

Emporia State University Performance Report AY 2018							AY 2018 FTE: 4,909	
Contact Person: David Cordle		Phone and email: dcordle@emporia.edu; 620-341-5171					Date: 8/29/2019	
Emporia State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. 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	2012 = 72.9% (438/601) 2013 = 72.6% (485/668) 2014 = 72.4% (530/732) 3-YR Avg. Baseline: 72.6% Selected (Top Three) Peers: 2014 Avg. Baseline: 76.7% Gap = 4.1%	73.2% (485/663) Gap = 3.5%	↑	74.8% (452/604) Gap = 1.9%	↑		
2. Performance of students on institutional assessments - core workplace skills: communication	2	*Writing Skills Mean Score AY 2015 = 2.78 (n=115) AY 2016 = 2.81 (n=107) Baseline: 2.80	2.80	↔	2.52	↓		
3. Increase Scholarship Funds Raised in each year in relation to the Baseline.	3	FY2013 = \$2,565,418 FY2014 = \$2,883,190 FY2015 = \$2,733,495 Baseline: \$2,727,368	\$3,616,623	↑	\$3,065,774	↑		
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	AY 2013 = 3,203 AY 2014 = 3,306 AY 2015 = 3,355 Baseline: 3,288	3,178	↓	3,152	↓		
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	*Analytical Reasoning Skills Mean Score AY2015 = 2.6 (n=106) AY2016 = 3.0 (n=127) Baseline: 2.8	2.98 (n=122)	↑	2.8 (n =141)	↔		
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188	39,268	↑	42,516	↑		

*Updated metrics and baselines Spring 2017

Emporia State University Performance Report AY 2018

Indicator 1: Increasing first-to-second year retention rates for the first-time, full-time, degree-seeking students

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the first-time, full-time, degree-seeking cohorts. ESU's goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of top peers (76.7%). Comparison peers are Pittsburg State University, University of Nebraska at Kearney, and South Dakota State (aspirant peer).

Outcome/Results: For the fall 2017 cohort, ESU had its highest 1st to 2nd year retention rate on record (74.8%). We continue to close the gap (1.9%) between our 1st year retention rate and the baseline rate of our top three peers. For our past two freshman cohorts (2016 and 2017), we have achieved our highest retention rates over the last decade. We continue our focus on student success through enhanced support services and assessment of student learning at the course and program levels. We have dedicated resources in alignment with strategic plan and campus master plan directives to improve the student learning experience and learning environments. We have also implemented professional development opportunities for faculty and professional staff to enhance teaching, learning, advising, and tutoring. In addition, we have focused efforts on providing students the personal and emotional support and guidance that positively impacts their persistence.

Indicator 2: Increase performance of students on institutional assessments: core communication skills

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses a programmatic portfolio assessment as a direct measure of student learning for written communication skills (EG102; Composition II). The assessment measures student learning using the following rubric criteria: C1: context and purpose, C2: focus and development, C3: organization and structure, C4: sources and evidence, G5: genre and disciplinary conventions, C6: syntax and mechanics, and C7: revision and composing processes. This programmatic portfolio assessment is conducted annually, uses a random (20%/~109) sample of all students completing EG102, and is scored multiple times by composition faculty.

Outcome/Results: The written communication skills mean rubric score for AY 2018 was 2.52, placing student scores at the mid-to-high progressing levels. This mean score shows a decrease of -.28 compared to the target baseline of 2.80. This decrease was distributed across all of the 7 criterion. Criterion 7, Revision & Composing Processes saw the greatest decrease at -.39; meanwhile Criterion 4, Sources and Evidence decreased by -.30. Strategies employed to improve student learning for Sources and Evidence include stressing the ways in which a student *uses* the sources they select. This task is two-fold: First, students will improve their *interpretation* of the sources, acknowledging the complexities of their chosen topic and the voices/stakeholders that need to come together to portray the topic as diversely as it is. To exemplify this complex task, authentic (published) examples and student work samples are to be added to the second editions of our Comp I and Comp II textbooks. Faculty added lessons, class conversations, and in- and out-of-class practice on this task. To improve Revision and Composing, program-wide reflective prompts were embedded into the Comp I and Comp II curricula after each major assignment. These reflective tasks mirror the reflection students complete in their cover letters for the portfolios assessed.

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. Not all of the dollars captured in this metric correspond directly to scholarships awarded in a given year, since some gifts will go to endowment.

Outcome/Results: We are proud to report that for FY18 – our first full year outside public campaign mode since FY12 – we again exceeded our baseline volume of scholarship dollars raised. This year we surpassed the baseline by \$338,406 (12%). Scholarships are a major fundraising priority as defined by President Garrett's **Hornet Nation Rising** initiative, and our donors continue to respond generously to this appeal. Raising student scholarship dollars is a continuous high priority in promoting student access and success.

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.

Outcome/Results: ESU continues to recruit this most important student population and we have studied the demographic data to identify future strategic priority areas. In the past year, we have modified our academic program offerings and their modalities to grow this population. Overall, the fall 2018 enrollment for the 24 and younger student population (n=3,152) was down by -.8% (n=26) from fall 2017 (n=3,178). We experienced growth (8.6%) in the incoming freshman 2018 cohort (n=658) which increased by 52 students from fall 2017 (n=606). We also experienced annual growth in the 19-under age group enrollments with an increase of 51 students (4.6%) from fall 2017 (n=1,116) to fall 2018 (n=1,167). The 20-24 year old student category was the area where enrollments declined by 77 (3.7%) students. This is the area where we will employ strategies, specifically emphasizing recruitment of transfer students and increased collaborations with 2-year institutions in the state of Kansas and nearby geographic regions.

Indicator 5: Increase performance of students on institutional assessments: core mathematics 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. Since 2014, ESU has employed this assessment practice to evaluate student proficiency in solving mathematical problems encountered in many postsecondary curricula.

Outcome/Results: The results for this year's assessment of 16 sections (n=141 students) of college algebra served to evaluate application, calculation, interpretation, and representation skills as described in the Quantitative Literacy VALUE Rubric identified in this report. Overall, the mean score ($M=2.8$) for the four content areas was maintained with the two-year baseline of 2.8. This average was the result of a score of 2.8/4.0 on Application skills, 2.6/4.0 on Representation skills, 3.0/4.0 on Calculation skills, and 3.0/4.0 on Interpretation skills. In the Application skills area the score decreased one tenth (-.1) from last year. Despite a new focus on vocabulary, the results fragmented. To improve student learning the vocabulary activity that bound key terms to both exams has been simplified for ease of instruction. The lab has also been streamlined to need less oversight. Both new versions address the gap between vocabulary and application. After four consecutive years of improvement, the Representation skills indicator decreased by 3 tenths (-.3). Successful practices for representation skills remained in place. However, a reminder of these practices was not a part of the pre-semester meeting. Two additional problems per each of the two Exam 1 activities, along with a verbal emphasis to our instructors, may restore the steadiness of previous results. The Calculation score decreased one tenth (-.1) from last year. Instructors responded well to the condensed review style. The review keys brought higher attendance. An adjustment was made mid-semester, with a 25 to 30 minute delay in distributing the key, greater effort to complete the review resulted. The Interpretation score held steady and remains strong. Healthy results mean no planned changes at this time.

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. (Data book Table 2.3 Online and FTF Distance)

Outcome/Results: ESU's continuous strategy of increasing credit hour production through distance and online education is a priority. The 6,328 (17.5%) increase in credit hours produced in AY2018 when compared to the baseline is evidence of our success. ESU continues to be innovative in its approaches to capitalizing on distance and online delivery methods. These increases are the result of additional SLIM locations with a new site approved for Las Vegas, NV. In addition, programs implemented with accelerated completion timelines in the School of Business and The Teachers College have expanded access and affordability for graduate students. The undergraduate general studies major in the College of Liberal Arts & Sciences has also shown steady growth as we continue to expand online course offerings.

Fort Hays State University Performance Report AY 2018							AY 2018 FTE: 10,120	
Contact Person: Sangki Min			Phone and email: 785.628.4540, s_min2@fhsu.edu				Date: 7/18/2019	
Fort Hays State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase first to second year retention rates	1	Fall 12 Cohort: 65.4% (621/949) Fall 13 Cohort: 67.2% (659/981) Fall 14 Cohort: 68.6% (669/975) Baseline: 67.1% (1,949/2,905)	71.1% (662/931)	↑	73.3% (716/977)	↑		
2. Increase number of degrees awarded	1	AY2013: 3,340 AY2014: 3,252 AY2015: 3,208 Baseline: 3,267	3,419	↑	3,874	↑		
3. Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	3	AY2013: 92.5% (37/40) AY2014: 95.0% (38/40) AY2015: 95.0% (38/40) Baseline: 94.2% (113/120)	95.0% (38/40)	↑	95.0% (38/40)	↑		
4. Increase number of students (age 25 and above) enrolled	1	AY2013: 5,084 AY2014: 5,468 AY2015: 5,836 Baseline: 5,463	6,073	↑	6136	↑		
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447	567	↑	540	↑		
6. Increase SCH completed through distance education	2	AY2013: 129,686 AY2014: 135,172 AY2015: 144,900 Baseline: 136,586	166,669	↑	175,713	↑		

Fort Hays State University Performance Report AY 2018

Indicator 1: Increase first to second year retention rates

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

Outcome/Results: Our performance on this indicator shows a continuous improvement over the last several years. This steady increase can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen in that first year. FHSU has taken substantive action to solidify our focus on the first-year transition of Freshmen. The university has taken several steps to build a First-Year Experience Program that helps Freshmen with transition events. The university initiated a Learning Community approach that has completed its eighth academic year with positive results for these Freshmen. The Learning Community has grown over the years and most recently from 13 communities for Fall 2016 to 18 for Fall 2018. The University has also implemented an early alert system (Starfish) designed to flag students when their work falls below the established standard for attendance, performance, or participation in online or on-campus classes. FHSU will be completing a three-year project entitled “Re-Imagining the First Year.” Important strategies include, but are not limited to: implementing co-requisite remediation for high DFWI courses, improved diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, implementing Predictive Analytics Reporting (PAR) student-success intervention measurement tool this fall, and the learning communities for second year students.

Indicator 2: Increase number of degrees awarded

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

Outcome/Results: The increase in the number of degrees awarded continues. The University expanded Student Engagement and Advising Center to focus on student retention and graduation. FHSU has also added process improvements to serve international student enrollment and program completion better.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by USNWR as compared to KBOR peers

Description: This indicator is a comparison of online FHSU degrees ranked by US News and World Report compared to the KBOR approved peer list (Eastern Washington Univ, Northwest Missouri State Univ, Northeastern State Univ (OK), Univ of Central Missouri, Univ of Nebraska-Kearney, Southeast Missouri State Univ, Troy Univ, Colorado Mesa Univ, Tarleton State Univ, and Morehead State Univ). Specifically, this indicator is the percent of degree programs FHSU ranks above in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs). With our history of success operating distance education programs, this ranking system represents a quality indicator which is well aligned to our strategic niche. While the USNWR ranking of online degree programs is of recent origin, there has been good thought put into the criteria that manufacture the comparisons. The combination of access/quality criteria elevate the USNWR rankings above competitors like GetEducated.com that tend to weight access and affordability over other indicators.

Outcome/Results: FHSU was able to maintain the same high percentage last year. FHSU reviews the methodology of several ranking bodies and looks for ways to improve our program delivery. FHSU offers a number of high quality, low cost Bachelor’s degree programs that provide rich academic offerings in an online delivery mode specifically designed for adult learners. Also contributed to higher rankings than our peers is the comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military support services, and more.

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

Description: This indicator is a count of the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. As foresight 2020 intimates, this is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce.

Outcome/Results: FHSU has added several process improvements to serve adult learners better, including our recently expanded Student Engagement and Advising Center and expansion of the number of workforce-focused degree programs available online. We strategically add and expand high demand programs. We increase outreach efforts to recruit adult students. We also recently approved a new CPL (Credit for Prior Learning) course and processes.

Indicator 5: Increase number of degrees awarded in STEM fields

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

Outcome/Results: Although the number of degrees awarded in STEM fields is down 27 students compared to the last year, it is still much higher than the baseline. We believe that this decrease is a part of year-to-year fluctuation in the upward trend. FHSU will continue to implement the three initiatives. First, FHSU is the designated institution for the Kansas Academy of Mathematics and Science (KAMS) program and now serves over 80 high school students. Their curriculum is tightly focused on science and mathematics. Many KAMS graduates stay at FHSU to complete degrees in science related areas. Second, FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participate in undergraduate research projects. Finally, FHSU has a successful Information Networking and Information Assurance degree program. The College of Science, Technology, and Mathematics that is currently growing a student base.

Indicator 6: Increase SCH completed through distance education

Description: This indicator is an FY count of the number of credit hours successfully completed through our Virtual College. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade.

Outcome/Results: FHSU continues to make great advances in distance education. Moving this indicator was possible through a comprehensive online course development process, which assures adherence to high levels of academic quality in the virtual environment.

Kansas State University Performance Report AY 2018							AY 2018 FTE: 20,123	
Contact Person: Brian Niehoff		Phone and email: 785-532-4797; niehoff@ksu.edu					Date: 7/18/2019	
Kansas State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase 1 st to 2 nd year Retention	1	Fall 12 Cohort = 81.2% (3,081/3,794) Fall 13 Cohort = 83.3% (3,128/3,755) Fall 14 Cohort = 83.4% (3,077/3,688) Baseline: 82.6% (9,286/11,237)	84.3% (2,975/3,531)	↑	85.4% (2,826/3,308)	↑		
2 Increase Number of Degrees and Certificates awarded	1	*AY 2013 = 4,894 AY 2014 = 5,127 AY 2015 = 5,210 Baseline: 5,077	5,353	↑	5,359	↑		
3 Increasing Rank for Total Research Expenditures	3	FY 2012 = \$154.9M, control rank = 71 FY 2013 = \$163.5M, control rank = 71 FY 2014 = \$169.9M, control rank = 70 Baseline: rank average = 70.7	67 \$178.3M	↑	69 \$180.1M	↑		
4 Increase Rank for Annual Giving	3	FY 2012 = \$66.9M, control rank = 61 FY 2013 = \$75.4M, control rank = 56 FY 2014 = \$108.1M, control rank = 37 Baseline: rank average = 51.3	53 \$98.1M	↓	52 \$96.6M	↓		
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500	576	↑	657	↑		
6 Increase percent of degrees and certificates awarded in STEM fields	2	*AY 2013 = 38.6% (1,888/4,894) AY 2014 = 38.4% (1,967/5,127) AY 2015 = 39.6% (2,061/5,210) Baseline: 38.8% (5,916/15,231)	41.8% (2,237/5,353)	↑	46.1% (2,471/5,359)	↑		

*Updated 7/18/2018

Kansas State University Performance Report AY 2018

Indicator 1: Increase 1st to 2nd year retention rates

Description: This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Outcome/Results:

This indicator for 1st to 2nd year retention was 85.4%, an increase over the baseline. This is the highest retention rate in K-State history. We continue to enhance our first-year experience for incoming freshmen. We are purchasing a new system to better track and advise incoming students, and institute another system campus-wide that will allow advisors and faculty to assist students in need.

Indicator 2: Increase number of degrees and certificates awarded

Description: This indicator is a count of the total number of undergraduate and graduate degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report.

Outcome/Results:

Data showed an increase in the number of degrees and certificates awarded in AY 2018 compared to the baseline average. We have been awarding record numbers of degrees over the past few years. We have recently examined our internal processes to provide better service to all students, and to remove any barriers that might exist that would affect their progress toward degree completion. We are also hiring two new vice provost positions, one in enrollment management and another in student success. These positions will put even more focus on bringing in students who can succeed and assisting them throughout their academic careers.

Indicator 3: Increase Rank of K-State on total research expenditures

Description: This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the NSF. This indicator is a key metric for the K-State 2025 strategic plan. The final rank used is from the Arizona State University Center for Measuring University Performance annual publication. We note that the ASU publication data lags by a few years, but we use the most recent data they publish.

Outcome/Results:

The most recent ASU publication showed K-State with \$180.1M in total research expenditures in FY 2016, which represented a control rank of #69. This was an improvement over the baseline average rank of #70.7. Faculty success in obtaining grant funding is the main driver for increasing research expenditures. Improved processes in the Office of Research in providing assistance to seeking and writing grants have contributed to the improvement.

Indicator 4: Increase Rank of K-State on annual giving

Description: This indicator is the rank of our expendable (not endowed) contributions made to the university through the K-State Foundation. Endowed funds represent specific targeted accounts and the university can only spend a portion of the interest earned on the funds. On the other hand, expendable contributions are for immediate use, usually for purposes specified by the donor. This is a key metric in our K-State 2025 strategic plan. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance annual publication. Once again, we note that the ASU publication of annual amounts and ranks lags by a few years, and we report the most recent year that they publish.

Outcome/Results:

The ASU publication showed K-State with annual giving of \$96.6M in FY 2017, for a control rank of #52, and a total of \$98.1M in FY 2016, for a control rank of #53. Thus, the rank fell just short of the baseline average rank of #51.3 for both years. However, we note that the control rank from FY 2017 was slightly improved over that of FY 2016. In terms of context, K-State was in the final stages of its \$1B capital campaign in 2016, and decided to increase the campaign goal to \$1.4B. We believe that our annual giving will increase in the coming years and our ranking will improve.

Indicator 5: Increase number of historically under-represented students receiving degrees

Description: This indicator is the count of undergraduate and graduate degrees awarded to students from historically underrepresented groups during the year. Diversity is a common element in our K-State 2025 strategic plan. Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial. Enhancing the success of our diverse student populations is critical for our success. Retention and graduation rates for students from underrepresented groups are often significantly lower than those rates for majority students.

Outcome/Results:

The data showed 657 degrees awarded to students from underrepresented groups, a significant increase over the baseline years, and continued a positive trend in this area. We use summer bridge programs for incoming multicultural freshmen to prepare them for the rigors of higher education, undergraduate research programs to place students under the mentorship of productive faculty, a number of initiatives addressing climate issues, and enhanced multicultural programming and learning. We hired an Assistant Vice President for Multicultural Student Affairs last year, and his office has been working on student success programming for multicultural students. We will begin construction of a new multicultural student center this summer, to be completed in July 2020. This facility will likely have an impact on multicultural student recruitment and success as well.

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

Description: This indicator is calculated using the total number of degrees and certificates awarded in STEM fields divided by the total of degrees and certificates awarded over the academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. Kansas State University has been participating in the University Engineering Initiative Act for five years. Enrollments in Engineering have increased steadily during that time.

Outcome/Results:

The data showed STEM to be 46.1% of our degrees and certificates, an increase over the baseline average, and an increase over the previous year. The increased enrollments from the Engineering Initiative have contributed to the increase, but other STEM fields such as biology and agriculture have also shown strong growth.

Pittsburg State University Performance Report AY 2018						AY 2018 FTE: 6,456		
Contact Person: Trish Peak			Phone and email: 620.235.4113, ppeak@pittstate.edu			Date: 7/19/2019		
Pittsburg State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase First to Second Year Retention Rates	1	Fall 12 Cohort = 800/1,076=74.3% Fall 13 Cohort = 816/1,128=72.3% Fall 14 Cohort = 777/1,043=74.5% Baseline: 2,393/3,247 = 73.7%	73.7% (742/1,007)	↔	75.1% (740/986)	↑		
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%	70.31% (2.1094/3)	↓	71.93% (2.1578/3)	↓		
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013 = (3+1+2+1)/4=1.8 AY 2014 = (2+2+1+2)/4=1.8 AY 2015 = (2+3+1+1)/4=1.8 Baseline: 1.8	1.5 (1+3+1+1)/4	↑	2.0 (1+3+2+2)/4	↓		
4 Increase Credit Hours Completed through Distance Education	1	AY 2014 = 18,493 AY 2015 = 21,495 AY 2016 = 22,234 Baseline: 20,741	28,086	↑	30,484	↑		
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013 = 113 (of 1,051) AY 2014 = 127 (of 1,136) AY 2015 = 153 (of 1,218) Baseline: 131	158 (of 1,231)	↑	157 (of 1,182)	↑		
6 Increase Amount of Scholarship Funds Raised	3	AY 2013 = \$1,800,098 AY 2014 = \$2,232,575 AY 2015 = \$2,149,830 Baseline: \$2,060,834	\$3,638,791	↑	\$5,574,431	↑		

Pittsburg State University Performance Report AY 2018

Indicator 1: Increase First to Second Year Retention Rates

Description: An ongoing indicator in our performance agreements has been first to second year retention. The retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester who returned and were enrolled on the 20th day of the next fall semester (e.g., fall 2016 to fall 2017). PSU has been and continues to be a predominantly residential campus that enrolls a significant number of traditional aged, direct from high school students. We include this indicator because both nationally and at PSU, approximately half of new first-year students who do not graduate from the institution leave during or after their first year. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to develop a comprehensive plan to increase student retention, initially targeting freshmen success and first to second year retention rates.

Outcome/Results: First to second year retention showed directional improvement from the baseline. Examples of specific student success initiatives include: (1) an early alert program to identify and proactively intervene with students experiencing academic difficulties or not attending class during critical early weeks of the semester; (2) a Student Success Center within the Axe Library to increase visibility and coordination of student success programs and services such as tutoring in targeted courses; (3) use of a peer mentor telecounseling unit; (4) offering learning communities (Communication, General Biology, Principles of Biology I, and Calculus I); (5) a communication plan to promote intentional, right on time contact with freshmen and to provide referrals and support to students; and (6) a first year experience course to promote learning about resources for college success and engagement with peers, including use of a trained peer mentor assigned to help students connect with each other, find co-curricular activities of interest, and model behavior appropriate for the focused and successful college student.

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

Description: PSU will track level of success in meeting our math general education student learning objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics*. Because math general education courses tend to have a higher rate of withdrawal and incompletes compared to many other general education courses, this index measures the two primary variables for student achievement in general education math courses, specifically, completion of the course with a passing grade and scoring at the Meets or Exceeds Expectations level on the department's standing assessment rubric. The index is calculated as a percentage of the passing rate in general education math courses combined with the mean rubric score. The math rubric was developed in 2012 by a campus-wide task force. In addition, rate of drops, failing grades, withdrawals, and incompletes, (DFWIs) in required general education courses is one of the strongest predictors of degree completion at PSU. Math is targeted initially as it has one of the highest student enrollments along with one of the lowest rates of success of all general education courses at PSU.

Outcome/Results: Although PSU showed slight improvement over AY 2017, the General Education Math Index remains below baseline. PSU showed improvement in math rubric scores, especially in the area of Analysis/Synthesis which measures a student's ability to convert relevant information into various mathematical forms and to apply mathematical generalizations, principles, theories, or rules to real world problems. The course passing rate also increased but is not yet returned to the baseline level. In order to positively impact this indicator, the Department of Mathematics is expanding the use of the "Early and Often" communication system using email to reach every student with a series of personalized messages. The department is also increasing access to course-specific tutoring through requiring graduate teaching assistants (GTA) to maintain a portion of their office hours in the tutoring center as well as assigning more GTA and adjunct tutoring hours during the weeks leading up to major exams. Finally, distinctive instructional goals have been developed by the department for each of the general education math courses.

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

Description: To determine relative rank among five peers (those institutions considered to be comparable in enrollment, location, resources, student profile, etc.), four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., IPEDS, NSF), and the institutions were ranked on each variable. An average rank was then computed to establish the baseline. The four quality measures are: first to second year retention, six-year graduation rate, percentage of full-time faculty with terminal degrees and research expenditures. Responding to a charge from the Kansas Board of Regents, the University has gone through a thoughtful, data informed process to develop sets of both peer and aspirant institutions by which to benchmark

progress on a number of quality measures.

Outcome/Results: PSU showed a slight decline in overall ranking compared to peer institutions, from 1.8 at baseline to 2.0 for AY 2018. PSU continues to rank first in research and development expenditures compared to peer institutions with available comparative data and third in six-year graduation rate compared to peer institutions. Despite seeing an increase in fall-to-fall retention of full-time first-time students, PSU fell from first to second ranking compared to peer institutions due to a relatively larger increase in retention rate for one of our peer institutions. PSU fell from first to second ranking in percentage of full-time faculty with terminal degrees compared to peers, the result of a deliberate decision to hire more part-time faculty as a strategy to address continued financial pressures.

Indicator 4: Increase Credit Hours Completed through Distance Education

Description: This indicator assesses growth in distance education opportunities for students by tracking semester credit hours completed through online courses. Using the credit hour metric will allow us to account for expansion of both individual course offerings and degree programs. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location or who find online courses their preferred way of learning. It is widely understood that PSU must become more aggressive in the highly competitive online environment. Resources have been allocated and strategies developed to support expansion of online offerings. Faculty professional development and training in online instruction is at the core of this initiative.

Outcome/Results: Distance education credit hours showed an impressive increase of 47% over baseline. Strategies to increase online enrollment have included: (1) increased promotion of the 20 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program MSN Nursing (Education) in Fall 2017 and one new online certificate in History in Spring 2018; and (3) addition of 57 online classes across 21 disciplines. PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2018, 16 faculty completed QM training.

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

Description: This indicator tracks increases in the number of degrees awarded to domestic minority students, whether students started at PSU or matriculated at another institution and transferred to us. In recent performance agreements, our focus has been on access as measured by increases in applications and headcount enrollment of domestic minorities. Our enrollment has increased significantly as we strive to mirror the demographic profile of the state. Though we will continue outreach efforts to attract more domestic minority students to the University, this indicator shifts the focus to student success and completion, a logical next step.

Outcome/Results: Number of bachelor's degrees granted to domestic minorities was well above the established baseline. Retention and degree completion initiatives continue to be centered on collaborative efforts among faculty advisors along with support from the area of Enrollment Management and Student Success, especially staff within the Office of Student Diversity and the Office of Student Success Programs. These efforts include: (1) support and tools to navigate a campus environment and become involved in student organizations; (2) excellent academic advisement supported by annual advisor training; (3) campus-wide inclusive activities to support academic success, such as Diversity Brown Bags; (4) mentoring activities from upperclassmen; and (5) academic skills workshops.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator will track success in fundraising for student scholarships. The specific metric is cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families. A three-year scholarship campaign, *Pathways to PSU*, concluded on June 30, 2014. The campaign goal was to raise \$12 million for new scholarships; the total raised was \$13.1 million. The current capital campaign, Proven.Promise.PittState., also has a scholarship component; to raise an additional \$8 million for scholarships through FY18.

Outcome/Results: Amount of scholarship funds raised showed directional improvement, with a very impressive increase of \$3.51 million over baseline. The amount listed does not include an additional \$345,000 documented in FY18 that are designated in planned gifts for scholarships to be realized in the future.

University of Kansas Performance Report AY 2018						AY 2018 FTE: 22,453		
Contact Person: Carl Lejuez		Phone and email: 785-864-4904/ clejuez@ku.edu				Date: 7/24/2019		
University of Kansas	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	*AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777	5,909	↑	6,037	↑		
2. Increase First to Second Year Retention Rates	1	AY2013 80.0% (2,989/3,736) AY2014 80.5% (3,191/3,964) AY2015 80.1% (3,237/4,043) Baseline: 80.2% (9,417/11,743)	83.0% (3,491/4,204)	↑	83.7% (3,456/4,129)	↑		
3. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	*AY2013 29.9% (1,789/5,974) AY2014 29.0% (1,675/5,771) AY2015 29.6% (1,654/5,587) Baseline: 29.5% (5,118/17,332)	29.9% (1,765/5,909)	↑	29.9% (1,807/6,037)	↑		
**4. Total Research & Development Expenditures Rankings among Regents Approved Peers	3	FY 2012 9th FY 2013 9th FY 2014 9th Baseline: 9th			9th	↔		
**5. U.S. News & World Report Graduate Programs in Top 25 of Rankings	3	Spring 2014 24 Spring 2015 22 Spring 2016 23 Baseline: 23			45	↑		
6. Increase Level of Philanthropic Support	3	FY 2013 \$169 M FY 2014 \$162 M FY 2015 \$220 M Baseline: \$183.7 M	\$171.7 M	↓	\$185.8 M	↑		

*Updated 6/27/2018

**6/20/2018 – BAASC approved new indicators for 4 and 5 for AY 18 and AY 19 reporting.

University of Kansas Performance Report AY 2018

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- This indicator records the number of degrees that are conferred.
- The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.
- By improving the student experience, we hope to improve our retention rate and ultimately the number of degrees awarded.

Outcome/Results:

The number of certificates and degrees KU has awarded has been steadily increasing in recent years and we expect this trend to continue for the near future based on current enrollment data and retention rates.

Indicator 2: First to Second Year Retention Rates

Description:

- This indicator records the percent of first-time, full-time freshmen who are retained after one year.
- Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when more students discontinue their studies than any other.

Outcome/Results:

KU had a significant increase in the first-year retention rate in 2017 and was able to build on that this year. This increase can likely be attributed to the increase in admission standards, as well as KU's continued focus on activities linked to retention. A few examples include: setting up Academic Information Meetings (AIMs) prior to advising and enrollment appointments to provide students with detailed information about academic requirements for course selection and enrollment, continued expansion of First-Year Seminar courses that are designed to develop critical thinking skills, expansion of peer mentors that help new students identify campus resources to support their success and opportunities for involvement.

Indicator 3: Percent of Certificates and Degrees Awarded in STEM Fields

Description:

- This indicator records the percent of students who earned degrees in science, technology, engineering, or mathematics fields.
- STEM education is crucial for Kansas workforce development to meet the needs of the state economy.
- KU is working to increase the number of STEM degrees and certificates awarded by increasing the number of students entering the School of Engineering. KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative.
- Redesign of basic science and mathematics courses will increase student success and graduation in science fields.

Outcome/Results:

KU's efforts to redesign basic science and mathematics courses as well as the additional resources devoted to Engineering have been instrumental in increasing the number of STEM degrees awarded. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we have added faculty to maintain a desirable student/faculty ratio, added support staff to lead expansion of student recruitment, retention, and support activities, and added facilities that address high-tech research, classroom, and office space necessary for successful expansion.

Indicator 4: Total Research & Development Expenditures Rankings among Regents Approved Peers

Description:

- This is our ranking of the amount of total research and development expenditures we receive 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 survey.

Outcome/Results:

KU's total research and development expenditures ranking has held steady for another year. We continue to work to highlight the important research done

at KU and to raise our national reputation. We are also pursuing and securing research funds from sources beyond federal research funding to help mitigate future uncertainty of this major source of funding.

Indicator 5: U.S. News & World Report Graduate Programs in Top 25 of Rankings

Description:

- This indicator records the number of KU graduate programs ranked in U.S. News & World Report's Top 25 each year compared to other public institutions.
- U.S. News weighs factors such as faculty resources, employment rates, student selectivity, reputation, research activity, and peer assessment to rank the top graduate programs in Education, Engineering, and Business. All other graduate programs are based upon peer assessment.
- These rankings are widely used by prospective students and faculty as an indicator of the quality and reputation of the programs offered by KU compared to other public institutions throughout the country.
- This goal will be achieved through continued focus on elevating graduate education, maintaining top quality faculty and a strong foundation in research.

Outcome/Results:

The number of KU graduate programs ranked in U.S. News & World Report's Top 25 has been steadily increasing. This reflects KU's ongoing focus on elevating graduate education, maintaining top quality faculty and building on a strong foundation in research. The Graduate Studies Advisory Committee spent the spring semester studying opportunities to strengthen graduate education at KU and identifying innovative approaches to deliver service and support in the future. The implementation of these final plans should help graduate studies at KU continue to thrive. These rankings are a visible indicator of this progress. The magnitude of the increase is due to the frequency and number of programs U.S. News ranked recently.

Indicator 6: Philanthropic Support

Description:

- This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
- Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
- KU Endowment's *Far Above: The Campaign for Kansas* from April 2012 through June 2016, was a \$1.2 billion comprehensive fundraising campaign which seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future.

Outcome/Results:

Despite the conclusion of the Far Above campaign, KU was able to bring in a significant amount of philanthropic support this past year and surpass the high baseline set during the previous campaign.

University of Kansas Medical Center Performance Report AY 2018							AY 2018 FTE: 2,812	
Contact Person: Robert Klein			Phone and email: 913-588-1258; rklein@kumc.edu				Date: 7/24/2019	
University of Kansas	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698	738	↑	772	↑		
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6%	90.2% (666/738)	↑	90.3% (697/772)	↑		
3. Increase Number of Departments and Programs Achieving Selected National	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26	21	↓	21	↓		
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179	198	↑	209	↑		
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3,304/6,786) CY 2013: 49.1% (3,269/6,652) CY 2014: 51.0% (3,152/6,134) Baseline: 49.6% (9,725/19,572)	51.7% (3,236/6,264)	↑	47.0% (3,335/7,098)	↓		
6. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1,779 AY 2014: 1,963 AY 2015: 2,970 Baseline: 2,237	3,175	↑	3,705	↑		

*January 2019 – BAASC approved the removal of commercialization and entrepreneurship indicator.

University of Kansas Medical Center Performance Report AY 2018

Indicator 1: Number of Certificates and Degrees Awarded

Description:

- The indicator records the number of degrees and industry-recognized certificates awarded by the University of Kansas Medical Center (KUMC).
- Enrollment is influenced by the availability and support of clinical and experiential sites, paid and volunteer faculty, as well as physical space on campus. Programs make efforts to respond to the growing health care needs of the population as resources allow.

Outcome/Results: Over 50% of our degrees came from programs in which strong and innovative commitments have been made to alleviate health care professional shortages. We had 209 students conferred with their medical degree (MD), 56 graduates from our Doctor of Physical Therapy program, and 178 undergraduate students who earned their Bachelor of Science in Nursing (BSN) degree. These are some of the highest totals historically for these programs.

Indicator 2: Percent of Certificates and Degrees Awarded in STEM Fields

Description:

- The indicator records the percent of degrees and industry-recognized certificates awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields. STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Outcome/Results: We followed up last year's largest graduating class (33) for students awarded the Doctor of Philosophy degree from our suite of biomedical scientist training programs with the next highest total (32) in our history. These new scientists are critical to support clinical trial, biotechnology, and pharmaceutical industries in Kansas.

Indicator 3: Number of Departments and Programs Achieving Selected National Rankings

Description:

- The indicator is the number of departments and academic programs nationally recognized based upon the following aspirational criteria: KU School of Medicine departments ranked in the top 25 of public U.S. medical schools receiving *National Institutes of Health* research funding; KU School of Nursing and School of Health Professions graduate programs within the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings; The University of Kansas Hospital and KUMC's clinical departments within the top 50 in the *U.S. News* Best Hospitals rankings.

Outcome/Results: Holding steady from 2017, and with a total of 21 departments and programs receiving national rankings, we fell 5 short of our baseline goal during 2018. The University of Kansas Medical Center has increased their level of NIH funding over the last 4 years and maintains 6 departments in the top 25 of public medical schools. When setting the baseline, the University of Kansas Hospital experienced well-earned recognition with multiple years of 12 specialties receiving a top 50 *U.S. News* ranking nationally. Last year, we had 9 specialties ranked in the top 50 with another in the high performing category. With the #1 ranked hospital in Kansas and the Kansas City metropolitan area, the University of Kansas Health System continues to achieve excellence in patient outcomes and satisfaction. Academically, our School of Health Professions maintained 5 programs ranked in the top 25 of public universities. The promotion of our academically-strong programs nationally and a renewed focus on increasing federally-funded research are part

of KUMC's strategic plan.

Indicator 4: Number of Medical School Graduates (MDs)

Description:

- The indicator is the number of graduates from the MD program. The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

Outcome/Results: The 209 medical school graduates set a new mark for the highest academic year total in the history of the KU School of Medicine. Over 40% of the graduates completed their undergraduate medical education training at the campuses in Wichita and Salina, and of those, nearly 60% selected residencies in primary care (e.g. family medicine, internal medicine, pediatrics) in which to further their training, prior to entering practice.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC

Description:

- This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC. Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Outcome/Results: Our performance on this indicator, 47.0% of practicing physicians in Kansas trained at KUMC, was significantly down from the mark set the previous year of 51.7%, and below our baseline figure of 49.6%. The percentage involves a denominator (the number of physicians with primary practice location in Kansas) that is based off responses from the annual Kansas Health Care Resource Questionnaire for Medicine and Surgery and data from the Kansas Board of Health Arts License. While the number of practicing physicians that we can link to being trained at KUMC (i.e. numerator) rose 3% from last year, the denominator jumped dramatically (13% increase). The nature of this disparity is currently not well-understood.

Indicator 6: Number of Students Participating in Interprofessional Education Opportunities

Description:

- This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.

Outcome/Results: Approximately 3,705 student enrollments in IPE Opportunities were documented (66% above the baseline) and continued a trend of at least seven straight years of growth in interprofessional education on campus. The opening of the Health Education Building has fostered this growth. For example, during academic year 2018, a new program implemented was STATT, Student Teams Assessing and Treating Together. This program is the School of Medicine – School of Nursing simulation curriculum within The Zamierowski Institute for Experiential Learning (ZIEL) on the main Medical Center campus.

Wichita State University Performance Report AY 2018							AY 2018 FTE: 11,563	
Contact Person: Rick Muma			Phone and email: 316.978.5761, richard.muma@wichita.edu				Date: 7/18/2019	
Wichita State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 *AY2014: 3,036 AY2015: 2,975 *Baseline: 3,003	3,050	↑	3,116	↑		
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) *AY2014: 34.8% (1,057/3,036) AY2015: 38.5% (1,144/2,975) *Baseline: 35.4% (3,192/9,010)	36.2% (1,104/3,050)	↑	37.1% (1,155/3,116)	↑		
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: \$25,306,000/ranking:1 AY2014: \$28,797,000/ranking: 1 *AY 2015: \$29,146,000/ranking: 1 Baseline: \$27,750,000/ranking: 1	\$34,164,000/ Ranking: 1	↑	\$39,264,000 Ranking: 1	↑		
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291	316	↑	386	↑		
5. Increase the second year retention rate of first- time/ full-time freshmen	1	Fall 12 Cohort: 74.5% (954/1,280) Fall 13 Cohort: 74.6% (909/1,218)	73.0% (1,036/1,420)	↓	73.0% (1,077/1,475)	↓		
6. Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1	AY2013: 3,206 AY2014: 2,991 AY2015: 2,902 Baseline: 3,033	2,560	↓	2416	↓		

*Updated 7/20/2018

Wichita State University Performance Report AY 2018

Indicator 1: Increase number of certificates and degrees awarded

Description: Wichita State University's Strategic Enrollment Management (SEM) plan is 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.

Outcome/Results: **The number of certificates and degrees totaled 113 above the baseline.** The increase was the result of a concerted effort across campus to increase retention. Additionally, our “Think Thirty” campaign encourages students to take 30 hours in an academic year to facilitate student graduation in four years. A recent expansion of summer course offering support this initiative.

Indicator 2: Increase the percent of STEM degrees conferred

Description: Several initiatives are underway to increase the number of STEM discipline graduates. Funding from the State University Engineering Act 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. In partnership with engineering faculty and staff, the ESSC provides a personalized approach by offering a wide range of support services that help students achieve their academic and personal goals. Additionally, the ESSC has multiple programs targeted at encouraging the pipeline of K-12 students to enter engineering programs (e.g., summer camps, engineering educational development for students [SEEDS, Shocker MINDSTORMS, Kansas BEST Robotics], and Project Lead the Way). The Fairmount College Science and Math Education group in LAS oversee and operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.

Outcome/Results:

The number of STEM degrees conferred improved by 1.7% over the baseline. This increase was the result of a continuation and expansion of services and activities noted above. The ACE (Accelerate your success, Create your future, Engage in your college community) Mentoring program has been instituted to support students during their transition to college. In addition to mentoring, students are offered a workshop series focused on academic and social integration opportunities.

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

Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation'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. The last year in which data were available [AY2017], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Outcome/Results: The ranking is delayed by one year, due to the National Science Foundation reporting structure, however, the latest data available indicates a **retention in WSU's previous first-place ranking.** WSU has expended \$11,514,000 more in research and development expenditures this year than the baseline. The new crash dynamics lab is under construction and expectations for the National Institute for Aviation Research remain. Additionally, the recent hiring of the dean of the Graduate School and Associate Vice President for Research and Technology, Coleen Pugh, who plans to continue her research, complete with a new polymer synthesis lab, will add to materials and advanced manufacturing research.

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

Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URMs including: 1) Providing special outreach programs that work with minoritized populations such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual

services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students.

Outcome/Results: **WSU awarded 95 more certificates/degrees to URM's over the baseline of 291 this year.** As referenced above, the Passages 2 Success program, a four-day retreat for incoming freshmen from diverse backgrounds to help in their transition to Wichita State University, expanded to serve more students. Participants receive academic year mentoring and compete for up to \$5,000 in renewable scholarships to meet the gap for expenses. WSU intensified its focus on connecting URM students to proven high impact practices and several strategies that are outlined in the Strategic Enrollment Management (SEM) plan were operationalized to strengthen retention efforts. In addition to services provided by the college-based, TRIO programs, a new tutoring lab was opened and the GEEKS tutoring program for engineering students was expanded. The Fuse, an outreach of our College of Applied Studies, hosted events to tie college completion to career goals, including mentoring program. Lastly, progress was made towards insuring that every WSU student engages in an applied learning opportunity.

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

Description: Wichita State University's Strategic Enrollment Management (SEM) plan is 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.

Outcome/Results:

WSU fell short of the baseline of 73.6%, but maintained the 73% retention rate from last year. Success coaches were recently hired for each of the academic colleges to support retention initiatives and use actionable data to intentionally intervene with students for whom the university is at risk of losing. Improvements were made in connecting students to personal development, social activities, and needed resources. Efforts were employed to bring together academic and student life leaders to plan and implement programming. Additionally, a reorganization in the Office of Counseling and Prevention Services facilitated the hiring of additional staff and expansion of mental health services.

Indicator 6: Increase the number of undergraduate Kansas degree seeking adult learner students ages 25-64

Description: Our main degree completion program, called WSU complete, provides flexible programs (full-time or part-time) that start on 8-week cycles and is offered during the evening and weekends at WSU's west Wichita campus. Eligible students include those who are returning to college or transferring from another institution after a gap in their education. \$2,500 scholarships (from the Osher Reentry Scholarship Program [part-time students can receive \$1,500]) will be awarded to help undergraduate students who have experienced a five-year cumulative gap in their education re-enroll. Targeted marketing efforts for adult learners will also be implemented. This initiative supports our goal to provide flexible opportunities for adult learners to obtain a college degree.

Outcome/Results:

In spite of efforts to grow this student population via additional programs, i.e., the Shocker Pathway with WSU Tech and McConnell Air Force Base, numbers decreased this year, in part to the robust local job market. Plans to improve performance include strengthening the pipeline from already established partners and expanding market-based tuition programs to engage adult learners seeking career advancement.

Washburn University Performance Report AY 2018

AY 2018 FTE: 5,106 – Washburn

AY 2018 FTE: 1,219 – Washburn Tech

Contact Person: JuliAnn Mazachek

Phone and email: 785-670-1648; juliann.mazachek@washburn.edu

Date: 7/18/2019

Washburn University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of first time full-time freshmen (Washburn University).	1	Fall 12 Cohort: 517/803 = 64.3% Fall 13 Cohort: 509/779 = 65.3% Fall 14 Cohort: 514/753 = 68.3% Baseline: 65.9% (1,540/2,335)	71.8% (610/849)	↑	70.1% (574/819)	↑		
2 Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).	1	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,590	↑	2,496	↑		
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	Rank 2	↔	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	FY13: 27,329/162,754 = 16.8% FY14: 26,386/155,304 = 17.0% FY15: 26,051/149,024 = 17.5% *Baseline: 79,766/467,082 = 17.1%	19.6% (28,908/147,227)	↑	20.3% (30,223/148,605)	↑		
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.	1	FY13: 2,152 FY14: 1,940 FY15: 1,722 Baseline: 1,938	1,466	↓	1,432	↓		
6 Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,179	↓	1,896	↑		
7 Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	129	↑	130	↑		

*Updated 7/17/2018

Washburn University Performance Report AY 2018

Indicator 1: Increase first to second year retention rates of first time full-time freshmen (Washburn University/Washburn Tech).

Description: Washburn University/Washburn Tech have 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.

Outcome/Results:

Washburn's retention rate increased to 70.1% which, although slightly lower than FY17, is well over the baseline of 65.9%. The university has made a concerted retention effort by expanding the Center for Student Success and Retention, developing a robust first-year experience program, and refining the college experience course required of all first time full-time freshmen. We have also become more adept using technology after implementing the EAB Student Success Collaborative software system which generates a data rich environment allowing us to focus our efforts on identified at risk students.

Indicator 2: Increase the number of Certificates and Degrees awarded (Washburn University/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.

Outcome/Results:

Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,496 in academic year 2017-18, up from the three-year baseline average of 2,444. This increase can be attributed in large part to bigger first year classes going through the pipeline as well as the growth of compressed format degree programs (MA in Communication and Leadership, Doctor of Nursing Practice, and Post Master's Psychiatric Mental Health Nurse Practitioner Certificate).

Indicator 3: Increase 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.

Outcome/Results:

Washburn University maintained its ranking of second in the state of Kansas. This list indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions. The values have been generally trending upward, while the ranking has remained relatively stable as we continue to raise funds each year. (FY18, \$31,077, Unknown, FY17, \$31,131, 43rd/FY16, \$28,356, 48th/FY15, \$30,353, 44th/FY 14, \$30,944, 39th/FY 13, \$26,820, 42nd)

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.)

Outcome/Results:

Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY18 with 30,223/148,605=20.3% online student credit hours awarded. Washburn increased the number of online course sections being offered as well as the number of new online programs offered in a

compressed format –MA in Communication and Leadership, Doctor of Nursing Practice, and Post Master’s Psychiatric Mental Health Nurse Practitioner Certificate.

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.

Outcome/Results:

Although we did not achieve our baseline goal of 1,938, Washburn is actively working to identify the programs and formats, new or existing, that are most valuable to adult learners and then determining which of these programs and formats Washburn will offer and market to meet the educational needs of adult learners. An external research firm has been hired to conduct market research. Unfortunately, the low unemployment rates Kansas is currently experiencing impact this population more dramatically than the traditional student population. We have continued to implement important strategies for adult learner success with more faculty involved in teaching and being trained in best practices for online learning. The Center for Student Success implemented a new strategy, “Adults Belong in College”, which modified the orientation program for adult students, created adult-focused sections of the college experience course, and established an adult student group to foster connections to campus.

Indicator 6: Increase the number of industry-recognized technical credentials, including WorkKeys. (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.

Outcome/Results:

For AY18, instructors reported 2,118 students taking credentialing exams with 1,896/2,118 passing, for a 89.5% pass rate, exceeding the baseline (1,655). The increase in numbers reported is due to the fact that Washburn Tech has implemented comprehensive processes to better track certificate completion. As a result, we are able to provide a much more accurate reflection of the number of certificates completed by students.

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

Outcome/Results:

For AY2018, 130 students completed their GED through Washburn Tech. This figure represents an exceptional level of hard work and dedication by the Adult Education staff at Washburn Tech, particularly given the baseline (42). The significantly larger number of students served is aided by the AO-K program and is further evidence of a very successful transition of the Adult Education program from USD 501 to Washburn Tech.

Allen Community College Performance Report AY 2018						AY 2018 FTE: 1,542		
Contact Person: Deanna Carpenter			Phone and email: 620-901-6338; carpenter@allenc.edu			Date: 7/18/2019		
Allen Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase graduation rate of first-time full-time, degree seeking, college ready freshmen	1	Fall 10 Cohort: 9.2% (12/131) Fall 11 Cohort: 26.9% (32/119) Fall 12 Cohort: 19.4% (18/93) Baseline: 18.1% (62/343)	23.20% (19/82)	↑	27.4% (20/73)	↑		
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓	417	↓		
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR	2	2012 66.7% (371/556) 2013 68.9% (370/537) *2014 67.5% (274/406) *Baseline: 67.7% (1,015/1,499)	65.3% (264/404)	↓	71.8% (301/419)	↑		
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404)	66.2% (219/331)	↑	65.7% (205/312)	↑		
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649)	49.7% (360/724)**	↑	51.5% (266/517)	↓		
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline: 77.4% (2044/2639)	81% (600/741)	↑	79.6% (541/680)	↑		
*updated 7/12/2018			**updated 6/14/2019					

Allen Community College Performance Report AY 2018

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. Allen has also begun an Auto Grad process wherein students' transcripts are evaluated and if they have the necessary credits for graduation, they are notified that unless they opt out, they will receive the appropriate Associate's Degree.

Outcome/Results: The increase efforts in this area seem to be paying off. Not only is the 27.4% graduation rate above the baseline, it is the highest rate in the past several years. The increased emphasis on retention and completion seems to have a positive effect on this indicator.

Indicator 2: Increase the number of certificates and degrees awarded

Description: Using the Kansas Higher Education Data System report, the total number of certificates and degrees awarded each year will be reported. Allen has focused the past several years on aligning its certificates with its associate's degree programs. In concert with indicator 1, this should produce additional completers. Increased certificates and degrees are part of the KBOR goals for increasing higher education attainment.

Outcome/Results: 2013 included the last cohort of CNA students when that certificate was required in pre-nursing, making it very difficult to reach this baseline. The number of CNA certificates dropped significantly when it was no longer required. Our graduation numbers have been holding steady and other certificate programs have continued to produce completers at a rate that we feel that this outcome will be met in the future.

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.

Outcome/Results: Both the numerator and denominator went up in this indicator from AY17, which is good for Allen and for Kansas. The robust job market has a positive impact on this indicator as does Allen's high transfer success rate.

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 and Director of Institutional Research and Reporting 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's 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.

Outcome/Results: Allen continues to beat the baseline in this important area. An additional positive is that subsequent studies are showing an increase in the success rate of those who enroll in College Algebra after successfully completing Intermediate Algebra. The efforts of all of the above services seem to be paying off for Allen students.

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 they 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's 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.

Outcome/Results: Allen missed this baseline by 1.5%. Graduation rate is up from last year, so this would have to be influenced by retained students. The increase in the number of students who went to work may have affected this indicator and if so, that would be a positive.

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 and Director of Institutional Research and Reporting 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.

Outcome/Results: Once again, Allen, beat the baseline for this indicator. The Writing Center, which offers assistance with writing assignments both face-to-face and online, has become so popular that additional consultants have been employed to keep up with demand.

Barton Community College Performance Reports AY 2018							AY 2018 FTE: 3,812	
Contact Person: Elaine Simmons			Phone and email: 620-792-9214; simmonse@bartonccc.edu				Date: 7/19/2019	
Barton Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded.	1	2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946	869	↓	902	↓		
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%)	88.5% (895/1011)	↑	84.1% (849/1010)	↔		
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY.	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%)	88.6% (233/263)	↑	88.1% (258/293)	↑		
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses.	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (51.9%)	51.4% (142/276)	↓	**51.9% (126/243)	↔		
*5 Increase three-year graduation rate.	2	Fall 10 Cohort = 23.8% (92/387) Fall 11 Cohort = 28.6% (108/377) Fall 12 Cohort = 34.7% (179/516) Baseline: 29.6% (379/1,280)	27.6% (125/453)	↓	31.6% (155/490)	↑		
6 Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education (AY).	2	2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1,875/4,460 (42%)	51.7% (881/1704)	↑	49.9% (407/816)	↑		

*Updated 7/19/18

**Updated 09/05/2018

Barton Community College Performance Report AY 2018

Indicator 1: Increase the number of 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. For Barton, there were 556 completers in 2010 and by 2015 there were 830. 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.

Outcome/Results: Barton was not able to sustain previous year’s growth rates. However, we are showing directional improvement. We have a baseline of 946, AY2017 869, and AY2018 902.

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 (specific courses and skill competencies are outlined below). The performance numbers for this indicator represent the number of correct answers on the associated competency questions, divided by the total number possible answers pooled in the multiple sections of each of the five courses indicated below, resulting in the percentage of successful responses. Note that it is possible that students may be enrolled in more than one of these courses simultaneously, so some data may be duplicated.

BSTC 1036 - Computer Concepts and Applications; BSTC 1685 - Spreadsheet Applications; ECON 1615 - Personal Finance; MATH 1819 - Business Math; MATH 1806 - Technical Math

Outcome/Results: Barton is maintaining baseline. 4,010 is the number of correct responses out of a total of 4,768 responses. We credit our faculty for their continued effort and support in improving student learning in this area.

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

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. Barton recognizes the significance of industry credentials and the impact on employment requirements and/or opportunities they may have. The institution is interested in enhancing student achievement of technical certifications and/or licensure credentials and intends to apply additional priority to this student outcome. 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 with the following programs targeted: Nursing (RN & PN), Medical Lab Technician (ASCP), Emergency Medical Services (EMT Basic, AEMT, & Paramedic), Dietary Manager (ANFP), and Adult Healthcare (CMA & CNA). 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. Note that the data for this indicator is self-reported for all program areas targeted, other than Nursing.

Outcome/Results: Barton shows an increase above baseline from 80% to 88%. Significant increases in nursing pass rates (PN and RN) support the overall increase in addition to notable increases with the Paramedic, Pharmacy Technician and Certified Nurse Aid programs. Program leadership continues to identify ways to assist students taking the certification and licensure exams including prep courses.

Indicator 4: Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses (Basic English, Basic Reading, College Prep Math).

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. Barton’s goal is to increase the retention of low-performing non-college ready students. Our efforts will target the students who did not perform well, rather than all students in the class. To achieve our goal, students in Basic English, Basic Reading, and/or College Prep Math 1 will be provided with individualized instruction in areas of greatest weakness and receive positive reinforcement for successful “milestones” within the course. Student services and support staff will assist instructors in providing guidance and support for these low-performing entry level students. Intervention strategies will be used to provide support and guidance for low performing students in order to increase their self-efficacy and determination to return the following semester and improve their academic standing. Assessment will occur by mid-term during the first semester, and for the subsequent semester. The chart indicates the “low performing students” retained as the numerator, and all “low performing students” in the denominator.

Outcome/Results: Barton was able to move this indicator in a positive direction reaching 51.8% which is maintaining the baseline of 51.9%.

Indicator 5: Increase three-year graduation rate.

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.

Outcome/Results: Barton was able to move this indicator in a positive direction reaching 31.6% which is above the baseline of 29.6%.

Indicator 6: Increase the percentage of student performing at the “Proficiency” level on a mandatory competency within written communication assessments of gen ed.

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. A competency in ENGL 1204 Composition I and ENGL 1205 Comp II, is to avoid plagiarism by crediting any outside sources incorporated into a document using attributive tags and/or in-text references as well as works cited/ bibliographical listings. This competency is assessed using a rubric where faculty grade a paper scoring students as Proficient (P), Competent (C), or Emerging (E) with regard to the competency expectations. The number of students who scored at the highest level, ‘Proficient’, is counted from both 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. The reported data is reflective as follows: the numerator identifies the number of students performing at the “Proficiency” level, and the denominator reflects the total number of students in the courses being assessed.

Outcome/Results: For this indicator, we measured how many students earned specifically the Proficient rating on their documentation skills out of the total number of papers processed. Barton results are above our baseline from 42% to 49.9%. 407 represents the number of students performing at the proficiency level. 816 represents the total number of students in the courses being assessed. We credit our faculty for their continued effort and support in improving student learning in this area.

Butler Community College Performance Report AY 2018							AY 2018 FTE: 5,855	
Contact Person: Lori Winningham			Phone and email: 316.322.3110; (lwinning@butlercc.edu)				Date: 8/6/2019	
Butler Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Number of certificates and degrees awarded annually	1	AY2013 = 1,453 AY2014 = 1,492 AY2015 = 1,445 Baseline = 1,463	1,436	↓	1,496	↑		
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1	Fall 12 Cohort = 63.5% (464/731) Fall 13 Cohort = 61.5% (450/732) Fall 14 Cohort = 62.2% (530/852) Baseline: 62.4% (1,444/2,315)	62.9% (624/992)	↑	65.4% (519/793)	↑		
3 Award of third party technical credentials	2	AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012	969	↓	1121	↑		
4 Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term	1	AY2014 = 65% (41/63-spring only) AY2015 = 67.5% (77/114) AY2016 = 60.4% (137/227) Baseline: 63.1% (255/404)	60.6% (237/391)	↓	58.2% 170/292	↓		
5 Increase in number of STEM technical certificates and degrees	2	AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302	298	↓	294	↓		
6 Directional Improvement in College Algebra Pass Rates	1	AY2014 = 67.24% (1,248/1,856) AY2015 = 63.60% (1,092/1,717) AY2016 = 64.68% (1,174/1,815) Baseline: 65.2% (3,514/5,388)	67.0 % (1310/1955)	↑	69.8 % (1382/1980)	↑		

Butler Community College Performance Report AY 2018

Indicator 1: Number of certificates and degrees awarded annually

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

Outcome/Results:

Butler continues to deliver on its promise of student success by providing students with the instruction, support, and tools to take the next step in their post-secondary journey by completing the requirements of a degree or certificate. We are proud of our continued improvement over the baseline. With a greater than 4 % increase from the previous year in the number of degrees and certificates awarded, the institution is constantly reviewing best practices to keep this momentum going and growing.

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

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

Outcome/Results:

Butler Community College is proud of continuing and improving its efforts, as part of its Guided Pathways approach, to increase the retention of students from first to second semesters and to see them eventually matriculate with the credentials they need. Continuous investment in strategic positioning, hands on advising, reformatted developmental-to-college math sequencing, and Business Intelligence availability at the departmental and advising levels in contributing to our success in this endeavor.

Indicator 3: Award of third party technical credentials

Description: A top-notch vocational education combined with the appropriate professional credential is a key competitive advantage for individuals entering the workforce or starting new careers. Working through its professional and industry network, and leveraging the capacity built through the federal Perkins IV program, Butler has identified appropriate industry credentials for its different technical programs. Faculty and staff provide the information to program students, who are instructed according to the specifics of these credentials. Program faculty also facilitate the necessary testing and implement a systematic process to track the attainment of credentials. For this indicator Butler tracks credentials awarded to students in Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Welding (American Society of Welding), Networking Technology (Microsoft and other industry credentials), Culinary Arts (Serve Safe certificate) and Automotive Technology (Automotive Service Excellence certificates).

Outcome/Results:

Working together across several divisions and units by establishing streamlined processes for recording the credentials, Butler is proud of its success in outperforming the baseline for this indicator and for making substantial directional improvement over the previous year as well. With an even greater focus on aligning such credentialing with program outcomes through our Guided Pathways approach, we remain confident of continuing our robust performance in this indicator in the years ahead.

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

Description: ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same

term. The program is rigorous, the courses are integrated by design, and trained instructors use cognitive and non-cognitive techniques. ALP decreases the attrition between the developmental and college level courses in the traditional sequence and increases the number of students who pass EG101 with a C or better. Success is computed by dividing the total number of students who persist to the end of the term and receive a C or better in EG060/101 ALP courses by the total number of students who receive an A, B, C, D, F, or withdraw before the end of the term. Prior to spring 2016, Butler ALP courses were taught at two levels, EG 052/060 and EG 060/101 and separate results were calculated for each level. In spring 2016, the two levels were combined into one, EG 060/101 only. Fall 2016 brought two more major changes: all students who placed in developmental English and were not referred to Adult Education were required to enroll in ALP, and students who placed in RD 011 (developmental reading) were allowed to enroll in ALP for the first time.

Outcome/Results:

In Spring 2018, the use of multiple measures placement began: students could place in standalone EG 101 via a placement test cut score or set high school GPA. This likely reduced the number of students and the success rate in ALP.

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

Description: Butler will help students develop applied STEM skills that will enable completers to attain jobs in occupations critical to the future of south-central Kansas. This indicator focuses on two core job clusters – Information Technology and Healthcare. The college has built a sustainable infrastructure to provide pathways to occupations in these areas. The college established early college academies for high school students interested in IT and Healthcare. Programs included in this indicator are Database Administration, Windows, Software Development, Engineering Graphics Technology, Engineering Technician, Cybersecurity, Interactive 3D, Internetworking/CISCO, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NURS.)

Outcome/Results:

We barely missed the baseline again, coming closer than 97 % in meeting it. This was largely due to the continuing trend of stagnant enrollment. Nonetheless we are proud of our continuing and successful efforts at preparing STEM ready graduates for the workforce. With an even greater focus on aligning outcomes of such programs with industry

Indicator 6: Directional Improvement in College Algebra Pass Rates

Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Nationally, failure to get a passing grade the first time around is an obstacle to completion for about 60% of college students who quit before earning a credential. Students who don't pass College Algebra often leave school in their first year. For AY2018, Butler implemented a complete math redesign from the lowest developmental course through College Algebra. The project divided seven existing courses (four three-credit hour courses and three one-credit hour courses) into twelve one-credit modules that would enable students to develop the skills they need to be successful in College Algebra. While we still offer College Algebra (MA135) in the traditional format, we have received approval at the state level for the following equivalency: College Algebra 1,2 and 3 (MA132, MA133 and MA134) = College Algebra (MA135). These modules include in-class learning support and tutoring, and help with study skills and other non-cognitive skills. The intent of the redesign is to lessen the time students take to move through the sequence and to increase the number of students that successfully complete College Algebra. The success rate for AY2017 is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends. Moving forward, AY2018 and AY2019, the success rate will be calculated by dividing the number of College Algebra or College Algebra 1, 2, and 3 students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends.

Outcome/Results:

The Mathematics Redesign project which modularizes the developmental mathematics sequence and College Algebra has had a direct impact on our continuing success in this area which we are proud to build upon further in the coming years so that college is more affordable and completion more attainable for the diverse communities of students we serve.

Cloud County Community College Performance Report AY 2018

AY 2018 FTE: 1,276

Contact Person: Pedro Leite Phone and email: (785) 243-1435, ext. 248; pleite@cloud.edu Date: 8/20/2019

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

*Updated 7/12/18

Cloud County Community College Performance Report AY 2018

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

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

Outcome/Results:

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

Indicator 2: Increase number of certificates and degrees awarded.

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

Outcome/Results:

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

Indicator 3: Increase number of third party credentials attained.

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

Outcome/Results:

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

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

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

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

Outcome/Results:

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

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

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

Outcome/Results:

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

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

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

Outcome/Results:

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

Coffeyville Community College Performance Report AY 2018

AY 2018 FTE: 1,296

Contact Person: Aron Potter

Phone and email: 620 251-7005, potter.aron@coffeyville.edu

Date: 7/18/2019

			AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percentage of first to second year retention rates for college ready students.	1	Fall 12 Cohort – 165/248 66.5% Fall 13 Cohort – 169/276 61.2% Fall 14 Cohort – 130/221 58.8% Baseline: 464/745 62.2%	55.6% (124/223)	↓	66.9% (162/242)	↑		
2 Increase the number of certificates and degrees awarded.		2013 – 499 2014 – 560 2015 – 524 Baseline: 527	499	↓	465	↓		
3 Increase the number of students successfully completing industry recognized third party credentials.	2	2012 – 288 2013 – 605 2014 – 686 Baseline: 526	892	↑	741	↑		
4 Increase the credit hours awarded through Credit for Prior Learning		2014 – 56 2015 – 17 2016 - 16 Baseline: 29	34	↑	31	↑		
5 Increase the three year completion rate of minority students graduating with an Associate degree or certificate.		2010 53/185 28.6% 2011 78/245 31.8% 2012 81/204 39.7% Baseline: 212/634 33.4%	31.4% (82/261)	↓	42.6% (84/197)	↑		
6 Increase Success Rates of Students in Developmental Courses		2013 – 212/316 67.1% 2014 – 200/273 73.3% 2015 – 222/309 71.8% Baseline: 634/898 70.6%	76.8% (262/341)	↑	77.5% (296/382)	↑		

Coffeyville Community College Performance Report AY 2018

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

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

Outcome/Results:

CCC met and exceeded the baseline average of 62.2% by 4.7%, an 11.3% improvement from the previous year performance agreement.

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

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

Outcome/Results:

The total number of certificates and degrees fell below the benchmark of 527 to 465. The students who earned a degree or certificate in 2018 were a part of the smallest FTE cohort in the last three years at the institution. Secondary Education enrollment continues to decline in Southeast Kansas. The administration and curriculum teams continue to evaluate the current programs that are offered, as well as meeting the expectations and requirements that may change from academic year to academic year.

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

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

Outcome/Results:

CCC met and exceeded the baseline of 526 with students completing 741 third party credential in 2018. Despite the decline in graduates with degrees or certificates, area needs are being met through a variety of additional opportunities that assist in meeting industry needs.

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

Description: Data will be collected from our institutional database system and/or from the Kansas Higher Education Data System to determine the number of Credits for Prior Learning awarded by the institution. Coffeyville Community College strives to provide non-traditional students and service area secondary students the opportunity to gain college credit for knowledge and skills learned outside of the post-secondary setting. Currently the institution accepts Credit for Prior Learning for Military, Fire Science and Advanced Placement.

Outcome/Results:

The number of credits awarded by the institution over the last three years has created a baseline of 29. During the AY 2018, the institution awarded 31 credits for prior learning. Coffeyville Community College will be focusing on evaluating general education and technical programs that would increase opportunities for all students.

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

Description: Data reported and published in the Federal Government IPEDS report will be used to determine the number of minority students graduating with an associate degree or certificate. To determine increases in minority student completion rates we will compare the number of minority students enrolled full time to the number of minority students who graduate or earn a certificate in 3 years.

Outcome/Results:

There was a 42.6% completion rate of minority students graduating with an Associate's degree or certificate, which exceeded the baseline of 33.4%. Coffeyville Community College has focused on programming and curriculum that addresses the needs of our minority population. The office of Student Services has taken a more active role in promoting student engagement and providing support for transitioning students. The International Student Director and faculty members have begun initiating cultural opportunities for students to gather and grow on the CCC campus.

Indicator 6: Increase Success Rates of Students in Developmental Courses

Description: Data will be collected from the institutional database on students enrolled in developmental courses on the 20th day. Data will also be collected on students receiving a grade of C or better at course completion. The percentage of success will be determined by the number of students who successfully complete with a C or better compared to the number of students who complete a developmental course.

Outcome/Results:

The success rate of students in developmental courses is currently up from the baseline of 70.6% to 77.5%. This is the second year in a row that the academic year data has shown an improvement beyond the baseline. Coffeyville Community College has focused on developmental students so needs of the current student may be addressed as they move forward in completing their course work. A continued commitment by the faculty and the Student Success Center has impacted the success of the developmental student.

Colby Community College Performance Report AY 2018							AY 2018 FTE: 1,058	
Contact Person: Brad Bennett			Phone and email: 785-460-5403; brad.bennett@colbycc.edu				Date: 7/19/2019	
Colby Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded.	1	AY 2013: 315 AY 2014: 332 AY 2015: 324 Baseline: 971/3 = 324	359	↑	401	↑		
2 Increase the first to second year retention rates of college ready cohort.	1	Fall 12 Cohort: 97/163=59.5% Fall 13 Cohort: 107/177=60.5% Fall 14 Cohort: 57/109=52.3% Baseline: 261/449=58.1%	67.2% (82/122)	↑	72.2% (78/108)	↑		
3 Increase the percentage of students employed or transferred.	2	AY 2012: 188/330=57.0% AY 2013: 149/280=53.2% *AY 2014: 152/287=53.0% *Baseline: 489/897=54.5%	51.2% (127/248)	↓	54.9% (167/304)	↑		
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better.	1	AY 2013: 95/144 65.97% AY 2014: 94/134 70.15% AY 2015: 92/140 65.71% Baseline: 281/418 67.22%	68.62% (70/102)	↑	68.6% (59/86)	↑		
5 Increase the financial literacy of students.	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 1,090/3 = 363.3	366	↑	353	↓		
6 Increase the Student Success Index	1	AY 2010: 363/544 66.7% AY 2011: 331/493 67.1% AY 2012: 231/407 56.8% Baseline: 925/1,444 64.1%	59.4% (246/414)**	↓	55.1% (293/532)	↓		

*Updated 4/20/2018

**Updated 6/14/2019

Colby Community College Performance Report AY 2018

Indicator 1: Number of certificates and degrees awarded.

Description: Colby Community College is committed to increasing the number of students who complete certificate and/or degree programs. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Outcome/Results: Colby Community College continues to focus on student success and increasing graduation rates. Once again Colby Community College met our Foresight 2020 goals related to this area.

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

Description: Colby Community College recognizes the importance of first to second year retention rates of college ready cohorts, defined specifically as first-year, full-time, degree-seeking students.

Outcome/Results: Colby Community College made significant progress in this area and the Trojan Advising Center is providing an increase of services to our students. In addition, we have expanded our tutoring offerings.

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

Description: Colby Community College students employed in Kansas or transferred to a Kansas public institution will provide Kansas communities with a stronger workforce. Data will be collected by Colby Community College and submitted as part of the KHEDS Annual Collection. KBOR will then supply the aggregate data for the indicator.

Outcome/Results: Colby Community College continues to dedicate an increase in resources to help students transfer or be employed.

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

Description: Colby Community College is focused on preparing non-college ready students to be successful in college-level courses.

Outcome/Results: Colby Community College implemented a multi-measures process for course placement. In addition, we have increased tutoring services.

Indicator 5: Increase the financial literacy of students.

Description: With the costs for education rising and student loan balances increasing nationwide, it is important that students understand their financial situation upon graduation. There are existing courses that students may enroll in to help with this problem offered each semester (1 or 2 each semester), but many students do not have program requirements for financial literacy. The College utilized the following courses with a financial literacy component Personal Finance, Business Finance, Intro to Business, Student Success Seminar.

Outcome/Results: Colby Community College dipped slightly in this area mainly due to enrollment cycles within the subject area. We are establishing another personal finance course which will allow this subject field to access more students.

Indicator 6: Increase the Student Success Index.

Description: Colby Community College is continuing its commitment to improving the student's educational experience and uses the Student Success Index as an evaluation tool. Index scores provided include degree-seeking students of any status after three years.

Outcome/Results: Colby Community College experienced a drop in this area, although the most recent Community College Databook demonstrates Colby Community College as a leader in this area compared to other institutions across the state. CCC is one of the few colleges who experienced an increase in enrollment since 2011. With our recent success as mentioned above the College invested in the Trojan Advising Center with dedicated staff to help students be retained and transfer. We just hired an additional fulltime advisor with a master's degree. In addition, the College is aggressively working with four-years institutions, both in-state and out-of-state, to make sure partnerships are in place for our students to have the ability to transfer.

Cowley Community College Performance Report AY 2018						AY 2018 FTE: 2,002		
Contact Person: Michelle Schoon		Phone and email: 620-441-5204; michelle.schoon@cowley.edu				Date: 10/21/2019		
Cowley Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1	Increase first to second year retention rates of college ready cohort.	Fall 12 Cohort: 278/449 = 61.9% Fall 13 Cohort: 204/348 = 58.6% Fall 14 Cohort: 175/275 = 63.6% Baseline: 657/1072 = 61.3%	62.0% (380/613)	↑	52.6% (262/498)	↓		
1	Increase the number of certificates and degrees awarded.	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓	666	↓		
2	Increase the percentage of students who completed, became employed or transferred.	AY2012: 555/915 = 60.7% AY2013: 505/881 = 57.3% *AY2014: 534/871 = 61.3% *Baseline: 1,594/2,667 = 59.7%	63.5% (525/827)	↑	58.7% (374/637)	↓		
1	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.	2010 Fall Cohort: 506/829 = 61.0% 2011 Fall Cohort: 508/778 = 65.3% 2012 Fall Cohort: 450/786 = 57.3% Baseline: 1,464/2,393 = 61.2%	Fall 2015 Cohort 71.8% (120/167)	↑	Fall 2016 Cohort 70.9% (112/158)	↑		
1	Increase the persistence rates (fall-to-fall) for students in developmental courses.	Fall 2012 to Fall 2013: 249/462 = 53.9% Fall 2013 to Fall 2014: 190/364 = 52.2% Fall 2014 to Fall 2015: 137/259 = 52.9% Baseline: 576/1085 = 53.1%	Fall 2016 Cohort 54.4% (158/290)	↑	Fall 2017 Cohort 53.6% (127/237)	↑		
1	Increase overall first-year academic achievement (GPA) for students in developmental courses.	AY2012: 2.162 AY2013: 2.201 AY2014: 2.327 Baseline: 2.214	AY2016 2.224	↑	AY2017 2.228	↑		

*Updated 4/06/2018

Cowley College Performance Report AY 2018

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

Description: This indicator seeks to improve the proportion of students returning for a second year. 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. In addition, we are providing training in the use of active learning strategies for multiple instructors. We will divide the number of first-time full-time college-ready groups (those who require no developmental coursework) who re-enroll in the fall of 2017 with the total number of that cohort who began in the Fall of 2016 and then repeat for the ensuing years.

Outcome/Results: The AY2018 report shows a decline from the three-year baseline benchmark and the previous year as indicated by the data from the Fall 2017 Cohort, which can be attributed to several factors. One possible cause is the 34% increase in dual-enrolled high school students over the last three years. Cowley has experienced more students in the first-time full-time cohort that have significant hours already completed when they start their “first” year of college. Many of the students are close to completing their associates degree after their first year at Cowley and often move on to a four-year institution to complete the upper level program courses that are needed. Cowley has addressed this decline by implementing three initiatives in the 2018 Strategic Plan to target increase retention rates in select groups of students. Two of the initiatives focus on diversity, inclusion and support for international students and will be facilitated by the new International Student Coordinator. The third initiative is focused on accessibility in online courses and will provide students with better resources, especially those needing special accommodations. The College is also implementing changes to improve the advising process and to more clearly outline the degrees and transfer pathways for students within the Student Information System (SIS) to help with goal completion.

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

Description: As with most Kansas high schools and colleges, enrollment rates have steadily declined. The result has been reduced enrollment and fewer certificates and degrees awarded. We are opening a new campus in Wellington this fall with special focus on technical programs and are adding a comprehensive program in agriculture with multiple certificate options. We have created certificate options in other applied science programs including welding and machining. We also are encouraging teachers to increase activity-based learning. We will use the state data on completion as provided by KBOR beginning with the AY2017 group.

Outcome/Results: Cowley is pleased to see an increase in the number of degrees and certificates awarded. Although this number is still below the baseline that was set during high enrollment years, the number is trending upward. The College has a Strategic Plan Goal (1.2) that will focus on advising efforts by providing training to advisors on how to outline each students transfer pathway. There is also an increased focus on providing more certificate options for students. Cowley is a member of NC3 and has two faculty trained in NCCER Core to help in providing certificate options to students. Currently, the bulk of the 666 certificates and degrees are in the Associate Degrees with 540 being awarded.

Indicator 3: Increase the percentage of students who complete, transfer or become employed.

Description: We will continue work to strengthen relationships between transfer universities and with our local business and industry, including use of advisory committees made up of area business and industry leaders. We are also optimistic that the *On Course* program, proven to increase persistence, completion and academic achievement at numerous other colleges, will yield benefits in multiple areas, including this indicator. We will use the state data on completion, transfer and employment as provided by KBOR.

Outcome/Results: Cowley fell short of the 59.7% baseline by 1%, with a 58.7% for the AY2018 reporting year. The College has implemented several initiatives to help raise this indicator. In addition to focusing advising efforts to better align transfer pathways with the student information systems used in enrollment and advising, Cowley has launched a Strategic Plan Goal (1.3), focusing on establishing relationships with community partners, and providing internships and apprenticeship programs. The College has two apprenticeships currently in progress and anticipates this indicator increasing in the coming years.

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.

Outcome/Results: Based on the data from the Fall 2016 Cohort, the numerator is 112 and the denominator is 158 with a percentage of 70.9%, which is higher than the baseline of 61.2%. Cowley has several initiatives in this area that are ongoing. The First Year Experience (FYE) course has been offered for three years and focuses on providing students with the tools needed for student success, including degree pathways, financial literacy and campus resources. This class, combined with campus support services, help guide students to goal attainment.

Indicator 5: Increase the persistence rates for developmental students.

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. Adding the *On Course* approach should compound the benefits by focusing on deep level personal values and choices. We will take the number of all first-time full-time students enrolled in developmental courses beginning with the Fall 2016 cohort and compare subsequent enrollment in the Fall 2017 semester and then repeat each year. The number enrolling in the subsequent fall will be the numerator and the total number enrolled in the previous fall will be the denominator for calculating percentage.

Outcome/Results:

Based on the Fall 2017 cohort, 53.6% of the students enrolled in Fall 2017, exceeded the baseline of 53.1%, although lower than the AY2017 data report. It is noted that less developmental students were reported. The College has been active in providing support services for all students with campus tutors and online tutor services and has an active TRIO program with a high success rate. Multiple measures of assessment are used to determine course placement of students, which might have led to the decline in the number of students classified as "developmental".

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

Description: Beginning with pilots in developmental English and other courses, using volunteer teachers in the First Year Experience, and other volunteer teachers, we plan to gradually extend the *On Course* concepts to the entire campus. Obviously, 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 baseline group consists of all for all first-time full-time students enrolled in developmental courses (English and math). Next, we take each student's overall first year grade point average (GPA) and calculate the mathematical mean for each year. Finally, the average of the combined GPA's of all three years is calculated to determine the baseline. Subsequent years will be compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Outcome/Results: The AY2017 GPA was 2.228, compared to the baseline of 2.214 and the previous number of 2.224. As mentioned in Indicator 5, the College offers tutor services for all students, and started a writing lab in 2018. This lab has seen remarkable increase in student use and tracks the success of the students through their coursework. The success of this lab is leading to the exploration of a similar math lab concept. Other success initiatives include the FYE, assessment and placement, and a successful TRIO program.

Dodge City Community College Performance Report AY 2018 AY 2018 FTE: 1,312

Contact Person: Jane Holwerda Phone and email: (620) 227-9359; jholwerda@dc3.edu Date: 10/16/2019

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

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

Dodge City Community College Performance Report AY 2018

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

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

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

Indicator 2: Increase the number of certificates and degrees awarded

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

Outcome/Results:

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

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

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

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

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

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

The denominator is the total (duplicated) number of students enrolled in any of six course levels at the ALC.

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

Indicator 5: Increase Developmental Reading successful completers

Description: The indicator addresses the increasing number of students who enter college without competency in reading college level material. Being able to read well is critical to being successful in college. Successful completion had been defined as a grade of C or better in College Reading. While we've noticed gains in the number of successful completers since 2015 through 2016, we have had fewer students taking College Reading, overall, since 2014. For 2016, we modified the measure to a percentage of successful completers. Because of the declining numbers of students opting to enroll in College Reading, an elective course, the course was discontinued following the Spring of 2017. At the same time, reading outcomes were integrated into DCCC's ENG099, College Prep English, a course into which students are placed according to a series of placement indicators, including Accuplacer scores, standardized test scores and high school transcripts. By modifying the measure to a percentage of successful completers of College Prep English, we have roughly doubled the number of students in this cohort from the previous year. We continue to define successful completers as those earning a grade of C or better in College Prep English. Our numerator is the number earning a C or better; our denominator is the number completing the course.

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

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

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

Outcome/Results:

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

Fort Scott Community College Performance Report AY 2018							AY 2018 FTE: 1,280	
Contact Person: Adam Borth			Phone and email: 620-223-2700 ext. 3400; adamb@fortscott.edu				Date: 7/16/2019	
Fort Scott Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1	Increase the percent of first to second year retention rates of college ready cohort	Fall 12 Cohort- 92/158 (58.2%) Fall 13 Cohort-110/204 (53.9%) Fall 14 Cohort- 86/182 (47.3%) Baseline: 52.9% (288/544)	54.7% (76/139)	↑	62.0% (98/158)	↑		
2	Increase the three-year graduation rates of college ready cohort	Fall 10 Cohort- 96/252 (38.1%) Fall 11 Cohort- 62/177 (35.0%) Fall 12 Cohort- 58/162 (35.8%) Baseline: 36.5% (216/591)	28.6% (52/182)	↓	29.7% (49/165)	↓		
3	Increase the percent of students earning job-ready certifications	AY13-532/851 (62.5%) AY14-522/890 (58.7%) AY15-442/678 (65.0%) Baseline:61.8% (1496/2,419)	66.4% (503/757)	↑	63.1% (502/795)	↑		
4	Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing.	*AY13-77/115 (67.0%) AY14-86/108 (79.6%) **AY15-60/82 (73.2%) **Baseline: 223/305 (73.1%)	71.6% (48/67)	↓	82.7% (81/98)	↑		
5	Increase the success rate of students completing online course(s) with a grade of "C" or better'	AY13-562/723 (77.7%) AY14-551/706 (78.0%) AY15-602/772 (77.9%) Baseline:77.9% (1,715/2,201)	80.7% (654/810)	↑	85.3% (775/909)	↑		
6	Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	F13SP14-223/324 (68.8%) F14SP15-247/329 (75.1%) F15SP16-267/365 (73.1%) Baseline: 72.3% (737/1,018)	96.75% (268/277)	↑	90.5% (268/296)	↑		
*Updated 7/16/2018		**Updated 7/16/2019						

Fort Scott Community College Performance Report AY 2018

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

Description: Looking at the first-to-second year retention rates of our college-ready cohorts, our numbers have steadily been increasing. Over the past three years, we have seen a gradual increase in the first two years and then a sharp decrease in AY15, which is mostly in part to decreased enrollment numbers. As an improvement strategy, we will promote the importance of degree completion in our new Freshman Orientation course and encourage students to enroll early for the next semester. We are utilizing the Early Alert system coupled with a Retention Specialist and the preliminary numbers look promising for the upcoming year. This data represents all first-time, full-time students who then enroll in the following semester.

Outcome/Results:

FSCC continues to focus on retention as a college wide initiative. More intrusive advising efforts are being applied, and using the Early Alert system has continued to show promising results. The entire advising office now has increased focus on retention, as efforts have begun college-wide to continue identifying the factors related to stop-outs, and advising is taking intrusive steps to minimize these. College Orientation courses focus on assisting students and highlight the importance of finishing an education. These courses are mandatory for entering freshmen and provide technical skills to assist in persistence and eventual graduation.

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

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

Outcome/Results:

FSCC did not meet indicator two for the AY2018 reporting year. After hiring a Student Success Coordinator in 2013, the college did see an improvement in the percentage graduation rate from the previous cohort. With the continued focus on intrusive advising, online class options, and reverse transfer, FSCC should continue incrementally increases in three-year graduation rates.

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

Description: Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. FSCC will be addressing the demands of a trained workforce and employability through job-ready certifications. Within this data set the numerator represents all students earning industry recognizes credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set. We included the data from the 12 CTE programs that we currently have in place. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average. Close collaboration with business and industry will help us develop program-specific strategies to aid our students' completion of credentials.

Outcome/Results:

FSCC has very strong CTE programs and instructors. Many of the students in the programs in southeast Kansas are earning the industry recognized credential, going straight into the workforce, and breaking the cycle of generational poverty. For the AY2018 reporting year, 502 students earned an industry recognized credential, while 795 students were seeking the credentials. FSCC continues to put a strong emphasis on technical education and encourage students to obtain a third party industry recognized credential.

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

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

Outcome/Results:

Students identified as non-college ready in writing, and successfully completing English 101 surpassed the baseline in AY2018. Significant improvement was shown from AY2017 to AY 2018. FSCC continues to slowly introduce an accelerated learning model, which students take English 101 and an English Enrichment course as corequisites. The early results from this are promising, though the number of students in these cohorts has been small. As the model continues to increase scope, the pilot results should continue to increase success of non-college ready students in the area of writing successfully completing English 101.

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

Description: The percentage of students completing the course with a “C” or better was determined by dividing the number of students with a “C” or better by the total of students enrolled in online courses. The numerator represents students completing an online course with a “C” or better (enrollment as of the last day of class) and the denominator represents all students enrolled in online courses. In this third year, with a renewed focus on the promotion of online courses, we also saw a large increase in the number of students taking online classes. Our data was obtained through the POISE system which is our administrative database.

Outcome/Results:

Increased focus in online instruction and continued training for instructors has contributed to a continuation of successful students in the online environment. The college librarian provides support for students having technical issues, and that model has proved to be successful. For the AY2018 reporting year, 775 students successfully completed their online course with a C or higher, with a total of 909 students taking online classes.

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

Description: FSCC analyzed our data collected through our POISE system, and found many times students were not taking the next level of English in the next semester; many were taking a semester off. The data represents students who successfully completed English 101 and 102 with a “C” or better divided by all part time and full time students completing English 101 and 102 within the same academic year. We plan to utilize our Advising Office to ensure that students get enrolled in the next level of the required English course in the following semester.

Outcome/Results:

Students successfully completing English 101 and 102 in the same academic year continues to be higher than the baseline. For the AY2018 reporting year, 268 students completed both English 101 and 102 with a C or higher, out of the 296 students enrolling in both courses. Advising ensures students taking English 101 during the fall are enrolled in English 102 during the spring as of often as possible. This contributes in keeping the success rates high in those courses.

Garden City Community College Performance Report AY 2018						AY 2018 FTE: 1,669		
Contact: Ryan Ruda		Phone and email: 620-276-9597; ryan.ruda@gcccks.edu				Date: 7/18/2019		
Garden City Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran	1	13-14—489 14-15—377 15-16—85 Baseline--317	478	↑	434	↑		
2 Increase Number of certificates and degrees awarded.	1	2013—488 2014—515 2015—504 Baseline-502	474	↓	552	↑		
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	2013-14—0 2014-15—8.78 2015-16—8.84 Baseline—8.81	8.83	↑	8.83	↑		
4 Increase Percent of students who complete remedial English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year.	1	2012-13—57/101 (56%) 2013-14—108/166 (65%) 2014-15—112/173 (65%) Baseline—277/440 (63%)	73.5% (136/185)	↑	63.8% (166/260)	↑		
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	12-13—8,540 13-14—12,419 14-15—18,485 Baseline—13,148	20,567	↑	17,748	↑		
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort.	1	Fall 10 Cohort—76/152 (50%) Fall 11 Cohort—96/232 (41.4%) Fall 12 Cohort—101/289 (34.9%) Baseline—273/673 (40.6%)	43.1% (93/216)	↑	46.2% (90/195)	↑		

Garden City Community College Performance Report AY 2018

Indicator 1: Increase satisfactory completion of credit hours for past and current, active and honorably discharged veteran students

Description: GCCC is recognized as a military friendly institution by G.I. Jobs. GCCC will increase successful completion of veteran students as measured by credit hours completed annually. By increasing veteran student credit hour completion, in turn this will produce a more trained workforce for Kansas and lead to employability. With the increased number of veterans who will be leaving the military over the next several years, it is the intent of GCCC to connect veterans to workforce training and education to assist.

Outcome/Results: 434 credit hours have been successfully completed by veteran students for AY 2018.

The College's work to increase recruitment and retention of veteran students is ongoing. The 2018 academic year saw credit hour completion for veterans at 37% above the baseline.

Indicator 2: Increase number of certificates and degrees awarded.

Description: This increase is based on the projected 3-year average over baseline, providing an accurate picture of our awarded degrees. The College will measure the number of degrees/certificates awarded. It is important for students to complete their academic journey with a credential, especially in the technical and workforce programs where many of the credentials are industry recognized and may be a terminal degree for particular professions. We desire to increase the credentials to provide a better chance of success in the workplace and for transfer to other postsecondary institutions as well as addressing the goal identified within Foresight 2020.

Outcome/Results: 552 certificates and degrees were awarded for AY 2018.

The College saw a 16% increase in awards for the 2018 academic year over the prior year. Additionally, this number is 10% above baseline.

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

Description: In 2014-15, GCCC embarked on changing how student skills were assessed. Through this process, learning outcomes for students at GCCC were modified with written communication being assessed annually. An internal assessment tool was developed along with a rubric to score writing assessments. Every lecture-based course is required to submit a writing assignment for review by a selected panel of five faculty members and used as an institutional assessment of written communication. Each writing sample is submitted to the assessment team and a random sample of 100 assignments are scored based on the rubric. The rubric is on a 4-point Likert scale ranging from "Does not meet expectations" through "Exceeds Expectations." The rubric evaluates writing assignments on three main criteria: sentence structure, correctness and content/audience. The score is determined from the sum of three individual criteria scores to determine the overall score. The scoring rubric is on a 12-point scale which was developed in coordination with our faculty and the HLC assessment team. The five faculty individually score the 100 assignments and submit their scores, whereupon the mean is determined. Outcomes/results represent the mean of assessments from this past academic year.

Outcome/Results: 8.83

The college continues to concentrate efforts to embed written communication assessment into courses. We continue to evaluate written communication through the use of a faculty/HLC assessment academy developed rubric. Continuing professional development and an increase in student use of the writing center have institutionalized the importance of written communication skills. This outcome remains steady and higher than the baseline, most likely due to it being an averaged calculation across all disciplines.

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

Description: Garden City Community College will increase the percent of non-college ready students successfully completing college-level classes, and provide opportunity for academic success. The denominator in the calculation is the number of students who are enrolled in English 101 at certification date and who completed remedial English with a final grade of “C” or higher. The numerator represents those students in the denominator who then successfully complete first college level English with a final grade of “C” or higher. This indicator was chosen in alignment with Foresight 2020, representing our commitment to underprepared students.

Outcome/Results: 63.8% of students who completed remedial English 091 with a “C” or better successfully complete college-level English 101 with a “C” or better within 1 year for AY 2018.

The College remains 1% above the baseline with this indicator.

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

Description: GCCC will increase the number of students completing credit hours through distance education modality with a grade of “C” or better. Distance education is comprised of hybrid and distance education offerings. GCCC has transitioned to a new Learning Management System, Canvas, which will allow greater flexibility for student engagement in courses and programs offered through distance education. By increasing completion, this indicator will specifically address the opportunities available to students through GCCC and provide evidence of quality instruction and services available through distance modality.

Outcome/Results: 17,748 credit hours in hybrid, distance and online courses were successfully completed for AY 2018.

While there has been a decrease in hours overall due to a transition back to more face to face instruction, facilitating higher successful completion, the indicator remains 35% above the baseline.

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

Description: GCCC will increase the percent of students who graduate within 150% (3 years) of time from initial enrollment, utilizing the 3-year graduation rate as calculated by KBOR/KHEDS. Students will be advised to commit to a program of study and develop an educational plan with educational goals. Research shows that students who “know what they want” will have increased chances for completion of a certificate or associate degree.

Outcome/Results: 46.2% three-year graduation rate for AY 2018

During the past two years, the college has defined and revised program pathways to effectively and efficiently advise and direct students into a course of study. These efforts along with early alerts, student tracking and monitoring have helped improve students’ ability to complete. Academic year 2018 saw a 3.1 percentage point increase over the prior year, and remain above the baseline by 5.6 percentage points.

Highland Community College Performance Report AY 2018							AY 2018 FTE: 1,970	
Contact Person: Erin Shaw		Phone and email: 785-442-6012; eshaw@highlandcc.edu					Date: 7/16/2019	
Highland Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of HCC degrees and/or certificates awarded.	1	*AY 2013 653 AY 2014 650 AY 2015 613 *Baseline: 639	576	↓	686	↑		
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.	2	AY 2012 325/554 58.7% AY 2013 334/601 55.6% *AY 2014 365/616 59.3% *Baseline: 1,024/1,771 57.8%	61.5% (397/646)	↑	59.3% (337/568)	↑		
3 Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).	2	AY 2014 42 AY 2015 34 AY 2016 38 Baseline: 38	64	↑	78	↑		
4 Increase the percentage of students passing Fundamentals of Math.	1	AY 2014 93/149 62.4% AY 2015 95/156 60.9% AY 2016 94/151 62.3% Baseline: 282/456 61.8%	62.7% (101/161)	↑	55.8% (92/165)	↓		
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers.	2	AY 2013 18/20 90% AY 2014 20/20 100% AY 2015 14/20 70% Baseline: 52/60 86.7%	100% (19/19)	↑	100% (20/20)	↑		
6 Increase the number of Tech Center students obtaining a satisfactory rating of “3” in HCC’s Specific Performance Expectation, “Act Responsibly”, upon completion of their programs.	2	AY 2014 65 AY 2015 75 AY 2016 86 Baseline: 75	66	↓	67	↓		

*Updated 7/16/2018

Highland Community College Performance Report AY 2018

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

Description: Represents the total number of Highland CC students who completed all requirements for a technical certificate or associates degree.

Outcome/Results: 686 degrees and/or certificates were awarded during AY 2018. In AY2018, we saw an increase of 47 degrees and/or certificates awarded over the baseline. Though it may be too soon to tell, we attribute the increase in Associate degrees to a couple of factors. After our first Director of Advising did not work out, we spent AY2018 correcting advising errors and making progress on the initiatives he was supposed to complete in AY2017. This included increased advisor training and more thorough communication from our new Director of Advising. We are still seeing athletes transferring before their degree is completed but with stronger advising we improved students' efficiency of course selection so they were able to complete their Associates on a quicker timeline if they desired. If a student athlete (or any student) is strong academically, they complete their degree in three semesters by adding in summer and winter intersession classes and taking more than 15 hours in fall and spring. We hope efforts to improve advising information and support services for student success are the reason for our increased Associate degree numbers. Finally, as was true last year, it remains a challenge to keep technical students long enough to earn an AAS degree. Employers are still hiring our technical students at the end of a certificate. This is great news for our students who are gainfully employed but we hope our business and industry partners will continue to partner with us to encourage students to stay for the AAS. We have scheduled the general education courses for the AAS degree at times that specifically fit around the technical class schedule. With this schedule change and the addition of an AAS pathway with general education courses, we hope to continue seeing more AAS degree completers.

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

Description: Using data provided by KBOR, this represents the number of HCC students who are employed or who transfer to a KBOR institution one year after completion. 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.

Outcome/Results: 59.3% (337/568) of HCC graduates were employed in their program field or transferred to a Kansas public college. 337 represents the number of HCC graduates who were employed in their program field or transferred to a Kansas public college out of 568 total graduates. Although there was a smaller pool of technical graduates than in AY2017, we are glad to see our employment/transfer percentage is still almost 60%. We would love to see this continue to improve. Our HCC Atchison Technical Center Director and the Western Center Director continue to work hard building partnerships with NE Kansas business and industry. Both individuals have strengthened these relationships and added new partners over their time at HCC. The Western Center in Baileyville expanded its programs to include Diesel II in addition to Diesel I, Construction Technology, Industrial Welding, Medical Office Assistant, and Precision Agriculture. The demand for these fields, along with Nursing, Allied Health, and the other technical programs at our Atchison Technical Center has meant quick employment of our graduates.

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

Description: By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Represents the number of students at the HCC Technical Center in Atchison, who earned a satisfactory score on the KCWR examination.

Outcome/Results: 78 students earned a Kansas Certificate of Work Readiness, up from our baseline of 38. In AY 2018, we continued to strongly encourage high students to complete the KCWR. Atchison Tech Center instructors and staff and high school counselors and administrators all emphasized the importance of the KCWR.

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

Description: As the first level of mathematics offered at Highland, Fundamentals of Math is a foundation course for students for whom multiple means of assessment indicate a very low skill level. Instructors use a computer-based learning system for out of class work which provides individualized, prescriptive practice based on each student's actual performance. It also requires Mastery Learning of at least 80% success before allowing the student to advance to the next lesson. Students are provided with immediate specific feedback on their performance, helping to correct errors before incorrect methods become engrained with students. Instructors will continue to implement other hybrid learning strategies suggested by National Association of Developmental Education (NADE).

Outcome/Results: 55.76% (92/165) of students passed Fundamentals of Mathematics in AY2018. In AY2018, we saw both an increase in the number of students who needed MAT 090 Fundamentals of Mathematics and unfortunately an increase in the number of students who failed the course. Our developmental math faculty followed the same continuous improvement strategy as in previous years. Even with these measures, only 92 students passed. We will examine what may have changed in the MAT090 cohort. After initial review, it appears students clearly failed the course or soundly passed with a C or better with very few borderline students. In Fall 2017, HCC faculty noticed an increase of students attending class while submitting no graded work. Students attempted quizzes and exams only to answer a few questions and leave. Relevant to this result, if a math student never completed out of class work they would not pass the class and proceed to the next class. 165 students enrolled in MAT 090 Fundamentals of Math in AY2018. This number does not include the 11 who withdrew from the course and thus earned no grade nor does it include students who may have failed the course on repeated attempts.

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

Description: Represents the number of students who, upon completing the PN to RN bridge program, passed the NCLEX certification examination on the first attempt. This indicator addresses an area of critical need for the Kansas economy. The Kansas State Board of Nursing requires nursing programs to have a first time pass rate of 75% to remain certified.

Outcome/Results: 100% of our PN to RN bridge program completers passed the NCLEX-RN on their first attempt. It is especially challenging for small programs to obtain and maintain pass rates in the 90% range each year. In response to a lower 1st time pass rate in AY2015, HCC nursing faculty instituted a policy which requires all nursing students to take and pass the NCLEX Live Review prior to taking the certification exam. Of the 20 students who successfully completed the program in AY2018, all 20 passed the exam on the first attempt.

Indicator 6: Increase the number of Tech Center students obtaining satisfactory ratings on HCC's Shared Performance Expectation (SPE), “Act Responsibly”, upon completion of their programs.

Description: This is an institution-specific quality measure, relating to employment readiness; Responsible workplace behavior is cited by employers as a desirable soft-skill trait among employees. Employers lament the shortage of prospective employees with “soft skills” and at HCC we understand the importance of these skills in gaining and keeping employment. At Highland, we converted our previous Common Learning Outcomes to Shared Performance Expectations (SPEs) to emphasize the importance of these skills across all students, faculty, and staff. Our Shared Performance Expectations are 1) Be Competent at Your Work, 2) Communicate Effectively, 3) Respect Others, 4) Make Good Decisions, 5) Act Responsibly, and 6) Work Effectively on Teams. For “Act Responsibly,” technical students are evaluated by their instructor using a Responsibility Rubric. Each student’s performance is rated on a scale of 1 to 5 with a 3 or better serving as our indicator of a “satisfactory rating” for this measure. Items on the rubric include: being on time, in proper uniform, prepared to work, academic work prepared/done, being willing to help & receive help, completing work in a timely manner, being accountable for their attendance, and fully participating in class activities and discussions.

Outcome/Results: 67 out of the 100 Technical Center students about to complete their programs earned a 3 or higher for all items on the Responsibility Rubric.

Hutchinson Community College Performance Report AY 2018					AY 2018 FTE: 3,896			
Contact Person: Cindy Hoss		Phone and email: (620) 665-3427; hosscc@hutchcc.edu			Date: 7/19/2019			
Hutchinson Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	Fall 12 Cohort: 55.8% (213/382) Fall 13 Cohort: 59.4% (240/404) Fall 14 Cohort: 61.2% (216/353) Baseline: 58.7% (669/1,139)	65.7% (362/551)	↑	65.0% (382/588)	↑		
2 Increase three-year graduation rate of college-ready cohort	1	Fall 10 Cohort: 28.8% (97/337) Fall 11 Cohort: 24.5% (89/363) Fall 12 Cohort: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑	40.6% (134/330)	↑		
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,678	↑	1,632	↑		
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1,288) AY 2014: 80.3% (923/1,150) AY 2015: 78.7% (870/1,105) Baseline: 77.2% (2,735/3,543)	84.6% (961/1136)	↑	77.5% (551/711)	↑		
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY 2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑	89.1% 489/549	↑		
6 Increase the number of students successfully completing the second level or above of a stackable credential program.	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152	159	↑	138	↓		

Hutchinson Community College Performance Report AY 2018

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.” Student data used will be the same data submitted to KBOR in the KHEDS system.

Outcome/Results: The AY 2018 retention rate for those enrolled for two consecutive fall terms remains at 6.3% higher than the baseline. HutchCC continues to offer many concurrent class sections for juniors/seniors in partnership with secondary institutions. These students are college-bound and the retention rate is high overall because of their degree-completion goals. HutchCC has fulfilled this outcome.

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

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

Outcome/Results: The AY 2018 graduation rate remains at 11.4% higher than the baseline. This outcome continues to be a focus for HutchCC as we gather/examine our strategic planning PERC data (persistence, enrollment, retention, and completion) and work on PERC improvement strategies. HutchCC has fulfilled this outcome.

Indicator 3: Increase number of certificates and degrees awarded.

Description: The number of certificates and degrees awarded is defined as “the total number of certificates and degrees issued by Hutchinson Community College 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.

Outcome/Results: The AY2018 indicator (total 1,632) continues to remain above the baseline with 167 certificate and degree awardees beyond the baseline of 1,465. HutchCC has fulfilled this outcome.

Indicator 4: Increase enrollee success rate in developmental math, reading, and writing courses.

Description: Enrollee success rate for each developmental course (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, 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.

Outcome/Results: The AY2018 indicator is .3% higher than the baseline. Our integration/development education support strategies continue to create an academic shift within the institution. This shift derives from changes in our placement testing (Accuplacer test change/cut scores changed/multi-measures approach adopted) with fewer students requiring developmental English classes. We will be requesting a change in the Bridge Performance Indicators to adjust this Indicator to focus only on developmental math. Integrated reading/writing skill improvement have been combined into one transferable course, EN 106 Integrated Language Studies. This adaptation requires patience for the institution to evolve an understanding of integrated skill development. HutchCC has fulfilled this outcome.

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

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

Outcome/Results: The AY 2018 indicator is 7.1% above the baseline. This indicator continues to trend upward throughout technical programs which are linear in skill development and follow both cohort and open-enrollment models. We are anticipating the emphasis on certificate completion/progression at the beginning of at least two additional degree programs after curriculum changes are approved. HutchCC has fulfilled this outcome.

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 sources of this information.

Outcome/Results: The AY 2018 indicator (total 138) decreased by 14 students over the baseline of 152 students as delivery of technical education to high school students is in demand, and particularly steady in the Allied Health career path. We are examining how certificate completers are accounted for in our system—because our cultural tendency is/has been to enroll all students in degree completion tracks (AA, AS, AAS, AGS) vs. certificates (A, B, and C) that are built upon toward the degree. We then award the degree and certificates at the same time which negates the stack--ability of degrees. HutchCC has not fulfilled this outcome.

Independence Community College Performance Report AY 2018							AY 2018 FTE: 710	
Contact Person: Taylor Crawshaw			Phone and email: 620-332-5457; tcrawshaw@indycc.edu				Date: 8/9/2019	
Independence Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 42.2% (38/90) Fall 13 Cohort: 33.3% (50/150) Fall 14 Cohort: 43.9% (43/98) Baseline: 38.7% (131/338)	44.4% (59/133)	↑	37.9% (50/132)	↓		
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266	186	↓	150	↓		
3 Increase the retention rate of students who participate in our Student Support Services program.	1	2009: 45% (88/194) 2010: 53% (100/189) 2011: 54% (106/195) Baseline: 51% (294/578)	84% (194/230)	↑	37% (72/196)	↓		
4 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Program	2	2012-13: 52% (146/280) 2013-14: 39% (90/229) 2014-15: 66% (111/169) Baseline: 51% (347/678)	47% (66/141)	↓	82% (45/55)	↑		
5 Increase completion % of students who complete English Comp I with at least a grade of "C" after completing a developmental English course.		2012: 76% (22/29) 2013: 79% (33/42) 2014: 75% (9/12) Baseline: 77% (64/83)	73% (8/11)	↓	80% (4/5)	↑		
6 Improve percentage of students who successfully complete (A, B, or C) online courses.		F12/S13: 65.3% (678/1,038) *F13/S14: 72.1% (312/433) F14/S15: 76% (109/144) Baseline: 68% (1,099/1,615)	66% (865/1303)	↓	72% 769/1067	↑		
*Updated 7/16/2018								

Independence Community College Performance Report AY 2018

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

Description: According to KBOR data, an average of 38.7% of first-time, full-time college ready students who enroll in the fall semester return to ICC the following fall term. This means that over the past three years, 207 students have failed to return for their second year with us. To try and help increase this percentage, ICC will be looking to move advising from faculty to full-time staffed positions.

Outcome/Results: Our results for the AY 2018 school year show a drop in performance to 37.9%, or 50/132 students returning. We did not implement Navigators (staff advisors) on campus until spring 2018, so we will not see the results of that effort until this upcoming year.

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

Description: ICC knows that we can do a better job of helping students understand the value of completing their degree or certificate while they are enrolled with us. Many of the initiatives that will be implemented to improve retention of students will also allow us to increase the number of students who complete their programs with us before they take their next step.

Outcome/Results: We had 150 certificates and degrees awarded for AY2018. This follows our downward enrollment trend, but we have more students seeking certificates at the concurrent level, so we hope to see this number increase in the coming year.

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

Description: Students served by our Student Support Services (SSS) program, a TRIO program funded by the US Department of Education, are identified to be at high risk of failure by virtue of having earned low scores on academic proficiency tests, having low high school grades, being of limited English proficiency or not having graduated from high school. The denominator is the total membership in SSS for that academic year, minus the number of students who graduated. The numerator is the number of those SSS members who returned for the next fall semester. Their part-time or full-time status was not taken into account because the grant does not specify enrollment load. For clarification, for 2009—the denominator (194) is the total membership for SSS for the 2009-2010 school year. The numerator (88), is the number who returned the next fall (Fall 2010).

Outcome/Results: In this equation, the numerator ($n = 72$) is lower than usual because of the high number of graduates during the past two years. In addition, within the reporting period, lower enrollment numbers of local students and higher enrollment numbers of students in the football program led to the SSS program enrolling more football players in the program, thus making SSS outcomes more dependent upon persistence and retention of football players. The SSS program serves 225 students from our total campus population. The high proportion of football players within the SSS cohort proved to be a statistical detriment when large numbers of football players were cut from the team after summer session, at fall break, after the fall semester, and at spring break. Student Support Services had no ability to predict whether their members who were football players would be kept or not, but those who qualified from the program could not ethically be denied services.

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

Description: ICC's baseline for this indicator is 51%. ICC has worked hard this past year to update most of its technical programs to ensure employability in those fields once students graduate, and to educate technical faculty on good advising practices to ensure we are giving students the best advice to get work in that field. We think that we can continue to increase this percentage over the next three years by continually working with faculty on their important role with retention and completion. The denominator is the total number of students on the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and tech ed. certificates and AAS programs. The numerator are the students who are working in their related field, and/or continuing their education.

Outcome/Results: 45/55 or 82% of our students were employed in a related field or were continuing their education. Our faculty worked hard to ensure our students were able to meet their career goals, and this goal was met!

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

Description: This data is comprised by using the following table:

	A	B	C	D	E	F	G
<i>Fall of</i>	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# of Column B students enrolled in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column D)
2012	69	34	51%	29	58%	22	76%
2013	75	57	24%	42	44%	33	79%
2014	40	17	57%	12	70%	9	75%
2015	33	26	21%	19	42%	16	84%
2016	28	15	46%	11	61%	8	73%
2017	12	12	0%	5	58%	4	80%

The numerator is column “F”, which is the number of students who successfully completed English Comp I with an A, B, or C. The denominator is column “D” which is the total number of students who successfully passed Comp Prep and enrolled in Comp I by of the end of the next annual year. This data is pulled from the National Community College Benchmarking Project. ICC will increase student academic success in passing Composition I after students have successfully completed development writing. Data compiled for the baseline indicated a need to review student success in Composition I after successfully completing Composition Preparation, as we are seeing a downward trend in the year to year percentage.

Outcome/Results: Our data showed that 4/5, or 80% of our students went on to complete English Comp I with a C after completing a developmental English course. ICC is able to offer smaller class sizes and more direct student/instruction attention due to our size. The goal of increasing the number of students completing English Comp I with a grade of “C” or better after completing a developmental English course was met.

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses.**Description:** As part of our overall efforts to attract and retain students, ICC has spent considerable time redesigning our online courses, while ensuring academic rigor. The denominator is the entire number of online enrollees for the entire academic year (summer, fall, spring). The numerator is the number of students successfully passing the online courses with a C or above. The data calculation is A, B, C, P/A, B, C, D, F. (This data is reported in the same format to the NCCBP annually.)

Outcome/Results: We had 769/1067, or 72% of students successfully complete their online course with an A, B, or C. This goal was met!

Johnson County Community College Performance Report AY 2018 AY 2018 FTE: 10,965

Contact Person: Michael McCloud Phone and email: 913-469-8500 x2527; mccloud@jccc.edu Date: 7/25/2019

Johnson County Community	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase Student Success: Success rate after three years reported for each cohort.	1	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%	51.5% (1,815/3,527)**	↑	54.4% (2,884/5,298)	↑		
2 Increase the Number of Certificates and Degrees Awarded (based on awards recognized by KBOR – SAPP 16+ credit hours)	1	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,027	↑	3,066	↑		
3 Increase the Percent of graduates employed or transferred in KS one year after graduation	2	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%	52.9% (1,345/2,542)	↑	55.4% (1,360/2,455)	↑		
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 12 Cohort: 606/1,195 50.7% Fall 13 Cohort: 617/1,128 54.7% Fall 14 Cohort: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	Fall 16 Cohort: 58.5% (753/1,287)	↑	Fall 17 Cohort: 55.1% (721/1308)	↑		
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	Fall 12 Cohort: 304/523 58.1% Fall 13 Cohort: 411/620 66.3% Fall 14 Cohort: 443/663 66.8% Baseline: 1,158/1,806 64.1%	Fall 16 Cohort: 70.9% (471/664)	↑	Fall 17 Cohort: 68.4% (464/678)	↑		
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 10 Cohort: 674/1,622 41.5% Fall 11 Cohort: 618/1,467 42.1% Fall 12 Cohort: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	Fall 14 Cohort: 41.5% (631/1,520)	↑	Fall 15 Cohort: 46.1% (666/1446)	↑		

*Updated 4/20/2018

**Updated 6/14/2019

Johnson County Community College Performance Report AY 2018

Indicator 1: Increase Student Success

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.

Outcome/Results: In the new 2017-2020 Strategic Plan, the College continues to value student success as an institutional priority and is continuing work to implement a student success model that will provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College is in the midst of implementing AccuCampus, a student engagement tool, to help track student participation with campus activities and offices. Data collected from the tool will feed analytics to help provide students with an "Informed Choice" model to make personalized suggestions to individual students to improve the likelihood of success.

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.

Outcome/Results: Indicator 2 shows positive outcome compared to the baseline. In an effort to clear the academic path to many of the credentials we offer, JCCC has worked to streamline course offerings over the past two academic years to avoid duplications of skills and outcomes that might lead to extended time to degree. Additional efforts to support student completions include progress with reverse transfer and auto-graduation for students who have completed program requirements but not applied for graduation.

Indicator 3: Increase the Percent of Students Employed or Transferred

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.

Outcome/Results: Indicator 3 remained above the baseline. Overall the economy continues to do well. This positively impacts employment rates within Indicator 3; however, it has started to have a negative impact on retention. The Career Development Center increased its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easier access to job advertisements, interviewing skills, and resume tools.

Indicator 4: Increase First to Second Year Retention Rates of 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.

Outcome/Results: Indicator is up compared to the baseline. The College continues to develop a strategy to improve overall student retention. Additionally, there is work being done related to JCCC Pathways (Indicator 1). Efforts have been made to ensure degree-seeking students take entrance exams or report appropriate scores on industry recognized assessments so that they are placed in the classes that will support their current educational level. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness. Newly developed Student Advocate positions are designed to help students

better connect with existing resources at the College. Non-college ready students, in particular, benefit from direct support connecting them to JCCC resources.

Indicator 5: Increase First to Second Year Retention Rates of 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.

Outcome/Results: Indicator 5 is up compared to the baseline. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Additionally, in academic year 2018, JCCC continued to expand the number and diversity of online offerings in an effort to increase flexibility in student schedules. Wait-listing was introduced in 2018 as well. As mentioned in Indicator 1, Student Success and Engagement division continues to focus on improving the overall student experience with focus on the development of JCCC Pathways for students. JCCC pathways encourages the institution to be more intentional in our efforts to support student success.

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 as reported by JCCC's Office of Institutional Research, and following the definitions used by the National Center for Educational Statistics – IPEDS data submissions. Transfer data are collected by submitting each fall term cohort through the Student Clearinghouse to identify enrollment at other post-secondary institution. Graduation rates are calculated by the degree/certificate being conferred within 150% time.

Outcome/Results: Indicator increased from the baseline. JCCC is optimistic that the work being done through the Strategic Plan and Key Performance Indicators will continue to have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 2, 4 and 5, and include efforts to increase JCCC's overall graduation rates. Additionally, the increase in articulated courses across Kansas institutions has assisted with a more seamless transfer for students.

Kansas City Kansas Community College Performance Report AY 2018							AY 2018 FTE: 3,660	
Contact Person: Beth Ann Krueger		Phone and email: 913-288-7111; bkrueger@kckcc.edu					Date: 8/16/2019	
Kansas City Kansas Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1	Increase the First to Second Year Retention Rate of First time Full time College Ready students	Fall 12 Cohort:47.1% (154/327) Fall 13 Cohort: 55.3% (167/302) Fall 14 Cohort: 52.4% (161/307) Baseline: 51.5% (482/936)	65.0% (204/314)	↑	62.1% (226/364)	↑		
2	Increase the Number of Certificates and Degrees Awarded	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270	1,243	↓	1,267	↓		
3	Increase the Percent of Students Employed or Transferred	2012: 53.1% (725/1,365) 2013: 55.2% (694/1,257) *2014: 56.4% (677/1,201) *Baseline: 54.8% (2,096/3,823)	56.6% (697/1,232)	↑	56.5% (691/1,223)	↑		
4	Increase the success rate in non-dev courses enrolled by students who were successful in dev courses	AY2013: 65.6% (1,534/2,337) AY2014: 66.7% (1,544/2,314) AY2015: 68.9% (1,301/1,888) Baseline: 66.9% (4,379/6,539)	68.9% (1,329/1,930)	↑	67.8% (2,010/2,963)	↑		
5	Increase the Number of Hispanic Students Enrolled at KCKCC	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348	1,623	↑	1,806	↑		
6	Increase Fall to Spring Retention of Non-College Ready Students	AY2013: 68.1% (833/1,223) AY2014: 68.2% (717/1,052) AY2015: 69.4% (666/960) Baseline: 68.5% (2,216/3,235)	69.1% (808/1,170)	↑	66.6% (745/1,119)	↓		

*Updated 4/20/2018

Kansas City Kansas Community College Performance Report AY2018

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.

Outcome/Results:

New initiatives and strategies that have a positive impact on retention include the following: on-line and over-the-phone advising for students; allow students with less than 30 credit hours to enroll themselves; summer and late-fall orientation to acclimate new students to the college; redesign of the college success course “Freshman Seminar.” Career and Tech Education has created training videos for faculty about best practices in online teaching; several faculty cohorts have completed the ACUE (Association of College and University Educators) course in effective teaching practices (sponsored by a Kauffman Foundation grant); retention alert use by faculty has been encouraged; and Success Advisers trained in retention strategies making a significant effort to contact students to help them enroll.

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 of fewer than 16 credit hours.

Outcome/Results:

This indicator was lower than the baseline by only 3 students. It was increased by 24 students as compared to AY2017. Again, a strong labor market can contribute to fewer students returning to school. The increase in indicator 1 and the additional efforts in that regard will most likely lead to more graduates. Other efforts aimed at increasing completion include advising focused on pathways and working with high school partners to focus dual and concurrent students on pathways. For many of the technical programs, KCKCC is developing pathways that allow successful students to graduate with the certificate at the same time as, or soon after, they graduate high school. The Career & Tech Ed programs are also addressing ways to help students who drop (due to being offered a job in their training field at a high wage with benefits) complete their program. All programs have developed curriculum maps to ensure course sequence and progression is best suited for student success.

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.

Outcome/Results:

This indicator is insignificantly different from AY2017. In order to move the needle up on this indicator, KCKCC is engaged in a variety of activities and initiatives. For example, articulations with transfer institutions are continually reviewed and updated (for instance, the Degree in 3 efforts with KU Edwards). KCKCC programs work in partnership with their advisory boards to ensure students receive the skills and current education necessary for employment. Many KCKCC faculty are well-respected and have strong university contacts and also ties in their respective subject area communities (for example, one of KCKCC’s faculty has very strong ties to the audio engineering community which leads to many of those students receiving good job offers). As another example, a representative from Bellevue University is located on campus to assist students with seamless transfer to that institution. In addition, the KCKCC Learning Commons provides space monthly for partner 4 year institutions to speak with prospective transfer students. The KCKCC Writing Center offers resume and cover letter writing workshops on a regular basis. The Career and Technical Center hosts numerous job fairs to connect students with business/industry partners. Also,

“Boutique Job Fairs” are designed to target specific certification areas.

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 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.

Outcome/Results:

The math department offers intermediate and college algebra in a computer assisted format similar to the format used for developmental math courses. This allows students to transition to the college level math courses without having to learn a new technology format for work. This course now represents over half the enrollment in college algebra. Similarly, all instructors of developmental reading and English courses are encouraged to utilize the college Learning Management System Blackboard in their coursework to help prepare students for a smooth transition to the same course shells used in college courses. Finally, all KCKCC developmental courses continue to infuse better study skills, tutoring, and increased faculty interaction; which leads to better success in non-developmental courses.

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.”

Outcome/Results:

This indicator increased 34% (458 students) compared to baseline. As compared to AY 2017, it increased 11% (183 students). Over the last two years, all newly posted positions in the Enrollment Management Division annotate bilingual speaking in Spanish as preferred for the position. This has led to the hiring of several Spanish speaking professionals in multiple student service areas, including the campus operator and informational specialist; college recruiter; registration and records specialist; and three student success advisors. All recruitment materials, including the college application, have been converted into Spanish and made available upon request. Additionally, KCKCC community programs such as BizFest and the Saturday Academy are focused on recruiting more Hispanic students. College leadership is a part of Hispanic community advocacy groups such as El Centro and The Hispanic Chamber of Commerce, providing the college with more exposure in the Hispanic community. Some college programs are reaching out specifically to high schools that have a higher Hispanic population to increase enrollment, such as with the Medical Assistant program.

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.

Outcome/Results:

It is unclear as to why this retention decreased by 1.9% from baseline. With a strong economy, students more frequently opt out of college to gain full time employment. KCKCC has implemented initiatives that should help address this decrease. For instance, the Learning Commons is very intentional about reaching out early to students who need academic support. Outreach includes one-on-one online tutoring and bringing math tutoring to students “where they are” in the student study area of the Math-Science Building. Furthermore, the change to multiple measures for developmental courses should aid in retention by placing students more appropriately, and often at a higher level, in the developmental sequence, thus accelerating their progress toward completion. Research shows that placing students correctly, or bypassing the developmental sequence, increases student’s success.

Lafayette Community College Performance Report AY 2018						AY 2018 FTE: 1,159		
Contact Person: Joe Burke			Phone and email: 620-820-1239; joeburke@lafayette.edu			Date: 7/18/2019		
Lafayette Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1	Fall 12 Cohort 74/131 56.5% Fall 13 Cohort 67/107 62.6% Fall 14 Cohort 71/105 66.7% Baseline 211/343 61.5%	51.2% (64/125)	↓	72.9% (70/96)	↑		
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓	356	↓		
*3 Increase the % of students successfully completing English Composition I.	2	AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1%	78.7% (384/488)	↑	71.7% 365/509	↑		
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2%	70.5% (124/176)	↑	75.8% (122/161)	↑		
5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86% Baseline 249/280 88.9%	95.8% (68/71)	↑	98.5% 67/68	↑		
6 Increase three year graduation rates of college ready cohort.	1	Fall 10 Cohort 24/105 22.9% Fall 11 Cohort 30/127 23.6% Fall 12 Cohort 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑	21.6% (22/102)	↓		
*May 2018 – BAASC approved change to indicator 3								

Labette Community College Performance Report AY 2018

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

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

Outcome/Results: Directional improvement from the baseline was demonstrated. We were successful in improving our retention rate through the additional remediation efforts within all of our health career programs, specifically, if a student did not pass an exam, the student is required to complete remediation before the next exam can be taken. In addition, the Early Alert Program was fully implemented, with faculty being able to reach out to the Vice President of Student Affairs and other staff to address academic concerns early in the semester.

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator helps to ensure that we keep our focus on increasing the number of completers. We plan to accomplish this indicator by having our advisors increase efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree, giving students a sense of accomplishment as they complete their stackable credentials. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received, rather than waiting for the student to complete a Degree Check Request form. Students and advisors have the ability to determine exactly how close the student is to completing their degree or certificate. This knowledge should help retain students who are nearing completion, to complete their goal.

Outcome/Results: Although the number is below our baseline, the number of certificates and degrees increased from the previous year, which is a positive trend in our eyes as we move forward. As we experience a declining head count, the number of students eligible for graduation has also decreased. We have increased communication with students about the opportunities to complete their degree, especially with our high school seniors who are taking courses concurrently. In addition, we recently decreased the number of required hours to graduate with an A.A., A.S., and A.G.S. to 60 credit hours, which may lead to an additional increase of awards next year.

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

Description: We chose this indicator because it relates to the portion of our mission statement "...preparing students for success in a changing world". It allows us to focus on LCC student improvement in writing. Students who dropped the course prior to the last day to enroll (approximately 2 weeks after the course began) *were not* included in these numbers. Students who withdrew from the course after this date and prior to the end of the course *were* included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Outcome/Results: Directional improvement from the baseline was demonstrated. An additional full-time English instructor was added since AY 2017. English instructors spent more time on the writing component of the class and less time on discussing the assigned professional essays in the Reader. Students did more of their writing in the computer labs during class time so that instructors could guide and inform students during the writing process instead of instructors just seeing and critiquing the products of student writing. More emphasis was also placed on outlining so that students better understood the organizational process than they have in the past. Finally, the Accelerated Learning Program (ALP) is also having a positive effect. In the spring semester, all ALP students who passed the developmental writing course also passed the English Composition I course. (The courses are taken simultaneously as part of ALP)

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

Description: We chose this indicator due to the large number of underprepared students at LCC. The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education. Each participant must also demonstrate a need for academic support. Those who meet minimum eligibility requirements are referred to the SSS Program Director. Students in the SSS Program participate in interventions spearheaded by full-time academic advisors who follow a prescribed advising model tailored for each participant's academic needs and goals. The SSS Director collects data concerning student academic progress including enrollment data, GPA, graduation, and transfer information and provides this information to the Department of Education.

Outcome/Results: Directional improvement from the baseline was demonstrated. Through the application of intensive, intrusive advising services, Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees.

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

Description: We chose to continue this indicator because of the great reputation of our Health Career Programs. When we initially compiled information for this indicator, students graduating from our six Health Career Programs represented 80% of the graduates from all of our Career Technical Education (CTE) programs combined. This year it is 81%, so it continues to be representative of the total CTE numbers. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites utilized. Data are provided by Program Directors to their respective accrediting agencies.

Outcome/Results: Directional improvement from the baseline was demonstrated. 5 of our 6 Health Career Programs reported 100% employment of our graduates in a related field or continuing their education. The other program reported 80% employment/continuing education for a total of 98.5%.

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

Description: We chose to continue reporting on this indicator to keep our focus on increasing retention resulting in increased graduation rates. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Outcome/Results: We did not show directional improvement for this indicator. The decrease in the graduation rate was impacted by the decrease in retention the year before, as we had less students successfully transitioning to the second year in several of the Health Career Programs. This has been addressed through the remediation efforts mentioned in indicator 1. In addition, our overall headcount has declined. Finally, the Retention Committee is developing efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees.

Neosho County Community College Performance Report AY 2018						AY 2018 FTE: 1,262		
Contact Person: Sarah Robb			Phone and email: 620-432-0302; sarah_robbs@neosho.edu			Date:6/25/2019		
Neosho County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase total number of certificates and degrees awarded as indicated in KHEDS	1	AY 2013 =1,137 AY 2014 = 899 AY 2015 = 935 Baseline: 990	806	↓	901	↓		
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013 = 78% (317/404) AY 2014 = 80% (279/347) AY 2015 = 78% (287/368) Baseline: 79% (883/1,119)	75% (270/360)	↓	75% (290/385)	↓		
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013 = 96% (619/642) AY 2014 = 97% (554/573) AY 2015 = 94% (361/384) Baseline: 96% (1,534/1,599)	96% (371/385)	↔	99% (1033/1036)	↑		
4 Strengthen student performance in developmental writing	1	AY 2013 = 72% (112/156) AY 2014 = 81% (119/147) AY 2015 = 79% (103/131) Baseline: 77% (334/434)	82% (102/125)	↑	81% (76/94)	↑		
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013 = 63% (71/112) AY 2014 = 60% (53/88) AY 2015 = 81% (113/139) Baseline: 70% (237/339)	79% (79/100)	↑	85% (64/75)	↑		
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013 = 78% (1,629/21) AY 2014 = 78% (1,628/21) AY 2015 = 79% (1,657/21) Baseline: 78% (4,914/63)	80% (1685/21)	↑	81% (1543/19)	↑		

Neosho County Community College Performance Report AY 2018

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

Description: NCCC will increase the total number of certificates and degrees awarded from the 3-year baseline data (AY 2013-2015). NCCC provides critical CTE programs throughout its service area and online, in addition to transfer education. The completion rate for CTE will be especially emphasized due to the continuation Governor's Career and Technology Education Initiative. Although reverse transfer initiatives have not yet proven very successful, degree completion may increase due to this process. The percentage increase is tempered based on overall college enrollment trends and projections.

Outcome/Results:

The number of degrees and certificates for AY18 is 901, which is a decrease from the established baseline. This is explained through an overall decrease in headcount at NCCC. It should be noted that although the number is down from the baseline, the relative percent of completions/headcount is very high.

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. NCCC uses a comprehensive method for assessment, including specific learning outcomes in targeted courses which gauge analytical thinking. Instructors provide the assessment rating per course outcome every academic term. 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. The scores are based on a weighted average of instructor assessment scores from that academic year. 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, which is a key learning component within Foresight 2020 (critical thinking).

Outcome/Results:

Results for this indicator are flat from the previous year, which is a decrease from the baseline. Updates were made to the outcomes again, in addition, NCCC has updated the required reporting system for assessment of student learning. This internal update may positively impact this outcome in future years.

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 number of tests taken. This proposed indicator compliments Indicator 1 related to total number of certificates and degrees awarded.

Outcome/Results:

During this AY, pass rate results have improved! The number of test attempts have increased dramatically specifically due to more testing opportunities in welding. OTA was a program with lower rates last year, and this program completed this AY with 100% pass rate – we are very proud of the improvements.

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. Faculty in this discipline developed new developmental writing curriculum prior to this agreement, and have begun piloting various new methods of delivery. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success, *meaning a letter grade of C or higher in the course*, per academic year, developed from baseline data of the pre-composition course from the 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).

Outcome/Results:

We continue to be pleased with the results of the work to improve success rates in developmental writing. During this AY, 81% of the students enrolled were successful. The continued assessment and improvement in this course should be commended. The overall enrollment in this course has decreased, due to an overall decrease in headcount and possibly a better system of placing students into developmental English (using high school GPA as a primary guide).

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

Description: NCCC will increase completion in passing 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 build on the data set to be able to analyze and respond to the results. We have been monitoring this indicator since AY 11 and for three of those years, remained consistent in the lower 60% range. In AY 2015, however the results reached an all-time high with 81%. Continued analysis will help to determine causation and attempt to replicate the activities in the classroom from that year to build a trend line that is moving upward. 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). This data will also be useful in our continued studies regarding appropriate student placement and utilization of multiple measures for more accurate placement.

Outcome/Results:

During AY 18, NCCC English faculty really knocked it out of the park with the success rates of students in college level English after the completion of developmental writing. We are boasting an all-time high for this indicator. Although the overall population of students is smaller, the percentage of success is something to be very proud of.

Indicator 6: Increase student success with 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.

Outcome/Results:

Assessment scores continue to be successful for the courses involved with this indicator. You may notice that the denominator has dropped to 19 courses, this is due to course cancellations in Physics 1 lecture and lab – these courses were canceled due to low enrollment during this AY. Overall, this score indicates healthy learning environments at NCCC that support effective transfer of credits!

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

Pratt Community College Performance Report AY 2018

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

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

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

Indicator 2: Increase third year Student Success Index

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

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

Indicator 3: Increase the number of certificates and degrees awarded

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

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

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

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

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

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

Description: These data will be self-reported. The denominator is all first-time, full-time, degree-seeking students who enter in the fall term. Students are tracked for three years and are deemed successful (numerator) if they either graduate with a certificate or associates diploma or transfer to an institution to continue their education.

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

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

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

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

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

Seward County Community College Performance Report AY 2018							AY 2018 FTE: 1,180	
Contact Person: Joe McCann		Phone and email: 620-417-1012; joe.mccann@sccc.edu					Date: 12/17/2019	
Seward County Community College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1	AY2013 - 450 AY2014 - 488 AY2015 - 484 Baseline: 474	527	↑	566	↑		
2 Performance of students on institutional quality measures -Increase success rate of students in College Algebra.	2	Fall 13 – 166/220 (75.5%) *Fall 14 – 189/232 (81.5%) Fall 15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)	77.4% (181/234)	↓	74.5% (172/231)	↓		
3 Increase three-year graduation rates of college ready cohort	1	*Fall 10 Cohort – 75/149 (50.3%) Fall 11 Cohort – 101/204 (49.5%) Fall 12 Cohort – 97/196 (49.5%) Baseline: 273/549 (49.7%)	37.2% (73/196)	↓	47.8% (88/184)	↓		
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 12 Cohort – 23/35 (65.7%) Fall 13 Cohort – 24/36 (66.7%) F14 Cohort – 39/59 (66.1%) **Baseline: 86/130 (66.2%)	59.2% 32/54	↓	66.1% (39/59)	↔		
5 Increase the first to second year retention rate for college ready cohort.	1	*Fall 12 Cohort: 122/191 (63.9%) Fall 13 Cohort: 102/159 (64%) Fall 14 Cohort: 115/196 (59%) Baseline: 339/546 (62.1%)	57.4% (112/195)	↓	60.3% (82/136)	↓		
6 Increase the % of full-time students completing 24 credit hours in their first year	1	Fall 12 Cohort – 144/360 (40%) Fall 13 Cohort – 213/310 (69%) Fall 14 Cohort – 238/349 (68%) Baseline: 595/1,019 (58%)	73% 256/353	↑	73% (219/301)	↑		

*Updated 7/18/2018

**Updated 10/16/2019

Seward County Community College Performance Report AY 2018

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

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

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

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

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

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

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

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

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

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

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

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

Outcome/Results: The success rate of developmental writing students in English Composition is only .1% below the baseline of 66.2% and increased by 6.9% over the previous year. A pilot project initiated in fall 2017 allows students who place into Pre-college English to enroll in English Comp I and a two-credit hour developmental (PLUS) course concurrently. This course emphasizes active learning, improved reasoning skills, engaged reading, and effective editing skills with special attention given to grammar to maximize the likelihood of success in English Comp I. Pilot Year (AY 2018): students who took the PLUS course with the college level course had a passing rate of 80% in English Comp I, compared to 53% of those who took developmental writing prior to English Comp I and College

Ready student success results of 58%.

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

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

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

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

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

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

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

Flint Hills Technical College Performance Report AY 2018					AY 2018 FTE: 561			
Contact Person: Lisa Kirmer		Phone and email: 620-341-1325, lkirmer@fhct.edu			Date: 8/8/2019			
Flint Hills Technical College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1. Increase first to second year retention rates of college ready cohort	1	Fall 12 Cohort: 77/125=61.6% Fall 13 Cohort: 113/143=79% Fall 14 Cohort: 65/91=71.4% Baseline: 255/359=71%	79.1% (68/86)	↑	72.0% (54/75)	↑		
2. Increase the number of certificates and degrees awarded	1	AY 2013: 446 AY 2014: 557 AY 2015: 460 Baseline: 487	435	↓	376	↓		
3. Increase the wages of students hired	2	AY 2012: \$26,128 AY 2013: \$25,006 *AY 2014: \$29,370 *Baseline: \$26,835	\$29,362	↑	\$29,693	↑		
4. Increase the number of students who successfully complete a 100 level math course	1	AY 2013: 113 AY 2014: 144 AY 2015: 194 Baseline: 150	120	↓	97	↓		
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	777	↑	922	↑		
6. Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 65% AY 2014: 152/221 69% AY 2015: 148/244 61% Baseline: 433/669=65%	72% 101/140	↑	68% 124/182	↑		

*Updated 7/10/2018

Flint Hills Technical College Performance Report AY 2018

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. Faculty and staff have implemented several strategies to assist in the retention process including an early intervention plan for faculty to visit with and 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. A new Academic Advisor/Counselor position was created during 2016 to assist students.

Outcome/Results: Increase from the baseline – 72%

Communication between faculty and academic advisors in the Student Success Center has been critical to the success of this objective. Faculty intervene early with students who are struggling and in addition to visiting with the student, notify an academic advisor. The academic advisor then reaches out to the student to provide additional resources and information.

Indicator 2: Increase the number of certificates and degrees awarded

Description: FHTC has had a decline in post-secondary students pursuing a certificate or AAS degree. This is due to the low unemployment rate and the fact that many adults are not in need of training or re-training, struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Conversely, high school students enrolling for dual credit through Concurrent Enrollment Programs (CEP) has increased.

Outcome/Results: Decrease from the baseline - 376

FHTC continued to see a decline in post-secondary enrollment during the 2017-2018 academic year resulting in fewer certificate and degree seeking students, while high school dual credit enrollment continued to rise. FHTC saw an increase in post-secondary enrollment for the 2018-2019 year as a result of enhanced recruiting and marketing strategies.

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 the power plant and dental hygiene areas, 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.

Outcome/Results: Increase from baseline - \$29,693

Faculty continue to help place students in high-pay, high-demand positions throughout the state. The college also plans to increase career services to students beginning in the fall 2019 semester.

Indicator 4: Increase the number of students who successfully complete a 100 level math course

Description: Math is one of the most difficult subjects for students at Flint Hills Technical College. 100-level math courses include Technical Math and College Algebra and a student must complete a 100-level math course in order to attain an Associate of Applied Science Degree. In order to better place

students in the appropriate level of math, a testing scale was developed in conjunction with COMPASS and ACT recommendations and remedial math courses were developed and aligned. Free math tutors are made available to help students prepare for and successfully complete the 100-level math courses. Math instructors are encouraged to work together to reinforce similar concepts to students and identify teaching strategies which may help students succeed. The Director of Information Resources/Assessment will also be promoting online math resources.

Outcome/Results: Below baseline – 97

FHTC continues to struggle with this indicator. The college did not even have 150 students enrolled in 100 level math courses during the 2017-2018 academic year. Many students enter FHTC with their math requirements completed.

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

Description: FHTC 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.

Outcome/Results: Increase from the baseline - 922

FHTC has made many connections and articulation agreements with high schools throughout the area and our dual credit enrollment at high schools and with students attending on campus in one of our programs of study continues to increase.

Indicator 6: Increase the percentage 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. Hispanic students 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. As the Hispanic population of Emporia continues to grow the College continually develops strategies to best meet their needs.

Outcome/Results: Increase from baseline – 68%

As FHTC continues to see an increase in high school dual credit, many high school students are taking advantage of earning high and college credit while completing certifications such as Certified Nurse Aid and OSHA. Tutoring at both the main campus and through the Adult Education Center also helps ESL students successfully complete courses, technical certificates and AAS degrees.

Manhattan Area Technical College Performance Report AY 2018							AY 2018 FTE: 544	
Contact: Kimberly Withroder		Phone and email: 785-320-4564 kimwithroder@manhattantech.edu					Date:8/21/2019	
Manhattan Area Technical College	Foresight Goals	3 year History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of certificates and degrees awarded	1.1	AY 2013 = 400 AY 2014 = 365 AY 2015 = 396 Baseline = 387	431	↑	396	↑		
2 Upon completion of their programs, increase the percent of students employed or transferred	2.2	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% *AY 2014: 268/359 = 74.7% *Baseline: 787/1,162 = 67.7%	70.5% (285/404)	↑	63.0% (237/376)	↓		
3 Upon completion of their programs, increase the number of industry credentials earned by students	2.5	AY 2013 = 302 AY 2014 = 341 AY 2015 = 405 Baseline = 349	AY 2016: 383	↑	AY 2017: 355	↑		
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	1.2	AY 2014: 75.5% (213/282) AY 2015: 76.1% (175/230) AY 2016: 60.8% (113/186) Baseline = 71.8% (501/698)	AY 2017: 64% (41/64)	↓	AY 2018: 59.6% (65/109)	↓		
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2.1	AY Data: 2014: Avg. Score=74.9% (N=643) 2015: Avg. Score=78.1% (N=707) 2016: Avg. Score=78.7% (N=668) Baseline = 77.3%	Avg. Score = 78.8% (N=432)	↑	Avg. Score: 89.5% (N=39)	↑		
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1.1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% Baseline = 51% + 13% = 64%	AY 2013: 18.5% + 41% = 59.5%	↓	AY 2014: 52.0% + 12.1% = 64.1%	↔		

*updated 7/10/18

Manhattan Area Technical College Performance Report AY 2018

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 were made to the Workplace Writing (COM-100) and Workplace Math (MAT-099) courses, which should result in higher pass rates in English and Math courses that fulfill the general education requirements. Second, we have a computer program (Accudemia) that serves as an early alert system for at-risk students. It provides a platform for referrals by Faculty and Student Services staff and notifies the Director of the Learning Resource Center and the student's advisor resulting in proactive responses that facilitate early intervention. This indicator is in line with Foresight 2020 Goal 1.

Outcome/Results: MATC awarded 396 certificate and degrees in AY 2018, an increase of 2.3% over the established baseline.

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

Description: This indicator is tied to Indicators #1 above and #3 below. Without retention through successful completion of the program (Indicator 1) and successful acquisition of an industry credential (Indicator 3), increasing the numbers of students employed after leaving MATC would be impossible. Thus, retention is the key to success on all three indicators. That being said, MATC is taking additional steps to facilitate employment after graduation. First, several programs have mechanisms (Occupational Work Experience (OWE), clinical, internships, etc.) in place to ensure their students have opportunities to meet and talk to individuals in program-related businesses. Many students are hired by the companies at which they have completed OWE and/or internships. In terms of students continuing their education at another institution new articulation agreements were developed at the college level, as well as the statewide agreements facilitated by KBOR. This more seamless approach to transfer through articulation agreements results in more students moving on to complete bachelor degrees and beyond at other institutions. Given all of the initiatives related to facilitating contact between students and potential employers, and the steps taken for a seamless transition to other postsecondary institutions, the numbers of students employed and/or continuing their education will continue to increase. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: Based on AY18 Academic Year report data, MATC awarded 396 degrees to 327 students. Due to a transition in staffing, turnover in program faculty, and miscommunication MATC had poor results in the Follow Up report where the majority of students did not respond. Therefore, the follow up status for those students was marked as unknown, which resulted in a lower number reported for students employed or transferred placement. For AY19 Academic Year and Follow Up reports, MATC has identified improved procedures based on suggestions from KBOR staff.

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

Description: Possession of an industry credential or credentials greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, 13 of 16 programs (certificate only, certificate or degree, and Stand Alone Parent Programs) provide students with opportunities to earn one or more industry credentials. We are currently exploring the availability of ISO-17024 certifications for the remaining three programs. 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. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: The most recent year resulted in a 1.7% increase over the baseline. The actual number of students is lower than compared to the previous year. This could be due to updates undertaken by the institution to move away from a manual data process, which could be prone to errors, to a streamlined process. This updated process devoted resources to the utilization of the institutional SIS database resulting in more efficient results. Overall, this is a growth from years prior.

Indicator 4: Of the students testing into remedial work (ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71; Sentence Skills < 69), increase the percent who are retained to the next academic year.

Description: One of the main obstacles for students to finish their Certificate or AAS Degree is the completion of the general education requirements, including English and/or Math. MATC uses ACCUPLACER exams to evaluate incoming students in reading, writing, and math courses for the purpose of placement. Students who have ACCUPLACER Sentence Skills scores < 69 must take Workplace Writing (COM-100) and students who have a ACCUPLACER Elementary Algebra < 47 or Arithmetic < 71 must take either Workplace Math (MAT-099—2 credit hours) or Technical Mathematics I with Review (MAT-102—5 credit hours). Students must pass COM-100 with a “C” or better to be eligible to take an English course that fulfills the general education requirement (i.e., English Composition (COM-105) or Technical Writing (COM-110)). Students must pass MAT-099 with a “C” or better to be eligible to take Technical Mathematics I (MAT-101), the course that fulfills the certificate option. Students who pass MAT-102 with a “C” or better will meet the general education math requirement for a certificate. This indicator is in line with Foresight 2020 Goal 1 in that it will serve to increase retention rates at MATC.

Outcome/Results: Due to the changes in remedial education and the guidelines presented by KBOR to incorporate a more discretionary placement approach, both aforementioned changes were piloted in AY16. These changes in approach resulted in the overall number of students testing into remedial courses declining from the baseline to 109 students in AY18. While the retention of the AY18 students is compatible with the prior year, it is still below the established baseline. The focus in AY2018 was on remedial and technical math providing a recitation and a review component to allow additional resources to improve completion. The goal is to improve retention of these students with the additional resources being implemented, so they can proceed in completion of their chosen program of study.

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. These core skills include oral and written communication, critical thinking, problem solving, quantitative literacy, ethical reasoning, and so on. Core skills are regularly used in practice resulting in the development of a series of rubrics that serve as guides to assessment. Each rubric consists of 20 criteria; 5 of which are broad enough to be used in any discipline, while the remaining 15 provided higher degrees of specificity and applicability in particular disciplines. Members of the Assessment Committee work with individual faculty to show how these rubrics can be used to assess something they are already doing as part of the technical training. This indicator is in line with Foresight 2020 Goal 2.

Outcome/Results: AY18 showed a decrease in the number of students who were administered the rubrics from 432 in AY17 to 39, however the assessment score of those 39 exceeded the baseline by 12.2%. The decline in students assessed on their core workplace skills is due to numerous factors. Initially, the college was preparing for the mid-cycle review visit from the Higher Learning Commission, which consumed college's focus due to a newer administration coming in. Secondly, our number of students is significantly lower due to our directive from HLC to reexamine our assessment procedures. This, along with the implementation of Canvas and a pilot of the new assessment process in Canvas, resulted in only 39 students assessed using the prior methods. Another 161 students were assessed using the Canvas pilot, but results were not reported due to inconsistencies in implementation methods. Full implementation for the new core workplace assessment procedures occurred in AY19.

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

Description: Since 2010, upon receiving full accreditation from the HLC, 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. This indicator is in line with Foresight 2020 Goal 1.

Outcome/Results: The data submitted for past cohorts were of students who started in program courses specific to programs of study, and not based off when the student entered MATC. Changes in administration and staff has resulted in focus being towards utilizing our database (Jenzabar) more so than in past years, which resulted in the addition of cohorts based off when students first enter our institution. This is a necessity in order to report IPEDS and other KBOR reports more accurately. Overall degree completion and retention is 64.1%, which is in line with the baseline years.

North Central Kansas Technical College Performance Report AY 2018

AY 2018 FTE: 678

Contact Person: Jennifer Brown Phone and email: 785-738-9085; Jbrown@ncktc.edu Date: 7/25/2019

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

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

North Central Kansas Technical College Performance Report AY 2018

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

Description: NCK Tech offers both certificate and AAS degrees. This indicator will target AAS degree seeking students.

Outcome/Results:

NCK Tech made directional improvement in first to second year retention from the baseline and the previous academic year. The College is entering the final year of participation in the Higher Learning Commission's Persistence and Completion Academy. Through the work in the Academy, the College began studying student success data and trends. In response, NCK Tech developed an early alert system to assist student persistence. The early alert system, SOS, was implemented in fall 2017. Data from the first year of implementation of SOS shows an increase in fall to spring retention. We believe connecting with students early will help in breaking down the barriers toward successful retention and completion. Student persistence and completion are woven throughout NCK Tech's strategic plan, ASPIRE 2022 including objectives to increase retention and a specific objective to create an early alert system. Though this indicator targets NCK Tech's AAS degree programs, the College has created opportunities for certificate students to combine one-year programs to earn an AAS, offering degrees in Technical Studies, Construction Technology, and General Business to provide more options to retain students.

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

Description: Students earning AAS degree and certificate seeking students (diploma seeking students) will be counted towards meeting this indicator.

Outcome/Results:

NCK Tech made directional improvement on this indicator from the baseline and the previous academic year. As mentioned in Indicator 1, NCK Tech is entering the final year as a member of the Higher Learning Commission's Persistence and Completion Academy. The early alert system as described above is designed to not only retain but assist students in completion by intervening early in students' academic careers and connecting them with campus resources. We have also expanded our advising system. NCK Tech practices proactive advising; advisors check-in with students at pre-determined checkpoints throughout each semester. To note, week six each semester is an advising checkpoint. Data shows this a critical time in student persistence. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Success Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus. NCK Tech launched a student success course, Tech Connect, as a requirement for all incoming students in fall 2018. This course serves to acclimate new students to NCK Tech, develop academic skills, and prepare students for success while at the institution.

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

Description: The number of third-party industry credentials students enrolled at NCK Tech earn during their enrollment as reported in the follow-up collection. Credentials counted include: RN, LPN licensure, MACS, ICAR Welding, ASE/NATEF, CET, FCC, HVAC Excellence, AWS, NCCER, Kansas Journeyman's, EPA 608, OSHA10 and Certified Pharmacy Tech. This list is fluid as we continue to add additional certifications for our students.

Outcome/Results:

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

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

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

Outcome/Results:

NCK Tech maintained the baseline percentage in students enrolled in remedial courses who completed their sequential college-ready courses. The small number of students enrolled in remedial courses at NCK Tech creates volatility in our trend data. During the academic year reported, NCK Tech offered two remedial courses, one in Math (Basic Algebra) and one in Writing/Reading (Introduction to Composition). Students were placed in developmental courses based on incoming test scores using the ACCUPLACER or ACT. NCK Tech uses the recommended cut-scores as developed through KBOR's Developmental Education Placement and Assessment Committee. Not all programs at NCK Tech require Intermediate Algebra for completion; students can elect to take Essential Math to fulfill the math requirement which is not a sequential course after the remedial Basic Algebra. This option contributes to the lower number of students enrolled in remedial math at NCK Tech. Students who enrolled in Introduction to Composition completed the sequential course at a higher rate than students enrolling in Basic Algebra as a precursor to Intermediate Algebra. For Academic Year 2019, NCK Tech offered co-requisite remedial courses through an accelerated learning model. Early indications appear to show the co-requisite model increases students' persistence in completing the college-ready course.

Indicator 5: Increase the number of adult learners

Description: Adult learners defined as students 25 and older upon enrollment will be counted. Students enrolled as full-time in certificate and AAS programs and students enrolled in short-term programs will be included.

Outcome/Results:

NCK Tech did not make directional improvement in the number of adult learners enrolled, missing the benchmark by fourteen students. Enrollment, overall, was lower for AY 2018. The College continues to have success enrolling this demographic in short-term programs such as Underground Technology, CNA (Certified Nursing Assistant), CDL (Commercial Driving License), and others. The College is now offering CDL on the Hays campus in addition to the Beloit campus which should increase enrollment numbers in this demographic. The Dane Hansen Foundation has partnered with the College to provide grant funding focused on assisting adult learners earn a credential. The grant provides financial assistance for tuition, fees and living expenses to full-time adult students. NCK Tech has recently hired a new position to the institution, Dean of Enrollment Management. The focus of this position will be to increase enrollment over all sectors of the College and develop targeted plans to meet the needs of prescribed demographics.

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

Description: Credit hours successfully completed by all groups of students through distance learning. Courses include technical, general education and short-term courses.

Outcome/Results:

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

Northwest Kansas Technical College Performance Report AY 2018					AY 2018 FTE: 674			
Contact Person: Ben Schears		Phone and email: (785) 890-1501, ben.schears@nwktc.edu			Date: 10/16/2019			
Northwest Kansas Technical College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance Outcome		Institutional Performance Outcome		Institutional Performance Outcome	
1 Increase first to second year retention rates of the college-ready cohort	2	Fall 12 Cohort: 70.1% (108/154) Fall 13 Cohort: 58.7% (88/150) Fall 14 Cohort: 70.3% (111/158) *Baseline: 66.5% (307/462)	74.8% (77/103)	↑	67.2% (84/125)	↑		
2 Increase the number of students who achieve a third party credential	2	2012-2013: 247 2013-2014: 416 2014-2015: 574 Baseline: 412	486	↑	468	↑		
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257	309	↑	357	↑		
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	2	2012-2013: 61.9% (13/21) 2013-2014: 64.3% (18/28) 2014-2015: 42.4% (25/59) *Baseline: 51.9% (56/108)	47% 67/142	↓	56.5% (61/108)	↑		
5 Increase the number of students employed or transferred in their field of study within one year of graduation	1	AY 2012: 39.4% (82/208) AY 2013: 33.9% (81/239) **AY 2014: 32.8% (85/259) **Baseline: 35.1% (248/706)	26.6% (57/214)	↓	34.9% (80/229)	↓		
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	2012-2013: 23% (56/243) 2013-2014: 37% (102/274) 2014-2015: 35% (89/254) *Baseline: 32.0% (247/771)	35% (107/309)	↑	39.2% (140/357)	↑		

*Updated October 16, 2019

**Updated 4/20/2018

Northwest Kansas Technical College Performance Report AY 2018

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

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

Outcome/Results:

Retention is essential to successfully achieving the other goals defined in the Performance Agreement. Northwest Tech enrollment grew steadily for the past four years. With the continued growth in enrollment, we maintain solid retention rates, and they remain high when measured against cohort groups. The college is continuing to revise the Student Success Seminar course to more closely align with best practices. The college aims to increase the first to second year retention rates of the college ready and non-college ready populations as a whole. We continue to see many transfer-bound student-athletes which can, at times, have had a negative impact on our overall retention if they transfer early. That said, we have increased the recruitment and enrollment of non-athlete career-bound technical students, which we anticipate will help improve overall retention rates.

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

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

Outcome/Results:

Advisory board members, made up of business and industry professionals, provide valuable input into the value of third-party credentials. Northwest Tech faculty are continually seeking opportunities to obtain relevant certifications in their program areas for our students, such as Certified Nurses Aid, Certified Medication Aide, Kansas Journeyman's Electrical license, Kansas Cosmetology license, Safety (OSHA 10), and Microsoft certifications. These additional certifications increase student competencies and employment opportunities following graduation.

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

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

Outcome/Results:

Northwest Tech has worked to grow enrollment, and as enrollment has increased, so have the numbers of certificates and degrees awarded. As we work to continue enrollment growth in technical programs, we anticipate the number of certificates and degrees awarded each year to continue to increase. We also experience improved graduation rates due to the cohort model of education we employ at the college. Students in the cohort model move through the entire curriculum, including general education courses, as one cohesive class.

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

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

Outcome/Results:

While we reached the benchmark this year, we are continuing to make improvements in order to increase math course success rates. Expanded math lab hours as

well as additional tutoring services have helped to improve student success rates in mathematics. We continue to have a significant number of student-athletes who transfer without completing their degree, and we are currently implementing strategies to decrease the number of early transfers. An additional factor we are watching closely is the implementation of the first accelerated technical math track starting in Fall 2019, which will have an unknown impact, on this performance indicator in the future.

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

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

Outcome/Results:

Northwest Tech is regionally located near both Nebraska and Colorado. In addition to efforts in Kansas, we have significant recruiting measures undertaken in these two states. We have expanded recruitment further into Kansas during the past two academic years, and we are actively strengthening relationships with area school districts and employers. While we saw a significant increase in this data point, which would suggest more students are seeking in-state employment, we would contend that KBOR is not seeing a full employment picture for colleges who operate along the border with other states. Colorado and Nebraska businesses are aggressively recruiting our technical graduates where salaries exceed those offered by Kansas competitors. Colorado and Nebraska employment data are not included in the data set collected for this measure and, depending on the year and employment market fluctuations, can adversely impact our data point. This will likely continue, and border colleges will continue to be impacted, until Kansas employers are willing to substantively compete in the market.

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

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

Outcome/Results:

Northwest Tech has increased overall enrollment and expanded the diversity of our student body with the implementation of our athletic program. As our diverse student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress and degree audits by our academic staff are also yielding improvements in the number of students who are completing their technical certificates.

Salina Area Technical College Performance Report AY 2018							AY 2018 FTE: 380	
Contact Person: Denise Hoeffner			Phone and email: 785-309-3110, denise.hoeffner@salintech.edu				Date: 10/21/2019	
Salina Area Technical College	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the three-year graduation rates of college ready cohort.	1	Fall 09 Cohort: 61% (83/136) Fall 10 Cohort : 61.5% (91/148) Fall 11 Cohort : 65.1% (84/129) *Baseline: 62.5% (258/413)	76.5%** (127/166)	↑	69.9% (100/143)	↑		
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation.	2	2012: 74.3% (410/552) 2013: 77.3% (418/541) *2014: 82.0% (346/422) *Baseline: 77.5% (1,174/1,515)	82.6% (319/386)	↑	78.6% (298/379)	↑		
3 Increase the wages of students hired.	2	2013: \$27,516 2014: \$19,930 2015: \$21,912 Baseline: \$23,119	\$26,168	↑	\$23,508	↑		
4 Increase the number of college-level credit hours completed by concurrently-enrolled students.	1	2013: 1,247 2014: 1,851 2015: 2,310 Baseline: 1,803	3,688	↑	4,390	↑		
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑	309	↑		
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)	84.9% (62/73)	↑	62.0% (119/192)	↓		

*Updated 7/10/2018

**Updated 8/2/2019

Salina Area Technical College Performance Report AY 2018

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

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

Outcome/Results:

Our three-year (a.k.a. 150%) graduation rate, which we reported to IPEDS during AY 2019 (based on our 2015 adjusted cohort of students), was 69.9% (100/143). Our baseline three-year (a.k.a. 150%) graduation rate was 62.5%. Therefore, we met our goal of increasing the graduation rate of our college-ready cohort.

Indicator 2: Increase percent of students employed or transferred in Kansas one calendar year after graduation (KBOR/KDOL data).

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

Outcome/Results:

The data for AY 2018, which were provided by KBOR, showed that 78.6% (298/379) of our students were employed in Kansas one calendar year after graduation. Our baseline was 77.5%, so we met our goal of increasing this percentage.

Indicator 3: Increase the wages of students hired.

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

Outcome/Results:

The AY 2017 K-TIP report shows that the institutional grand total for SATC, under the "Average Wage: Graduates Exited and Employed" column, was \$23,508. Our baseline average wage was \$23,119. Therefore, we met our goal of increasing the wages of students hired.

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

Description: Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has placed significant time

and effort in partnering with local and area high schools in order to expose students to career and technical education. New partnerships and agreements are being developed and implemented. For this indicator, three years of historical data was taken from KHEDS AY files. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently-enrolled students.

Outcome/Results:

Based on our KBOR AY 2018 Registrations and Enrolled Flags files, our unduplicated head count of high school students who completed college-level credits during AY 2018 was 538. Those 538 students completed 4,390 college-level credit hours during AY 2018. Our baseline was 1,803 credit hours. Therefore, we met our goal of increasing the number of college-level credit hours completed by concurrently-enrolled students.

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

Description: The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry based advisory board that guides the program instructors as to the best skills to have for employment. In addition, Student Services follows up with SATC's graduates' employers by conducting a satisfaction survey. This survey gives SATC the information needed to ensure that students are learning the skills they need to find and keep employment in Kansas. SATC has collaborated with the Chamber of Commerce to hold mock interviews at the College in early spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. The high demand programs are: CDL, HVAC, Medical, Dental, CAD, EMT, and Electricians. Data were pulled from our KHEDS Completions file for each academic year.

Outcome/Results:

Our KBOR AY 2018 Completions file shows we had 309 (unduplicated head count) students who completed programs in high-demand occupations in Kansas as identified in the KDOL website. These were the SATC programs that matched those listed on the Kansas 2018 High Demand Occupations List: (CNA, Automotive Technology, Business Administrative Technology, Construction Technology, Commercial Truck Driving, Dental Assistant, Diesel Technology, Electrical Technology, Emergency Medical Technician, HVAC, Medical Assistant, Machine Tool Technology, and Welding Technology). Our baseline was 68 graduates/year. Therefore, we met our goal of increasing the number of students completing programs in high-demand occupations in Kansas.

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

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

Outcome/Results:

We found that 192 non-college-ready students were enrolled as degree/certificate-seeking students at SATC during AY 2017. We found that 119 of the 192 students (61.98%) completed their programs in AY 2017 and/or were retained for the next academic year (AY 2018). Our baseline was 73.8%, so we did not meet our goal in this area.

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2018							AY 2018 FTE: 3,047	
Contact Person: Scott Lucas/ Pam Doyle			Phone and email: 316-677-9535; slucas@watc.edu / pdoyle@watc.edu				Date: 8/6/2019	
WSU Tech	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase number of certificates/degrees award earned.	1	2013: 869 2014: 1,085 2015: 1,153 Baseline: 1,036	1,408	↑	1,657	↑		
2 Performance of students on institutional quality measures Lower the ratio of award seeking students to credentials conferred.	2	2013: 2.53 - 2,199/869 2014: 1.98 - 2,152/1,085 2015: 2.12 - 2,441/1,153 *Baseline: 2.21 – 6,792/3,107	2.10 (2,959/1,408) (Decrease is a positive)	↑ *	2.25 (3,734/1,657) (Increase is a negative)	↓		
3 Increase number of third party technical credentials earned.	2	2013: 827 2014: 857 2015: 880 Baseline: 855	923	↑	902	↑		
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of “C” or higher.	1	2013: 64.3% - 646/1,004 2014: 64.7% - 731/1,130 2015: 55.6% - 340/612 Baseline: 62.5% - 1,717/2,746	67.4% (294/436)	↑	67.6% (261/386)	↑		
5 Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2013: 432 2014: 548 2015: 577 Baseline: 519	964	↑	1,148	↑		
6 Increase percent of high school students successfully completing courses.	1	*2013: 90.6% - 601/663 2014: 89.7% - 1,456/1,624 2015: 91.8% - 1,988/2,166 *Baseline: 90.8% - 4,045/4,453	92.7% (2,451/2,642)	↑	95.7% (2,688/2,810)	↑		
*Updated 7/2019								

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2018

Indicator 1: Number of certificates/degrees award

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

Outcome/Results: WSU Tech continues to grow and along with the growth the number of WSU Tech graduates has increased. In AY 2018, the total number increased to 1657, a 621 increase over the baseline and a 249 increase over AY 2017. Individual growth in certificates and degrees in both AAS and Certificates increased year to year as well. In AY 2018, 191 AAS degrees were awarded compared to 132 in 2017. Technical Certificates increased from 599 in AY 2017 to 789 in 2018. Significant increases occurred in Technical Certificate A-Manufacturing and Aviation programs-Welding, Assembly Mechanic, Composite Fabrication Technician, CNC operator, and Aviation Sheetmetal Assembly. SAPP-COC awards were the exact same in 2018 as 2017 but a change in process eliminated 94 IT SAPPs that were previously awarded. The increase to make up the loss was realized in Short term health programs-CNA, CMA, HHA.

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

Description: WSU Tech will decrease the ratio of award-seeking students to the number of certificates/degrees conferred. The ideal ratio is 1 to 1, i.e., each student receives an award. The current baseline of 2.21 to 1 means that for every 2.21 students, only one award is given, leaving 1.21 students without an award.

Outcome/Results: Although the total number of graduates increased in AY 2018, the total number of award-seeking students also increased. The increase expanded the ratio to 2.25 (3,734/1,657), a slight increase over the baseline ratio. A factor that impacts this number that doesn't result in completers or additional certificates/degrees are those award-seeking students in programs that do not have realistic completion pathways---Police Science and the requirement of Law Enforcement Academy is an example. Also losing 94 IT SAPP Certificates impacted completers. One of the factors that negatively impacts this indicator is the increased usage of Technical Studies as an option for students. In prior years, WSU Tech students pursuing a variety of courses that may not lead to a credential could utilize consortia agreements to obtain financial aid to pay for their schooling. Beginning in AY 2018, WSU Tech's consortia partners via direction from the US Department of Education required students to declare majors. Without having the ability to grant AA or AS degrees or to award aid for non-degree seeking students, WSU Tech's only option was to classify students as Technical Studies. These students rarely persist to completion due to the fact their goal is to take a variety of courses and move on to transfer, obtain higher skills, or to enter the workforce. 367 students were classified as Technical Studies in AY2018 compared to 93 in AY 2017.

Overall, out of the over 3,700 students, the good news is 1,657 students earned credentials.

Indicator 3: Number of third party technical credentials

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

Outcome/Results: WSU Tech continues to provide opportunities for program students to earn third-party technical credentials. 902 credentials were earned in AY 2018, 47 over the baseline. Although the overall number decreased by 21 from the previous year, WSU Tech continued to provide opportunities in Automotive, Construction, Welding, IT, Health occupations, and Aviation Maintenance. An example of WSU Tech increasing the opportunities for students to earn third-party industry, verified credentials is via the National Coalition of Certification Centers (NC3). Through NC3, WSU Tech partners with recognized, industry leaders Snap-on, Trane, Starrett, Daniels, ATI, Sioux, and FIAT-Chrysler to offer students the opportunity to earn third-party credentials in the proper usage on industry specific tools and equipment. In calendar year 2018, WSU Tech students earned over 3,100 credentials via NC3, the most of any single college in the country. If

these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned over 4,000 third-party credentials in CY 2018.

Indicator 4: 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.

Outcome/Results: WSU Tech made strides in the successful implementation of developmental education. The percentage of students (67.6%) that passed a Developmental Reading, Math, or English class with a “C” or higher was 5% above the baseline. With previous initiatives such as the Health Hub, a health tutoring and support center, and support labs in PACER Math and PACER English, WSU Tech’s core development education courses continued to be strong services for students. WSU Tech reorganization of tutoring services to create the OASIS Tutoring center was fully realized and provided centralized services at multiple campuses. Developmental Math courses had a success rate of about 62% while students successfully completed developmental English and Reading at 88%. During 2018 several initiatives were implemented. This includes adding a bridge course to ENG 101, redesigning some of the online components of development education class, Math Fundamentals. WSU Tech also created a writing center to provide better collaboration between the tutoring and English departments.

Indicator 5: 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.

Outcome/Results: Growth in the Hispanic/Latino demographic continues to expand. In AY 2018, WSU Tech enrolled 1,148 Hispanic/Latino students. This is 184 students more than last year and more than doubles the baseline. Prior year’s growth could be somewhat attributed to growth in Excel in CTE programs but in AY 2018, the number of Hispanic/Latino high school students remained fairly consistent. The growth came in the form of adult students. An additional twenty-three students were retained from high school to adult over AY2017 and short-term Aviation training had some enrollment increases as well as long programs in Veterinary Technology and Practical Nurse. WSU Tech participated in Tu Futuro: Through Education and Leadership Workshop. It is a workshop designed to help Hispanic high school juniors plan for college and careers. WSU Tech had multiple people there presenting and interacting with students. WSU Tech also increased opportunities working with Hispanic students and prospective students in the FAFSA process.

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

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

Outcome/Results: WSU Tech has prioritized the success of secondary students taking courses for college-credit from WSU Tech. In AY 2018, WSU Tech initiated programs that focused on assisting high school students. These programs result in 5% increase of high school students successfully completing courses to 95.7% (2,688 out of 2,810) over baseline data. WSU Tech continues to build relationships and offer support to high school concurrent enrollment instructors as well as continuing to provide advising and assistance to high school students enrolled in classes on WSU Tech’s campus. In CTE, additional orientations and assistance with completing college processes in enrollment and attendance were implemented in AY 2018. The creation of the one day orientation meeting was beneficial to give students the opportunity to visit their classroom spaces and visit with their instructors prior to the first day of classes.