

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

**CONFERENCE CALL AGENDA
Monday, March 2nd, 2020, 11:00 am
Phone Number: **1 (785) 422-6104**
Conference Code: **545317011****

- I. Call to Order**
A. Approve Minutes from February 19, 2020 meeting in Topeka Regent Schmidt p. 3
- II. Consent Agenda**
1. Act on Request for Approval for Bachelor of Science in Integrative Physiology – K-State Brian Niehoff p. 7
 2. **BAASC 20-03** Approve AY 2022-2025 Academic Calendars Daniel Archer p. 16
 3. **BAASC 20-02** Approve AY 2020 and AY 2021 Bridge Performance Agreements Sam Christy-Dangermond p. 20
- III. Other Matters**
1. Coordinating Council Discussion Regent Kiblinger
- IV. Suggested Agenda Items for BAASC March 18th Meeting at KUMC**
- Approve minutes from March 2nd conference call
 - Academic Advising Presentation – Flint Hills Technical College
 - KSDE Individual Plans of Study (IPS) Discussion
- V. Adjournment**

Date Reminders:

- March 4: Kansas Undergraduate Research Day at Capitol
- March 26: 2020 OER Showcase at Washburn University
- May 19: Coordinating Council 2nd Meeting
- May 20: **BAASC 20-04** Receive JCCC & KU Edwards Campus Transfer Agreement Update

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

***Note that conference calls are now at 11am and in-person meetings are at 10:15am.**

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

The February 19, 2020, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Schmidt at 10:17 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 Harrison-Lee	Regent Kiblinger
Staff:	Daniel Archer Amy Robinson	Karla Wiscombe Erin Wolfram	Samantha Christy- Dangermond
Others:	Lori Winningham, Butler CC Michelle Schoon, Cowley CC Steve Loewen, FHTC Marc Malone, Garden City CC Mark Allen, Independence CC Beth Ann Krueger, KCKCC Matt Pounds, NWK Tech Joe McCann, Seward Co. CC	Aron Potter, Coffeyville CC Greg Schneider, ESU Jill Arensdorf, FHSU Erin Shaw, Highland CC Michael McCloud, JCCC Robert Klein, KUMC Howard Smith, PSU Rick Muma, WSU	Brad Bennett, Colby CC Shelly Gehrke, ESU Adam Borth, Fort Scott CC Cindy Hoss, Hutchinson CC Chuck Taber, K-State Brian Niehoff, K-State Stanton Gartin, SATC Linnea GlenMaye, WSU

Regent Schmidt welcomed everyone.

Approval of Minutes

Regent Kiblinger moved to approve the minutes from February 3, 2020, and Regent Harrison-Lee seconded the motion. With no further discussion the motion passed.

Proposed Degree Policy Change

Daniel Archer provided a summary of the request to add an Associate in Fine Arts to Board policy on degrees for community colleges. Board policy currently allows for an Associate in Arts, Associate in Science, Associate in Applied Science, and an Associate in General Studies. The requested addition has gone through SCOCAO and COPS, and both recommend approval. Daniel noted for the Committee this change only affects community colleges.

Regent Kiblinger motioned to approve the requested change to the Boards' degree policy and Regent Harrison-Lee seconded the motion. With no further discussion the motion passed.

BAASC 20-02 SARA Reciprocity Update

Jennifer Armour provided an update on the State Authorization Reciprocity Agreement (SARA). SARA is a voluntary agreement that establishes comparable national standards and allows accredited degree-granting institutions to offer distance education in member states without seeking individual authorization. There are over 1,900 participating institutions, 49 represented states, and 44 participating Kansas institutions. Jennifer noted the National Council for State Authorization Reciprocity Agreements (NC-SARA) has not published their 2019 data report, but at the request of KBOR they provided the 2019 enrollment data for Kansas. This data shows Kansas has 42,000+ out-of-state students enrolled in distance education at participating Kansas SARA

institutions for AY 2019. Beginning in the 2019 reporting period, institutions were required to report out-of-state learning placements and enrollment counts. This information has not been published and was not provided in the data KBOR requested. NC-SARA stated they are not going to publish it as they indicated some inconsistencies in the first reporting year data.

Regent Schmidt asked if Kansas has consistent data with 42,000 out-of-state students being enrolled in Kansas institutions and 10,000 Kansas students attending out-of-state institutions. Jennifer responded this is the 4th year reporting such data and she is hesitant to start comparing data from year to year due to possible inconsistencies. She noted this year Kansas had a significant increase in enrollments which she believes could be a result of how the data was requested, training provided to those completing the data request, and potential enrollment increases in distance education.

Regent Kiblinger asked if in-state-students enrolled in out-of-state institutions will be in the 2019 report and if it will break down this information such as where Kansas out-of-state students are coming from. Jennifer stated this data will be included when the 2019 SARA report is published.

Regent Schmidt asked if NC-SARA data includes fiscal information. Jennifer responded the only fiscal information available demonstrates the cost savings realized when an institution no longer has to pay fees associated with maintaining authorization in multiple states. Jill Arensdorf and Chuck Taber discussed their institutions' large amount of regional out-of-state students, including how they market to these individuals. Regent Schmidt clarified that out-of-state tuition rates vary among institutions and it is not an area regulated by Regents. The Committee agreed they would like to see data on who is coming to Kansas and compare this data to marketing efforts. Daniel noted it would be challenging to quantify fiscal data from SARA as it would include private institutions, as well as public universities and community colleges, all with different tuition rates.

Academic Advising Presentations

- Shelly Gehrke provided an overview of academic advising at ESU. She highlighted their Stinger Success Program which consists of having an academic advisor, a first-year seminar class, and free tutoring and academic coaching. They also have a Stinger Success Program Plus which adds on an e-experience summer overnight program, orientation activities, and a peer mentor. ESU has a blended advising model with a Student Advising Center (SAC) advising first year and undecided students, as well as professional and year-round advising.

Once a student completes their first year, those who are successfully progressing towards a major start being advised by academic units. This happens by either faculty or professional advisors in the unit, with faculty advisors being the dominate model used. ESU develops and trains academic advisors using an Undergraduate Academic Advising Committee (UAAC), video tutorials, and communications from their Assistant Provost. The UAAC is comprised of 3 students, 5 academic advisors, and 5 professional advisors. Students are required to attend an advising meeting prior to each enrollment session.

ESU utilizes data to help identify support services and resources students may need. The faculty use dashboards to identify student populations and individual students who may need additional assistance or specialized resources. They also use grade reports to help identify student needs, as well as communicate positive achievements. ESU uses centralized electronic referral systems called Early Alert and Care Team. Early Alert is for academic concerns and anyone on campus can submit a report, and the Care Team is for concerns about individuals being a harm to themselves or others. These referral systems need someone to report an issue and are not automatically generated. ESU also gathers data for assessing their advising.

Shelly discussed career services offered at ESU. They use a collaboration of services which start with Hornet Connections their first year. ESU also has Mini Major Camps, First year Seminar classes, and

fun peer to peer programs such as Majors to Minutes. Shelly noted that when students participate in Career Services and complete nine specific activities, ESU has a partnership with Dillard's and they give the student a custom suit to start their new career. Shelly ended the presentation by sharing a fun advertisement to encourage students to utilize their Academic Resource Center which can be viewed at <https://www.youtube.com/watch?v=i4PMoJESvps&feature=youtu.be>.

- Chuck Taber provided an overview of academic advising at K-State. Chuck stated Jennie Brown-Leonard started in January as the first Vice Provost for Student Success at K-State. K-State has a blended model using professional, faculty, and specialty advising. K-State utilizes The National Academic Advising Association (NACADA) who helps put together two advising institutes per year for professional development opportunities.

Chuck discussed their first year advising programs which start during orientation and enrollment. Last week K-State rolled out their new Academic Interest Areas webpage which is an interest-based search engine for appropriate academic programs. This tool can be viewed at <https://www.k-state.edu/academics/>. K-State also utilizes summer bridge programs such as Multicultural Academic Program Services (MAPS) and Jump Start which are department-based programs where students can earn credits for participation. K-State First, which has been used for 10 years, is a combination of learning communities, mentoring, seminars, and the Kansas Book Network. K-State is also working on an HLC initiative called First Gen Student Success. This initiative includes peer mentoring, specialized advising, and community support.

K-State utilizes data and technology to help ensure academic success for students. They partner with Educational Advisory Board (EAB) and are a member of the EAB Student Success Collaborative. This was a research based best practice forum and has developed into a tool called Navigate. Navigate is an online tool that helps students be identified as at-risk based on performance and uses a predictive model to flag these students. They just purchased EAB's Smart Guidance, which is an app-based navigation system for students. This app can show graduation progress, schedule advisor meetings, send push notifications for deadlines, and perform a variety of functions that can help students navigate their specific path. Chuck noted that Jennie is an expert in this area as she comes from George Mason University where these EAB tools had previously been implemented.

K-State has a career advising center which helps with job search skills, career fairs, and meet-ups. Chuck discussed Handshake which is a tool used to connect students with potential employers. Data shows that Handshake is widely used. Individual colleges also provide specific career support utilizing alumni and advisory boards, student organizations, and industry contact and/or mentors.

Chuck discussed an issue identified through advising assessments. Students have stated because they have a model which is decentralized to specific colleges, they may get inconsistent advising when moving between colleges. K-State believes the implementation of new technology will help them coordinate across the advising system ensuring more communication between colleges.

The Committee discussed tools available through EAB. WSU has been using EAB and implemented Smart Guide in the past. Smart Guide was the predecessor to Smart Guidance. This tool did not work for WSU, and it was noted not all tools work the same for all institutions. Chuck stated that EAB data shows its greatest value is in a student's first year. WSU does use the EAB Navigate system and they noted this tool helps advisors communicate about students with each other.

Regent Schmidt asked how they utilize Kansas DegreeStats and questioned if there is a way to determine a click rate from the KBOR webpage. Each institution is required to provide the link on their

website. The Committee discussed the need to ensure duplicate resources are not created. Kansas DegreeStats can be found at <https://www.ksdegreestats.org>.

Coordinating Council Update

Regent Kiblinger provided an update and highlights from the first meeting of the Coordinating Council. This council is comprised of members from the Kansas State Board of Education, Kansas Board of Regents, and the Kansas Chamber of Commerce. This council emerged from conversations about possible collaboration among these agencies. Regent Kiblinger noted that Regent Van Etten and Dr. Flanders are also on this council. Regent Kiblinger believes BAASC could be helpful in identifying topics for the council to review. Future meetings will be scheduled to coincide and alternate between KBOR and KSBE meetings, with the next Coordinating Council meeting scheduled for May 19th. Regent Kiblinger is scheduled to update the full Board in the afternoon and will ensure the minutes from the Coordinating Council will be provided to the Board.

Regent Kiblinger noted a few items she believes could be council agenda items:

1. Opportunities for collaboration between advisors at the post-secondary and K-12 levels, including individual plans of study (IPS), and how to better merge this area into business industry.
2. Looking at a better way to coordinate K-16 to ensure students have essential skills for general education courses going forward. Regent Kiblinger noted Dr. Watson, Commissioner of the Kansas State Department of Education, discussed this at the first meeting, specifically how to restructure grades 11-14 to more efficiently use available funding.

Regent Kiblinger encouraged institutions to share any ideas for future topics or collaboration with herself or Regent Van Etten, and time will be allowed at the next BAASC meeting to discuss ideas in more detail.

Direct Support Professionals Update

Regent Schmidt provided an update on DSP workers. He reminded the Committee that Kansas has 74,000+ open positions for this job category. An informal task force has been meeting with a variety of interested parties. Regent Schmidt discussed the last meeting which concentrated on the lack of a federal labor code for DSPs.

New Business

Regent Brandau-Murguia issued a request for KBOR to explore admission criteria for selective undergraduate programs. Daniel provided a list of GPA and testing requirements for applying to nursing programs. Nursing was chosen as it is the most wide-spread program offered at public universities in Kansas. Daniel believes the focus is on who requires standardized testing and noted this will be looked at during the full Board meeting.

Adjournment

The next meeting will be a conference call on March 2, 2020 and will consist of approving academic calendars and the second half of AY 2020-2021 Bridge Performance Agreements. Regent Schmidt asked that each institution up for performance agreements be on the call and an email will be sent as a reminder. Regent Kiblinger asked that the Committee also add time to discuss topics related to the Coordinating Council.

Regent Kiblinger moved to adjourn the meeting, and Regent Harrison-Lee seconded the motion. With no further discussion the meeting adjourned at 11:32 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Kansas 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.

March 2, 2020

I. General Information

A. Institution

Kansas State University

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Integrative Physiology
Degree to be Offered:	Bachelor of Science in Integrative Physiology
Responsible Department or Unit:	Department of Kinesiology/College of Health and Human Sciences
CIP Code:	<u>26.0901</u>
Modality:	Face-to-Face
Proposed Implementation Date:	August, 2020

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites (Not applicable)

III. Justification

The Kinesiology Department at Kansas State University currently offers one degree, a Bachelor of Science, in Kinesiology. Our students have diverse career aspirations, however, with the three most popular areas being Health Science Pre-Professional, Applied Exercise, and Physical Activity Health Promotion from student surveys. The majority of our students are interested in a career in a health profession (e.g., medicine, physical therapy, physician assistant, nursing, occupational therapy, etc.). While our degree has been successful in preparing students for professional schools (primarily due to the expertise and disciplines of our faculty), we believe that adding a degree that specifically prepares students for health careers would be very attractive and beneficial for students.

The intent of the B.S. in Integrative Physiology (IP) degree is to create a program specifically for students interested in health careers and to better prepare them for health professional schools. Our current B.S. in Kinesiology degree will still be offered for students who are interested in a general kinesiology curriculum, with a core focus on applied exercise and exercise behavior. The IP curriculum will add depth and breadth to prepare students for different health career paths, with a selection of upper-level courses designed to meet the requirements of their respective health discipline. The core curriculum in the IP degree will require students to take courses focused on the four major systems within the body (cardiovascular, pulmonary, neural, skeletal muscular), and on how these systems interact with each other in health and disease. Systems physiology has consistently served as the foundation for health profession preparation. The unrestricted elective options in this degree will allow students to enroll in courses outside of Kinesiology to fulfill necessary requirements, depending on their specific career aspirations, and make the program more interdisciplinary. Through the

rigorous, system-based curriculum of the IP degree, students will be prepared for health professional schools, as well as careers as biomedical scientists, physiotherapists, medical sales representatives, clinical scientists, research associates and other physiologically based health professions. We currently have seven tenured/tenure track physiologists in our department who teach and conduct research in physiology (health and disease, including heart failure, cancer, asthma, diabetes, etc.) that forms the backbone of this degree. Therefore, no additional faculty would be required to initiate this degree.

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

A. Survey of Student Interest

Number of surveys administered:	676
Number of completed surveys returned:	462
Percentage of students interested in program: ...	85%

In December 2018 we polled all our current Kinesiology students (n=676) and asked which area of Kinesiology they were pursuing (i.e., Health Science Pre-Professional, Applied Science, Physical Activity Health Promotion). The majority of those who responded stated Health Science Pre-Professional (85%; n=394). This Integrative Physiology degree is designed specifically towards those students interested in the Health Science Pre-Professional track.

B. Market Analysis

The bachelor’s degree in Integrative Physiology at Kansas State University from the Department of Kinesiology was designed to recruit and train students specifically interested in health careers. The Integrative Physiology program incorporates the fundamentals of systems physiology as an independent major to train physiologists. This differs from common core in most Kinesiology/Exercise Science degrees, which focus on biomechanics, rehabilitative exercise, health promotion, exercise testing and prescription. Students in the IP program could take additional courses in exercise physiology which, when combined with the systems based courses of the IP degree, would make them competent as exercise physiologists. Therefore, for the IP degree, market analyses were performed for both “Physiologists” and “Exercise Physiologists” to incorporate career options for students with this standalone degree (i.e., those that do not pursue post-graduate health professions).

- 1) Careers in physiology and exercise physiology are projected to grow at around 10% on average, from 2018-2028 according to the Occupational Outlook Handbook from the US Department of Labor (Bureau of Labor Statistics). This includes health care and biomedical science related positions, for which students with the IP degree would be qualified, such as exercise physiologist (10% growth), cardiovascular/vascular specialists (14% growth), clinical laboratory technician (11% growth), and biological scientist (7% growth) (Bureau of Labor Statistics).
- 2) Demand for a Bachelor of Science in Integrative Physiology is strong. For example, at the University of Colorado-Boulder, a bachelor’s degree in Integrative Physiology was first offered in 2003 and now is the largest major at that institution with over 2,000 undergraduates. (University of Colorado – Boulder).
- 3) There are no “physiology” bachelor level programs offered across Kansas Regents institutions (Kansas Board of Regents). While there are degrees in Exercise Science at University of Kansas, Pittsburg State University, and Wichita State University, these are similar to the K-State degree in Kinesiology. The core emphasis of such degrees is on biomechanics, exercise testing and prescription, personal training, strength and conditioning, fitness management, and sport, recreation and commercial promotion. The IP degree does not incorporate core areas overlapping any of these aforementioned emphases of Exercise Science/Kinesiology programs. Any overlap of exercise physiology or health promotion is at the lower level with one introductory course in these two areas. The degree in integrative physiology offers core classes focused entirely on the anatomy and physiology of specific bodily systems (cardiac, cardiovascular,

pulmonary, neural, skeletal/muscular, etc.) in health.

- 4) Our search showed no bachelor level degrees in Integrative Physiology offered at any Big 12 University. Across the United States, there are three institutions, that we are aware of, offering a bachelor level degree in “Integrative Physiology” (Univ. of Nevada at Las Vegas, Univ. Colorado-Boulder, and Alma College).
- 5) ZipRecruiter reports that a degree in physiology offers an average salary of \$52,589 (ZipRecruiter).

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

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time NEW	Part- Time NEW	Full- Time	Part- Time
Implementation	20		600	
Year 2	35		1,630	
Year 3	50		3,135	

VI. Employment

As noted above in the Market Analysis, the U.S. Department of Labor Bureau of Labor Statistics reported the job growth outlook for a bachelor’s degree in integrative physiology is projected to range between 7-14% for the 2018-2028 time frame (Bureau of Labor Statistics). This includes positions of physiologists, biological scientists, laboratory technicians, exercise physiologists, and other related positions. The growth of such positions is above average compared to other job categories.

VII. Admission and Curriculum

A. Admission Criteria

University Admission Requirements:

Complete the precollege curriculum with at least a 2.0 GPA (2.5 for non-residents) **AND** achieve one of the following:

- A 21 or higher composite score on the ACT assessment **OR**
- A 1060 or higher on the SAT ERW+M if taken after March 2016 **OR**
- A 980 or higher on the SAT CR + M if taken before March 2016 **OR**
- Rank in the top third of your graduating class,
- **AND**, if applicable, achieve a 2.0 GPA or higher on all college credit taken in high school.

B. Curriculum

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH = 14
KIN 220	Biobehavioral Bases of Physical Activity	4
BIOL 198	Principles of Biology	4
PSYCH 110	General Psychology	3
ENGL 100	Expository Writing I	3

Year 1: Spring

Course #	Course Name	SCH = 16
ECON 110	Principles of Macroeconomics	3
MATH 100	College Algebra	3
SOCIO 211	Introduction to Sociology	3
ENGL 200	Expository Writing II	3
KIN 310	Measure & Research Techniques in Kinesiology	4

Year 2: Fall

Course #	Course Name	SCH = 15
COMM 106	Public Speaking I	3
KIN 360	Anatomy and Physiology (or BIOL 341 & BIOL 342)	8
STATS 325	Introduction to Statistics	3
GNHE 210	Foundations of Human Ecology	1

Year 2: Spring

Course #	Course Name	SCH = 14
KIN 335	Physiology of Exercise	4
KIN 336	Physiology of Exercise Lab	1
KIN 345	Exercise Behavioral Science	5
CHM 210	Chemistry I	4

Year 3: Fall

Course #	Course Name	SCH = 16
	*Foundations in Integrative Physiology Course	3
	Integrative Physiology Elective	3
FNDH 400	Human Nutrition	3
	**Unrestricted Elective	4
	**Unrestricted Elective	3

Year 3: Spring

Course #	Course Name	SCH = 15
	*Foundations in Integrative Physiology Course	3
	Humanities Elective	3
	Humanities Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3

Year 4: Fall

Course #	Course Name	SCH = 15
	*Foundations in Integrative Physiology Course	3
	Integrative Physiology Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3

Year 4: Spring

Course #	Course Name	SCH = 15
	*Foundations in Integrative Physiology Course	3
	Kinesiology Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3
	**Unrestricted Elective	3

*Foundations in Integrative Physiology courses (students will take four of the five):

KIN 601 – Cardiorespiratory Physiology

KIN 603 – Cardiovascular Physiology

KIN 605 – Physiology Topics

KIN 607 – Muscle Physiology

KIN 611 – Neurological Physiology

**Unrestricted Electives: The program targets students seeking health careers, such as medicine, physical therapy, occupational therapy, nursing, physician assistant, and others. The student is advised and encouraged to use the unrestricted electives to extend their learning through specific courses in Kinesiology, Biology, Chemistry, and Biochemistry, as well as courses in Sociology, Psychology, History, Philosophy, and others pertinent to health careers.

Total Number of Semester Credit Hours120

VIII. Core Faculty

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
Carl Ade	Assist Professor	Ph.D.	Y	Cardiovascular and Translational Physiology	0.20
Tom Barstow	Professor	Ph.D.	Y	Muscle Physiology	0.20
Brad Behnke	Professor	Ph.D.	Y	Cardiovascular Physiology	0.20
Steven Copp	Assist Professor	Ph.D.	Y	Neurophysiology	0.20
Craig Harms	Professor	Ph.D.	Y	Cardiopulmonary Physiology	0.10
Tim Musch	Professor	Ph.D.	Y	Cardiovascular Physiology	0.15
David Poole	Professor	Ph.D., D.Sc.	Y	Cardiorespiratory and Comparative Physiology	0.15

Number of graduate assistants assigned to this program.....5

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	\$149,670	\$152,663	\$155,717
Administrators (<i>other than instruction time</i>)			
Graduate Assistants	\$75,000	\$75,000	\$75,000
Support Staff for Administration (<i>e.g., secretarial</i>)	\$3,284	\$3,350	\$3,417
Fringe Benefits (<i>total for all groups</i>)	\$68,386	\$69,713	\$71,107
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	\$296,340	\$300,726	\$305,241
Personnel – – New Positions			
Faculty			
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions			
Start-up Costs - - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology	\$5,000	\$5,500	\$6,050
Travel			
Other			
Total Operating Costs	\$5,000	\$5,500	\$6,050
GRAND TOTAL COSTS	\$301,340	\$306,226	\$311,291

B. FUNDING SOURCES <i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		\$187,800	\$510,190	\$981,255
Student Fees		\$5,600	\$22,800	\$44,250
Other Sources				
GRAND TOTAL FUNDING		\$193,400	\$532,990	\$1,025,505
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		-\$107,940	+\$226,764	+\$714,214

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All faculty are currently employed by the Department of Kinesiology in the College of Health and Human Sciences. The percent time dedicated to the program is based on the courses taught each year. However all Kinesiology courses for the Integrative Physiology degree, both in the core and electives, are currently being offered by our department for the B.S. Kinesiology degree. Therefore, there is not an increased percent effort on our faculty time (other than the potential for increased class size). Expenditures in the table above, therefore, do not necessarily reflect added expenses to the university. Drs. Musch and Poole have dual appointments with the Department of Anatomy and Physiology at Kansas State University. An annual cost-of-living pay increase of 2% was added for each year for faculty and support staff.

Calculations

7 Faculty (YR 1): 7 FTE = \$873,075; 1.2 total FTE for degree = \$149,670

Benefits (30%) = \$44,901

Graduate Assistants: n=5 @\$15,000/yr = \$75,000

Benefits (30%) = \$22,500

Support Staff (10%) = \$3,284

Benefits (30%) = \$985

Total Salary = \$149,670 + \$75,000 + \$3,284 = \$227,954

Total Benefits = \$ 44,901 + \$22,500 + \$ 985 = \$ 68,386

Total Personal = \$296,340

Personnel – – New Positions

None

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

This degree has substantial laboratory class time associated with it. Therefore, a modest \$5,000 (increased by 10%/annually) cost for equipment and technology is included. This would be covered by the current College of

Health and Human Science course fee (\$20/student credit hour).

B. Revenue: Funding Sources

Student Fee explanation: The College of Health and Human Sciences has a \$20 per credit hour on all classes in the college. Revenue from this fee is used to support student services in the program (e.g., laboratory supplies, advising, scholarships, etc.). The Department of Kinesiology has a \$15 per student credit hour on classes in the department. Revenue from this fee is used for instructional and advising support for the department.

Calculations

Student Credit Hours

$$\text{YR1: } 20 \text{ students} \times 30 \text{ SCH} = 600 \text{ SCH}$$

$$\begin{aligned} \text{YR2: } 35 \text{ students} \times 30 \text{ SCH} &= 1,050 \text{ SCH} \\ 20 \text{ students} \times 29 \text{ SCH} &= \underline{580 \text{ SCH}} \\ &1,630 \text{ SCH} \end{aligned}$$

$$\begin{aligned} \text{YR 3: } 50 \text{ students} \times 30 \text{ SCH} &= 1,500 \text{ SCH} \\ 35 \text{ students} \times 29 \text{ SCH} &= 1,015 \text{ SCH} \\ 20 \text{ students} \times 31 \text{ SCH} &= \underline{620 \text{ SCH}} \\ &3,135 \text{ SCH} \end{aligned}$$

Tuition

$$\text{YR 1: } \$313 \times 600 \text{ SCH} = \$187,800$$

$$\text{YR 2: } \$313 \times 1,630 \text{ SCH} = \$510,190$$

$$\text{YR 3: } \$313 \times 3,135 \text{ SCH} = \$981,255$$

Fees (note: \$20/SCH college fee, \$15/SCH department fee)

$$\text{YR 1: } 20 \text{ students} \times 8 \text{ SCH} \times \$35 = \$ 5,600$$

$$\begin{aligned} \text{YR 2: } 35 \text{ students} \times 8 \text{ SCH} \times \$35 &= \$ 9,800 \text{ 20} \\ \text{students} \times 1 \text{ SCH} \times \$20 &= \$ 400 \text{ 20} \\ \text{students} \times 18 \text{ SCH} \times \$35 &= \underline{\$12,600} \\ &\$22,800 \end{aligned}$$

$$\begin{aligned} \text{YR 3: } 50 \text{ students} \times 8 \text{ SCH} \times \$35 &= \$14,000 \text{ 35} \\ \text{students} \times 1 \text{ SCH} \times \$20 &= \$ 700 \text{ 35} \\ \text{students} \times 18 \text{ SCH} \times \$35 &= \$22,050 \text{ 20} \\ \text{students} \times 3 \text{ SCH} \times \$20 &= \$ 1,200 \text{ 20} \\ \text{students} \times 9 \text{ SCH} \times \$35 &= \underline{\$ 6,300} \\ &\$44,250 \end{aligned}$$

C. Projected Surplus/Deficit

There are no new expenses for this degree as our listed faculty are currently already teaching the Kinesiology courses listed for this degree. The estimated expenses do not necessarily reflect “new expenses”. Therefore, any new students to the university who enroll in this degree would generate additional surplus revenue. As explained above, approximately 85% of our current Kinesiology majors responding to the interest survey stated that they were interested in a health career. We anticipate that initially, the majority of current Kinesiology students would gravitate toward the Integrative Physiology degree. Our rationale of determining the number of students in the degree above is based on a very conservative estimate of new students to Kansas State University who would enroll in this degree.

Therefore, the projected surplus (or deficit in YR 1) for this degree we believe to be a very conservative estimate. Based on similar degrees from other institutions (e.g., University of Colorado-Boulder), we anticipate that enrollment in this degree would be much higher than listed once we are able to market the degree to students interested in a health related career.

XI. References

Bureau of Labor Statistics, <https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm>

Kansas Board of Regents, https://kansasregents.org/academic_affairs/program_search.

University of Colorado – Boulder, <https://www.colorado.edu/iphy/>

ZipRecruiter, <https://www.ziprecruiter.com/Salaries/Physiologist-Salary>

Act on Request to Approve Academic Calendars: Academic Years 2022-2023, 2023-2024, and 2024-2025

Summary and Recommendation

Board of Regents policy requires consideration of academic calendars proposed by the Regents universities on a three-year cycle. This month the Board is asked to consider calendars for academic years 2022-2023, 2023-2024, and 2024-2025. The proposed calendars conform to existing policies and the Council of Chief Academic Officers (COCAO) and Board staff have reviewed them and recommend their approval.

March 2, 2020

Background

Kansas Board of Regents Policy states the following:

CHAPTER II

A. ACADEMIC AFFAIRS

1. ACADEMIC CALENDAR

- a. The Academic Calendar of each state university 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 state university shall file a three-year Academic Calendar adhering to holidays and breaks approved by the Board. Each state university 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.

- c. The President and Chief Executive Officer of the Board shall have the authority to approve or deny non-substantive revisions to Board-approved three-year calendars and shall periodically report these changes to 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.

This month, the Board receives and considers academic calendars proposed by the universities for the 2022-2023, 2023-2024, and 2024-2025 academic years. The receipt of the proposed academic calendars offers the Board the opportunity to ensure conformity with its policies for the construction of academic calendars, as well as an opportunity to review trends pertaining to the academic year.

Staff Recommendation

Board staff recommends the Board approve the academic calendars as submitted by the state universities.

Academic Calendar Year, 2022 -2023
Kansas Board of Regents State Universities

<u>Fall, 2022</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	8/22/22	8/22/22	8/22/22	8/22/22	8/22/22	8/22/22
Classes End	12/09/22	12/16/22	12/09/22	12/08/22	12/09/22	12/08/22
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/12/22	12/10/22	12/12/22	12/12/22	12/12/22	12/10/22
Exams End	12/16/22	12/16/22	12/16/22	12/16/22	12/16/22	12/15/22
Total Exam Days	5	6	5	5	5	5
Fall Break	10/13/22 - 10/14/22	11/21/22 - 11/22/22	11/21/22 - 11/23/22	10/08/22 - 10/11/22	10/13/22 - 10/14/22	10/15/22 2pm - 10/18/22
Thanksgiving Break	11/23/22 - 11/27/22	11/23/22 - 11/25/22	11/24/22 - 11/27/22	11/23/22 - 11/27/22	11/23/22 - 11/25/22	11/23/22 - 11/27/22
<u>Spring, 2023</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	1/17/23	1/17/23	1/17/23	1/17/23	1/17/23	1/17/23
Classes End	5/05/23	5/12/23	5/05/23	5/04/23	5/05/23	5/04/23
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/08/23	5/06/23	5/08/23	5/08/23	5/08/23	5/06/23
Exams End	5/12/23	5/12/23	5/12/23	5/12/23	5/12/23	5/11/23
Total Exam Days	5	6	5	5	5	5
Spring Break	3/13/23-3/19/23	3/13/23 - 3/17/23	3/13/23 to 3/19/23	3/20/23 - 3/26/23	3/20/23 to 3/24/23	3/13/23 to 3/19/23

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.
(b) Universities are closed to observe Labor Day on September 5, 2022 and Martin Luther King Day on January 16, 2023.

Academic Calendar Year, 2023 -2024
Kansas Board of Regents State Universities

<u>Fall, 2023</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	8/21/23	8/21/23	8/21/23	8/21/23	8/21/23	8/21/23
Classes End	12/08/23	12/15/23	12/08/23	12/07/23	12/08/23	12/07/23
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/11/23	12/09/23	12/11/23	12/11/23	12/11/23	12/09/23
Exams End	12/15/23	12/15/23	12/15/23	12/15/23	12/15/23	12/14/23
Total Exam Days	5	6	5	5	5	5
Fall Break	10/12/23 - 10/13/23	11/20/23 - 11/21/23	11/20/23 - 11/22/23	10/14/23 - 10/17/23	10/12/23 - 10/13/23	10/14/23 2pm - 10/17/23
Thanksgiving Break	11/22/23 – 11/26/23	11/22/23 - 11/24/23	11/23/23 - 11/26/23	11/22/23 - 11/26/23	11/22/23 - 11/24/23	11/22/23 - 11/26/23
<u>Spring, 2024</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	1/16/24	1/16/24	1/16/24	1/16/24	1/16/24	1/16/24
Classes End	5/03/24	5/10/24	5/03/24	5/02/24	5/03/24	5/02/24
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/06/24	5/04/24	5/06/24	5/06/24	5/06/24	5/04/24
Exams End	5/10/24	5/10/24	5/10/24	5/10/24	5/10/24	5/09/24
Total Exam Days	5	6	5	5	5	5
Spring Break	3/11/24-3/17/24	3/11/24 - 3/15/24	3/11/24 - 3/17/24	3/11/24 - 3/17/24	3/18/24 - 3/22/24	3/11/24 - 3/17/24

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.
(b) Universities are closed to observe Labor Day on September 4, 2023 and Martin Luther King Day on January 15, 2024.

Academic Calendar Year, 2024 -2025
Kansas Board of Regents State Universities

<u>Fall, 2024</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	8/19/24	8/19/24	8/26/24	8/26/24	8/19/24	8/19/24
Classes End	12/06/24	12/13/24	12/13/24	12/12/24	12/06/24	12/05/24
Total Instructional Days	73	74	74	73	74	73
Exams Begin	12/09/24	12/07/24	12/16/24	12/16/24	12/09/24	12/07/24
Exams End	12/13/24	12/13/24	12/20/24	12/20/24	12/13/24	12/12/24
Total Exam Days	5	6	5	5	5	5
Fall Break	10/10/24 - 10/11/24	11/25/24 - 11/26/24	11/25/24 - 11/27/24	10/12/24 - 10/15/24	10/10/24 - 10/11/24	10/12/24 2pm - 10/15/24
Thanksgiving Break	11/27/24 - 12/01/24	11/27/24 - 11/29/24	11/28/24 - 12/01/24	11/27/24 - 12/01/24	11/27/24 - 11/29/24	11/27/24 - 12/01/24
<u>Spring, 2025</u>	<u>ESU</u>	<u>FHSU</u>	<u>KSU</u>	<u>KU</u>	<u>PSU</u>	<u>WSU</u>
Classes Begin	1/13/25	1/21/25	1/21/25	1/21/25	1/21/25	1/21/25
Classes End	5/02/25	5/16/25	5/09/25	5/08/25	5/09/25	5/08/25
Total Instructional Days	74	74	74	73	74	73
Exams Begin	5/05/25	5/10/25	5/12/25	5/12/25	5/12/25	5/10/25
Exams End	5/09/25	5/16/25	5/16/25	5/16/25	5/16/25	5/15/25
Total Exam Days	5	6	5	5	5	5
Spring Break	3/10/25 - 3/16/25	3/17/25 – 3/21/25	3/17/25 – 3/23/25	3/10/25 – 3/16/25	3/24/25 - 3/28/25	3/17/25 - 3/23/25

- Notes: (a) Fort Hays State University utilizes Saturdays as final exam days and, thus, has a slightly longer exam period.
(b) Universities are closed to observe Labor Day on September 2, 2024 and Martin Luther King Day on January 20, 2025.

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.

(March 2, 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		
	<i>Research Universities</i>	<i>Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<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

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.

engineering and nursing are not subject to performance under this statute, though do come with their own performance measures.

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.

Summary of Changes

Wichita State University, Washburn University and Washburn Institute of Technology, Johnson County Community College, and Kansas City Kansas Community College are all maintaining the same indicators for the bridge agreements that were approved for the AY 2017 – AY 2019 Performance Agreements. The remaining twelve of the sixteen institutions being reviewed have opted to change at least one indicator from the previous agreement.

University	Current Indicator	Proposed Indicator
Emporia State University (Indicator 2)	Performance of students on institutional assessments – core workplace skills: communication	Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students
University of Kansas & University of Kansas Medical Center (Combining Agreements)	Both previously had separate agreements, but wish to combine their agreements, retaining some from each and creating one <u>new</u> indicator for KUMC only: "Increase Number of Graduates from Entry-Level Health Career Programs". Five indicators will measure both institutions, one will measure KU only, and one will measure KUMC only.	
Community College	Current Indicator	Proposed Indicator
Allen Community College (Indicator 2)	Increase the total number of certificates and degrees awarded	Increase first to second year retention rates of college ready cohort
Barton Community College (Indicator 4)	Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses	Increase overall first-year academic achievement (GPA) for students in developmental courses
Cowley Community College (Indicator 2)	Increase the number of certificates and degrees awarded	Increase the completers success rate in the gateway courses of English Composition I and College Algebra

Dodge City Community College (Indicator 1)	Increase the number of students in the second-year college-ready cohort	Improve Student Success Rate
(Indicator 3)	Increase percent of students who are employed or transfer	Increase third-party technical credentials earned by Allied Health and Nursing students
(Indicator 5)	Increase Developmental Reading successful completers	Increase percentage of successful completers of Developmental English
(Indicator 6)	Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician	Increase the percentage of completers in STEM Gateway courses in Biology (BIO111), (BIO211), Chemistry (CHEM111), and Math (MATH106)
Hutchinson Community College (Indicator 4)	Increase enrollee success rate in developmental math, reading, and writing courses	Increase enrollee success rate in developmental math
Neosho Community College (Indicator 1)	Increase total number of certificates and degrees awarded as indicated in KHEDS	Three-year graduation rates of college ready cohort
Pratt Community College (Indicator 1)	Increase first to second year retention rates of the college ready cohort (full-time students not enrolled in developmental classes)	Increase three-year graduation rate of the first-time, full-time degree-seeking cohort
(Indicator 2)	Increase third year Student Success Index	Increase percentage of students employed or transferred
(Indicator 3)	Increase number of certificates and degrees awarded	Increase the wages of students hired
(Indicator 5)	Increase three year graduation and transfer rates of first-time, full-time, degree-seeking students (IPEDS cohort)	Increase completer success rate in developmental math, reading, and writing courses
(Indicator 6)	Increase success of developmental students in corresponding college-level class	Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring, and receiving a "C" or better
Technical College	Current Indicator	Proposed Indicator
Flint Hills Technical College (Indicator 4)	Increase the number of students who successfully complete a 100 level math course	Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree
Manhattan Area Technical College (Indicator 4)	Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase percent retained to the next academic year	Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course
Wichita State University Campus of Applied Science and Technology (Indicator 2)	Performance of students on institutional quality measures: Lower the ratio of award seeking students to credentials conferred	Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas

Staff Recommendation

Board staff has reviewed the agreements for the institutions listed below. As all agreements comply with the Performance Funding Model, Board staff recommends approval.

Institution	Page
Emporia State University	25
University of Kansas & KU Medical Center	28
*Wichita State University	31
*Washburn University & Washburn Institute of Technology	34
Allen Community College	37
Barton Community College	40
Cowley Community College	43
Dodge City Community College	46
Hutchinson Community College	49
*Johnson County Community College	52
*Kansas City Kansas Community College	55
Neosho Community College	58
Pratt Community College	61
Flint Hills Technical College	64
Manhattan Area Technical College	67
Wichita State University Campus of Applied Sciences & Technology	70

*Denotes institution requests no changes to indicators for the AY 2020 – AY 2021 Bridge Performance Agreement.

Emporia State University Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 4,909 Date: 9/11/2019	
Contact Person: David Cordle Phone: 620-341-5171 email: dcordle@emporia.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 Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students	1 (Cohort KBOR data)	Fall 2012 Cohort: 438/601 = 72.9% Fall 2013 Cohort: 485/668 = 72.6% Fall 2014 Cohort: 530/732 = 72.4% Baseline: 72.6% Selected Top Three Peers 2014 Avg. Baseline: 76.7% Gap: 4.1%				
2 Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students	2 (KBOR data)	Fall 2009 Cohort: 275/660 = 41.7% Fall 2010 Cohort: 270/616 = 43.8% Fall 2011 Cohort: 256/575 = 44.5% Baseline: 801/1,851 = 43.3%				
3 Increase Scholarship Funds raised	3	FY 2013: \$2,565,418 FY 2014: \$2,883,190 FY 2015: \$2,733,495 Baseline: \$2,727,368				
4 Increase enrollment for undergraduate traditional students ages 24 and younger	1	AY 2013: 3,203 AY 2014: 3,306 AY 2015: 3,355 Baseline: 3,288				
5 Increase performance of students on institutional assessments: core mathematical skills	2	Analytical Reasoning Skills Mean Score AY 2015: (n=106) 2.6 AY 2016: (n=127) 3.0 AY 2017: (n=122) 2.9 Baseline: 2.8				
6 Increase student credit hours (SCH) completed through Distance Education	1	AY 2013: 33,834 AY 2014: 36,173 AY 2015: 38,558 Baseline: 36,188				

Emporia State University Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students

Description: Aligning with Foresight 2020 strategic goal one, ESU is committed to improving the first-to-second year retention rates of first-year, full-time students. Our goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of peers Pittsburg State University and University of Nebraska at Kearney, and aspirant peer, South Dakota State University (76.7%). We anticipate these retention rates stabilizing with incremental growth over time as improving student success is an institution-wide priority in *The Adaptive University Strategic Plan, 2015-2025*.

Result:

Indicator 2: Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students

Description: Aligning with Foresight 2020 strategic goal 1 - Increasing Higher Education Attainment, Emporia State University (ESU) is focused on improving the six-year graduation rates for incoming student cohorts of first-time, full-time, degree-seeking students. As per our strategic plan goal 3, ESU contributes to enhancing the competitive role of Kansas by enrolling, retaining, and graduating students ready for life and career. A key performance indicator for ESU's strategic plan goal 3, is the tracking of six-year graduation rates for first-time, full-time degree-seeking cohorts.

Result:

Indicator 3: Increase Scholarship Funds raised

Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase scholarship funds raised on an annual basis to support student success. This indicator tracks success in increasing funding available 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. Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

Result:

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger. Over the past three years, increasing ESU's enrollment numbers for traditional students has been a top priority. In a resource-scarce environment, growing enrollment advances Emporia State University's mission and increases higher education attainment among Kansas citizens.

Result:

Indicator 5: Increase performance of students on institutional assessments: core mathematical skills

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the AAC&U Quantitative Literacy Value Rubric to evaluate student works. This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%). On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored.

Result:

Indicator 6: Increase student credit hours (SCH) completed through distance education

Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning. ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

Result:

University of Kansas and University of Kansas Medical Center Bridge Performance Agreement AY 2020 and AY 2021				KU AY 2018 FTE: 22,453 KUMC AY 2018 FTE: 2,812 Date: 10/23/2019		
Contact Person: Jean Redeker Phone: 785-864-1025 email: jredeker@ku.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Number of Certificates and Degrees Awarded (KU/KUMC)	1 <i>KBOR data</i>	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) Baseline: 6,475				
2 Increase First to Second Year Retention Rates (KU)	1 <i>KBOR data</i>	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% Baseline: 9,417/11,743 = 80.2%				
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9 th FY 2014: 9 th FY 2015: 9 th Baseline: 9th				
4 Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)	2 <i>KBOR data</i>	AY 2013: 2,374/6,631 = 35.8% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281 = 36.3% Baseline: 6,993/19,425 = 36.0%				
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: \$33.6 mil FY 2017: \$33.6 mil FY 2018: \$36.4 mil Baseline: \$34.5 mil				
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 Baseline: 461				
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 Baseline: 3,582				

University of Kansas and University of Kansas Medical Center Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase Number of Certificates and Degrees Awarded (KU/KUMC)

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

Result:

Indicator 2: Increase First to Second Year Retention Rates (KU)

Description: This indicator records the percent of first-time, full-time freshmen who are retained after one year on the KU-Lawrence and KU-Edwards campuses.

Result:

Indicator 3: Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)

Description: This is our ranking of the amount of total research and development expenditures of all University campuses compared with our Regents approved peers based on the NSF Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development (HERD) survey.

Result:

Indicator 4: Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)

Description: This indicator records the percentage of students who earned degrees in science, technology, engineering, or mathematics fields on the KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result:

Indicator 5: Increase Philanthropic Student Support (KU/KUMC)

Description: This indicator is the amount the KU Endowment Association (KUEA) provides to the university for student scholarships, awards, and fellowships.

Result:

Indicator 6: Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)

Description: The indicator measures the number of students who graduate from the University of Kansas Medical Center's entry-level full-time programs to health career practice fields which involve patient or client interactions. An entry-level health career program is one in which the student enters without the credentials or license to practice in the health care field and graduates with the competencies necessary to sit for a national licensure examination, which is a pre-

requisite for obtaining a state (or multi-state) license to practice in the field. We are including the following entry-level pathways: bachelor of science in nursing (BSN), bachelor of science in respiratory care, dietetics internship (pathway to registered dietician), doctor of audiology, doctor of occupational therapy, doctor of physical therapy, doctor of nurse anesthesia practice, and the doctor of medicine (MD).

Result:

Indicator 7: Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)

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

Result:

Wichita State University Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 11,563 Date: 10/8/2019	
Contact Person: Rick Muma Phone: 316-978-5761 email: richard.muma@wichita.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 number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 Baseline: 3,003				
2 Increase the percent of STEM degrees conferred	2 <i>KBOR data</i>	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% Baseline: 3,192/9,010 = 35.4%				
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2013: \$25,306,000 ranking: 1 AY 2014: \$28,797,000 ranking: 1 AY 2015: \$29,146,000 ranking: 1 Baseline: \$27,750,000 ranking: 1				
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2013: 269 AY 2014: 301 AY 2015: 302 Baseline: 291				
5 Increase the first to second year retention rate of first- time, full-time freshmen	1 <i>KBOR data</i>	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% Baseline: 2,859/3,882 = 73.6%				
6 Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY 2016: 825 AY 2017: 860 AY 2018: 890 Baseline: 858				

Wichita State University Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase number of certificates and degrees awarded

Description: Wichita State uses a campus-wide, multi-pronged, collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded. This work is overseen and monitored by the Office of Student Success, which includes a student success coach assigned to each college. Results will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.

Result:

Indicator 2: Increase the percent of STEM degrees conferred

Description: Several initiatives are underway to increase the number of STEM discipline graduates. WSU is the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. This funding has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. The Fairmount College Science and Math Education Center oversees and operates initiatives to encourage enrollment in the natural sciences. This measure will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

Result:

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry

Description: Enhancing industry-based research is one of the focuses of WSU's strategic plan. According to the National Science Foundation (NSF), WSU again ranked No. 4 in the nation with \$52 million, a \$9 million increase from 2016, including both industry and federally funded programs. Additionally, Wichita State has held its position as the top university in the country for industry-funded aeronautical R&D with a total of \$34 million (according to NSF's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. For this indicator data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

Result:

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)

Description: WSU is the most diverse public university in the state. Our goals are to recruit and retain a student body that is reflective of the community we serve, and work towards a higher degree completion rate among underrepresented minority (URM) graduates. To that end, WSU will: 1) Provide special outreach to groups where under-represented minorities are represented such as AVID, TRIO, GEAR UP, 2) Host recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Offer bilingual services and oversight recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploy Admissions Office recruitment representatives to schools in highly diverse Kansas communities, 5) Provide

academic, cultural, social and outreach services to cultivate and sustain an inclusive campus that strives for academic success, and 6) Provide scholarships, including full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar and a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students. Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

Result:

Indicator 5: Increase the First to Second Year Retention Rate of First-Time/Full-Time Freshmen

Description: Wichita State University has a strategic enrollment management plan and campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates 10 percent by 2020, which requires a 0.8% increase per year. Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student (≥ 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2019 the 2018 cohort will be measured and for 2020 the 2019 cohort will be measured.

Result:

Indicator 6: Increase number of certificates and degrees awarded to First-Generation students

Description: Wichita State University continues to experience an increase in the enrolled number of first-generation college students. The most recent data shows a difference in completion rates for first-generation population (38.9%) and continuing generation students (46.6%). Over the last year WSU has increased efforts to serve this student population in an effort to increase the graduation rates. A First Generation Coordinating Council was created to inform our work and the (FGCC) was integrated into the university's Strategic Enrollment Management (SEM) plan. The committee has already made recommendations to scale much needed and used services, increased awareness of the population with faculty and staff, and made policy recommendations to support retention and completion. Data collected for this purpose will include the number of first-generation students (as identified by students at the time of application, that their parents or legal guardians have not been awarded a post-secondary degree) receiving certificates and undergraduate degrees by academic year.

Result:

Washburn University & Washburn Institute of Technology Bridge Performance Agreement AY 2020 and AY 2021					Washburn AY 2018 FTE: 5,106 Washburn Tech AY 2018 FTE: 1,219 Date: 10/22/2019	
Contact Person: JuliAnn Mazachek Phone: 785-670-1648 email: juliann.mazachek@washburn.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 first time full-time freshmen at Washburn University	1 <i>KBOR data</i>	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% Baseline: 1,540/2,335 = 66.0%				
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 <i>KBOR data</i>	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444				
3 Increase the ranking among the state public universities as measured by the endowment per FTE student	3	2012 Rank: 2 2013 Rank: 2 2014 Rank: 2 Baseline: Rank 2				
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually	2	FY 2013: 27,329/162,754 = 16.8% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% Baseline: 79,766/467,082 = 17.1%				
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 Baseline: 1,938				
6 Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655				
7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42				

Washburn University & Washburn Institute of Technology Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase first to second year retention rates of first time full-time freshmen at Washburn University.

Description: Washburn University has implemented new initiatives to assist in increasing the first to second year retention rate. The data regarding full-time first-time freshmen is provided to KBOR annually as a subset of our fall census data.

Result:

Indicator 2: Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech

Description: Washburn is committed to increasing the number of students receiving certificates and degrees at the university in support of KBOR's strategic goal to increase higher education attainment among Kansas citizens. The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD file submission.

Result:

Indicator 3: Increase the ranking among the state public universities as measured by the endowment per FTE student

Description: The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO/Commonfund Endowment Study. Our goal is to continue to maintain or increase our ranking.

Result:

Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually

Description: Washburn is attempting to meet the needs of place bound and working students by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals. Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses as well as the total student credit hours are compiled and summed for the academic year (summer, spring, and fall semesters.)

Result:

Indicator 5: Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University

Description: Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their education in order to obtain academic credentials to assist them in pursuing their chosen professions. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually.

Result:

Indicator 6: Increase the number of industry-recognized technical credentials, including WorkKeys at Washburn Tech

Description: Washburn Tech has worked closely with business/industry and KBOR to identify the relevant certifications in each of its programs. These certifications indicate to business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed. This indicator will measure the number of students who receive industry-recognized credentials, either during or at the completion of their program of study. The data are collected from students and from official websites where the results are published.

Result:

Indicator 7: Increase the number of students completing a General Education Diploma (GED) at Washburn Tech

Description: Washburn Tech provides adult education and literacy services in order to assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency and assists adults in the completion of a secondary school education and the GED. Through the Accelerating Opportunity in Kansas (AOK) Program, qualifying students may co-enroll in a Career and Technical Education (CTE) program and the Adult Education and Literacy program simultaneously. Data is collected through the State of Kansas Adult Education database.

Result:

Allen Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,542 Date: 10/21/2019	
Contact Person: Deanna Carpenter Phone: 620-901-6338 email: carpenter@allencc.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 graduation rate of first-time, full-time, degree seeking, college ready freshmen	1 <i>KBOR data</i>	Fall 2010 Cohort: 12/131 = 9.2% Fall 2011 Cohort: 32/119 = 26.9% Fall 2012 Cohort: 18/93 = 19.4% Baseline: 62/343 = 18.1%				
2 Increase first to second year retention rates of college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 48/89 = 53.9% Fall 2013 Cohort: 61/106 = 57.5% Fall 2014 Cohort: 42/82 = 51.2% Baseline: 151/277 = 54.5%				
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR	2 <i>KBOR data</i>	Fall 2012 Cohort: 371/556 = 66.7% Fall 2013 Cohort: 370/537 = 68.9% Fall 2014 Cohort: 274/406 = 67.5% Baseline: 1,015/1,499 = 67.7%				
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	AY 2013: 272/528 = 51.5% AY 2014: 264/470 = 56.2% AY 2015: 192/406 = 47.3% Baseline: 728/1,404 = 51.9%				
5 Increase the Success Index Rate for student completion and retention	2 <i>KBOR data</i>	AY 2010 Cohort: 954/1,838 = 51.9% AY 2011 Cohort: 829/1,609 = 51.5% AY 2012 Cohort: 680/1,202 = 56.6% Baseline: 2,463/4,649 = 53.0%				
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	AY 2013: 673/888 = 75.8% AY 2014: 730/929 = 78.6% AY 2015: 641/822 = 78.0% Baseline: 2,044/2,639 = 77.5%				

Allen Community College Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

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

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

Result:

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

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

Result:

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

Description: The Allen Information Technology Department will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Intermediate Algebra is the biggest "gateway" (barrier to completion) developmental (non-college ready) course that we teach. Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate degree – College Algebra. A recently instituted Mathematics Center, with a full-time Coordinator, individualized tutoring, a new Pearson developed online course, providing NeTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

Result:

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

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

Result:

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

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

Result:

Barton County Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 3,812 Date: 10/14/2019	
Contact Person: Elaine Simmons Phone: 620-792-9214 email: simmonse@bartonccc.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 Barton degrees and certificates awarded	1 <i>KBOR data</i>	AY 2013: 1,032 AY 2014: 977 AY 2015: 830 Baseline: 946				
2 Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses	2	AY 2016: 1,885/2,604 = 72.4% AY 2017: 1,495/1,961 = 76.2% AY 2018: 1,268/1,710 = 74.2% Baseline: 4,648/6,275 = 74.1%				
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials	2	AY 2013: 232/306 = 75.8% AY 2014: 277/349 = 79.4% AY 2015: 334/404 = 82.7% Baseline: 843/1,059 = 79.6%				
4 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	2017=2.36 GPA (n = 1,794) 2018=2.22 GPA (n = 2,005) 2019=2.22 GPA (n = 2,171) Baseline: 2.27 GPA				
5 Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	2 <i>KBOR data</i>	Fall 2010 Cohort: 92/387 = 23.8% Fall 2011 Cohort: 108/377 = 28.6% Fall 2012 Cohort: 179/516 = 34.7% Baseline: 379/1,280 = 29.6%				
6 Increase the percentage of students performing at the “Proficiency” level on mandatory competencies within written communication assessments of general education	2	AY 2013: 645/1,430 = 45.1% AY 2014: 680/1,528 = 44.5% AY 2015: 550/1,502 = 36.6% Baseline: 1,875/4,460 = 42.0%				

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

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

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by “Number of degrees produced”. Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan. If Barton can continue to grow, we believe we can impact and support KBORs desire to increase higher education attainment of Kansans to 60% by 2020.

Result:

Indicator 2: Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected percentage of successful responses.

Result:

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials.

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. The College’s Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated. The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam.

Result:

Indicator 4: Increase overall first-year academic achievement (GPA) for students in developmental courses

Description: Foresight 2020, Goal #1; Increase Higher Education Attainment; Increase the academic achievement of at-risk developmental students. To achieve this indicator, it will take coordination between instructors, advisors, student services and the Director of Student Academic Development. Interventions may include increased use of the tutoring lab, instructors and advisors emphasizing study skills and time management, and connecting the outcomes of the Student Success course to specific courses the students are taking.

Result:

Indicator 5: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort

Description: Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students, Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton’s standing core value of Drive Student Success. The

college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Result:

Indicator 6: Increase the percentage of students performing at the “Proficiency” level on a mandatory competency within written communication assessments of general education

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an ‘Institution Specific’ indicator as a component of Barton Board expectations; and as an ‘Institution Specific’ indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. The number of students who scored at the highest level, ‘Proficient’, is counted from courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of “proficient” to indicate successful completion of this indicator.

Result:

Cowley Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 2,002 Date: 10/15/2019	
Contact Person: Michelle Schoon Phone: 620-441-5204 email: michelle.schoon@cowley.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: 278/449 = 61.9% Fall 2013 Cohort: 204/348 = 58.6% Fall 2014 Cohort: 175/275 = 63.6% Baseline: 657/1,072 = 61.3%				
2 Increase the completers success rate in the gateway courses of English Composition I and College Algebra	1	Fall 2015 Cohort: 846/1,182 = 71.6% Fall 2016 Cohort: 823/1,042 = 79.0% Fall 2017 Cohort: 941/1,126 = 83.6% Baseline: 2,610/3,350 = 77.9%				
3 Increase the percentage of students who completed, became employed or transferred	2 <i>KBOR data</i>	Fall 2012 Cohort: 555/915 = 60.7% Fall 2013 Cohort: 505/881 = 57.3% Fall 2014 Cohort: 534/871 = 61.3% Baseline: 1,594/2,667 = 59.8%				
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College	1	Fall 2010 Cohort: 506/829 = 61.0% Fall 2011 Cohort: 508/778 = 65.3% Fall 2012 Cohort: 450/786 = 57.3% Baseline: 1,464/2,393 = 61.2%				
5 Increase the persistence rates (fall to fall) for students in developmental courses	1	Fall 2012 Cohort: 249/462 = 53.9% Fall 2013 Cohort: 190/364 = 52.2% Fall 2014 Cohort: 137/259 = 52.9% Baseline: 576/1,085 = 53.1%				
6 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	AY 2012: 2.162 AY 2013: 2.201 AY 2014: 2.327 Baseline: 2.230				

Cowley Community College Bridge Performance Agreement AY 2020 and AY 2021

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

Description: In order to improve first to second year retention, we must first improve semester to semester retention. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. Additionally, new data dashboards are being developed and a retention team established to identify needs in this area.

Result:

Indicator 2: Increase the completers success rate in the gateway courses of English Composition I and College Algebra

Description: The College will use the data from the National Community College Benchmark Project (NCCBP) for the completers success rate of English Composition I and College Algebra. Using the numerator as the number of students that received a C or better and the denominator as the number of students that completed the course (ABC/ABCDF), the College will establish a baseline using information from Fall 2015, Fall 2016, and Fall 2017. Using the completer success rate of the two courses, Cowley will combine the numerator and denominator of the two and compare them to the three-year baseline established. Although the numbers might appear to be high, they are only around the 50th percentile according to NCCBP benchmarks. Fall 2018 data will be used for the AY2020 Performance Report and Fall 2019 data will be used for the AY2021 Performance Report, in accordance with the benchmark project reporting that has Fall 2018 data being reported in AY2020 and Fall 2019 data being reported in AY2021.

Result:

Indicator 3: Increase the percentage of students who completed, became employed, or transferred

Description: The College has a mission to educate students seeking a degree and planning to transfer to another institution as well as students seeking vocational training and headed into the workforce. Cowley will work to strengthen relationships between transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. We are placing additional value on advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce. We will use the state data on completion, transfer and employment as provided by KBOR.

Result:

Indicator 4: Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College

Description: This goal blends the intentions of *Foresight 2020* with the awareness that many students come to college with the goal of completing a four-year degree but without necessarily intending to complete an associate's degree. For them, success is successful preparation for transfer. This Indicator has a narrower focus than the others—college-ready students—in order to help us distinguish between those and other students which will help to determine where greater effort may be needed and/or where efforts seem to produce greater results. We will use Cowley records and Clearinghouse data. "College ready" is defined as any first-time full-time student not requiring any developmental coursework in mathematics, English or reading per Cowley's course placement procedures. Currently, minimum required ACT scores in those three areas respectively are 21, 20 and 18. The denominator will be the total number of all entering first-time full-time

students for the fall semester who do not place in any developmental courses. The numerator will be the total number of that group who complete a certificate or degree or who transfer to another college within three years of their first full-time enrollment at Cowley.

Result:

Indicator 5: Increase the persistence rates (fall to fall) for students in developmental courses

Description: As shown by comparison with the college-ready cohort, and by numerous studies across the nation, developmental students fall behind their peers in a number of measures, including persistence. Recent changes in the approach to remediation at Cowley have shown some encouraging preliminary results. Using a cohort of first-time full-time students enrolled in developmental courses, we will use the number enrolling in the subsequent fall as the numerator and the total number enrolled in the previous fall as the denominator for calculating percentage.

Result:

Indicator 6: Increase overall first-year academic achievement for students in developmental courses

Description: Improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The overall first year grade point average (GPA) will be recorded for all first-time full-time students enrolled in developmental courses and compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Result:

Dodge City Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,312 Date: 10/22/2019	
Contact Person: Jane Holwerda Phone: 620-227-9359 email: jholwerda@dc3.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 Improve Student Success Index rate	1 <i>KBOR data</i>	AY 2010 Cohort: 277/574 = 48.3% AY 2011 Cohort: 326/694 = 47.0% AY 2012 Cohort: 302/680 = 44.4% Baseline: 905/1,948 = 46.5%				
2 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 383 AY 2014: 432 AY 2015: 426 Baseline: 1241/3 = 414				
3 Increase third-party technical credentials earned by Allied Health and Nursing students	2	AY 2016: 158 AY 2017: 147 AY 2018: 146 Baseline: 451/3 = 150				
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	AY 2013: 198/319 = 62.1% AY 2014: 182/334 = 54.5% AY 2015: 185/368 = 50.3% Baseline: 565/1,021 = 55.3%				
5 Increase percentage of successful completers of Developmental English	2	AY 2016: 48/69 = 70.0% AY 2017: 41/72 = 56.9% AY 2018: 107/138 = 77.5% Baseline: 196/279 = 70.3%				
6 Increase the percentage of completers in STEM Gateway courses in Biology (BIO111, BIO211) Chemistry (CHEM111), and Math (MATH106).	1	AY 2016: 344/462 = 74.5% AY2017: 302/419 = 72.1% AY2018: 413/601 = 68.7% Baseline: 1,059/1,482 = 71.5%				

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

Indicator 1: Improve Student Success Index rate

Description: According to KBOR's 2019 Community College Data Book, the Student Success Index "provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates." Therefore, this indicator enables holistic assessment of our institutional efficacy in realizing the first goal of Foresight 2020 for community and technical colleges: "to increase higher education attainment."

Result:

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator also addresses goal 1 of *Foresight 2020*, "increase higher education attainment." It also addresses our college's goal to 'Recruit, Retain, Educate, and Graduate.' Over the past years, the number of associate degrees and certificates awarded has remained fairly consistent. To increase certificate and degree awards, we will continue to make gains in effective advising and to promote articulation agreements and partnerships with 4-yr institutions. This indicator is continued from the 2017-19 Performance Agreement.

Result:

Indicator 3: Increase third-party technical credentials earned by Allied Health and Nursing students

Description: This indicator addresses the second goal of *Foresight 2020*: "meeting the needs of the Kansas economy." Obtaining a credential, such as a license or certification issued by the state or professional organization, is required for employment in various workforce areas such as healthcare. Such credentials also assure higher rates of pay. Our commitment to assessing this indicator should help to further strengthen ties between the college, employers and other stakeholders who recognize the urgent need for qualified healthcare providers in our region. Our baseline is derived from data collected from KDHE (CNA/CMA certifications) and from KSBN (RN licenses).

Result:

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

Description: The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Dodge City Community College and the Adult Learning Center (ALC) use the state mandated TABE exam to assess reading and listening skills for the six levels of ESL instruction as prescribed by the State of Kansas. Students are administered both for pre-and post-assessment. Students are considered completers when their post-assessment scores indicate readiness to move to the next level of ESL instruction; because students can move through multiple levels of ESL throughout a year, they may be considered completers multiple (or duplicate) times. For our measure, the numerator is the total number who post-assessed with a score to move to a higher level of ESL instruction within the year. The denominator is the total (duplicated) number of students enrolled in any of six course levels at the ALC.

Result:

Indicator 5: Increase the percentage of successful completers of Developmental English

Description: This institution-specific indicator addresses the skills of a set of students who, by KBOR- established Accuplacer and/or standardized test scores and a consideration of other factors such as high school transcripts, demonstrate deficiencies in writing and reading competencies. After a bleak AY2017 completion rate, in AY2018 we show a 77.5% successful completion of students in this cohort. Our goal is to continue to build on that success. We define successful completers as those earning a grade of C or better in this course. Our numerator is the number earning a C or better; our denominator is the number

completing the course. To improve our performance with this indicator and thus improving requisite academic skills for this student cohort addresses the first goal of Foresight 2020: “increase higher education attainment.”

Result:

Indicator 6: Increase the percentage of completers in STEM Gateway courses in Biology, Chemistry, and Math

Description: This institution-specific indicator focuses on the first goal of Foresight 2020, “increase higher education attainment.” By assessing the percentage of students who successfully complete STEM gateway courses—introductory courses in chemistry, biology and math—we can assess our success in preparing students for transfer to programs of study in high demand high wage careers in science, technology, engineering, and math. Our baseline is derived by totaling the number of successful completers in College Chemistry, Introductory Biology (Plant/Animal, Cell/Genetic), and College Algebra. A successful completer has earned a C or higher in the course.

Result:

Hutchinson Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 3,896 Date: 10/15/2019	
Contact Person: Cindy Hoss Phone: 620-665-3427 email: hosc@hutchcc.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 rate of degree-seeking, first-time, full-time college ready cohort	1 <i>KBOR data</i>	Fall 2012 Cohort: 213/382 = 55.8% Fall 2013 Cohort: 240/404 = 59.4% Fall 2014 Cohort: 216/353 = 61.2% Baseline: 669/1,139 = 58.7%				
2 Increase three-year graduation rate of college-ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 97/337 = 28.8% Fall 2011 Cohort: 89/363 = 24.5% Fall 2012 Cohort: 131/384 = 34.1% Baseline: 317/1,084 = 29.2%				
3 Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465				
4 Increase enrollee success rate in developmental math	1	AY 2013: 371/502 = 73.9% AY 2014: 347/426 = 81.5% AY 2015: 321/428 = 75.0% Baseline: 1,039/1,356 = 76.6%				
5 Increase percent of Career Technical Education concentrators who are program completers	2	AY 2013: 517/633 = 81.7% AY 2014: 533/648 = 82.3% AY2015: 503/615 = 81.8% Baseline: 1,553/1,896 = 81.9%				
6 Increase the number of students successfully completing the second level or above of a stackable credential program	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152				

Hutchinson Community College Bridge Performance Agreement AY 2020 and AY 2021

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

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

Result:

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

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

Result:

Indicator 3: Increase number of certificates and degrees awarded

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

Result:

Indicator 4: Increase enrollee success rate in developmental math

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

Result:

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

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

Result:

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

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

Result:

Johnson County Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 10,965 Date: 10/22/2019	
Contact Person: Michael McCloud Phone: 913-469-8500 ext. 2527 email: mccloud@jccc.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 Student Success: Success rate after three years reported for each cohort	1 <i>KBOR data</i>	AY 2010: 2,058/4,130 = 49.8% AY 2011: 2,098/4,275 = 49.1% AY 2012: 2,015/4,136 = 48.7% Baseline: 6,171 /12,541 = 49.2%				
2 Increase the Number of Certificates and Degrees Awarded	1 <i>KBOR data</i>	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968				
3 Increase the Percent of graduates employed or transferred in Kansas one year after graduation	2 <i>KBOR data</i>	AY 2012: 1,195/2,371 = 50.4% AY 2013: 1,235/2,335 = 52.9% AY 2014: 1,322/2,548 = 51.9% Baseline: 3,752/7,254 = 51.7%				
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 2012 Cohort: 606/1,195 = 50.7% Fall 2013 Cohort: 617/1,128 = 54.7% Fall 2014 Cohort: 667/1,192 = 56.0% Baseline: 1,890/3,515 = 53.8%				
5 Increase First to second year retention rates of first-time, full-time college ready student population	1 <i>KBOR data</i>	Fall 2012 Cohort: 304/523 = 58.1% Fall 2013 Cohort: 411/620 = 66.3% Fall 2014 Cohort: 443/663 = 66.8% Baseline: 1,158/1,806 = 64.1%				
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 2010 Cohort: 674/1,622 = 41.6% Fall 2011 Cohort: 618/1,467 = 42.1% Fall 2012 Cohort: 547/1,374 = 39.8% Baseline: 1,839/4,463 = 41.2%				

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

Indicator 1: Increase Student Success: Success rate after three years reported for each cohort

Description: The Student Success Index as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates as of year three of each cohort enrolling at Johnson County Community College (JCCC). The Student Success Index includes the following in defining success - all students who were retained or completed a degree or certificate at JCCC, or who completed or were retained at a Kansas or other out of state higher education institution. The success rate is calculated at the end of year three of each cohort and an overall success rate is reported.

Result:

Indicator 2: Increase the Number of Certificates & Degrees Awarded

Description: The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours. The socioeconomic benefits of degree and certificate attainment are clear: the awards are a precondition to entering the nation's workforce. Efforts to increase degree/certificate attainment align with an overall effort to increase student success.

Result:

Indicator 3: Increase the Percent of Graduates Employed or Transferred in Kansas one year after graduation

Description: Percent of students employed or transferred is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation. It is the JCCC career and technical education goal to provide students with the critical skills needed for employment in the local and regional economy. The increased percentage of students employed in the marketplace provides JCCC with a key indicator of program-level success. Pursuing additional higher education opportunities equally increases the success of our graduates and transfer students in today's economy.

Result:

Indicator 4: Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population

Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester. JCCC's goal is to increase the persistence rates across the institution from term to term, specifically increasing the number of students who persistent from one fall semester to the next. The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness.

Result:

Indicator 5: Increase First to second year retention rates of first-time, full-time college ready student population

Description: First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term. Retention rates of college ready students align with JCCC's KPI Persistence and Strategic Goal of increasing student success. It is the college's goal to increase the number of students that return in the subsequent semester. Persisting students are more likely to obtain a degree or certificate.

Result:

Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students

Description: Three-year graduation and transfer rates report on the cohorts of first time, full-time, degree seeking students. The rate includes students who entered in the fall term as a first-time full-time degree seeking student and of those who graduated from JCCC or transferred to another institution within 150% time of their expected degree or certificate completion time. Transfer data are collected by submitting each fall term cohort through the National Student Clearinghouse.

Result:

Kansas City Kansas Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 3,660 Date: 10/22/2019	
Contact Person: Beth Ann Krueger Phone: 913-288-7100 email: bkrueger@kckcc.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 Rate of First-time Full-time College Ready students	1 <i>KBOR data</i>	Fall 2012 Cohort: 154/327 = 47.1% Fall 2013 Cohort: 167/302 = 55.3% Fall 2014 Cohort: 161/307 = 52.4% Baseline: 482/936 = 51.5%				
2 Increase the Number of Certificates and Degrees Awarded	1 <i>KBOR data</i>	AY 2013: 1,270 AY 2014: 1,217 AY 2015: 1,324 Baseline: 1,270				
3 Increase the Percent of Students Employed or Transferred	2 <i>KBOR data</i>	AY 2012: 725/1,365 = 53.1% AY 2013: 694/1,257 = 55.2% AY 2014: 677/1,201 = 56.4% Baseline: 2,096/3,823 = 54.8%				
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses	1	AY 2013: 1,534/2,337 = 65.6% AY 2014: 1,544/2,314 = 66.7% AY 2015: 1,301/1,888 = 68.9% Baseline: 4,379/6,539 = 67.0%				
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY 2013: 1,295 AY 2014: 1,310 AY 2015: 1,440 Baseline: 1,348				
6 Increase Fall to Spring Retention of Non-College Ready Students	1	AY 2013: 833/1,223 = 68.1% AY 2014: 717/1,052 = 68.2% AY 2015: 666/960 = 69.4% Baseline: 2,216/3,235 = 68.5%				

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

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

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

Result:

Indicator 2: Increase the Number of Certificates and Degrees Awarded

Description: The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs with fewer than 16 credit hours.

Result:

Indicator 3: Increase the Percentage of Students Employed or Transferred

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

Result:

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

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

Result:

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

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

Result:

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

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

Result:

Neosho County Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 1,262 Date: 10/7/2019	
Contact Person: Sarah Robb Phone: 620-432-0302 email: Sarah_Robb@neosho.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 Three-year graduation rates of college ready cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 53/178 = 29.8% Fall 2011 Cohort: 19/104 = 18.3% Fall 2012 Cohort: 67/192 = 34.9% Baseline: 139/474 = 29.3%				
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013: 317/404 = 78.5% AY 2014: 279/347 = 80.4% AY 2015: 287/368 = 78.0% Baseline: 883/1,119 = 78.9%				
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013: 619/642 = 96.4% AY 2014: 554/573 = 96.7% AY 2015: 361/384 = 94.0% Baseline: 1,534/1,599 = 95.9%				
4 Strengthen student performance in developmental writing	1	AY 2013: 112/156 = 71.8% AY 2014: 119/147 = 81.0% AY 2015: 103/131 = 78.6% Baseline: 334/434 = 77.0%				
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013: 71/112 = 63.4% AY 2014: 53/88 = 60.2% AY 2015: 113/139 = 81.3% Baseline: 237/339 = 69.9%				
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013: 1,629/21 = 77.6% AY 2014: 1,628/21 = 77.5% AY 2015: 1,657/21 = 78.9% Baseline: 4,914/63 = 78.0%				

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

Indicator 1: Three-year graduation rates of college ready cohort

Description: NCCC will increase the three-year graduation rate of college-ready students using cohort data compared to the 3-year baseline. This indicator includes cohorts of students who enrolled as first-time, full-time, degree-seeking students who were not enrolled in any developmental courses in the initial year. NCCC strives to provide excellent advising and guidance for students to work toward completion, therefore a focus on increasing this rate will challenge us to ensure appropriate completion pathways are made clear to our students.

Result:

Indicator 2: Increase student performance on assessment of student learning for analytical thinking

Description: NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. In AY 2013, 38 course outcomes were used to assess analytical thinking, and due to changes in outcomes due to the Kansas Core Outcome processes, in AY 2014 and 2015, 39 course outcomes were used. An average of 5,642 (duplicated) students were enrolled in these courses throughout this time period, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor reported assessment score. Outcome data from all sections of each course per academic year are used. To obtain the percentage reported, the numerator is the number of individual course outcome reports that met the stated goal for that course, and the denominator is the total number of outcome reports. NCCC will strive to sustain and increase student performance with analytical thinking.-

Result:

Indicator 3: Increase pass rate of third-party credentials and WorkKeys (if applicable)

Description: NCCC will increase the pass rate of students in 10 CTE programs of study which require third party technical credentials, or in achieving at least the bronze level of the WorkKeys Career Readiness Assessment for programs without required external credential. The programs involved include Surgical Technology, Occupational Therapy Assistant (OTA), Certified Nurse Aide, Medication Aide, HVAC, Welding, Health Information Technology, Healthcare Coding, Medical Assistant, and Phlebotomy. The baseline data has been developed from the pass rate of CTE program reports for AY 13, AY 14 and AY 15. In this case, the numerator is the number of tests passed and the denominator is the total reported number of tests taken.

Result:

Indicator 4: Strengthen student performance in developmental writing

Description: NCCC will increase student academic success in developmental writing. With fluctuating enrollment trends, a continuation of this indicator is necessary to build a data set more appropriate to analyze and respond to the results. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success from baseline data of the pre-composition historical data (AY 13-15). The percentage reported is based on the number of students who achieved a grade of A, B, or C (numerator) out of all students who enrolled in the course (denominator).

Result:

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

Description: NCCC will increase student academic success in Composition I after students have successfully completed development writing. As mentioned with Indicator 4, due to fluctuating enrollment trends, a continuation of this indicator is necessary to analyze and respond to the results. Continued analysis will help to determine causation and support continued improvement in this pathway. This data is based on students earning a C grade or higher in Composition I (ENGL 101) after successfully completing Pre-Composition (ENGL 100). The percentage reported is based on the number of successful Pre-Comp completers who achieved a grade of A, B, or C in Composition I (numerator) out of the total number of successful Pre-Comp completers enrolled in Composition I (denominator).

Result:

Indicator 6: Increase student success with system wide transfer core outcomes through assessment of student learning process

Description: NCCC will increase the student success rate of assessed student learning related to the Kansas transfer core outcomes. The courses used for this indicator are not the only courses offered at NCCC that are part of the seamless transfer system, however these were among the first courses involved. To remain consistent, we propose to continue the use of these 17 lecture and 4 lab courses. An average of 3,910 (duplicated) NCCC students were enrolled in these courses per academic year and their performance on the core outcomes are assessed per academic term by their instructors as part of the institutional assessment process. To obtain the percentage reported, the numerator is the total of all of the average scores for all of the 21 courses, and the denominator is the total number of courses involved.

Result:

Pratt Community College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 872 Date: 11/12/2019	
Contact Person: Monette DePew Phone: 620-450-2175 email: monetted@prattcc.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 three-year graduation rate of the first-time, full-time, degree-seeking cohort	1 <i>KBOR data</i>	Fall 2010 Cohort: 112/291 = 38.5% Fall 2011 Cohort: 89/243 = 36.6% Fall 2012 Cohort: 60/231 = 26.0% Baseline: 261/765 = 34.1%				
2. Increase percentage of students employed or transferred	2 <i>KBOR data</i>	Fall 2012 Cohort: 321/481 = 66.7% Fall 2013 Cohort: 288/528 = 54.5% Fall 2014 Cohort: 263/436 = 60.3% Baseline: 872/1,445 = 60.3%				
3. Increase the wages of students hired	2 <i>KBOR data</i>	AY 2012: \$32,087 AY 2013: \$31,281 AY 2014: \$34,131 Baseline: \$32,500				
4. Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)	1	Fall 2012 Cohort: 106/141 = 75.2% Fall 2013 Cohort: 110/139 = 79.1% Fall 2014 Cohort: 142/181 = 78.5% Baseline: 358/461 = 77.7%				
5. Increase completer success rate in developmental math, reading, and writing courses	1	Fall 2016: 223/286 = 78.0% Fall 2017: 213/257 = 82.9% Fall 2018: 160/214 = 74.8% Baseline: 596/757 = 78.7%				
6. Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better	1	AY 2017: 46/56 = 82.1% AY 2018: 45/58 = 77.6% AY 2019: 47/59 = 79.7% Baseline: 138/173 = 79.8%				

Pratt Community College Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort

Description: The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree.

Result:

Indicator 2: Increase percentage of students employed or transferred

Description: Using data provided by KBOR, this represents the percent of PCC students employed in Kansas or transferred to another Kansas public system institution within one year of completion from PCC.

Result:

Indicator 3: Increase the wages of students hired

Description: These data are provided by KBOR. The wage of students includes the number of graduates who remain in Kansas to work. Their average wage is calculated using annualized fourth quarter wages of the calendar year.

Result:

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

Description: These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term. Pratt CC emphasizes student academic support through our Student Success Center. Instructional support is made available to students in developmental courses, and it is Pratt CC's intent to increase the retention rate of students who are enrolled in developmental courses during their fall semester.

Result:

Indicator 5: Increase developmental course completer success rates

Description: These data are self-reported. Completer success rate for developmental courses (English, Math, and Reading) is defined as the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, or F). The completer success rate is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Result:

Indicator 6: Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a “C” or better

Description:

These data are self-reported. The data represent Pratt campus students who successfully complete both ENG 176 and ENG 177 in one academic year. That number is divided by the number of students attempting both courses within that same time frame. Success is measured by a grade of A, B, or C.

Result:

Flint Hills Technical College Bridge Performance Agreement AY 2020 and AY 2021

AY 2018 FTE: 561
Date: 10/16/2019

Contact Person: Lisa Kirmer Phone: 620-341-1325 email: lkirmer@fhct.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: 77/125 = 61.6% Fall 2013 Cohort: 113/143 = 79.0% Fall 2014 Cohort: 65/91 = 71.4% Baseline: 255/359 = 71.0%				
2 Increase the number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 488				
3 Increase the wages of students hired	2 <i>KBOR data</i>	AY 2012: \$26,128 AY 2013: \$25,006 AY 2014: \$29,370 Baseline: \$26,835				
4 Of the students who matriculate to FHCTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree	1	AY 2016: 23/38 = 60.5% AY 2017: 25/45 = 55.6% AY 2018: 23/40 = 57.5% Baseline: 71/123 = 57.7%				
5 Increase the number of high school students completing a course with a grade of C or better	2	AY 2013: 225 AY 2014: 272 AY 2015: 343 Baseline: 280				
6 Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 = 65.2% AY 2014: 152/221 = 68.8% AY 2015: 148/244 = 60.7% Baseline: 433/669 = 64.7%				

Flint Hills Technical College Bridge Performance Agreement AY 2020 and AY 2021

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

Description: Retention is critical to the success of students and the programs of study at FHTC. FHTC faculty and staff have implemented several strategies including an early intervention plan for faculty to assist students who are struggling academically or with attendance; online capability for students to view sequencing of courses necessary for degree completion, grades and attendance; and an orientation course covering a variety of methods for college success. The Academic Advisor/Counselor assists students with degree planning, career and personal counseling.

Result:

Indicator 2: Increase the number of certificates and degrees awarded

Description: Although high school enrollment, especially students enrolling for dual credit has increased, FHTC has had a decline in post-secondary enrollment over the past three years. This is in large part due to the low unemployment rate and the fact that many adults are employed and are not in need of training or re-training. Many post-secondary students at FHTC struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded.

Result:

Indicator 3: Increase the wages of students hired

Description: Many FHTC 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. Some FHTC graduates, especially in power plant and dental hygiene, can earn \$40,000 - \$60,000 as a starting salary right after graduation. Other students struggle to find employment and are not willing to re-locate for a job, which can limit opportunities and salaries. FHTC will continue to adapt curriculum and equipment to meet the current needs of employers, which will assist students in their job pursuit. FHTC faculty meet regularly with their program advisory committees comprised of business and industry representatives in the program field of study, which helps the employers stay connected with the College and creates opportunities for internships and referral of graduates.

Result:

Indicator 4: Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree

Description: Students who have completed a GED are often coming to FHTC with a variety of barriers including language, single parents, first-generation college students, or low income. FHTC faculty and staff are working diligently to increase the success of these students through early intervention, if necessary, along with other previously mentioned strategies. The number of students who have completed a GED and are enrolled each academic year will be tracked to determine completion of a certificate, technical certificate or AAS degree.

Result:

Indicator 5: Increase the number of high school students completing a course with a grade of C or better

Description: Flint Hills Technical College offers a variety of options for high school students including technical education program courses at FHTC locations and high schools along with general education courses offered at the high schools. Students are able to earn dual credit through their high school and FHTC and get a head start on their college career. The college continues to develop articulation agreements with the area high schools, allowing students to remain at their high school during the day and earn credit. FHTC has also increased the opportunity for students to take hybrid and online courses at their high schools and earn either technical education program credit or general education credit. Continuing to increase offerings at the high schools is challenging as FHTC ensures compliance with the Higher Learning Commission faculty credential requirement.

Result:

Indicator 6: Increase the number of Hispanic students who complete a short-term certificate, technical certificate or AAS degree

Description: The Hispanic population at FHTC has continued to increase throughout the last several years. In many cases, Hispanic students are coming to FHTC with a GED and/or some level of a language barrier, are also often first-generation college students, and some are non-US citizens, which can further deter a student in their pursuit of higher education. The number of Hispanic students completing a certificate, technical certificate or AAS degree each academic year were counted and divided by the total number of Hispanic students enrolled during each academic year. The total number completing was divided by the total number of Hispanic students over the three years to determine an average and baseline. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Result:

Manhattan Area Technical College Bridge Performance Agreement AY 2020 and AY 2021					AY 2018 FTE: 544 Date: 12/13/2019	
Contact Person: Kimberly Withroder Phone: 785-320-4564 email: kimberlywithroder@manhattantech.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: 400 AY 2014: 365 AY 2015: 396 Baseline: 387				
2 Upon completion of their programs, increase the percent of students employed or transferred	2 <i>KBOR data</i>	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% Baseline: 787/1,162 = 67.7%				
3 Upon completion of their programs, increase the number of industry credentials earned by students	2	AY 2013: 302 AY 2014: 341 AY 2015: 405 Baseline: 349				
4 Of the students testing into developmental math or English, increase percent who obtain a grade of “C” or better in college level math or English course	1	AY2016: 27/34 = 79.4% AY 2017: 66/98 = 67.3% AY 2018: 35/54 = 64.8% Baseline: 128/186 = 68.8%				
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2	AY 2014: (n=643) 74.9% AY 2015: (n=707) 78.1% AY 2016: (n=668) 78.7% Baseline: 77.2%				
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1	AY 2010: 595/959 = 62.0% AY 2011: 666/1040 = 64.0% AY 2012: 730/1,123 = 65.0% Baseline: 1,991/3,122 = 63.8%				

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

Indicator 1: Increase the number of certificates and degrees awarded

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

Result:

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

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

Result:

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

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

Result:

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

Description: Completion of general education requirements, including Math and/or English, is one of the main obstacles for students to finish their Certificate or AAS Degree. Students who test into developmental English (ACT Reading < 18, ACCUPLACER Sentence Skills < 69, or ACCUPLACER NG Writing < 255) must enroll in a 1-credit hour companion course Composition Workshop (COM-101) when they register for Technical Writing (COM-110) or English Composition (COM-105). Students who test into developmental math (ACT < 16, ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71, ACCUPLACER NG Arithmetic < 72) must take a math course with an additional review or recitation.

Result:

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

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

Result:

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

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

Result:

Wichita State University Campus of Applied Sciences and Technology
Bridge Performance Agreement AY 2020 and AY 2021

AY 2018 FTE: 3,047
 Date: 10/23/2019

Contact Person: Scott Lucas Phone: 316-677-9535 email: slucas@wsutech.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1 <i>KBOR data</i>	AY 2013: 869 AY 2014: 1,085 AY 2015: 1,153 Baseline: 1,036				
2 Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas	2	AY 2016: 146 AY 2017: 192 AY 2018: 305 Baseline: 214				
3 Increase number of third party technical credentials earned	2	AY 2013: 827 AY 2014: 857 AY 2015: 880 Baseline: 855				
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher	1	AY 2013: 646/1,004 = 64.3% AY 2014: 731/1,130 = 64.7% AY 2015: 340/612 = 55.6% Baseline: 1,717/2,746 = 62.5%				
5 Increase number of Hispanic/Latino students enrolled in post-secondary education	1	AY 2013: 432 AY 2014: 548 AY 2015: 577 Baseline: 519				
6 Increase percent of high school students successfully completing courses	1	AY 2013: 601/663 = 90.6% AY 2014: 1,456/1,624 = 89.7% AY 2015: 1,988/2,166 = 91.8% Baseline: 4,045/4,453 = 90.8%				

Wichita State University Campus of Applied Sciences and Technology Bridge Performance Agreement AY 2020 and AY 2021

Indicator 1: Increase number of certificates and degrees awarded

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

Result:

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

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

Result:

Indicator 3: Increase Number of third party technical credentials

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

Result:

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

Description: WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program. Student course and grade information will be pulled from the student information system for all developmental

courses (Reading, Writing, and Math). The total number of students earning a grade of “A,” “B,” or “C” will be divided by the total number of students completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

Result:

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

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

Result:

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

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

Result: