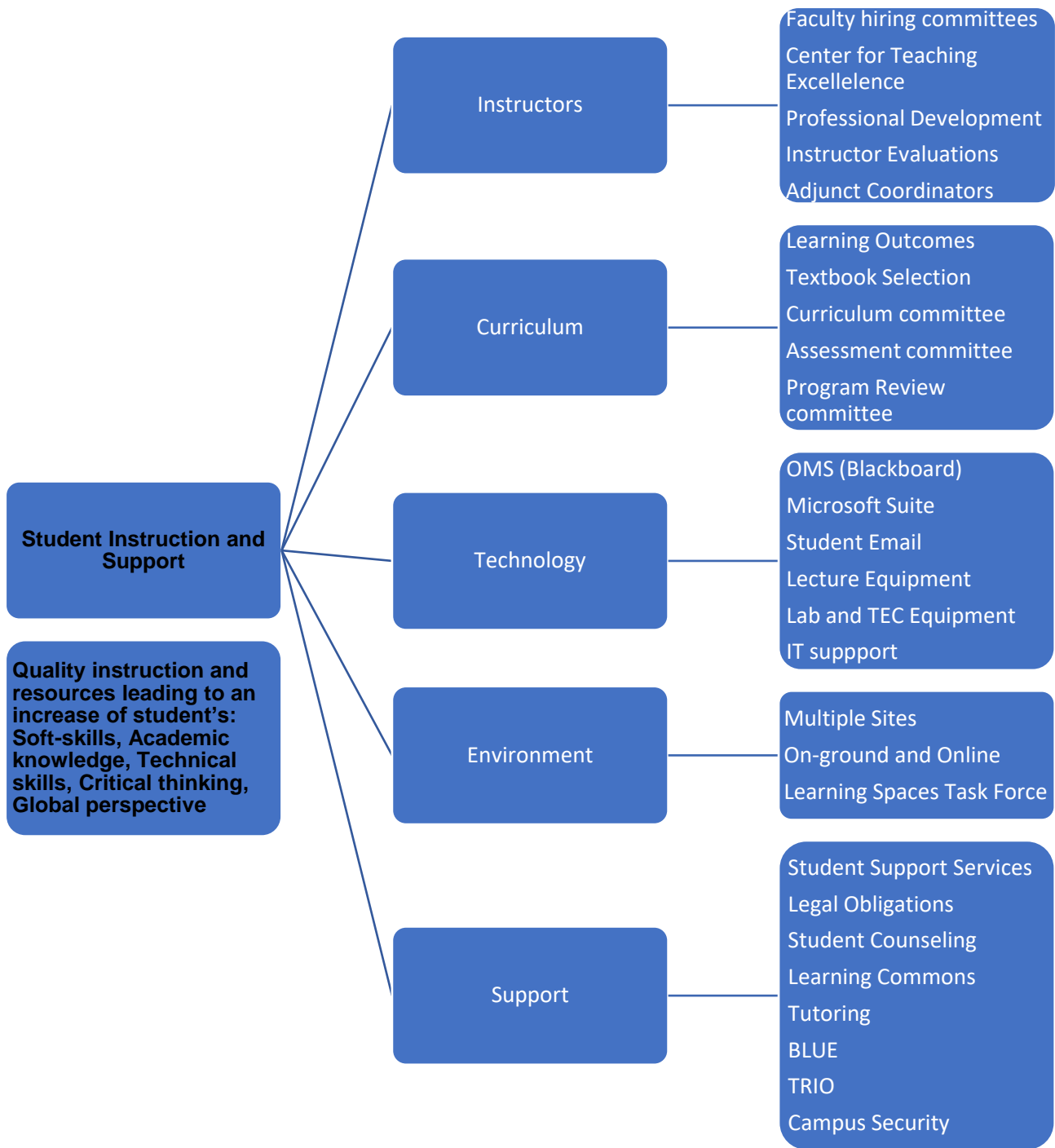


**Academic Master Plan Sub-Committee  
Internal Drivers Preliminary Report**

Summary of Data from IPEDS Data Feedback Report 2018, KBOR KS CC Data Book 2018, and our internal SSI

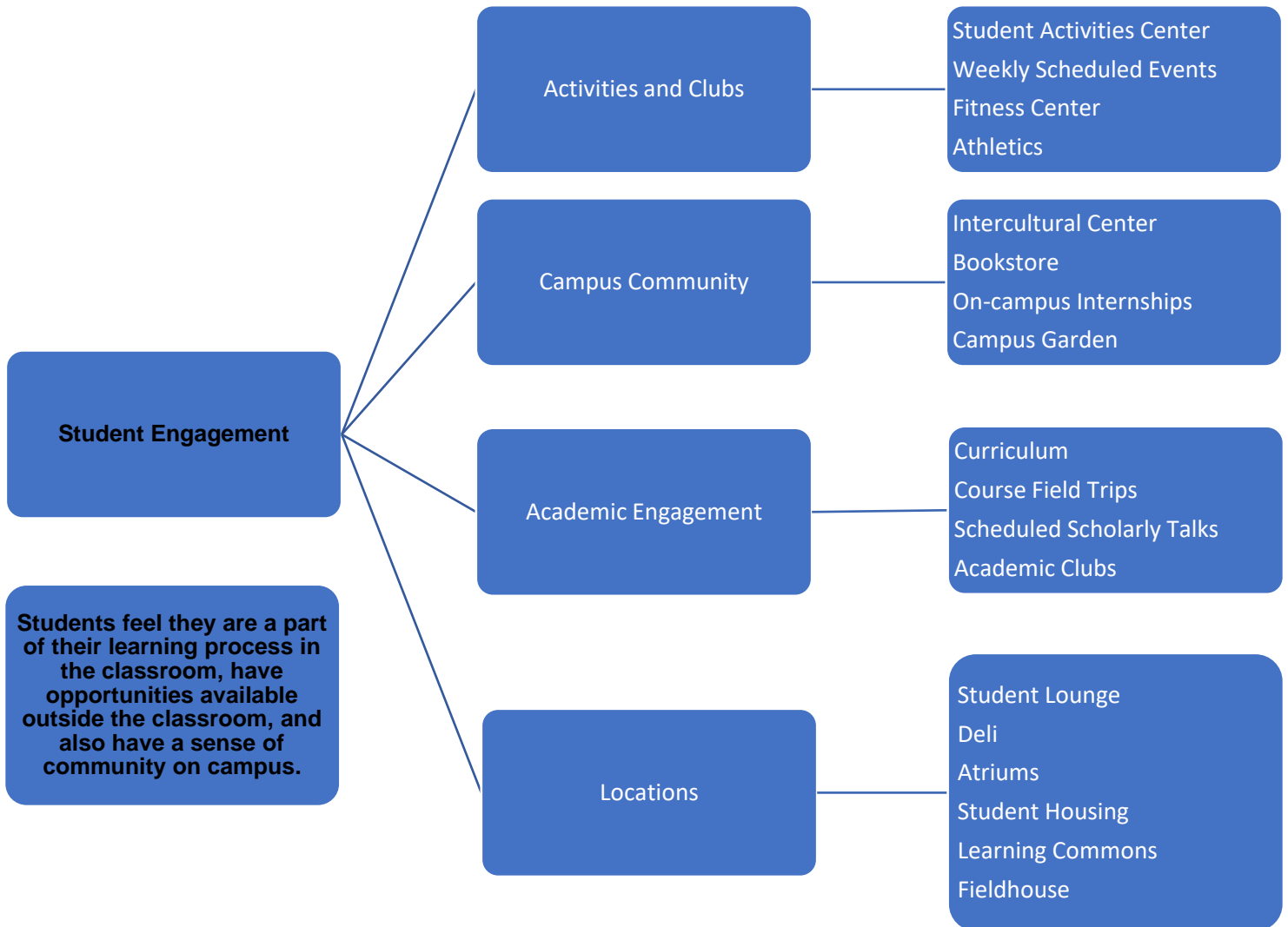
Positives	Negatives
<p>IPEDS data when compared to 33 similar institutions nationally- noted bias as our institution was larger so some things were omitted like degrees awarded:</p> <ul style="list-style-type: none"> <li>• More diversity in all minority groups with highest difference for Hispanics, % (19 compared to 5)</li> <li>• Percent and award amounts for institutional grants and scholarship is much greater</li> <li>• Full-time retention rate % (60 compared to 59)</li> <li>• Time to program completion, normal time % (24 compared to 15)</li> <li>• Expenses for instruction, \$ per FTE (8,533 compared to 5,412)</li> <li>• Higher percentage of digital/electronic media in library, % by material type (31 compared to 3)</li> </ul> <p>KBOR data tracking 2012-2017:</p> <ul style="list-style-type: none"> <li>• Hispanic (up 35%) and Asian (up 16%) enrollment increased</li> <li>• Enrollment of &lt;18 and 18-19 age group increased</li> <li>• Non-resident enrollment increased about 25%</li> <li>• Technical certificates awarded requiring 16-29 or 30-44 credits increased</li> <li>• Normal time graduation rates and 150% time graduation rates increased from 08-13 cohort, up 10% for normal time and 5% for 150%</li> <li>• Fall retention rates increased about 5% from 2010-2015 cohort</li> <li>• Expenses per FTE for Instruction, Student Services/Activities, and Institutional Support increased FY 2011-2016</li> </ul> <p>Student Satisfaction Inventory High Benchmarks when compared nationally</p> <ul style="list-style-type: none"> <li>• Advisors are approachable</li> <li>• Courses are offered at convenient times</li> </ul>	<p>IPEDS data when compared to 33 similar institutions nationally:</p> <ul style="list-style-type: none"> <li>• Certificates awarded of less than 1 year to completion (427 compared to 1,038)</li> <li>• Average net price of attendance for full-time student is twice the average of comparable group</li> <li>• Part-time retention rate, % (35 compared to 44)</li> <li>• Graduation rates, % (27 compared to 31) At least 5% lower or more than the average for all minorities except Hispanic (3% lower) Lower than our rate (27%) for Pell grant students</li> <li>• Award and enrollment rates for 2009-2010 cohort tracked for 8 years is below comparable group</li> <li>• Expenses for Academic support, \$ per FTE (337 compared to 992)</li> <li>• Lower percentage of digital/electronic books in library, % by material type (40 compared to 55)</li> </ul> <p>KBOR data tracking 2012-2017:</p> <ul style="list-style-type: none"> <li>• Headcount and FTE down 25% for full and part-time</li> <li>• Enrollment of &gt;20 age groups decreased</li> <li>• Technical certificates awarded requiring &lt;16 or 45-59 credits decreased</li> <li>• Associated degrees awarded decreased 14%</li> <li>• 3 year student success rate decreased from 2009-2014 cohort from 54.7% to 48.6%</li> <li>• Expenses per FTE for Academic Support decreased FY 2011-2016</li> </ul> <p>Student Satisfaction Inventory Low Benchmarks when compared nationally</p> <ul style="list-style-type: none"> <li>• Intellectual growth</li> <li>• Faculty are knowledgeable, unbiased, and provide timely feedback</li> <li>• Program requirements are clear and reasonable</li> <li>• Registration and course selection are clear</li> <li>• Early notification of poor student performance</li> <li>• Respectful and supportive environment</li> </ul>



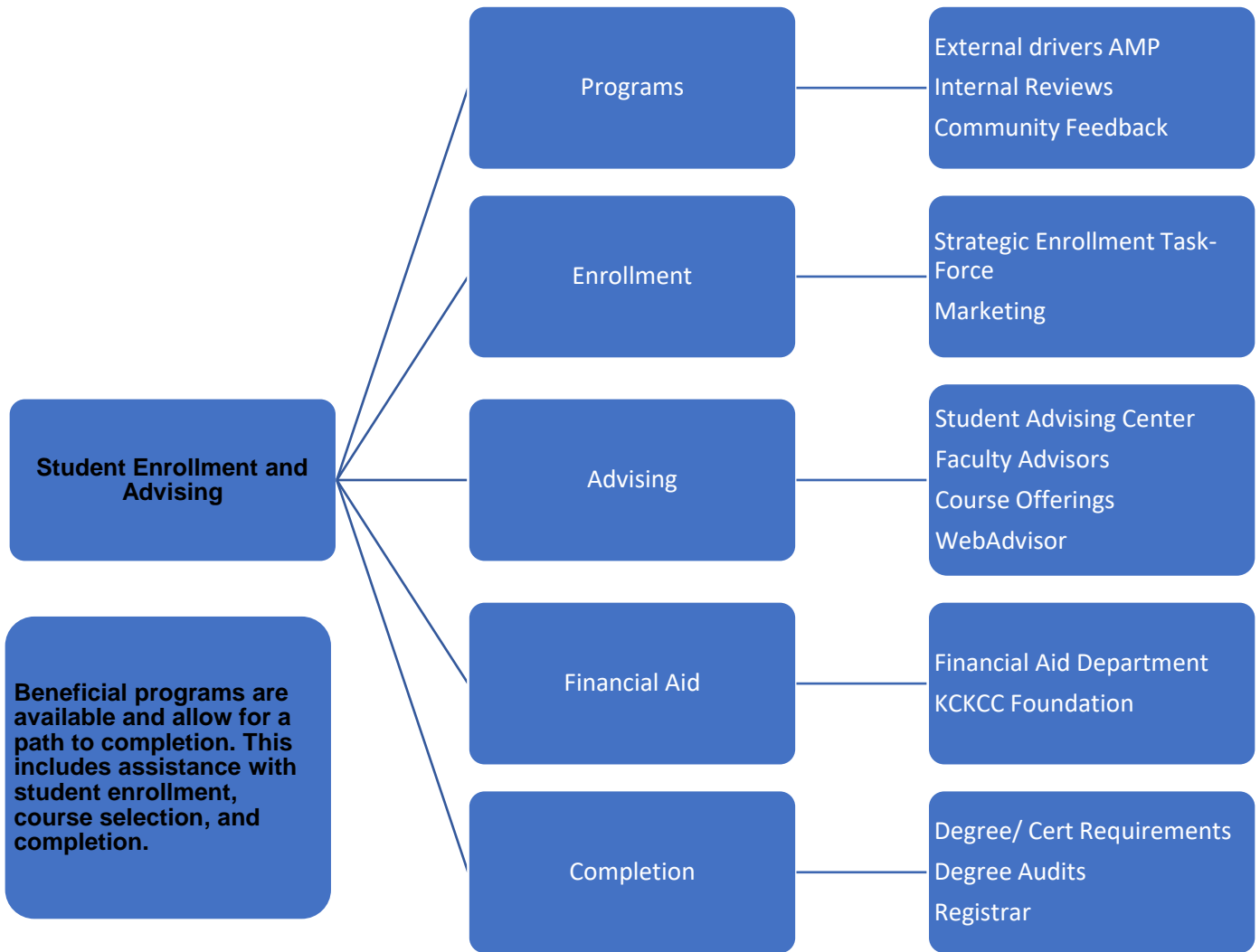
**Opportunities:**  
 Research-based pedagogy  
 Increase diversity of instructors to reflect student pop.  
 PD or compensation for online course development  
 Open Educational Resources  
 Appropriate use of funds to increase student success  
 Providing a consistent experience to students at all sites  
 Student evaluations of all courses  
 Online tutoring service available  
 Others?

**Threats:**  
 Unbalanced committee representation  
 Maintaining academic freedom  
 Traditions and personal experiences of Higher Ed  
 Faculty/Staff reluctance to use technology/new software  
 Master contract evaluation procedures  
 Others?

Data still needed: Faculty/Staff participating in PD, PD Funding Trends, Comparison data of our high-school course sections and sites outside of the main campus, Student feedback from different support services, and more



<p><b>Opportunities:</b></p> <p>Freshman and transfer students orientation.          Interdisciplinary and travel course offerings.          Research opportunities within courses or for credit or skills completion.          Off-campus internship opportunities.          Updated student housing with staff led activities.          Positive communication that is respectful and supportive.          Others?</p>	<p><b>Threats:</b></p> <p>Commuter campus.          Budgetary constraints.          Program requirements for graduation doesn't allow for extra courses.          Low numbers of available sponsors for clubs and other mentoring possibilities.          Everyone living in a bubble.          Others?</p>
<p>Data still needed:</p>	



**Student Enrollment and Advising**

**Beneficial programs are available and allow for a path to completion. This includes assistance with student enrollment, course selection, and completion.**

Programs

External drivers AMP  
Internal Reviews  
Community Feedback

Enrollment

Strategic Enrollment Task-Force  
Marketing

Advising

Student Advising Center  
Faculty Advisors  
Course Offerings  
WebAdvisor

Financial Aid

Financial Aid Department  
KCKCC Foundation

Completion

Degree/ Cert Requirements  
Degree Audits  
Registrar

<p><b>Opportunities:</b></p> <p>Modify the early notification system to report students so that the type of support needed is more identified Faculty advising in all areas Programs that allow students to successfully transition into that next step in life Clarifying degree requirements and enrollment procedures Others?</p>	<p><b>Threats:</b></p> <p>Competition from other higher ed institutions Not being on the forefront and being reactive Not listening to community needs Assuming we know our students Others?</p>
<p>Data still needed:</p>	