, etc.), as well as other initiatives already in place in the department, an improvement plan will be developed and implemented over the next academic year.

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

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

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

Outcome/Results: The graduation rate for the college ready cohort was 1.9% below the baseline of 49.7% but increased by 10% over the previous year. The increase is equivalent to 18 students.

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. 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. The denominator represents all students completing English Composition I within one year after successfully completing developmental writing in the fall semester. The numerator indicates the students completing English Composition I with a grade of A, B, or C.

Outcome/Results: The success rate of developmental writing students in English Composition I was 2.2% below baseline of 66.1% but increased by 4.7% over the previous year. The increase is equivalent to 2 students. A pilot project initiated in fall 2017 allows students who place into Pre-college English to enroll in English

Comp I and a two-credit hour supplemental (Plus) course concurrently. This course emphasizes active learning, improved reasoning skills, engaged reading, and effective editing skills with special attention given to grammar to maximize the likelihood of success in English Comp I. Pilot Year Results: students who took the PLUS course with the college level course had a passing rate of 80% in English Comp I, compared to 53% of those who took developmental writing prior to English Comp I and College Ready student success results of 58%. In the second year of the pilot study PLUS student success dipped slightly to 75% but increased in participation from 10 students the first year to 20 students the second. The English department continues to monitor results and adjust placement cutoff scores and participation approval to improve these rates.

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. The denominator represents all degree or certificate seeking students, not requiring developmental education for the program of enrollment (e.g. students enrolled in Welding Technology certificate program), or placing into college-level courses (e.g. transfer track student). The numerator indicates students retained from fall to fall.

Outcome/Results: The retention rate for the college ready cohort was 1.8% below baseline of 62.1% but increased by 2.9% over the previous year. The increase is equivalent to 4 students. Research indicates two issues directly impacting our ability to retain students in their first fall-to-fall college experience. The first is a significantly low unemployment rate; the unemployment rate in the Kansas service area served by Seward is less than 3% (Source: Kansas Bureau of Labor Statistics annual average unemployment rate by county). Though a good problem for our community, it has a negative impact on retention and is difficult for the institution to control. The second issue is financial. Students would rather go to work and get paid than go to school and get a bill. Changes in past-due account policy four years ago impacted retention rates at an alarming rate, because students were no longer allowed to enroll until past due accounts were resolved. The Retention Committee continues to work with the Financial Aid office to improve communication and scholarship awarding practices to make college more affordable and an attractive opportunity to improve students' future earnings. Though our full-time population continues to decline our part-time enrollment is on the rise, which suggests our strategies are working.

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 KHEDS.

- 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: The number of students completing 24 credit hours in their first year of college increased by 15% over our baseline of 58% to 73% in AY2018. However, the baseline may be misleading because of the low data point for the F2012 cohort. Compared to Fall 2013 and 2014, we had a 4% increase which equates to 12 additional students achieving at least 24 credit hours in their first year.

done by the Ethnic and Gender Studies Steering Committee, a committee made up of representative faculty from across the University. As this foundation for intersectional study is already in place at ESU, and the process for identifying and classifying Ethnic and Gender Studies courses has been established and tested over time, ESU is the ideal home for crafting an interdisciplinary and intersectional study of ethnic, gender, and identity studies.

In addition, due to the construction of the major and the framework already in place, it will require no additional courses and little to no additional funding to implement. The required courses for the major are already being taught on a regular basis, and the resources needed to support administrative tasks are currently available.

IV. Program Demand: Select one or both of the following to address student demand:

A. Market Analysis

Figure 1: Completers of Bachelor’s Degrees in U.S. Universities with Majors Related to Ethnic, Gender and Identity Studies, 2013-2017. Source: IPEDS Database (nces.ed.gov/ipeds/datacenter/)

Major	2013	2014	2015	2016	2017
Ethnic Studies	87	93	98	105	107
EGMGGS*	209	212	212	N/A	N/A
Gay/Lesbian Studies	13	16	16	16	18
Latin American Studies	318	323	331	337	340
Women’s Studies	645	676	703	713	734
TOTAL	1272	1320	1360	1171	1199

*Ethnic, Cultural Minority, Gender, and Group Studies. Not included in 2016 or 2017 IPEDS list of majors.

**When the ECMGGS major is removed, the total number goes down. It could be said that this major is closest to the Ethnic, Gender and Identity Studies major, so the approval of this major would seem to be a way to build those numbers again.

IPEDS’s database shows there is a strong interest in similar programs to Ethnic, Gender, and Identity Studies. Because the EGIS proposed major would incorporate the various majors tracked by IPEDS, the EGIS major would appeal to different kinds of students who seek various fields of study within identity studies.

Studies of sex, gender, race, ethnicity, sexuality, age, class, religion and other critical social identities have evolved well beyond the localized or targeted study of a single identity, and scholars and private sector representatives are increasingly aware of the ways in which one identity may affect another. The need for a program of study that offers students the opportunity to examine and focus on identities and the ways in which they intersect is apparent in the movement of scholarly research, as well as in the complex social problems requiring examination of intersectional identities (Crenshaw 2017, e.g.). Kansas Regents universities currently offer programs in Women’s Studies, African American Studies, Native American Studies, Religious Studies, and Ethnic Studies; however, no KBOR university offers a program of study whose main intent is an examination of multiple, intersecting, diverse social identities combining perspectives from different disciplines.

Generation Z – those born in the late 1990s and early 2000s – is the most diverse generation in U.S. history (Dimock 2019). Attracting and retaining this widely diverse group of students is key to continuing success as an academic institution, now and into the future. Programs such as the proposed Ethnic, Gender, and Identity Studies major at ESU will provide students the opportunity to explore their own diverse identities and to understand the identities of others. The EGIS major will attract diverse students interested in social issues and will contribute to creating a campus environment that is welcoming to all students.

A recent article regarding Generation Z and the workplace stated that “[d]iversity, inclusion and belonging should be core values of [an] organization and can impact [the] ability to attract and retain an entire generation of talent” (Florentine 2018). A survey of 1,000 students conducted by Door of Clubs, a startup dedicated to connecting university student clubs to private sector sponsors, found that equality was the “No. 1 cause Generation Z cares about in the workplace” (Florentine 2018). The incoming generation of college students cares deeply about causes surrounding diversity and inclusion and seeks out communities that have this core value. A major in Ethnic, Gender, and Identity Studies demonstrates the university’s dedication to these social concerns and will prepare and empower graduates to carry these values forward into their careers.

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

Figure 2:

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10		300	
Year 2	10	5	600	90
Year 3	10	5	900	180

VI. Employment

A recent search shows a wide variety of open positions labeled “diversity officer” or something similar:

Figure 3:

Jobs Website	Number of Diversity Jobs Listed
LinkedIn	223
Indeed	3,751
Career Website of Nat’l Association of Diversity Officers in Higher Education	36
SimplyHired	3,115
Glassdoor	859
HigherEdJobs	251
ZipRecruiter	7, 362
InsideHigherEd	106

These listings include positions in private industry--such as persons who evaluate compliance with state and federal regulations regarding contracting—and jobs in various offices of federal, state, county and local government.

More and more companies and institutions are seeking employees who specialize in diversity and inclusion: such postings by employers have increased 18% from 2017-2018 and increased 35% from 2016-2018 (Culbertson, 2018). In addition, diversity has “gained momentum as a topic in more than 70% of the [1,700] enterprises surveyed” (Lorenzo and Reeves, 2018). Employers are examining diversity and inclusion at their places of employment and see the value of increasing their equity among different groups within their workforce. Students who major in EGIS will be able to meet this need within the workforce.

Job positions will also be available in academic institutions; many of KBOR universities have offices centered on diversity and equity:

Figure 4:

Institution	Name of Office
Kansas State University	Department of Diversity and Multicultural Student Affairs
University of Kansas	Office of Diversity and Equity
Wichita State University	Office of Diversity and Inclusion
Emporia State University	Office of Diversity, Equity and Inclusion
Fort Hays State University	Office of Diversity Affairs
Pittsburg State University	Office of Student Diversity and Office of Institutional Equity
Washburn State University	Office of University Diversity and Inclusion

KBOR universities recognize that diversity and inclusion are an important part of college work life and student life, so positions in diversity and inclusion are represented.

In addition, job seekers looking for jobs in diversity and inclusion have been growing since 2015; the number has increased 8% from 2016-2018 (Culbertson, 2018). This increase, however, does not meet the need of employers who are seeking people qualified in diversity and inclusion; by offering a degree in Ethnic, Gender, and Identity Studies, ESU will be able to help close this gap and get more qualified employees into the workplace. This will not only benefit the EGIS graduates and companies seeking a diversity officer or other job, but also the general workforce: “[a] full two thirds (67 percent) of active and passive job seekers said that a diverse workforce is an important factor when evaluating companies and job offers” (Glassdoor Team, 2014).

According to a 2018 job outlook survey by the National Association of Colleges and Employers (NACE, 2018), the most valued attributes in potential employees are communication skills, problem-solving skills, and the ability to work in a team. One key principle in working in an effective team is building an environment of inclusivity where diversity is appreciated and encouraged. EGIS graduates will be uniquely positioned to create these environments in the multicultural workforces of the future, as their knowledge of diverse cultures and peoples, as well as comfort with difference, will allow for more effective communication within these teams. The EGIS program’s interdisciplinary approach to learning and embedded leadership principles will provide students with the skills to address multi-faceted and complex problems with unique perspectives, as well as take on leadership roles in diverse groups and situations. In addition, EGIS graduates will be positioned to effect positive change in the areas of diversity, inclusion, and belonging, which are key issues for Generation Z students and employees (Florentine, 2018).

VII. Admission and Curriculum

Admission Criteria

Students applying for the Bachelor in Interdisciplinary Studies (BID) with a major in Ethnic, Gender, and Identity Studies will meet ESU’s requirements for admission as an undergraduate, including ACT composite score of 21 or higher or rank in the top third of the high school graduating class, and a grade point average of 2.00 on a 4.00 scale in the recommended core curriculum courses. Details may be found in ESU’s University Catalog (<https://www.emporia.edu/regist/catalog/documents/2019-2020%20ESU%20Catalog.pdf>).

A. Curriculum – Suggested courses for full-time students

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH.... 15
EG 101	Composition 1	3
MA 110	College Algebra	3
	Other general education courses to reach 15 credit hours	9

Year 1: Spring

Course #	Course Name	SCH.... 15-16
EG 102	Composition II	3
SP 100 OR 101	Interpersonal Communication OR Public Speaking	3
	Technology Course	2-3
	Other general education or elective courses to reach 15 hours	6-7

Year 2: Fall

Course #	Course Name	SCH.... 15
ID 301	Issues in Ethnic and Gender Studies	3
ID 302	Introduction to Interdisciplinary Studies	3
	6 hours of general education courses	6
	3 hours of EGIS electives	3

Year 2: Spring

Course #	Course Name	SCH.... 15
	General education courses	
	Electives in EGIS	

Year 3: Fall

Course #	Course Name	SCH.... 15
SO 540	Identity and Intersectionality	3
	Any remaining general education requirements	
	Electives in EGIS	

Year 3: Spring

Course #	Course Name	SCH.... 15
	Electives in EGIS	15

Year 3: Summer

Course #	Course Name	SCH.... 3-6
	Internship or practicum (elective but highly recommended)	3-6

Year 4: Fall

Course #	Course Name	SCH.... 15
	Electives in EGIS	15

Year 4: Spring

Course #	Course Name	SCH.... 15
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ID 490	Interdisciplinary Studies Capstone	3
	Electives in EGIS	12

Year 4: Summer

Course #	Course Name	SCH.... varies
	Any remaining course work required, additional internship or practicum (elective but highly recommended)	3-6

Total Number of Semester Credit Hours 120
[Plus any hours accrued in elective internship and/or practicum]

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
 FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Mallory Koci	Instructor	MA	N	Ethnic & Gender Studies	1.0 (0.25 administrative, 0.75 instruction)
Alfredo Montalvo (Acting Chair, Interdisciplinary Studies)	Associate Professor	PhD	Y	Sociology, Crime & Delinquency Studies	0.5 (administrative)
Heidi Hamilton	Professor	PhD	Y	Gender & Communication	0.25
Ellen Hansen	Professor	PhD	Y	Cultural Geography, Gender	0.25
Maire Johnson	Assistant Professor	PhD	Y	Ancient & Medieval History, Early Women's History	0.25
Sheryl Lidzy	Associate Professor	PhD	Y	Intercultural Communication	0.25
Amanda Miracle	Associate Professor	PhD	Y	Colonial History, Women's History	0.25
Gregory Robinson	Associate Professor	PhD	Y	Spanish Language Literature, Ethnic Literature	0.25
Rochelle Rowley	Associate Professor	PhD	Y	Gender, Identity, Sociology	0.25
Susan Zubber-Chall	Instructor	PhD	N	Social Justice, Crime & Delinquency Studies	0.25
Rachael Spaulding	Assistant Professor	PhD	Y	Spanish Language Literature, Ethnic and Gender Literature	0.25
C. Edward Emmer	Professor	PhD	Y	Philosophy	0.25

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

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	160,502	163,712	166,986
Administrators (<i>other than instruction time</i>)	49,975	50,975	51,994
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>) (18.26%)	38,433	39,202	39,986
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	248,910	253,889	258,966
Personnel – – New Positions			
Faculty			
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other (Programming, Women’s History Month)			
Total Operating Costs	0	0	0

GRAND TOTAL COSTS	248,910	253,889	258,966

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		51,543	118,549	185,555
Student Fees		16,434	39,405	63,244
Other Sources				
GRAND TOTAL FUNDING		67,977	157,954	248,799
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		(180,933)	(95,935)	(10,167)

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The director, Mallory Koci, is a current ESU instructor in the Department of Interdisciplinary Studies and has 0.25 FTE assigned to directorship of the EGS program, of which the new major will be a part. Alfredo Montalvo is Acting Chair of the Department of Interdisciplinary Studies and will have administrative responsibilities over the program. All other faculty teach in departments across campus.

Personnel – – New Positions

The program will require no new faculty; all required and elective courses are currently being taught on campus.

Start-up Costs – One-Time Expenses

No start-up costs are requested.

Operating Costs – Recurring Expenses

No new funding is requested.

B. Revenue: Funding Sources

Funding from tuition is based on \$5,154.30 per year for full-time students and \$3,092.58 per year for part-time students. Funding from mandatory fees is based on \$1,643.38 per year for full-time students and \$1,394.25 per year for part-time students.

C. Projected Surplus/Deficit

The apparent deficits projected above are mitigated by the fact that the only required resources are existing personnel.

XI. References

- Crenshaw, Kimberlé. 2017. Kimberlé Crenshaw on intersectionality, more than two decades later [interview]. *Columbia Law School*. Retrieved from <https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>.
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