

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

**CONFERENCE CALL AGENDA
Monday, February 3, 2020, 11:00 am
Phone Number: 1 (785) 422-6104
Conference Code: 545317011**

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| I. Call to Order | Regent Schmidt | |
| A. Approve Minutes from the January 15, 2020 meeting in Topeka | | p. 3 |
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| II. Consent Agenda | | |
| 1. Act on Request to Change Wichita State University's 2021 and 2022 Spring Break dates | Daniel Archer | p. 7 |
| 2. BAASC 20-02 Approve AY 2020 and AY 2021 Bridge Performance Agreements | Samantha
Christy-Dangermond | p. 8 |
| 3. Act on Request for Approval for a Master of Science in Athletic Training at Fort Hays State University | FHSU | p.61 |
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| III. Other Matters | | |
| 1. Act on Request for Revisions to AY 2017 - AY 2019 Performance Agreements | Samantha
Christy-Dangermond | p.68 |
| • Dodge City Community College | | |
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| IV. Suggested Agenda Items Wednesday, February 19, 2020, 10:15 am | | |
| • Approve minutes from February 3, 2020 conference call | | |
| • BAASC 20-02 Receive SARA Reciprocity Report | | |
| • Academic Advising Presentations - ESU and K-State | | |
| • Act on Proposed Degree Policy Change | | |
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| V. Adjournment | | |

Date Reminders:

- March 18: KSDE Individual Plans of Study Discussion
- March 18: Academic Advising Presentation – NCK Tech
- March 18: Approve Academic Calendars

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

Meeting Dates	Time	Location	Institution Materials Due
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
Wednesday, January 15, 2020**

The January 15, 2020, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Schmidt at 10:15 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members:	Regent Schmidt, Chair Regent Van Etten	Regent Harrison-Lee	Regent Kiblinger
Staff:	Daniel Archer Amy Robinson	Karla Wiscombe Erin Wolfram	Samantha Christy- Dangermond
Others:	Elaine Simmons, Barton CC Jane Holwerda, Dodge City CC Adam Borth, Fort Scott CC Matt Pounds, NWKTC Susan Klusmeier, KU Linnea GlenMaye, WSU	Lori Winningham, Butler CC Steve Loewen, Flint Hills Tech Cindy Hoss, Hutchinson CC Howard Smith, PSU Jean Redeker, KU Kim Krull, Butler CC	Michelle Schoon, Cowley CC Jill Arensdorf, FHSU Beth Ann Krueger, KCKCC Rick Muma, WSU Joe McCann, Seward Co. CC Michael Werle, KUMC

Regent Schmidt welcomed everyone.

Approval of Minutes

Regent Van Etten made a motion to approve the minutes from December 18, 2019. Regent Harrison-Lee seconded the motion and the motion passed.

Academic Advising Presentations

- Dr. Susan Klusmeier, Interim Vice Provost for Undergraduate Studies, University of Kansas, presented an overview of their academic advising efforts. Susan went over the KU split advising model of exploring students, declaring students, and the role of and tools used by adjunct advisors. She discussed first-year advising resources Exploratory Pathways and HawkQuest. HawkQuest is a 188-item quiz that helps current and prospective students discover career paths. Exploratory Pathways are offered through the undergraduate advising center and include a variety of pathways, communities, and online tools to help students declare a major. Susan provided details of the new Jayhawk GPS, which is an online tool for undergraduate students and their academic advisors, instructors, and other relevant staff. Jayhawk GPS helps facilitate collaboration, assists with degree pathways, and identifies student needs for targeted academic engagement on campus.

Regent Schmidt asked how KU reaches out to out-of-state students. Susan responded they have admissions recruitment staff that target potential students as well as partnerships with admissions to visit and engage with high school students across the country. She also clarified that HawkQuest can be utilized by any potential student, and when a student applies for admission they are introduced to Exploratory Pathways. Regent Van Etten asked for clarification on the timeline of Jayhawk GPS. Susan

responded it was launched last year, and this year will be the first year where all academic advising units are using it for day to day advising. She stated the students are utilizing this system, and it is easy to navigate. Regent Van Etten asked if the Committee could gain access to view the system, and Susan responded that only students have access, but she could do a demonstration in the future. Regent Kiblinger asked what challenges and benefits they encountered with Jayhawk GPS when training adjunct faculty on advising. Susan responded that it was challenging to decide what faculty should have access, but a few benefits were that the faculty advisors can now use an online shared notebook for communication, and it has also allowed KU to evaluate annually the need for advising in specific programs. Regent Harrison-Lee asked how they ensure undeclared students are utilizing the tools presented during orientation. Susan stated they send email communications and hold Blackboard workshops. She noted 60% of Exploratory Pathway students have declared a major by the end of their first year, and 63% have engaged in the exploratory courses.

- Dr. Rick Muma, Provost, Wichita State University, presented an overview of their academic advising efforts. Rick went over the WSU advising model which consists of first year advising, college advising, and career advising. Rick noted their student to advisor ratio is around 1:300, and all first-time students receive advising through OneStop which consists of questionnaires, potential schedules built by advisors, a Student Education Plan (SEP), and a mandatory 2nd semester advising meeting. During their second year, the student is advised by their specific college academic advisor who helps them maintain relationships and communication, plan paths to graduation, and facilitate major exploration. Rick discussed transfer student advising and their online Transfer Gateway tool which shows how many credits may potentially transfer. Rick stated that undecided students are required to use an advisor each semester they are undecided, and the advisors regularly have outreach campaigns and use multiple tools to engage students in exploration of majors. Rick provided the Committee with two videos promoting their applied learning (https://www.wichita.edu/academics/applied_learning/) and transferring to WSU (<https://www.wichita.edu/admissions/undergraduate/transfertowsu/index.php>). They also analyze data from at-risk reports, SSC Navigate, and Student Early Alert System (SEAS). WSU Success Coaches use SSC Navigate to help identify students with low GPA's to help decrease the number of students placed on probation and increase graduation rates. Two years ago, WSU hired a Success Coach in every college to help facilitate these tools and navigate the systems. The SEAS is an in-house system used by all students and utilized by faculty to create automatic alerts and emails and import data.

Regent Schmidt clarified that SSC Navigate is the same system that KU and KSU also use. SSC Navigate is a Student Success Management System created by EAB. More information can be found on their website at <https://eab.com/products/navigate-for-four-year-institutions/>. Regent Harrison-Lee asked questions on how they advise students in high demand fields, such as engineering. Rick responded all their colleges have an advising center and that Engineering has advising in each separate field as well. This can cause challenges for students who are still deciding on a specific field within Engineering.

Strategic Program Alignment Presentation

- Dr. Jill Arensdorf, Provost and Vice President of Academic Affairs, Fort Hays State University, presented on their strategic program alignment. Jill listed the criteria used; the KBOR program minima for review, the connection to FHSU's mission, alignment of programs to current external demand from industry and potential opportunities, quality, faculty, and costs. She discussed three programs that they are recommending for program alignment consideration. The Applied Technology and Leadership AAS degree and the BS in Technology Leadership have both been reviewed by KBOR, and neither met the required minima with regard to enrollment and graduate numbers. Jill stated with a few changes they believe these programs can work together for a greater synergy, and they are using this process to evaluate potential alignment between the two programs. FHSU recently revised their Applied Technology and Leadership AAS degree by adding a leadership component to better articulate with new

and ongoing military initiatives at FHSU. Jill discussed the reasons this program needs to be revised and better aligned with AAS degrees across the state, which will result in more enrollments and graduates. Jill clarified that they were not looking at combining the programs but to align the AAS so it feeds into the BS in Technology Leadership more effectively. The third program Jill discussed is the BS in Information Systems Engineering, and they are requesting it be eliminated. She noted that the program started in 2012 and has yielded low enrollment each year, with currently no students in the program. Students interested in this area are pursuing undergraduate degrees in Computer Science and Informatics, and both of these programs are a better fit for students and industry needs. Jill stated they are still looking into data before they make their final recommendation in June.

AY 2018 Performance Reports

- Samantha Christy-Dangermond presented the Seward County Community College performance report from AY 2018. Seward County Community College qualifies for 90% of any new funding, and they are not making a case to be moved up to the next higher funding tier. Seward maintained or exceeded the baseline in three of its six indicators. On two of the three indicators where they did not meet the baseline, they did show improvement of the prior year. This is the final AY 2018 performance report the Committee will take action on.

Regent Harrison-Lee moved to approve the AY 2018 performance report for Seward County Community College at the 90% funding tier. Regent Van Etten seconded the motion. With no further discussion, the motion passed.

AY 2017 – AY 2019 Performance Agreements

- Samantha Christy-Dangermond presented AY 2017-19 performance agreements for Dodge City Community College and Wichita State University who are requesting changes. Sam discussed policy that allows for requests for changes as well as past similar requests. Dodge City Community College asked to speak to the Committee on their requested changes. Clayton Tatro, Vice President for Workforce Development, requested an additional change to indicator #1. Clayton was directed to submit the changes in writing to KBOR to be presented at the next BAASC meeting.

Regent Van Etten moved to approve the presented changes to AY 2017-19 performance reports for Dodge City Community College and Wichita State University. Regent Harrison-Lee seconded the motion. With no further discussion, the motion passed.

Qualified Admissions Report

- Samantha Christy-Dangermond presented the annual report on exceptions to the minimum admissions standards at state universities. This report will also be provided to the Kansas Legislature pursuant to K.S.A. 76-717.

2+2 Program Articulation Update

- Daniel Archer provided an overview and update on 2+2 program articulation. He discussed the background of system wide transfer courses and 2+2 programs, and proposed a plan to explore potential challenges and opportunities. The plan consists of creating an updated inventory of 2+2 program articulation agreements, reviewing inventory in conjunction with transfer program data, identifying challenges and policy limitations with associate to baccalaureate transfer, and reviewing policies and strategies used in other states. Daniel stated he would compile a report and present it to the Committee in a few months. Regent Van Etten asked if we have an idea yet what other states are doing that are farther along in this process. Daniel responded that he knows some have stronger language to promote program to program articulation and they also use a shared general education framework. He has not completed the research, but it was noted some states began using this framework around 20 years ago.

Regent Van Etten stated it would require cooperation between universities and community colleges. Daniel reminded the committee that program articulation agreements were due by January 31st, 2020.

Direct Support Professionals Update

Regent Schmidt reported that he has arranged a meeting for January 16th in which KBOR staff and other Kansas government agency leaders discuss the challenges and opportunities in the direct support professionals' field.

Adjournment

Regent Schmidt reminded the Committee that they will meet next by conference call on February 3rd. At the next meeting they will be presented with half of the AY 2020-21 bridge performance agreements, the proposed changes to the KBOR Degrees Policy, as well as any new changes submitted by Dodge City Community College for their AY 2017 – AY 2019 Performance Agreement.

Regent Kiblinger moved to adjourn the meeting. Regent Harrison-Lee seconded; the motion carried. The meeting adjourned at 11:43 a.m.

Summary

*Board of Regents policy requires consideration of academic calendars proposed by the Regents universities for any deviation for reasons other than natural disaster or national emergencies. This month, Wichita State University is seeking Board approval to changes its 2021 and 2022 academic calendars. The proposed changes to the academic calendars conform to existing policies and guidelines. Board staff recommends approval.
February 3, 2020*

Background

Kansas Board of Regents Policy states the following:

1. ACADEMIC CALENDAR (6-19-70; 1-18-90; 5-20-93; 6-25-2009)

- a. The Academic Calendar of each institution under the jurisdiction of the Board shall provide for an academic year minimally consisting of two sixteen week semesters totaling no fewer than 146 instructional days plus five final exam days each semester.
- b. Each Regents university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each institution shall follow the calendar as approved by the Board. Any deviation for reasons other than natural disasters or national emergencies must have prior approval of the Board.

Although current Board policy permits diversity among the universities in the construction of academic calendars, the adoption of common elements by the Board in 1984 and 1990 has forced considerable consistency in the number of instructional days, exam days and vacation days. The remaining variation appears partially rooted in administrative requirements and campus traditions. Some degree of institutional flexibility is important for effective institutional planning in the use of facilities and the management of enrollments and personnel.

Proposed Change to Academic Calendar

Wichita State University (WSU) is requesting to change its 2021 and 2022 spring break dates to align with local K-12 school districts. This request is based on the following:

- Many staff in local K-12 school districts take WSU courses and benefit from aligned break schedules;
- Wichita USD 259, which is the state’s largest local district, offers some WSU courses at their facilities, creating problems with locked facilities when WSU has courses during their spring break;
- Many problems are encountered for WSU faculty and students involved in field experiences in the local K-12 schools when schedules do not align – WSU students either lose a week of class or WSU faculty have to work when they are not on contract;
- K-12 faculty also have spouses at WSU and would like the same break schedules; and
- Child care is a serious issue for WSU and K-12 staff and students when spring breaks are not aligned.

It should be noted that the proposed dates will fall during the same week of the March KBOR meetings. While these dates coincide, WSU representatives are committed to attending the council, committee, and KBOR meetings during their Spring Break periods.

WSU		
Break	Currently Approved Dates	Proposed Date Changes
2021 Spring Break	March 22-28, 2021	March 15-21, 2021
2022 Spring Break	March 21-27, 2022	March 14-20, 2022

Review AY 2020 – AY 2021 Bridge Performance Agreements

Summary and Recommendation

In accordance with K.S.A. 74-3202d and the Board's Performance Agreement Guidelines and Procedures, the following performance agreements are presented to the Board Academic Affairs Standing Committee for review. Board staff recommends the attached performance agreements be forwarded to the full Board for approval for academic years 2020-2021. (February 3, 2020)

Background

In 1999, the Kansas legislature adopted K.S.A. 74-3202d, which established improvement plans for public higher education institutions in Kansas and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance agreements. Upon passage of the statute and subsequent amendments, the Board established a Performance Agreement Task Force to make recommendations. The performance agreement and funding models have changed significantly in the intervening years, most notably in AY 2012 when the Board aligned its performance agreement model with its strategic plan, *Foresight 2020*. Historically, once every three years, institutions have negotiated a new performance agreement with the Board

In November 2017, the Board began the process of developing the state's next strategic plan for public higher education in Kansas. It is anticipated the Board will finalize the plan this year (AY 2020) and it will begin in AY 2021. The timeline for the approval of the new strategic plan and the timeline for the development of new performance agreements differ. **Current performance agreements cover AY 2017 through AY 2019. Given the new strategic plan begins in AY 2021 but the current agreements end in AY 2019, there was a need to develop "bridge" agreements to cover two years (AY2020 and AY2021) for the purpose of performance funding.**

At its March 2019 meeting, the System Council of Chief Academic Officers (SCOCAO) agreed to reconvene the Performance Agreement Working Group, which was formed in December 2016 by the System Council of Presidents (SCOP). The Working Group was charged with making recommendations for "bridge" agreements and reporting to SCOCAO the following months with those recommendations.

SCOCAO and SCOP endorsed recommendations provided by the Working Group on April 17, 2019. These recommendations included:

- bridge agreements cover two years (AY2020 and AY 2021);
- each institution retains its current AY2017-AY2019 agreement, indicators, and baselines. The current agreement is then extended for two years (AY2020 and AY2021). The extended agreement (current agreement PLUS the addition of AY2020 and AY2021 reporting years) serves as the bridge agreement; and
- an institution is able to request changes to its bridge agreement.

Establishing a Performance Agreement

The Board of Regents is responsible for reviewing and approving performance agreements and for providing technical assistance to institutions as they develop, implement and revise their performance agreements. Funding for performance agreements applies only to the receipt of certain types of new state funds. *Foresight 2020* provides the foundation for each institution's performance agreement. The performance agreement model follows.

Indicators	Sectors		
	Research Universities	Comprehensive Universities	Community Colleges Technical Colleges
<i>Sector-Specific Indicators</i>	<p>Must include at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <p>1. Increasing Higher Education Attainment</p> <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates <p>2. Meeting the Needs of the Kansas Economy</p> <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields <p>3. Ensuring State University Excellence</p> <ul style="list-style-type: none"> • Selected regional and national rankings 	<p>Must include at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <p>1. Increasing Higher Education Attainment</p> <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates <p>2. Meeting the Needs of the Kansas Economy</p> <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields <p>3. Ensuring State University Excellence</p> <ul style="list-style-type: none"> • Performance on quality measures compared to peers 	<p>Community and technical colleges must include at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <p>1. Increasing Higher Education Attainment</p> <ul style="list-style-type: none"> • First to second year retention rates • Three-year graduation rates • Number of certificates and degrees awarded • Student Success Index <p>2. Meeting the Needs of the Kansas Economy</p> <ul style="list-style-type: none"> • Performance of students on institutional quality measures¹ • Percent of students employed or transferred • Wages of students hired² • Third party technical credentials and WorkKeys, if applicable
<i>Institution-Specific Indicators</i> ³	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i> .	Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.

Definition of New State Funds

Pursuant to K.S.A. 74-3202d, each public postsecondary educational institution’s receipt of “new state funds” shall be contingent upon achieving compliance with its performance agreement, as determined by the Kansas Board of Regents. Any funds designated by the Legislature for a specific postsecondary educational institution or purpose shall not be considered “new state funds” for this purpose. As such, funds for such initiatives as engineering and nursing are not subject to performance under this statute, though do come with their own performance measures.

¹ e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

² As provided by the Kansas Department of Labor.

³ For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

Accordingly, the Board has determined the following are subject to performance: (1) State university and Washburn University operating grants; (2) community college, technical college and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid; (3) eligible institutions' Career Technical Education Capital Outlay Aid and Technology Grant Funding; (4) tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; and (6) any other state funding consistent with the statutes. This provision will also apply to any "new state funds" received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771.

Annual Evaluation of Compliance and Funding

The awarding of new state funds is based on an institution's level of compliance with its performance agreement and the funds available for distribution. To be eligible for any new funding appropriated by the Legislature and approved by the Governor, each institution annually submits a performance report that updates the Board on its progress toward maintaining or improving from the baseline for each indicator in the agreement. The report provides the Board a basis for awarding any new funding.

Staff Recommendation

Board staff has reviewed the agreements for the institutions listed below and recommends approval.

Institution	Page
Fort Hays State University	11
Kansas State University	14
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Butler Community College	20
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Independence Community College	41
Labette Community College	44
Seward Community College	47
North Central Kansas Technical College	50
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Salina Area Technical College	56

Fort Hays State University Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 10,120 Date: 9/17/2019	
Contact Person: Sangki Min Phone: 785-6285-4540 email: s_min2@fhsu.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates	1 <i>KBOR data</i>	Fall 2012 Cohort: 621/949 = 65.4% Fall 2013 Cohort: 659/981 = 67.2% Fall 2014 Cohort: 669/975 = 68.6% Baseline: 1,949/2,905 = 67.1%				
2 Increase number of degrees awarded	1 <i>KBOR data</i>	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 Baseline: 3,267				
3 Increase percent of online degree programs for which FHSU ranks higher in U.S. News World Report as compared to KBOR peers	3	AY 2013: 37/40 = 92.5% AY 2014: 38/40 = 95.0% AY 2015: 38/40 = 95.0% Baseline: 113/120 = 94.2%				
4 Increase number of students (age 25 and above) enrolled	1	AY 2013: 5,084 AY 2014: 5,468 AY 2015: 5,836 Baseline: 5,463				
5 Increase number of degrees awarded in STEM fields	2 <i>KBOR data</i>	AY 2013: 451 AY 2014: 447 AY 2015: 443 Baseline: 447				
6 Increase Credit Hours completed through distance education	1	AY 2013: 129,686 AY 2014: 135,172 AY 2015: 144,900 Baseline: 136,586				

Fort Hays State University Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase first to second year retention rates

Description: This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time, degree seeking freshman students. This indicator was selected because it is a KBOR Foresight 2020 goal and because institutionally we have lagged behind peers on this metric.

Result:

Indicator 2: Increase number of degrees awarded

Description: This indicator is the number of degrees awarded during an academic year, including, undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. Foresight 2020 has its focus on the concerted push to matriculate a larger number Kansans through quality workforce-focused programs. At FHSU, a great number of graduates come from in-demand programs with immediate workforce application (i.e., teacher education, nursing, business, information networking, and justice studies). Student completion through the Virtual College continues to be a key strategic focus for the institution.

Result:

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by U. S. News World Report as compared to KBOR peers

Description: This indicator is the percent of degree programs for which FHSU ranks higher in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs) as compared to the approved KBOR peer list.

Result:

Indicator 4: Increase number of students (age 25 and above) enrolled

Description: This indicator is the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. This group is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce.

Result:

Indicator 5: Increase number of degrees awarded in STEM fields

Description: This indicator is an AY count of the number of degrees awarded in STEM fields (coded by particular CIPs). Historically, the University has positioned itself in the undergraduate STEM arena through our successful Kansas Academy of Mathematics and Science (developed as the statewide academy for top-performing high school juniors and seniors) and our strong programs in the sciences and technology. The University continues to improve our undergraduate programming in these areas, and expand our technology programs through distance education, when possible. Completion of STEM programs is a challenge nationally, but FHSU closely monitors student achievement in these areas through personalized advising and partnerships with industry to facilitate rapid student placement upon graduation.

Result:

Indicator 6: Increase Credit Hours completed through distance education

Description: This indicator is a FY count of the number of credit hours successfully completed through our Virtual College. FHSU continues to make great advances in distance education. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade. Moving this indicator is possible through a comprehensive online course development process which assures adherence to high levels of academic quality in the virtual environment.

Result:

Kansas State University Bridge Performance Agreement AY 2020 and AY 2021				AY 2018 FTE: 20,123 Date: 10/8/2019		
Contact Person: Phone: 785-532-4797 email: niehoff@ksu.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 <i>KBOR data</i>	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% Baseline: 9,286/11,237 = 82.6%				
2 Increase Number of Degrees and Certificates awarded	1 <i>KBOR data</i>	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 Baseline: 5,060				
3 Increase Rank for Total Research Expenditures	3	FY 2012: \$154.9M, control rank = 71 FY 2013: \$163.5M, control rank = 71 FY 2014: \$169.9M, control rank = 70 Baseline: rank average = 70.7				
4 Increase Rank for Annual Giving	3	FY 2012: \$66.9M, control rank = 61 FY 2013: \$75.4M, control rank = 56 FY 2014: \$108.1M, control rank = 37 Baseline: rank average = 51.3				
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 Baseline: 500				
6 Increase percent of degrees and certificates awarded in STEM fields	2 <i>KBOR data</i>	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) Baseline: 38.3% (5,819/15,179)				

Kansas State University Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase First to Second year Retention rates

Description: This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents, and the retention rates are calculated by KBOR staff. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Result:

Indicator 2: Increase number of degrees and certificates awarded

Description: This indicator is a count of the number of degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and calculated by KBOR staff.

Result:

Indicator 3: Increase Rank for total research expenditures

Description: This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the National Science Foundation. The final control rank is from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication. This indicator is another key metric for the K-State 2025 strategic plan. These rankings usually reflect a 2-3 year lag.

Result:

Indicator 4: Increase Rank for annual giving

Description: This indicator is the rank for the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation. Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data (dollars and control rank) are from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication.

Result:

Indicator 5: Increase number of students from underrepresented groups receiving degrees

Description: This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees.

Result:

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields

Description: This indicator is calculated using the total number of degrees and certificates awarded in STEM fields (using the Kansas Board of Regents' definition of STEM fields) divided by the total of degrees and certificates awarded over an entire academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. The metric is derived by KBOR staff from data provided by K-State.

Result:

Pittsburg State University Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 6,456 Date: 10/8/2019	
Contact Person: Howard W. Smith Phone: 620-235-4113 email: hwsmith@pittstate.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 <i>KBOR data</i>	Fall 2012 Cohort: 800/1,076 = 74.3% Fall 2013 Cohort: 816/1,128 = 72.3% Fall 2014 Cohort: 777/1,043 = 74.5% Baseline: 2,393/3,247 = 73.7%				
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013: 2.2186/3 = 74.0% AY 2014: 2.2789/3 = 76.0% AY 2015: 2.2349/3 = 74.5% Baseline: 6.7324/9 = 74.8%				
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013: (3+1+2+1)/4 = 1.8 AY 2014: (2+2+1+2)/4 = 1.8 AY 2015: (2+3+1+1)/4 = 1.8 Baseline: 21/12 = 1.8				
4 Increase Credit Hours Completed through Distance Education	1	AY 2014: 18,493 AY 2015: 21,495 AY 2016: 22,234 Baseline: 20,741				
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013: 113 (of 1,051) AY 2014: 127 (of 1,136) AY 2015: 153 (of 1,218) Baseline: 131				
6 Increase Amount of Scholarship Funds Raised	3	AY 2013: \$1,800,098 AY 2014: \$2,232,575 AY 2015: \$2,149,830 Baseline: \$2,060,834				

Pittsburg State University Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase First to Second Year Retention Rates

Description: Retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester and returned and were enrolled on the 20th day of the next fall semester. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to targeting freshmen success and first to second year retention rates.

Result:

Indicator 2: Increase Success in Student Learning: General Education Math Index

Description: This indicator tracks success in meeting our math general education objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics*. Because math tends to have a higher rate of withdrawal, fails, and incompletes compared to many other general education courses, this index is calculated as a percentage of the passing rate in general education math courses combined with the mean of PSU's general education math rubric score.

Result:

Indicator 3: Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers

Description: To determine relative rank among five identified peer institutions, four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., Integrated Postsecondary Education Data System, National Science Foundation), and the institutions were ranked on each variable. An average rank is computed to both establish baseline and measure annual progress.

Result:

Indicator 4: Increase Credit Hours Completed through Distance Education

Description: Growth in distance education opportunities for students is tracked using semester credit hours completed through online courses. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location.

Result:

Indicator 5: Increase Number of Bachelor's Degrees Granted to Domestic Minorities

Description: This indicator tracks number of degrees awarded to domestic minority students, whether students started at PSU or transferred to us. Retention and completion initiatives center on collaborative efforts among the Academic Affairs and Student Life divisions.

Result:

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator tracks success in fundraising for student scholarships. The specific metric is cash gifts (i.e., planned gifts are not included) raised in the fiscal year which corresponds closely to the academic year.

Result:

Butler Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 5,855 Date: 10/15/2019	
Contact Person: Lori Winningham Phone: 316-322-3110 email: lwinning@butlercc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Number of certificates and degrees awarded annually	1 <i>KBOR Data</i>	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 Baseline: 1,463				
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1 <i>KBOR Data</i>	Fall 2012 Cohort: 464/731 = 63.5% Fall 2013 Cohort: 450/732 = 61.5% Fall 2014 Cohort: 530/852 = 62.2% Baseline: 1,444/2,315 = 62.4%				
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 Baseline: 1,012				
4 Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term	1	AY 2014: 41/63 = 65.1% (spring only) AY 2015: 77/114 = 67.5% AY 2016: 137/227 = 60.4% Baseline: 255/404 = 63.1%				
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 Baseline: 302				
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% Baseline: 3,514/5,388 = 65.2%				

Butler Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Number of certificates and degrees awarded annually

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

Result:

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

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

Result:

Indicator 3: Award of third party technical credentials

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

Result:

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

Description: ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. ALP decreases the attrition between the two courses in the traditional sequence and increases the number of students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better

in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw at the end of the term. The success rate is then compared to a historical pre-ALP baseline success rate of 39% for the same level of students.

Result:

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

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

Result:

Indicator 6: Directional Improvement in College Algebra Pass Rates

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

Result:

Cloud County Community College Bridge Performance Agreement AY 2020 and AY 2021						AY 2018 FTE: 1,276 Date: 9/30/2019	
Contact Person: Pedro Leite Phone: 785-243-1435, ext. 248 email: pleite@cloud.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	
1 Increase first to second year retention rates of "college ready" cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 78/140 =55.7% Fall 2013 Cohort: 82/164 =50.0% Fall 2014 Cohort: 110/191 =57.6% Baseline: 270/495 = 54.5%					
2 Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 302 AY 2014: 936 AY 2015: 596 Baseline: 611					
3 Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX)	2	AY 2013:357 AY 2014: 324 AY 2015: 406 Baseline: 362					
4 Increase first to second year retention rates of "non-college ready" cohort	1	Fall 2012 Cohort: 66/153 = 43.1% Fall 2013 Cohort: 61/148 = 41.2% Fall 2014 Cohort: 89/191 = 46.6% Baseline: 216/492 = 43.9%					
5 Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt	2	AY 2013: 657/1,552=42.3% AY 2014:574/1,383=41.5% AY 2015: 551/1,335=41.3% Baseline: 1,782/4,270= 41.7%					
6 Increase the number of successful completers in allied health and nursing Continuing Education Unit courses	1	AY 2013: 225 AY 2014: 206 AY 2015: 248 Baseline: 226					

Cloud County Community College Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

Indicator 2: Increase number of certificates and degrees awarded

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

Result:

Indicator 3: Increase number of third party credentials attained (CNA, CMA, CDL, NCLEX)

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.

Result:

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

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

Result:

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

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

Result:

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

Description: In north central Kansas, there is a significant need for credit and non-credit online allied health and nursing continuing education unit (CEU) opportunities because people are balancing financial and family commitments, working, and are often place bound with no ability to travel long distances to take college courses and maintain licensing requirements. CCCC wants to provide effective continuing education opportunities, both face-to-face and online, for these populations. 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.” These completion numbers will be used as a measure of progress toward the target.

Result:

Coffeyville Community College Bridge Performance Agreement AY 2020 and AY 2021

AY 2018 FTE: 1,296
Date: 10/22/2019

Contact Person: Aron Potter	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
Phone: 620-251-7005 email: potter.aron@coffeyville.edu			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percentage of first to second year retention rates for college ready students	1 <i>KBOR data</i>	Fall 2012 Cohort: 165/248 = 66.5% Fall 2013 Cohort: 169/276 = 61.2% Fall 2014 Cohort: 130/221 = 58.8% Baseline: 464/745 = 62.3%				
2 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 499 AY 2014: 560 AY 2015: 524 Baseline: 528				
3 Increase the number of students successfully completing industry recognized third party credentials	2	AY 2012: 288 AY 2013: 605 AY 2014: 686 Baseline: 526				
4 Increase the credit hours awarded through Credit for Prior Learning	1	AY 2014: 56 AY 2015: 17 AY 2016: 16 Baseline: 30				
5 Increase the three year completion rate of minority students graduating with an associate degree or certificate	1	AY 2010: 53/185 = 28.6% AY 2011: 78/245 = 31.8% AY 2012: 81/204 = 39.7% Baseline: 212/634 = 33.4%				
6 Increase Success Rates of Students in Developmental Courses	1	AY 2013: 212/316 = 67.1% AY 2014: 200/273 = 73.3% AY 2015: 222/309 = 71.8% Baseline: 634/898 = 70.6%				

Coffeyville Community College Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

Indicator 2: Increase the number of certificates and degrees awarded

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

Indicator 6: Increase Success Rates of Students in Developmental Courses

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

Result:

Colby Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,058 Date: 10/16/2019	
Contact Person: Brad Bennett Phone: 785-460-5403 email: brad.bennett@colbycc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 324				
2 Increase the first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 97/163 = 59.5% Fall 2013 Cohort: 107/177 = 60.5% Fall 2014 Cohort: 57/109 = 52.3% Baseline: 261/449 = 58.1%				
3 Increase the percentage of students employed or transferred	2 <i>KBOR data</i>	AY 2012: 188/330 = 57.0% AY 2013: 149/280 = 53.2% AY 2014: 152/287 = 53.0% Baseline: 489/897 = 54.5%				
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better	1	AY 2013: 95/144 = 66.0% AY 2014: 94/134 = 70.1% AY 2015: 92/140 = 65.7% Baseline: 281/418 = 67.2%				
5 Increase the financial literacy of students	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 363				
6 Increase the Student Success Index	1 <i>KBOR data</i>	AY 2010: 363/544 = 66.7% AY 2011: 331/493 = 67.1% AY 2012: 231/407 = 56.8% Baseline: 925/1,444 = 64.1%				

Colby Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the number of certificates and degrees awarded

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

Result:

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

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

Result:

Indicator 3: Increase the percentage of students employed or transferred

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

Result:

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

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

beginning math course, MA077 Beginning Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes (numerator, students enrolled in MA077 sets the denominator). This will provide information to determine a success ratio for the course. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra, he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.

Result:

Indicator 5: Increase the financial literacy of students

Description: There are existing courses that students may enroll in to help with this problem offered each semester (1 or 2 each semester), but many students do not have program requirements for financial literacy. Financial literacy is the ability to understand and use money skills within the global society including banking, credit, planning, and management of finances. Improving financial literacy will prepare our students to be fiscally responsible in all aspects of life.

We define financial literacy for students as successfully completing one or more courses containing financial concepts. To be included on this indicator, we will track the students who successfully complete the financial literacy portion of the seminar course or successfully complete the following financial literacy courses: Personal Finance, Introduction to Business, Business Finance. Duplicate completers in these courses will be counted once. Students completing either of these three courses along with the student success financial portion of the seminar will be counted twice. To calculate completion values, the course grades of A, B, C, D, or P (pass) will suffice for courses in financial literacy.

Result:

Indicator 6: Increase the Student Success Index

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

Result:

Fort Scott Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,280 Date: 10/22/2019	
Contact Person: Adam Borth Phone: 620-223-2700, ext. 3400 email: adamb@fortscott.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percent of first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 92/158 = 58.2% Fall 2013 Cohort: 110/204 = 53.9% Fall 2014 Cohort: 86/182 = 47.3% Baseline: 288/544 = 52.9%				
2 Increase the three-year graduation rates of college ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 96/252 = 38.1% Fall 2011 Cohort: 62/177 = 35.0% Fall 2012 Cohort: 58/162 = 35.8% Baseline: 216/591 = 36.5%				
3 Increase the percent of students earning job-ready certifications	2	AY 2013: 532/851 = 62.5% AY 2014: 522/890 = 58.7% AY 2015: 442/678 = 65.0% Baseline: 1,496/2,419 = 61.8%				
4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing	1	AY 2013: 77/115 = 67.0% AY 2014: 86/108 = 79.6% AY 2015: 60/82 = 73.2% Baseline: 223/305 = 73.1%				
5 Increase the success rate of students completing online course(s) with a grade of "C" or better"	1	AY 2013: 562/723 = 77.7% AY 2014: 551/706 = 78.0% AY 2015: 602/772 = 78.0% Baseline: 1,715/2,201 = 77.9%				
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year	1	AY 2014: 223/324 = 68.8% AY 2015: 247/329 = 75.1% AY 2016: 267/365 = 73.2% Baseline: 737/1,018 = 72.4%				

Fort Scott Community College Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

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

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

Result:

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

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

Result:

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

Description: This data reflects students who successfully completed Developmental English, then successfully completed English 101. The numerator represents the number of non-college ready students successfully completing English 101 with a “C” or better; the denominator represents all non-college ready students completing English 101 with a letter grade. Students withdrawing from English 101 courses are excluded

from the denominator. Data is collected through our administrative database system (POISE). We will measure the success by the percent of students completing the course with a “C” or better.

Result:

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

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

Result:

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

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

Result:

Garden City Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,669 Date: 9/20/2019	
Contact Person: Ryan Ruda Phone: 620-276-9597 email: ryan.ruda@gcccks.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase satisfactory completion of credit hours for veteran students	1	AY 2014: 489 AY 2015: 377 AY 2016: 85 Baseline: 317				
2 Increase Number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 488 AY 2014: 515 AY 2015: 504 Baseline: 502				
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	AY 2014: 0 AY 2015: 8.78 AY 2016: 8.84 Baseline: 8.81				
4 Increase Percent of students who complete English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year	1	AY 2013: 57/101 = 56.4% AY 2014: 108/166 = 65.1% AY 2015: 112/173 = 64.7% Baseline: 277/440 = 63.0%				
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	AY 2013: 8,540 AY 2014: 12,419 AY 2015: 18,485 Baseline: 13,148				
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 76/152 = 50.0% Fall 2011 Cohort: 96/232 = 41.4% Fall 2012 Cohort: 101/289 = 34.9% Baseline: 273/673 = 40.6%				

Garden City Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase satisfactory completion of credit hours for veteran students

Description: GCCC will increase successful course/term completion by veteran students. This indicator will be measured by increasing the successful completion of credit hours for veterans at GCCC.

Result:

Indicator 2: Increase number of certificates and degrees awarded

Description: Garden City Community College is committed to retention and successful completion for our students. This indicator will be measured by the number of certificates and degrees awarded for the academic year.

Result:

Indicator 3: Increase the written communication skills of students as evidenced by institutional assessment

Description: Through participation in the Higher Learning Commission (HLC) assessment academy, an internal assessment tool has been developed along with a rubric to score writing assessments. This indicator will be measured by this annual score, with an anticipated increase.

Result:

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

Description: Garden City Community College will increase the percent of non-college ready students successfully completing college-level English classes. This indicator will be measured by the percentage of students completing the developmental level English class who successfully complete the first college level English class within the next year.

Result:

Indicator 5: Increase satisfactory completion of credit hours in hybrid, distance and online courses

Description: GCCC will increase the number of students completing credit hours through distance education modality with a grade of “C” or better. This indicator will be measured by increasing the successful completion of student credit hours through hybrid and distance education.

Result:

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

Description: Garden City Community College will increase the percent of students who graduate in 150% (3 years) of time. This indicator will be measured by an increase in the percentage of the full-time, first-time-in-college, degree-seeking fall cohort (as reported to the Integrated Post-Secondary Education Data System) testing into college level courses that complete within 3 years of initial enrollment.

Result:

Highland Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,970 Date: 10/22/2019	
Contact Person: Erin Shaw Phone: 785-442-6012 email: eshaw@highlandcc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of degrees and certificates awarded	1 <i>KBOR data</i>	AY 2013: 653 AY 2014: 650 AY 2015: 613 Baseline: 639				
2 Increase the percentage of graduates (certificate and degree) employed in Kansas one year after completion	2 <i>KBOR data</i>	AY 2012: 325/554 = 58.7% AY 2013: 334/601 = 55.6% AY 2014: 365/616 = 59.3% Baseline: 1,024/1,771 = 57.8%				
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014: 42 AY 2015: 34 AY 2016: 38 Baseline: 38				
4 Increase the percentage of students passing Fundamentals of Math	1	AY 2014: 93/149 = 62.4% AY 2015: 95/156 = 60.9% AY 2016: 94/151 = 62.3% Baseline: 282/456 = 61.8%				
5 Increase the first attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers	2	AY 2013: 18/20 = 90.0% AY 2014: 20/20 = 100.0% AY 2015: 14/20 = 70.0% Baseline: 52/60 = 86.7%				
6 Increase the number of Tech Center students obtaining a satisfactory rating of “3” in HCC's Shared Performance Expectation “Act Responsibly” in the last semester of their programs	2	AY 2014: 65 AY 2015: 75 AY 2016: 86 Baseline: 75				

Highland Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the number of degrees and certificates awarded

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

Indicator 6: Increase the number of Tech Center students obtaining a satisfactory rating of “3” on HCC's Shared Performance Expectation, “Act Responsibly”, in the last semester of their programs

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

Result:

Independence Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 710 Date: 10/22/2019	
Contact Person: Mark Allen Phone: 620-332-5635 email: mallen@indycc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 38/90 = 42.2% Fall 2013 Cohort: 50/150 = 33.3% Fall 2014 Cohort: 43/98 = 43.9% Baseline: 131/338 = 38.8%				
2 Increase number of certificates and degrees awarded to ICC students	1 <i>KBOR data</i>	AY 2013: 314 AY 2014: 272 AY 2015: 214 Baseline: 267				
3 Increase the retention rate of students who participate in our Student Support Services program	1	AY 2009: 88/194 = 45.4% AY 2010: 100/189 = 52.9% AY 2011: 106/195 = 54.4% Baseline: 294/578 = 50.9%				
4 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program	2	AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% Baseline: 347/678 = 51.2%				
5 Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	1	AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% Baseline: 64/83 = 77.1%				
6 Improve percentage of students who successfully complete (A, B, or C) online courses	1	AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% Baseline: 1,099/1,615 = 68.0%				

Independence Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Description: Improving our Fall to Fall retention rate is key, as the baseline shows only 38.7% retention of ICC's college ready cohort. ICC's Director of Enrollment and Retention Management and our Academic Navigators work to improve this figure and encourage students not only to return but to graduate with a degree or certificate.

Result:

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

Description: ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step. Focused training for current faculty and staff who advise in our new SIS will help ICC increase our emphasis on the benefits of completing a program of study.

Result:

Indicator 3: Increase the retention rate of students who participate in our Student Support Services program

Description: The denominator is the total membership in SSS for that academic year. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2009—the denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88), is the number who returned the next fall (Fall 2010).

Result:

Indicator 4: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program

Description: The denominator is the total number of students in the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and technical education certificates and Associate of Applied Science (AAS) programs. The numerator is the number of students who are working in their related field, and/or continuing their education.

Result:

Indicator 5: Increase completion percentage of students who complete English Comp I with at least a grade of “C” after completing a developmental English course

Description: ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation. ICC proposes strengthening student success from developmental through college level writing so that at least 85% of those students are successful.

Result:

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

Description: The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Result:

Labette Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,159 Date: 10/15/2019	
Contact Person: Joe Burke Phone: 620-820-1239 email: joeburke@labette.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1 <i>KBOR Data</i>	Fall 2012 Cohort: 74/131 = 56.5% Fall 2013 Cohort: 67/107 = 62.6% Fall 2014 Cohort: 71/105 = 67.6% Baseline: 212/343 = 61.8%				
2 Increase the number of certificates and degrees awarded	1 <i>KBOR Data</i>	AY 2013: 425 AY 2014: 435 AY 2015: 391 Baseline: 417				
3 Increase the percentage of students successfully completing English Composition I	1	AY 2014: 302/431 = 70.1% AY 2015: 311/435 = 71.5% AY 2016: 315/439 = 71.8% Baseline: 928/1,305 = 71.1%				
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013: 110/178 = 61.8% AY 2014: 79/126 = 62.7% AY 2015: 132/204 = 64.7% Baseline: 321/508 = 63.2%				
5 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013: 81/88 = 92.0% AY 2014: 92/104 = 88.5% AY 2015: 76/88 = 86.4% Baseline: 249/280 = 88.9%				
6 Increase three-year graduation rates of college ready cohort	1 <i>KBOR Data</i>	Fall 2010 Cohort: 24/105 = 22.9% Fall 2011 Cohort: 30/127 = 23.6% Fall 2012 Cohort: 39/131 = 29.8% Baseline: 93/363 = 25.6%				

Labette Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen

Description: We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "... providing a supportive environment for success..." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Result:

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator was selected to ensure that we keep our focus on increasing the number of completers. Our advisors have increased efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received. Students and advisors also have the ability to determine exactly how close the student is to completing their degree or certificate.

Result:

Indicator 3: Increase the percentage of students successfully completing English Composition I

Description: We chose this indicator because it allows us to focus on LCC student improvement in writing. Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Result:

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program

Description: The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education including students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities, and who demonstrate a need for academic support. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. The SSS Director collects the data and provides it to the Department of Education.

Result:

Indicator 5: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program

Description: Students graduating from our six Health Career programs - Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant, Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility including a new state-of-the-art patient simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikins, PTA simulation lab, X-Ray machine, patient exam rooms, ICU, OB room, emergency care room, and debriefing room, have helped to better prepare our students with experiential training for the current job market. We have increased our employment career fair opportunities and recruiting visits and have also increased the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

Result:

Indicator 6: Increase three-year graduation rates of college ready cohort

Description: We chose this indicator to keep our focus on increasing retention, resulting in increased graduation rates. The Financial Aid Department continues to work with advisors and others at the college to ensure they are providing accurate information about financial aid when a student first enrolls. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Result:

Seward County Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,180 Date: 10/11/2019	
Contact Person: Joseph McCann Phone: 620-417-1012 email: joe.mccann@sccc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 450 AY 2014: 488 AY 2015: 484 Baseline: 474				
2 Increase success rate of students in College Algebra	2	Fall 2013: 166/220 = 75.5% Fall 2014: 189/232 = 81.5% Fall 2015: 170/215 = 79.1% Baseline: 525/667 = 78.7%				
3 Increase the three-year graduation rate of the college ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 75/149 = 50.3% Fall 2011 Cohort: 101/204 = 49.5% Fall 2012 Cohort: 97/196 = 49.5% Baseline: 273/549 = 49.7%				
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 2012 Cohort: 23/35 = 65.7% Fall 2013 Cohort: 24/36 = 66.7% Fall 2014 Cohort: 39/59 = 66.1% Baseline: 86/130 = 66.2%				
5 Increase the first to second year retention rate for college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 122/191 = 63.9% Fall 2013 Cohort: 102/159 = 64.2% Fall 2014 Cohort: 115/196 = 58.7% Baseline: 339/546 = 62.1%				
6 Increase the percentage of first-time, full-time students completing 24 credit hours in their first year	1	Fall 2012 Cohort: 144/360 = 40.0% Fall 2013 Cohort: 213/310 = 68.7% Fall 2014 Cohort: 238/349 = 68.2% Baseline: 595/1,019 = 58.4%				

Seward County Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the number of certificates and degrees awarded

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

Result:

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

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

Result:

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

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

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

Result:

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

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

Result:

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

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

Result:

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

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

- 1) All first-time, full-time degree or certificate seeking students entering 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).

Result:

North Central Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021				AY 2018 FTE: 678 Date: 11/7/2019		
Contact Person: Jennifer Brown Phone: 785-738-9085 email: jbrown@ncktc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2012 Cohort: 120/169 = 71.0% Fall 2013 Cohort: 129/173 = 74.6% Fall 2014 Cohort: 123/164 = 75.0% Baseline: 372/506 = 73.5%				
2 Increase the graduation rate of the college-ready cohort	1 <i>KBOR Data</i>	Fall 2010 Cohort: 107/169 = 63.3% Fall 2011 Cohort: 112/171 = 65.5% Fall 2012 Cohort: 109/169 = 64.5% Baseline: 328/509 = 64.4%				
3 Increase the number of third party credentials awarded to students	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 Baseline: 637				
4 Increase the completion rate for the college-level course for students enrolled in remedial courses	1	AY 2013: 40/48 = 83.3% AY 2014: 38/42 = 90.5% AY 2015: 41/44 = 93.2% Baseline: 119/134 = 88.8%				
5 Increase the number of adult learners (25+) enrolled	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298				
6 Increase the number of credit hours completed via distance learning	1	AY 2013: 836 AY 2014: 989 AY 2015: 1,079 Baseline: 968				

North Central Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

Northwest Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021						AY 2018 FTE: 674 Date: 10/16/2019	
Contact Person: Ben Schears Phone: 785-890-1501 email: ben.schears@nwktc.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	
1 Increase first to second year retention rates of the college-ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 108/154 = 70.1% Fall 2013 Cohort: 88/150 = 58.7% Fall 2014 Cohort: 111/158 = 70.3% Baseline: 307/462 = 66.5%					
2 Increase the number of students who achieve a third-party credential	2	AY 2013: 247 AY 2014: 416 AY 2015: 574 Baseline: 412					
3 Increase the total number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257					
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	1	AY 2013: 13/21 = 61.9% AY 2014: 18/28 = 64.3% AY 2015: 25/59 = 42.4% Baseline: 56/108 = 51.9%					
5 Increase the number of students employed or transferred in their field of study within one year of graduation	2 <i>KBOR data</i>	AY 2012: 82/208 = 39.4% AY 2013: 81/239 = 33.9% AY 2014: 85/259 = 32.8% Baseline: 248/706 = 35.1%					
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	AY 2013: 56/243 = 23.0% AY 2014: 102/274 = 37.2% AY 2015: 89/254 = 35.0% Baseline: 247/771 = 32.0%					

Northwest Kansas Technical College Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

Salina Area Technical College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 380 Date: 8/13/2019	
Contact Person: Denise Hoeffner Phone: 785-309-3110 email: denise.hoeffner@salinatech.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the three-year graduation rates of college ready cohort	1	AY 2013: 83/136 = 61.0% AY 2014: 91/148 = 61.5% AY 2015: 84/129 = 65.1% Baseline: 258/413 = 62.5%				
2 Increase percent of students employed in Kansas one calendar year after graduation	2 <i>KBOR Data</i>	Fall 2012 Cohort: 410/552 = 74.3% Fall 2013 Cohort: 418/541 = 77.3% Fall 2014 Cohort: 346/422 = 82.0% Baseline: 1,174/1,515 = 77.5%				
3 Increase the wages of students hired	2	2013: \$27,516 2014: \$19,930 2015: \$21,912 Baseline: \$23,119				
4 Increase the number of college-level credit hours completed by concurrently enrolled students	1	AY 2013: 1,247 AY 2014: 1,851 AY 2015: 2,310 Baseline: 1,803				
5 Increase the number of students completing programs in high demand occupations in Kansas	2	AY 2013: 64 AY 2014: 73 AY 2015: 67 Baseline: 68				
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	AY 2013: 49/57 = 86.0% AY 2014: 35/47 = 74.5% AY 2015: 82/121 = 67.8% Baseline: 166/225 = 73.8%				

Salina Area Technical College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase the three-year graduation rates of college ready cohort

Description: The mission of Salina Area Technical College is to meet employment needs by providing a diverse community of learners. Our goal is to not only obtain more students but to retain them once they've enrolled. We have implemented an Early Alert system as well as continue to communicate the importance and advantage of degree completion to students. All students meet formally with their advisor at least once per semester and informally, many times. Salina Tech has an Outreach Coordinator to assist students with barriers to college entrance. For this indicator, three years of historical data was taken from the IPEDS Grad Rates Within 150% Survey.

Result:

Indicator 2: Increase percent of students employed in Kansas one calendar year after graduation

Description: Every program at SATC has its own industry based advisory board that guides the program instructors as to the best employment skills for the program graduates to have upon graduation. In addition, student services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey, in addition to the valued opinions of the advisory boards, gives college faculty and instructional staff the information that they need to ensure that students are learning the skills they require to find and keep employment in Kansas. SATC will also work with the Chamber of Commerce to develop and promote mini job fairs at the College in early spring. This indicator coincides with Salina Tech's strategic plan on several levels by matching the goals of improving visibility and perception, by enrollment growth, and most importantly, by providing quality instruction that meets community needs. For this indicator, three years of historical data was taken from KBOR and Kansas Department of Labor (KDOL).

Result:

Indicator 3: Increase the wages of students hired

Description: Many Salina Area Technical College graduates have the potential to earn a higher starting wage after completing only one or two years of training than the average 4 year graduate. SATC continues to recruit and encourage students to enter high wage, high demand occupations such as Commercial Truck Driving, Heating Ventilation and Air Conditioning, Computer Aided Drafting, Emergency Medical Technicians and Electricians. Students graduating from these programs can expect to earn a higher than average starting salary right after graduation. As these are high demand occupations as well, there are many employment opportunities throughout Kansas. The wages of students were provided by the KDOL and were included in the KBOR K-TIP Report.

Result:

Indicator 4: Increase the number of college-level credit hours completed by concurrently enrolled students

Description: Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has placed significant time and effort in partnering with local and area high schools in order to expose students to career and technical education. New partnerships and agreements are being developed and implemented. For this indicator, three years of historical data was taken from KHEDS Academic Year Collection files. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently enrolled students.

Result:

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas

Description: The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry based advisory board that guides the program instructors 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 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. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. The high demand programs are: CDL, HVAC, Medical, Dental, CAD, EMT, and Electricians. Data were pulled from our KHEDS Completions files for each academic year.

Result:

Indicator 6: Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year

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

Result:

Fort Hays State University
Master of Science in Athletic Training
Program Approval

Summary

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

February 19, 2020

I. General Information

A. Institution Fort Hays State University

B. Program Identification

Degree Level: Master's
Program Title: Athletic Training
Degree to be Offered: Master of Science in Athletic Training
Responsible Department or Unit: Health and Human Performance
CIP Code: 51.0913
Modality: Face-to-Face
Proposed Implementation Date: Summer 2021
Total Number of Semester Credit Hours for the Degree: 58

II. Clinical Sites: Does this program require the use of Clinical Sites? YES

Since this is a degree transition and not a new program, FHSU already has clinical education agreements and memorandum of understandings with numerous clinical sites with assigned students. These clinical sites are currently located in and around the Hays and FHSU service area. These clinical sites have been associated with the FHSU Athletic Training program for many years and remain dedicated to providing clinical education to athletic training students.

III. Justification

FHSU currently offers a Bachelor of Science in Athletic Training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) in the Department of Health and Human Performance. The CAATE recently changed its accreditation standards, eliminating the bachelor's degree, requiring institutions to transition to and offer a degree in Athletic Training at the graduate or master's level. This proposed program will continue to serve students in Western Kansas who wish to pursue a degree in Athletic Training. FHSU has a rich history of educating athletic trainers starting in 1972 when an internship program in athletic training was started by Doug Sebold, the first athletic trainer employed by FHSU. This program transitioned to an accredited program around the time the internship route was eliminated. Since 2003, the

program has continued to educate future athletic trainers who have gone on to represent FHSU and the State of Kansas well in their careers.

FHSU is the only Regent school located West of Salina, serving the population of Western Kansas and providing high quality education at an affordable cost. FHSU is able to meet student needs for those who want to attend a regional-comprehensive university, serving them close to home. FHSU will continue to offer this high-quality affordable education and meet the demands of the changing field of athletic training education. FHSU offers a quality athletic training education in a NCAA Division II climate utilizing two full-time faculty, four full-time athletic trainers, four graduate assistant athletic trainers, a physician medical director and two local physical therapists. Additionally, the athletic training program has tremendous support of its medical community, utilizing athletic trainers at HaysMed-The University of Kansas Health System, Russell Regional Hospital, and numerous other healthcare professionals in educating its students.

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

A. Survey of Student Interest

B. Market Analysis

The Hanover Research group concluded a market analysis examining several potential graduate degrees at Fort Hays State University. This report examined demands using student degree conferral trends and occupational demand projections of eight graduate programs. They examined both National and Regional levels with the Regional analysis including Kansas, Colorado, Nebraska, Missouri, Iowa, Texas, Arizona, Illinois and Oklahoma. This analysis concluded that of the eight graduate programs examined, athletic training represented the strongest opportunity for a new master's program. The report concluded "Student and labor demand indicators for athletic training are above average regionally as well as nationally. In addition, regional competitive saturation is low suggesting significant space for a new program to attract students from Kansas and surrounding states" (Hanover Research Group, 2017). The analysis found an overall 24.2% regional growth rate predicted between 2014 and 2024, which is higher than average. Overall, master's conferrals in athletic training have grown annually at 8.9 % regionally and 8.2 % nationally (Hanover Research Group, 2017). Finally, the report highlighted new emerging employment sectors for athletic trainers including occupational health, performing arts, healthcare, military and public safety with the total number of practicing athletic trainers growing from 42,000 in 2012 to over 49,000 in 2016 (Hanover Research Group, 2017).

Athletic Training Master's Conferrals and Occupational Projections

National Master's Conferrals in Athletic Training

Academic Field	2012	2013	2014	2015	2016	Growth Rate	AAC	STDEV
51.0913 Athletic Training/Trainer	517	510	549	667	708	8.2%	48	45

Regional Master's Conferrals in Athletic Training

Academic Field	2012	2013	2014	2015	2016	Growth Rate	AAC	STDEV
51.0913 Athletic Training/Trainer	153	183	177	201	215	8.9%	16	14

National Labor Projections for Athletic Trainers

Occupation	2016	2026	Volume Change	Percent Change	Avg. Annual Openings
29-9091 - Athletic Trainers	27,800	34,000	6,200	22.3%	2,200

Regional Labor Projections for Athletic Trainers

Occupation	2014	2024	Volume Change	Percent Change	Avg. Annual Openings
29-9091 - Athletic Trainers	6,280	7,800	1,520	24.2%	290

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	22	0	660	0
Year 2	22	0	1276	0
Year 3	22	0	1276	0

VI. Employment

The U.S. Department of Labor is projecting the employment of athletic trainers to grow 23 % from 2016 to 2026, faster than the average for all occupations. This growth, according to Career Planner.com, is primarily due to an increase in people's awareness of the effects of sports-related injuries such as concussions in the youth population and emerging markets such as the military, performance arts, and public safety. FHSU also contracted with the Hanover Research company to perform a market analysis and viability study for a master's degree program in Athletic Training. The report, provided to FHSU in November of 2017, confirmed the US Department of Labor projections on growth in the field. Additionally, the report, analyzing market trends both nationally and regionally, indicated of the eight disciplines analyzed for the institution, athletic training represented the strongest opportunity for a new master's program with a low competitive saturation level. In the Hanover report, the expected regional labor growth in the athletic training field between 2014 and 2024 is 24.2%, which is faster than average. It identified emerging employment opportunities in occupational health, performing arts, health care, military and public safety. Finally, their analysis indicated an annual master's degree conferral growth rate of 8.2% nationally and 8.9% regionally with labor projections for athletic trainers at 22.3% nationally and 24.2% regionally, indicating the demand for athletic trainers far outweighs the number of degrees being conferred. This market analysis indicates a Master of Science in Athletic Training is a viable degree option for Fort Hays State University.

VII. Admission and Curriculum

A. Admission Criteria

Students entering this program must have earned a bachelor's degree and meet program admission standards. These students will need to have a cumulative undergraduate GPA of 3.0 or better. The 2020 CAATE standards require students to have prerequisite courses in biology, chemistry, physics, psychology, anatomy and physiology at the postsecondary level (Standard 54). Additionally, students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, nutrition, pharmacology, public health, and health care delivery and payor systems incorporated into prerequisite coursework or as a component of the professional program (Standard 55). The program's admission requirements and curriculum are designed to meet these standards.

B. Curriculum

Year 1: Summer

SCH = Semester Credit Hour

Course #	Course Name	10
ATEP 600	General Medical Pathophysiology	3
ATEP 610	Emergency Care in Athletic Training	3
ATEP 625	Clinical Skills and Interventions Lab	2
ATEP 630	Pharmacology for the Athletic Trainer	2

Year 1: Fall

Course #	Course Name	11
ATEP 640	Research and Evidence Based Practice in Athletic Training	3
ATEP 650	Musculoskeletal Pathophysiology	3
ATEP 655	Musculoskeletal Evaluation Lab	1
ATEP 660	Therapeutic Interventions I	3
ATEP 680	Clinical Practicum	1

Year 1: Spring

Course #	Course Name	9
ATEP 645	Advanced Statistics	3
ATEP 665	Therapeutic Interventions II	4
ATEP 685	Field Experience I	2

Year 2: Summer

Course #	Course Name	9
ATEP 800	Healthcare in Athletic Training	3
ATEP 820	Advanced Essentials of Athletic Training	3
ATEP 865	Therapeutic Interventions III	3

Year 2: Fall

Course #	Course Name	9
ATEP 830	Health & Injury Psychology (virtual course)	3
ATEP 885	Field Experience (Immersive) II	6

Year 2: Spring

Course #	Course Name	10
HHP 640	Epidemiology for Public Health (virtual course)	3
ATEP 850	Athletic Training Foundations and Professional Development	2
ATEP 899	Thesis/Project	3
ATEP 890	Field Experience III	2

Total Number of Semester Credit Hours 58

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
David Fitzhugh*	Assoc. Prof.	PhD	Y	Athletic Training	1.0
Jason Graham	Instructor	MS	N	Athletic Training	1.0
TBD Faculty	Asst. Prof.	Doctorate	Y	Athletic Training	1.0
Carlee Lindsey	Instructor	MS	N	Athletic Training	0.5

Cassie Mettling	Instructor	MS	N	Athletic Training	0.5
Anthony Thomas	Adjunct Inst.	DPT	N	Physical Therapy	0.10

Number of graduate assistants assigned to this program 0

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

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$159,384	\$160,978	\$162,572
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
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>)	\$60,369	\$60,661	\$60,953
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$219,753	\$221,639	\$223,525
Personnel – – New Positions			
Faculty	\$38,000	\$38,383	\$38,764
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
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>)	\$17,220	\$17,392	\$17,566
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – New Positions	\$55,220	\$55,775	\$56,330
Start-up Costs - - One-Time Expenses			
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$5,000	\$3,000	\$0
Physical Facilities: Construction or Renovation	\$0	\$0	\$0
Other	\$0	\$0	\$0
Total Start-up Costs	\$5,000	\$3,000	\$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	\$3,500	\$3,500	\$3,500
Library/learning resources	\$0	\$0	\$0
Equipment/Technology	\$0	\$0	\$0
Travel	\$3,375	\$3,375	\$3,375
Other (annual accreditation fee)	\$4,500	\$4,500	\$4,500
Total Operating Costs	\$11,375	\$11,375	\$11,375

GRAND TOTAL COSTS	\$291,348	\$291,789	\$291,230

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$176,055	\$347,180	\$354,124
Student Fees		\$4,400	\$8,800	\$8,800
Other Sources		\$0	\$0	\$0
GRAND TOTAL FUNDING		\$180,455	\$355,980	\$362,924
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		\$(110,893)	\$64,191	\$71,694

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Currently, the athletic training program has two 1.0 FTE positions (Dr. Fitzhugh & Mr. Graham) located in the Department of Health and Human Performance dedicated to the athletic training program. This is supplemented by three 0.5 FTE positions split between the Department of Health and Human Performance and the Department of Athletics. Under the new program, one of the 0.5 FTE positions will be converted to a 1.0 FTE tenure-track position in the Department of Health and Human Performance. This will result in approximately \$38,000 in additional salary necessary in year one. The other two 0.5 FTE positions would remain as currently deployed. This would result in a final faculty count of three 1.0 FTE and two 0.5 FTE positions dedicated to the athletic training program. Additionally, an adjunct instructor would be employed to teach ATEP 865: Therapeutic Interventions III during the summer. This adjunct instructor is currently being utilized to co-teach the comparable course in the undergraduate athletic training program. Salary data presented in table IX.A. represent a 1% increase in salary per year, assuming a 1% merit pool. The program director has an earned doctorate and Mr. Graham, the program’s coordinator of clinical education, has completed two years in his doctoral program, which is expected to be completed summer 2021. The new faculty position will be required to have a doctorate. This will provide three 1.0 FTE doctoral level faculty for this program.

Personnel – – New Positions

The CAATE 2020 Accreditation Standard 41 requires three core 1.0 FTE athletic training faculty members dedicated to the program. This requires an additional full-time 1.0 FTE faculty member to be added to the department. CAATE has mandated this person must be an athletic trainer. As referenced previously, this standard will be met by converting a current 0.5 FTE instructor position to a full-time position in the

Department of Health and Human Performance. This position will require an earned doctorate and be a tenure-track appointment.

Start-up Costs – One-Time Expenses

This program is already in place, which minimizes start-up costs. As such, much of the infrastructure such as classroom facilities and equipment are already in place. The largest expense for the start-up cost is adding the additional athletic training faculty member. Additionally, the 2020 CAATE standards has increased the educational competencies of the athletic training students requiring initial expenditures of approximately \$8,000 spread out over two years to purchase equipment required to teach these new competencies. This includes extremity dislocation reduction models, suturing equipment and models, intravenous models and equipment, updated athletic protective equipment and other similar supplies.

Operating Costs – Recurring Expenses

This program is already in place, which minimizes the need for an increase in recurring expenses. The program already pays an annual accreditation fee of \$4,500.00, which will not change with the transition to a MSAT. Additionally, the program receives normal operating monies from the department for professional development, office supplies, expendable equipment, non-expendable equipment and normal operating expenses. There will be some increases in operating costs with additional professional development money needed for the new faculty position. Additionally, it is expected there will be an increase in expenses relating to expendable and non-expendable supplies/equipment and competency tracking software licensing fees required by the 2020 CAATE Accreditation Standards. The proposed student fee of \$100.00 per student per semester will assist in off-setting the cost of these additional supplies/equipment, accreditation fees, and licensing fees. Finally, administrative support is already provided through the department's senior administrative assistant and student secretaries resulting in no additional costs. There will also be no additional library costs added since the program already exists.

B. Revenue: Funding Sources

Tuition and fees will be used as the primary funding sources. Based on current enrollment patterns in the undergraduate athletic training program, 75% of the students will be from Kansas and 25% of the students will be from a contiguous state. Tuition revenue is calculated based on this projected 75%/25% distribution of students. To determine estimated revenue for year 1, the current resident graduate tuition rate was applied to 75% of generated student credit hours (\$242/credit hour X 495 SCH) and the current contiguous state graduate tuition rate was applied to 25% of generated student credit hours (\$341/credit hour X 165 SCH). This process was repeated for years 2 and 3 with resident graduate tuition rates applied to 75% of the student credit hours (957 SCH) and contiguous state graduate tuition rates applied to 25% of the student credit hours (319 SCH). Years 2 and 3 also assumed a 2% increase in tuition rates per year. Additionally, athletic training students will be assessed a program fee of \$100.00 during the fall/spring semesters (\$200.00 per year) to help offset the cost of equipment, one-time use supplies, competency tracking software licensing, and overall expenses related to having an athletic training program.

C. Projected Surplus/Deficit

The program is projected to have a deficit in revenue in the first year, with a small surplus emerging as the program achieves full enrollment in all cohorts, beginning in year 2.

XI. References

CAATE. (2018). 2020 Standards for Accreditation of Professional Athletic Training Programs. Retrieved from <https://caate.net/wp-content/uploads/2019/02/2020-Standards-Final-2-20-2019.pdf>.

Career Planner.com (2019). *Job Outlook for: Athletic Trainers*. Retrieved from <https://job-outlook.careerplanner.com/Athletic-Trainers.cfm>.

Hanover Research Group. (2017). *New Program Viability Scan*. Unpublished presentation prepared for Fort Hays State University.

U.S. Department of Labor. (2018). *Occupational Outlook Handbook – Athletic Trainers*. Retrieved from <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>.

Act on Request for Revisions to AY 2017 – AY 2019 Performance Agreements

Summary and Recommendation

In accordance with K.S.A. 74-3202d, and the Board-approved Performance Agreements: Funding Guidelines, Dodge City Community College is requesting changes to the AY 2017 – AY 2019 Performance Agreement. Board staff recommends approval.

February 3, 2020

Background

In June 2009, the Board Academic Affairs Standing Committee (BAASC) authorized institutions to submit requests for revisions to existing performance agreements any time during the year. Institutions consult with staff on revisions. Per the Performance Agreements: Funding Guidelines, which can be found on the KBOR [website](#), BAASC acts on the revision requests on behalf of the Board. The original agreements were approved by BAASC in the fall of 2016, and by the full Board in December of 2016.

Request

Dodge City Community College has submitted a request to change Indicator 1 “Increase first to second year retention rates of college ready cohort” to **“Increase the number of students in the second-year college-ready cohort”**. This changes the indicator from being measured as a rate (percentage) to a headcount of students who started in the fall semester and who were retained through the fall semester of the next year. For AY 2017 and AY 2018, DCCC significantly increased the number of this cohort well beyond the number for each of the years used to develop the baseline. The proposed revision of the indicator reflects the increasing number of college-ready students being retained in the second year.

The community college was granted their request to change Indicator 6 in the January 15, 2020 meeting to “Increase the number of students successfully completing one-year certificates through Welding programs”. They wished to remove the electrical power technician program from the indicator because they no longer offer the program. **However, they are now requesting to change Indicator 6 to “Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician”**. The initial request to remove EPT data from Indicator 6 was made during a period when DCCC lacked a Workforce/Technical Education administrator. Since this position was filled in December, DCCC has re-evaluated this request.

Dodge City Community College last offered EPT courses in Spring 2019 per the decision of the College Board of Trustees to discontinue the program. This was in response to concerns of stakeholders regarding program quality, and because the EPT faculty were not in compliance with DCCC’s Board policy for faculty qualifications. To meet continuing student interest and need, DCCC entered into a Memorandum of Understanding with Pratt Community College, whose EPT program has a strong national reputation. The agreement allows DCCC students to enroll in Pratt CC EPT courses delivered by Pratt CC faculty on the DCCC campus. Further, the agreement enables students to pursue employment in EPT by earning credentials with a reputable program. The current revision request allows for a more complete assessment of the EPT and Welding programs; whereas the original indicator focused only on the number of certificates completed, the revised indicator would reflect both certificates and associate degrees.

Staff Recommendation

As the requested changes comply with the Performance Agreement Model set forth in the Performance Agreements: Funding Guidelines, staff recommends approval of this request. If approved, these changes will become effective for the AY 2019 reporting year. BAASC will act on that performance report in Fall 2020.

Dodge City Community College Performance Agreement 2017-2019

AY 2018 FTE: 1,312

Contact Person: Jane Holwerda

Phone and email: (620) 227-9359; jholwerda@dc3.edu

Date: 1/27/2020

Dodge City Community College	Foresight Goal	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)	AY 2018 (Summer 2017, Fall 2017, Spring 2018)	AY 2019 (Summer 2018, Fall 2018, Spring 2019)
			Institutional Performance Outcome	Institutional Performance Outcome	Institutional Performance Outcome
**1 Increase the number of students in the second-year college-ready cohort	1	Fall 12 Cohort: 91 Fall 13 Cohort: 91 Fall 14 Cohort: 104 Baseline: 95			
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			
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)			
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% (565/1021)			
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)			
**6 Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician	2	2013: 7 EPT + 18 Welding = 25 2014: 12 EPT + 20 Welding = 32 2015: 19 EPT + 15 Welding = 34 Baseline: 30			
*Updated 4/20/2018 **Proposed change to indicator					

Dodge City Community College Performance Agreement 2017-2019 Narrative

Indicator 1: Increase the number of students in the second-year college-ready cohort

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

Indicator 2: Increase the number of certificates and degrees awarded

This indicator also addresses goal 1 of *Foresight 2020*, “increase higher education attainment.” Additionally, it addresses the college’s goal to ‘Recruit, Retain, Educate, and Graduate.’ Over the past years, the number of Associate degree and certificate graduates has remained fairly consistent. We are working toward improving these indicators through improved advising and follow up contact with our graduates who have transferred to obtain their associate degree through the reverse transfer agreement. While we understand that many community college students fully intend to transfer after one year, prior to graduation, the options available for each level of higher education degree should be understood and encouraged.

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

We chose this indicator as it is tied to our strategic plan and mission as well as goal 2 of *Foresight 2020*. Specifically, it is to strengthen workforce development for both immediate employment and delayed employment for transfer to bachelor degree programs. We continue to recruit and encourage students to enter high wage programs upon completion of either a certificate or Associate of Applied Science degree and work with students and four-year institutions to make transfer options as seamless as possible. The college has recently acquired a tool to track industry and occupational trends for Southwest Kansas and beyond, including skills analysis, location quotient, job availability and program completers. We anticipate that this will help to further strengthen ties between the college and local business and industry as we collaborate using these data as a foundation for discussion.

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

The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Not only do we focus on participants but more importantly their educational gains. According to the National Reporting System for adult education programs; “Educational gain measures are the primary purpose of the Adult Basic Education program: to improve the basic literacy skills of participants.” If a student’s skills have improved sufficiently to be placed one or more levels higher, an “advance” (GAIN) is then recorded for the student. The college uses the state mandated TABE exam to measure reading and listening skill levels. As our percentages of gains have decreased in the past two years for ESL students, we need to refocus efforts on this measure. This indicator also addresses the college’s commitment to its core values of diversity and inclusiveness. This data is generated from the PABLO system for students receiving ESL instruction at the Adult Learning Center. Students are assessed for placement in one of the six levels of ESL instruction as prescribed by the State of Kansas. A student is only enrolled at one level at a time, based on their pre-assessment score. Following instruction, students are post-assessed, again using the TABE exam. If students have attained a score sufficient to move to the next level of ESL instruction, they are considered a completer for the level they were enrolled in and are subsequently enrolled in the next level of instruction. While students are only enrolled in one level at a time, they could move through multiple levels of ESL throughout a year. The denominator is the total (duplicated) number of students enrolled in any of the six ESL course levels at the ALC. The numerator is the total number (duplicated) who post-assessed with a score to move to a higher level of ESL instruction within the year.

Indicator 5: Increase Developmental Reading successful completers

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 is a grade of C or better in College Reading. As our percentage of successful completers of developmental reading dropped 11% in 2015 and remained low in 2016, we need to refocus our efforts to assist this non-college-ready cohort develop the skills necessary to succeed in college-level courses. The college is revamping the reading curriculum and integrating it more closely with the English department to strengthen fundamental skills for our students who need them. While this indicator fundamentally remains the same as the previous Performance Agreement, the measure has been modified. Rather than using the number of successful completers as the measure (this number can change drastically based on the number of students assessing into and enrolling in College Reading) we are using a percentage of successful completers. The denominator is number of students enrolling in College Reading. The numerator is the number of students completing with a grade of C or better. It is our goal to increase the percentage of students who successfully complete College Reading, regardless of the number of students served.

Indicator 6: Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician

Increasing the number of students who successfully complete EPT and welding certificates and associate degrees 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.