Act on Request for Approval of Performance Reports for Academic Year AY 2017

Summary and Recommendation

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines, thirty-three performance reports were submitted by institutions to reflect compliance with their AY 2017 performance agreements. These reports are presented to the Board for action. Staff concur with the Board Academic Affairs Standing Committee (BAASC) in recommending approval of the institutional reports and accompanying funding recommendations. *12/19/2018*

Background

In accordance with *K.S.A. 74-3202d,* institutions negotiate a new performance agreement with the Board on a three-year cycle. *Foresight 2020* provides the foundation for the performance agreements. The current performance agreements cover AY 2017 – AY 2020. For the agreement, each institution developed indicators that support *Foresight 2020* and established a baseline for each indicator. At its December 2016 meeting, the Board approved the current performance agreements.

To be eligible for any new funding[1] appropriated, each institution must annually submit a report updating the Board on its progress toward meeting each of the indicators in its performance agreement. The Board annually evaluates this report and annually determines funding levels. Funding levels awarded in one reporting year do not affect funding levels in subsequent years.

In Summer 2018, institutions submitted performance reports covering AY 2017. Any new funding awarded is dependent upon an institution's AY 2017 performance.

The Board-approved Funding Guidelines award new funding based on the following three outcomes for the indicators in the performance agreement: (1) maintaining the baseline; (2) improving on the baseline; or (3) declining from the baseline, with credit given for maintaining or improving the baseline. Awarding of new funds is based on the following levels of compliance:

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

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[1] Performance funding applies to all new state funds received by (1) state universities for operating grant increases; (2) community colleges and technical colleges for tiered technical state aid and non-tiered course state aid increases; (3) technical schools and colleges for postsecondary aid increases; (4) Washburn University for operating grant increase; and (5) any postsecondary institution for other state funding increases, such as capital outlay aid, or technology grant funding. This provision will also apply to any new state funds received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 71-260, 72-4480, 72-6503 and 76-771 which continue in force.

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

Recommendation

Without appeal, 26 campuses qualified for 100% of any new funding for which they are eligible because they maintained the baseline or improved from the baseline in at least four indicators. BAASC recommends these institutions be awarded 100% of any new funding.

Institutions coming in below the 100% funding criteria may appeal to elevate their funding recommendation by one tier. Achieving 90% of new funding and seeking an appeal to 100% are four institutions (University of Kansas, Barton Community College, Coffeyville Community College, and Dodge City Community College). BAASC recommends these institutions be granted a one-tier step and be awarded 100% funding.

Three community colleges achieved 75% funding and requested a one-tier step for 90% funding (Butler Community College, Independence Community College, and Seward Community College). BAASC recommends approval of these funding appeals to 90%. One institution, Pratt Community College, achieved one of its six indicators on its performance agreement and, therefore, failed to qualify for any new funding. PCC is seeking a one-tier step to 75% funding, and BAASC recommends PCC be awarded 75% of any new funding.

Institution	Funding Recommendation
Emporia State University	100% funding
Fort Hays State University	100% funding
Kansas State University	100% funding
Pittsburg State University	100% funding
University of Kansas	100% funding
University of Kansas Medical Center	100% funding
Wichita State University	100% funding
Washburn University/Washburn Tech	100% funding
Allen Community College	100% funding
Barton Community College	100% funding
Butler Community College	90% funding
Cloud County Community College	100% funding
Coffeyville Community College	100% funding
Colby Community College	100% funding
Cowley Community College	100% funding
Dodge City Community College	100% funding
Fort Scott Community College	100% funding
Garden City Community College	100% funding
Highland Community College	100% funding

Hutchinson Community College	100% funding
Independence Community College	90% funding
Johnson County Community College	100% funding
Kansas City Kansas Community College	100% funding
Labette Community College	100% funding
Neosho County Community College	100% funding
Pratt Community College	75% funding
Seward County Community College	90% funding
Flint Hills Technical College	100% funding
Manhattan Area Technical College	100% funding
North Central Kansas Technical College	100% funding
Northwest Kansas Technical College	100% funding
Salina Area Technical College	100% funding
Wichita State University Campus of Applied Science and Technology	100% funding

The AY 2017 Performance Reports are available at:
https://www.kansasregents.org/academic_affairs/performance-agreements.

Emporia State University Performance Report AY 2017 AY 2017 FTE: 4,999

Contact Person: David Cordle | Phone and email: dcordle@emporia.edu; 620-341-5171 | Date: 7/17/2018

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 of the college-ready cohort.	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%	↑				
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	↔				
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	↑				
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	↓				
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)	↑				
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	↑				

Emporia State University Performance Report AY 2017

Indicator 1: Increasing first-to-second year retention rates of the college-ready cohort
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the college ready cohort defined specifically for this indicator as first-year, full-time students. 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%).
Outcome/Results:
ESU has closed this gap by .6% as our retention rate for the 2016 First-Time Full-Time Freshman cohort was up from the 72.6% baseline to 73.2% (485/663). The ongoing commitment to our Academic Center for Excellence and Success (ACES), Student Advising Center success strategies, and Faculty engagement in high impact practices is positively impacting the first-to-second year retention of our incoming freshmen students. Each year we work diligently to advance our strategies and programs based on best practices as aligned with our strategic plan and the KBOR Foresight 2020 Goal One.

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 mean score for 52 random student work samples from multiple course sections scored across the 7-criteria rubric was M=2.8 (n=52/14%). This mean score equals the baseline 2-year average (M=2.80) established in AY2015 and AY2016. The mean scores increased for criteria 1 through 6, respectively (C1: M=2.81/+.21; C2: M=2.85/+.13; C3: M=2.82/+.12; C4: M=2.87/+.06; C5: M=2.53/+.20; and C6: M=2.76/+.02). Criteria 7 was the only mean score that was lower than the previous academic year (C7: M=2.69/-.12). Based on this year's data, change strategies for the Composition II course are focused on C7: revision and composing processes. Also in the fall of 2017, we are adopting a new textbook which puts greater focus on the areas of genre knowledge, writing across the curriculum/writing in the disciplines, and digital literacy and multimodality. It is anticipated that this change will lead to adaptations to our current portfolio assessment practices as well.

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 pleased to report that in FY17, we exceeded our baseline of $2,727,368 by $888,255 (33%). We had a particularly strong six months from July 1, through December 31, 2016 as we approached the end of our Now & Forever fundraising campaign. Many generous donors stepped up to make scholarship gifts in the final months of this successful campaign, which exceeded its five-year goal by nearly 30%. We anticipate fundraising results for FY18 to be slightly muted as we focus energies on evaluating our campaign performance, sharing lessons learned, and assessing readiness and timeliness for moving into the next campaign. Regardless of campaign status our efforts to support scholarships remains a priority every year!

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:
Fall 2017 enrollment for this student population was down by 110 students (3.3%, n=3,178) compared to the three year baseline of 3,288. Growing this student population base continues to be a high priority area in both our recruitment and marketing strategies. These strategies are based on best practices, and ESU is consulting with both an enrollment management firm and a marketing firm to maximize our efforts. In addition, a new residence hall is scheduled to go online in the fall of 2019, offering students in this population a state-of-the-art living and learning facility. This slightly downward trend in enrollment of those students 24-years or younger is not unique to ESU, and other peer institutions are experiencing similar trends. As the number of high school graduates in Kansas remains flat or declines, ESU is positioning to embrace new adaptive strategies to grow this most important student population.

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:
A random collection of student work samples (n=122) from 15 sections of college algebra served to evaluate application, calculation, interpretation, and representation skills. Overall, the mean score (*M*=2.98) for the four content areas was improved over the three year baseline of 2.83. This average was the result of a score of 2.9/4.0 on Application skills, 2.9/4.0 on Representation skills, 3.1/4.0 on Calculation skills, and 3.0/4.0 on Interpretation skills. In the Application skills area the score decreased by one-tenth (.1), and two changes to improve this score have been implemented for the upcoming year (create an activity that binds the eight key vocabulary terms on exams, and redesign the lab for this application skill in a way that links simple calculations to the new vocabulary part). For the fourth straight year, improvement in Representation skills has occurred and the score no longer falls beneath the other indicators. We will remain consistent with existing strategies in this area. The Calculation score increased by one-tenth (.1). Our strategies included providing full reviews and keys prior to examinations to better prepare students for examinations. We will continue this practice as well. The Interpretation score decreased by one-tenth (.1), and this trend has been typical over the past few years. One semester it is slightly up and the next it is slightly down. However, the change appears to be tightly coupled to a population growth question in exam number three and this is something we are going to study further before pursuing a change strategy.

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:
The number of student credit hours derived from distance and online courses for AY2017 was 39,268. This number is 8.5% (3,080) greater than the baseline average of 36,188 for academic years 2013-2015. ESU continues to focus its growth strategies by expanding access to online courses and distance sites in Kansas (Butler CC Andover Campus). An additional site for the SLIM program was added this past year (South Dakota), as well. In the upcoming year, we have also added new online masters programs as a growth strategy for this indicator, and as a result, incremental growth is anticipated.

Fort Hays State University Performance Report AY 2017								**AY 2017 FTE: 9,906**	
Contact Person: Kristi Mills		**Phone and email: 785.628.4351, klmills@fhsu.edu**						**Date: 7/17/2018**	
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)	↑					
2. Increase number of degrees awarded	1	AY2013: 3,340 AY2014: 3,252 AY2015: 3,208 Baseline: 3,267	3,419	↑					
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)	↑					
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	↑					
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447	567	↑					
6. Increase SCH completed through distance education	2	AY2013: 129,686 AY2014: 135,172 AY2015: 144,900 Baseline: 136,586	166,669	↑					
*Updated 7-16-18									

Fort Hays State University Performance Report AY 2017

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 students in that first year. FHSU has taken substantive action to solidify our focus on the first-year transition of Freshmen students. The university has taken several steps to build a First-Year Experience Program that helps Freshmen students with transition events. The university initiated a Learning Community approach that has completed its seventh academic year with positive results for these Freshmen students. The Learning Community has grown over the years and most recently from 13 communities for Fall 2016 to 18 for Fall 2017. 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 implemented the second year of 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 the 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 reviews the methodology of the ranking criteria and looks for ways to structure our program delivery to improve the quality of the program and, in turn, the rankings of our programs. 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: FHSU continues to show strong performance in this area largely because of 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. FHSU added a 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 2017						AY 2017 FTE: 20,845	

Contact Person: Brian Niehoff | **Phone and email: 785-532-4797 niehoff@ksu.edu** | **Date: 7/19/2018**

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 1st to 2nd 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)	↑				
*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	↑				
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	↑				
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	↓				
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500	576	↑				
*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)	↑				

*Updated 7-18-18

Kansas State University Performance Report AY 2017

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 84.3%, an increase over the baseline. This is the second highest retention rate in K-State history. We continue to enhance our first-year seminar program and academic living communities, considered "best practices". We continue to improve our training of advisers. We implemented a data-driven system that shares information across departments and advisors to assist students more efficiently as they face academic and other challenges. We plan to expand the use of the system to address the needs of students across all majors and colleges.

Indicator 2:   Increase number of degrees and certificates awarded

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

Outcome/Results:

Data showed an increase in the number of degrees and certificates awarded in AY 2017 compared to the baseline average. We have been awarding record numbers of degrees over the past few years. With our recent decline in enrollment, we have been working with a consultant to develop strategies. We have plans underway to implement during the upcoming recruiting season.

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 $178.3M in total research expenditures in FY 2014, which represented a rank of #67. 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 $98.1M, for a rank of #53 in FY 2015. While the amount of annual giving exceeded the baseline average amount, the rank showed a slight decrease from the baseline rank of #51.3. One factor in the decline was that we were wrapping up our $1B capital campaign in 2015, before committing to increasing our 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 graduate and undergraduate 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 576 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, and enhanced multicultural programming and learning. We have hired a new Assistant Vice President for Multicultural Student Affairs, and a Chief Diversity and Inclusion Officer to take the lead on strategic initiatives to improve student success among students from diverse backgrounds.

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 and should to continue.

Outcome/Results:
The data showed STEM to be 41.8% of our degrees and certificates, an increase over the baseline average. The increased enrollments from the Engineering Initiative have contributed to the increase, but other STEM fields such as biology and some agriculture fields have also shown strong growth. STEM departments offer numerous undergraduate research opportunities, which attract students.

Pittsburg State University Performance Report AY 2017						AY 2017 FTE: 6,690		
Contact Person: Lynette Olson, Provost & VPAA		Phone and email: 620-235-4113 or lolson@pittstate.edu				Date: 7/17/2018		
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)	↔				
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)	↓				
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)	↑				
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	↑				
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)	↑				
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	↑				

*Updated 7-17-18

Pittsburg State University Performance Report AY 2017

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: PSU maintained the first to second year retention in AY2017 as compared to the baseline rate, which is significantly higher than the baseline for our previous performance agreement. Initiatives to address retention 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; and (5) implementation of a communication plan for freshman to promote intentional, right on time, contact with freshmen and to provide referrals and support to students as they make their transition to PSU.

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: PSU showed improvement in math rubric scores, but also increased DFWI rate, resulting in an overall decline in the General Education Math Index. The Department of Mathematics has been involved in on-going discussions with the leadership of the College of Art and Sciences in regard to student success in introductory courses in mathematics. A math faculty member was on sabbatical during AY 2017 studying potential strategies to improve performance in general education math courses, including the implementation of an "Early and Often" communication system, beginning fall 2017.

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 improved its overall ranking compared to peer institutions. PSU ranks first in three out of four measures including fall-to-fall retention of full-time first-time students, percentage of full-time faculty with terminal degrees, and total research and development expenditures compared to peer institutions with available comparative data. PSU ranks third in six-year graduation rate compared to peer institutions with available comparative data.

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 35% over baseline. Strategies to increase online enrollment have included: (1) increased promotion of the 19 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program in Business Administration with three emphases in Fall 2016; and (3) addition of 78 online classes across 27 disciplines, with 9 courses being in general education. 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 2017, twelve 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 showed a significant increase over 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 that support academic success such as Diversity Brown Bags; (4) mentoring activities wherein our upperclassmen promote awareness to an underclassman's own pathway to success; and (5) workshops for students on topics such as study skills, reading a textbook, and time management.

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 $1.58 million over baseline. The amount listed does not include an additional $975,000 designated in planned gifts for scholarships that will be realized in the future. 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. To help fund that gap, the current capital campaign, Proven.Promise.PittState., has scholarships as one of its four areas of focus, through FY21.

University of Kansas Performance Report AY 2017								AY 2017 FTE: 22,506

Contact Person: Carl Lejuez		Phone and email: 785-864-4904/ clejuez@ku.edu						Date: 7/18/2018

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 Degrees Awarded	1	AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777	5,909	↑				
***2** Increase First to Second Year Retention Rates	1	Fall 12 Cohort: 80.0% (2,989/3,736) Fall 13 Cohort: 80.5% (3,191/3,964) Fall 14 Cohort: 80.1% (3,237/4,043) Baseline: 80.2% (9,417/11,743)	83.0% (3,491/4,204)	↑				
***3** Increase Percent of 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)	↑				
4 Federally Financed Research and Development Expenditures Ranking among public institutions	3	FY 2012 38th FY 2013 38th FY 2014 38th Baseline: 38th	46th	↓				
5 Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2013 930 FY 2014 1,199 FY 2015 1,257 Baseline: 1,129	1,029	↓				
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	↓				

*Updated 7-18-18

University of Kansas Performance Report AY 2017

Indicator 1: Number of 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:
KU has had a steady increase in degrees awarded in recent years. Our entering new frosh class has increased/held steady the past several years and our retention rates are improving so we anticipate that the number of certificates and degrees will continue to increase or hold study in the near future.

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 notable increase in first to second year retention rates with the increase in admission standards and enhanced support services, including advising, to help students be successful. We hope that the retention efforts we have implemented will enable this increase to be maintained.

Indicator 3: Percent of 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 progress in increasing the percent of degrees awarded in STEM fields is in part due to the increase in engineering students and the additional support staff focused on student recruitment, retention, and support activities for these students. KU is also redesigning basic science and mathematics courses in order to increase student success and graduation in these fields.

Indicator 4: Federally Financed Research and Development Expenditures Rankings among Public Institutions
Description:
This is our ranking of the amount of federally financed research and development expenditures we receive compared with other national public universities based on the NSF survey.

Outcome/Results:
KU's drop in the federally financed research and development expenditures ranking is largely being driven by losses of a few key researchers, as opposed to a larger systemic change in research funding and productivity. These losses were most notable in Medicinal Chemistry, which saw the loss of five researchers in the past several years. Three of them departed KU in FY 2015 for positions that are more competitive and had $43.6 million in active grants at the time they left KU.

Another two researchers left KU the following two years and had $10.4 million in active grants at departure. Additionally, with the steady decline in federal funding for research in recent years, we have engaged in a strategic effort to diversify our research funding streams. Specifically, our faculty have been seeking research funding from state governments, business, industry, and foundations. Federal research historically comprised 60% of our total research funding (FY 2012) but now stands at 50% of our total research funding due to efforts of our faculty to look beyond federal agencies for support. Thus, we requested an amendment to our performance agreement for the remaining two years to use total research funding. BAASC on behalf of KBOR approved our request on June 20, 2018.

Indicator 5: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)
Description:
  The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the University's research discovery and innovation is brought to the public.

Outcome/Results:
The overall indicators for Commercialization and Entrepreneurship are down because of a large drop in active confidential disclosure agreements. Active confidential disclosure agreements cover a variety of activities: research, service, commercialization, employment, consulting, committees, etc. and for a specified time period. In FY 2017, 200 more CDAs ended than started. While confidential disclosure agreements are not the most significant of the five indicators in showing progress toward increased commercialization and entrepreneurship, it is the one with largest magnitude. The other four indicators have shown increases or stayed consistent over the years we have been tracking them. KU is reorganizing efforts in the commercialization and entrepreneurship domain. The research leadership at both campuses are examining this very important area of research engagement and further analysis will be needed to determine the appropriate infrastructure required to support such activities. Thus we requested an amendment to our performance agreement selecting an alternate metric of graduate programs ranked in the top 25 by USNews and World Report for the Lawrence campus performance agreement for the remaining two years. BAASC on behalf of KBOR approved our request on June 20, 2018.

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 sought support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future.

Outcome/Results:
KU Endowment completed its *Far Above: The Campaign for Kansas* fundraising campaign on June 30, 2016, which exceeded $1.66 billion during its eight years. The overwhelming success of this effort, particularly during three of the final fours years of the campaign, has positively impacted the three-year average annual fundraising baseline, raising it to $183.7 million. This three-year period *(fiscal years 2013 – 2015)* saw three extraordinary one-time gifts, all occurring in fiscal year 2015, each in excess of $10 million and totaling $75 million. The tremendous success of the campaign makes surpassing the baseline a herculean challenge now that the campaign has ended. While KU did raise more in FY 2017 than in FY 2013 and FY 2014, we did not meet or exceed the baseline. Nonetheless, we believe this is an important metric that reflects the incredible private support for KU. KU Endowment will continue to work to increase the level of philanthropy.

University of Kansas Medical Center Performance Report AY 2017								Fall 2017 FTE: 2,725	
Contact Person: Robert Klein		**Phone and email: 913-588-1258 / rklein@kumc.edu**						**Date: 6/29/2018**	
University of Kansas Medical Center	**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	↑					
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% (1,875/2,093)	90.2% (666/738)	↑					
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26	21	↓					
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179	198	↑					
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)	↑					
6. Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2013: 930 FY 2014: 1,199 FY 2015: 1,257 Baseline: 1,129	1,029	↓					
7. 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	↑					

University of Kansas Medical Center Performance Report AY 2017

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 professional shortages. We had 198 students conferred with their medical degree (MD), 56 graduates from our Doctor of Physical Therapy program, and 159 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: One highlight is that we had our largest graduating class historically for students awarded the Doctor of Philosophy degree from our suite of biomedical scientist training programs. 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: With a total of 21 departments and programs receiving national rankings, we fell 5 short of our baseline goal during 2017. On a positive note, the University of Kansas Medical Center has increased their level of NIH funding over the last 3 years and still maintains 6 departments in the top 25 of public medical schools. Academically, the KU School of Nursing and Schools of Health Professions maintained their *U.S. News* Best Graduate School rankings. 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 8 specialties ranked in the top 50 with a couple more 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 achieve excellence in patient outcomes and satisfaction.

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 198 medical school graduates matched the second highest academic year total for the KU School of Medicine. Nearly 40% of the graduates completed their undergraduate medical education training at the campuses in Wichita and Salina, and of those, over 50% were matched in residencies in primary care specialties in which to complete 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: This is the third straight year in which the indicator has been above 50%. Further, nearly 3 out of 5 physicians in this group who are currently working in underserved Kansas counties were trained at the Medical Center.

Indicator 6: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)
Description:
The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements, the University's research discovery and innovation is brought to the public.

Outcome/Results: The overall indicator for Commercialization and Entrepreneurship is down because of a large drop in active confidential disclosure agreements. Active confidential disclosure agreements cover a variety of activities: research, service, commercialization, employment, consulting, committees, etc. and for a specified time period. In FY 2017, 200 more CDAs ended than started. While confidential disclosure agreements are not the most significant of the five metrics in showing progress toward increased commercialization and entrepreneurship, it is the one with largest magnitude. The other four metrics have shown increases or stayed consistent over the years we have been tracking them. KU is reorganizing efforts in the commercialization and entrepreneurship domain. The research leadership at both campuses is examining this very important area of research engagement and further analysis will determine the appropriate infrastructure required to support such activities. Since this indicator was a shared one with the main campus in Lawrence and they have been approved to modify their agreement without this indicator, KUMC will be requesting to KBOR to drop this indicator from our agreement in the upcoming months.

Indicator 7: 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 3,175 student enrollments in IPE Opportunities were documented. One of the biggest programs is our local implementation of *TeamSTEPPS*™, a program developed by the Department of Defense and the Agency for Healthcare Research and Quality. It is required for all professional degree-seeking students at KUMC. This program ingrains students with the foundations of interprofessional collaboration and has 3 modules (learn, apply, demonstrate) which participants complete sequentially over multiple semesters. In 2017, we have now successfully implemented modules one, two, and three.

Wichita State University Performance Report AY 2017								AY 2017 FTE: 11,540	
Contact Person: Rick Muma		**Phone and email: 316.978.5761 richard.muma@wichita.edu**						**Date: 7/20/2018**	
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	↑					
*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)	↑					
*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	↑					
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291	316	↑					
*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) Fall 14 Cohort: 72.0% (996/1,384) Baseline: 73.6% (2,859/3,882)	73.0% (1,036/1,420)	↓					
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	↓					

*Updated 7-20-18

Wichita State University Performance Report AY 2017

Indicator 1: Increase number of certificates and degrees awarded
Description: The Graduation Partnership (GP) is a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Outcome/Results: The number of certificates and degrees are above the baseline. The initiatives of the GP have been in place for 7 years and the university is now in the process of reviewing what additionally is needed to assure continued success. For example, we have recently launched a "Think Thirty" initiative to encourage undergraduate students to complete 15 hours/semester or 30 hours each year, in order to graduate in four years. This initiative pairs nicely with the KBOR initiative to make all undergraduate degrees 120 hours. All but 11 degrees are currently at 120 hours. In terms of the "Think Thirty" initiative, for fall 2018 enrollment (among freshmen), we are seeing a 44% increase in students registering for 15 or more hours.

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 continues to stay above baseline. In addition to the ongoing above activities, the College of Engineering opened a new state-of-the-art Engineering Student Success Center on the university's innovation campus. This provides more space for programming, retention interventions, and closer proximity to the experiential engineering building.

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 [AY2016], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Outcome/Results: Research dollars continue to rise each year, and this is the expectation for the foreseeable future as the National Institute for Aviation Research expands its reach. For example, a new crash dynamics lab will be constructed on the innovation campus. The ranking is delayed by one year, due to the National Science Foundation reporting structure.

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 to under-represented minority groups 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. Additionally, a retention scholarship in the amount of $500 is provided to underserved freshmen after their first semester if they reenroll in 12 hours the following semester and have a GPA of 2.5. The scholarship is renewable as long as minimum criteria are met.

Outcome/Results: Wichita State University continues to make steady progress on increasing undergraduate certificates and degrees awarded to underrepresented minorities. The above referenced activities are continuing, except we have changed the retention scholarship to include those students who attend a "Passage 2 Success" program in August just prior to the start of the fall semester. Passage 2 Success is a four-day retreat for incoming freshmen from diverse backgrounds to help in their transition to Wichita State University. The purpose of this retreat is to connect with other incoming students, meet current WSU student leaders, explore Wichita and gain the skills and tools to be socially and academically successful. As part of the program, a targeted competitive scholarship and mentoring program was added in 2017-18 through a collaborative initiative between the Office of Financial Aid and the Office of Diversity and Inclusion. A cohort of first generation students with demonstrated financial need are selected annually and awarded up to $5,000 in renewable scholarships to meet the gap for tuition, fees and books.

Indicator 5: Increase Second Year Retention Rate of First-Time/Full-Time Freshmen
Description: Three main initiatives are the focus of this indicator and include: 1) The Graduation Partnership (GP), a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates 10 percent by 2020. The University has a strategic enrollment plan, which also includes enhancing and developing our retention efforts.

Outcome/Results: Wichita State University continues to make progress in first-time/full-time freshmen retention. Although our percentage decreased slightly, this was due to the fact that we had a larger pool of students start as freshmen. We retained 83 more students, compare to the baseline. Our retention rates for underserved students, a subset of the first-time/full-time freshmen, increased by 8.6 percentage points (2015 cohort 66.9%; 2016 cohort 75.5%), something that has not happened in more than 10 years.

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: This indicator continues to be a challenge. To help with this, and since many of these students are transfer students, we have developed (as an alpha partner with the Education Advisory Board - EAB) a transfer portal (http://wichita.edu/transfer2WSU) that allows us to engage with students much earlier in the transfer process. This tool allows potential transfer students to answer the three most pressing questions for them as they contemplate enrolling at WSU: 1) What courses will transfer? 2) How long will it take to complete a WSU degree, and 3) How much will it cost? Additionally, we are phasing out WSU complete and putting more emphasis on online programs. Our new affiliation with WSU Tech allows pathways to degree completion through Shocker Pathway and our proposed Bachelor of Applied Sciences degree, currently being considered by the Kansas Board of Regents.

Washburn University Performance Report AY 2017					AY 2017 FTE: 5,069 – Washburn

AY 2017 FTE: 5,069 – Washburn
AY 2017 FTE: 1,190 – Washburn Tech

Contact Person: Dr. Nancy Tate | **Phone and email: nancy.tate@washburn.edu** | **Date: 7/17/2018**

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	F 12 Cohort 517/803 64.3% F 13 Cohort 509/779 65.3% F 14 Cohort 514/753 68.3% Baseline: 65.9% (1,540/2,335)	71.8% (610/849)	↑				
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	↑				
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	↔				
*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)	↑				
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	↓				
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	↓				
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	↑				

*Updated 7-17-18

Washburn University Performance Report AY 2017

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 71.8% which is 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 was 2,590 in academic year 2016-17, up from the three-year baseline average of 2,444. This increase can be attributed in large part to the College of Arts and Sciences' new Associate of Liberal Studies degree, the new certificate programs added at Washburn Tech, and significant increases in the number of Masters degrees awarded (MBA, MEd, MSN, and MSW).

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. _(FY17, $31,131, 43rd /FY16, $28,356, 48th/FY15, $30,353, 44th/FY 14, $30,944, 39th /FY 13, $26,820, 42nd /FY 12, $24,793, 36th)_

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 AY17 with 28,908/147,227=19.6% online student credit hours awarded. In an effort to address the increase in the online percentage, Washburn increased the number of online course sections being offered through the addition of new online programs – the BA in Psychology and the MA in Communication and Leadership which is being offered online in a compressed format.

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. In this process, we have continued to implement important strategies for adult learner success. The focus on online courses and programs has continued to expand with more faculty involved in teaching, and trained in best practices, for online course learning. The Center for Student Success acquired an institutional membership in the Council for Adult and Experiential Learning (CAEL) to ensure Washburn is implementing best practices in dealing with adult learners. The Center spent FY18 developing the 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. In addition, the Mathematics Department has revamped Washburn's approach to mathematics instruction and will be implementing a math emporium model of instruction this coming fall.

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 AY17, instructors reported 1,258 students taking credentialing exams with 1,179 passing, for a 93.7% pass rate.   While this figure represents a substantial decrease from the previous years, the number reflects an internal problem at Washburn Tech in terms of the ways these credentials are reported. Not all credentials and certifications are currently being reported by instructors. Washburn Tech will make significant changes in the reporting of credentials in the coming year to safeguard and accurately account for all certifications and credentials being earned across campus.

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 AY2017, 129 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. 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 2017								AY 2017 FTE: 1,579	
Contact Person: John Masterson			Phone and email: 620-901-6341; masterson@allencc.edu					Date: 7/12/2018	
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	2010 9.2% (12/131) 2011 26.9% (32/119) 2012 19.4% (18/93) Baseline: 18.1% (62/343)	23.20% (19/82)	↑					
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓					
*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)	↓					
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)	↑					
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)	60.25% (885/1,469)	↑					
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)	↑					

*updated 7/12/18

Allen Community College Performance Report AY 2017

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: Five percentage points above the baseline for this indicator in FY17. While this is good news, it is still an area of emphasis for improvement. Allen continues to encourage reverse transfer for students who leave without a degree. The college is also developing a process for analyzing transcripts of transferring students, looking for students who actually had enough credits for a degree, but did not apply for graduation, and awarding those degrees unless a student opts out. This should produce some additional graduates in future years.

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: Due to the number of Certified Nursing Assistants certificates awarded in FY13, the baseline was not met. The number of certificates has been affected because the CNA is no longer required for a nursing degree. This program is our largest certificate program. The number of certificates and degrees awarded did go up from 429 in FY16 to 438 in FY17.

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: This indicator slipped 2% below the baseline. With the unemployment rate in Kansas declining, we anticipate that this will help raise the employment rate. We are reaching out to local employers to recruit on campus and let students know about internships and part-time job opportunities to see if we can increase the number of students from outside our service area who take jobs in Iola.

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: This indicator beat the baseline by nearly 15%. As the college continues to increase the success of under prepared students, the success rate for College Algebra has increased to 80.2% in FY17. While this is not a formal part of this Performance Report, it is certainly cause for celebration.

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: The 7.25% increase in the Success Index Rate is a reflection of the increase in certificate and degree completion and successful transfer to universities.

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: This indicator has been a part of Allen's Performance Agreements for at least nine years. As the success rate has reached 80%, it will be increasingly difficult to beat the baseline.

Barton Community College Performance Reports AY 2017								AY 2017 FTE: 3,849	

Contact Person: Elaine Simmons		Phone and email: 620-792-9303; simmonse@bartonccc.edu						Date: 8/27/2018	

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	↓				
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)	↑				
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)	↑				
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)	↓				
*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)	↓				
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)	↑				

*Updated 7/19/18

Barton Community College Performance Report AY 2017

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 years growth rates. Most of our venues were down in unduplicated headcount with our online system dropping from 161 to 124. This drop of 30% coupled with our Barton County Campus dropping from 432 to 393 or 10% is responsible for the reduction in certificate and degree completion from 946 to 869 or 9%.

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 shows an increase above baseline from 84% to 88.5%. 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 MedicaServices (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 88.6%. Significant increases in nursing pass rates (PN and RN) support the overall increase in addition to notable increases with the Dietary Manager, EMT Medical Lab 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 missed the baseline goal of 52% by 1%. The designated processes were followed including individualized instruction, early alerts, and intervention for low-performing students. Multiple attempts were made to contact students who quit attending without withdrawing from courses. There was limited success in making contact. Also, low-performing student athletes who lost eligibility did not return. For many students the processes were successful.

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 not able to increase above baseline due to decreased enrollments.

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 51.7%. 1875 represents the number of students performing at the proficiency level. 4460 represents the total number of student 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 2017								Fall 2017 FTE: 6,049	
Contact Person: Lori Winningham		Phone and email: 316.322.3110; (lwinning@butlercc.edu)						Date: 7/12/2018	
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	↓					
*2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1	Fall 2012 = 63.5% (464/731) Fall 2013 = 61.5% (450/732) Fall 2014 = 62.2% (530/852) Baseline: 62.4% (1,444/2,315)	62.9% (624/992)	↑					
3 Award of third party technical credentials	2	AY2014 = 973 AY2015 = 973 AY2016 = 1,091 Baseline: 1,012	969	↓					
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)	↓					
5 Increase in number of STEM technical certificates and degrees	2	AY2014 = 323 AY2015 = 291 AY2016 = 292 Baseline: 302	298	↓					
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)	↑					

*Updated 7/12/18

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Butler Community College Performance Report AY 2017

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: The baseline of 1463 was impacted significantly by the unusually high completion numbers of AY 2014. In AY 2016 (which was not in the baseline calculations due to final numbers not being available at the time of establishing this PA), BCC had 1435 completers. In AY 2017, we had 1436, a slight improvement. This is in the context of continuing decline in overall enrollment numbers. As the institution transitions in the Guided Pathways model for students beginning in Fall 2018, processes and support systems are in place that will serve to increase completion rates and raw completion numbers in the near future.

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 is proud of the results of its intentional efforts to increase the retention of students from first to second semesters. Continuous investment in strategic positioning, hands on advising, reformatted math sequencing, and modern pedagogical techniques is guiding our efforts in this area.

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: While we barely missed the baseline, this was largely a function of softness of overall enrollment. Nonetheless we are proud of our continuous successful efforts at preparing students for workforce ready credentialing, facilitating the credentialing process, and documenting success. With a greater focus on aligning such credentialing with program outcomes through our Guided Pathways approach, we are confident of even better results for this indicator in the future.

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: A first glance, the Butler AY 2017 success rate of 60.6% slightly exceeds its AY2016 rate and falls somewhat short of its 2014-16 baseline, 63.1%. These percentages are explained and ameliorated by the fact that the greatly expanded footprint of ALP model includes many more students and sections to make the transition from developmental to college credit shorter and more economical while still improving success. The 2012 pre-ALP baseline in EG 060/101 in two semesters was 39%; AY2017 ALP students passed EG060/101 in one semester nearly 22% more often. In the future, expanded support networks for ALP students and broader faculty training/resources should positively affect metrics.

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 the 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 NUR.)

Outcome/Results: While we barely missed the baseline, this was largely a function of softness of overall 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 programs with industry needs through our Guided Pathways approach, we remain confident of even better results in this indicator in the years ahead.

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 noncognitive 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: Butler is proud of the results of its continuing and intentional efforts to make the transition from developmental to college-credit shorter and more economical. The Math Redesign to modularizes the developmental math courses through College Algebra has been a direct influence on these encouraging trends.

Cloud County Community College Performance Report AY 2017

Contact Person: Nancy Zenger-Beneda   **Phone and email:** (785) 243-1435, ext 249; nzbeneda@cloud.edu

AY 2017 FTE: 1,321

Date: 7/12/2018

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)	↑				
2 Increase number of certificates and degrees awarded.	1	AY12-13: 302 AY13-14: 936 AY14-15: 596 Baseline: 611	614	↑				
3 Increase number of 3rd party credentials attained (CNA, CMA, CDL, NCLEX).	2	AY12-13:357 AY13-14: 324 AY14-15: 406 Baseline: 362	295	↓				
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%	↑				
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%	↑				
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	↑				

*Update 7/12/18

Cloud County Community College Performance Report AY 2017

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:
The College reports retaining 106/155, 68.4% of the "college ready" cohort from the first year to the second year which is an increase over the baseline of 54.5%. The College has increased early interventions with students based on instructor notification of at risk behaviors. CCCC employs two retention specialists. One at each campus. The college has an online reporting tool for faculty to alert the retention specialist immediately when concerns are recognized. Retention specialists instruct a Personal Assessment class for students that have been placed on probation which supports performance tracking and success coaching.

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:
The college reports 614 certificates and degrees earned which is over the baseline of 611. Though the indicator does show improvement, it may not be reflective of the true improvement as enrollment has decreased. Increasing the number of degrees and certificates with a smaller number of students suggests there is success in this area. The College has implemented an automatic degree audit which helps advisors, students, and the Registrar identify courses students need for completion of a certificate or degree. Academic advisors (faculty members) have increased their efforts to explain the pathways created by stackable credentials which build to a degree. More students are understanding the benefits of this approach and are pursuing additional certificates. The degree audit provides clear information for students on the pathway to completion.   The audit also provides information to the Registrar to review reverse transfer opportunities for students who may have transferred to a 4-year program to transfer credits back to CCCC for degree completion.

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:
The reported amount of 295 credentials attained includes 246 CNA, 6 CMA, 29 NCLEX, 7 CDL and 7 EMT which is below the baseline of 362. The college has not been able to find an adequate number of qualified instructors to maintain course offerings. The Department of Aging has very specific credentialing requirements for instructors for CNA, CMA, and Home Health Aid which includes nursing experience in a long-term care facility. This requirement significantly reduces the pool of instructors in the area qualified to teach.   Another challenge the college faced was losing our staff member that taught the CDL course and maintained the agreement for truck use. The college has explored a number of options to reestablish this program will continue to pursue a viable option to support offering the CDL credential to students. Finding qualified instructors is a current focus for the Outreach office as the college believes this area should be a continued area of growth to meet regional needs. The inability to locate instructors has decreased our class offerings which has then decreased the number of students able to complete credentials.

Indicator 4: Increase first to second year retention rates of "non-college ready" cohort.
Description: CCCC will be able 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:
The college reports retaining 98/164 of the "non-college ready" cohort from the first year to the second year. The English Department has implemented a Composition Workshop combined with English Composition. This change in the developmental English sequence allows students who tested just below English Composition I to enroll directly into the college course and the workshop concurrently. The workshop provides supplemental instruction to help students perform at the level expected in the college level course. The program has proved to be very successful as we have seen more students progress to the college level course and an increase in the students passing the gateway course of English Composition I. We believe success in this gateway course contributes to the overall retention of our "non-college ready" cohort.   In addition, faculty use an online alert system to contact the retention specialist when they have concerns about students. The retention specialist provides support and coaching to help students work toward meeting their goals.

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:
The college reports the number of students passing gateway courses for AY17 as 570/736, 77.4%, which is 35.7% percentage points over the baseline of 41.7%; however, with changes in personnel, the calculation method used to establish the baseline and results reported could not be replicated. Using the calculation method to figure the baseline that was used to figure the AY17 number reported reveals the following: AY12-13 442/767=57.6%, AY13-14 444/705=63%, and AY14-15 447/686=65.2% which would establish a baseline of 1333/2158=61.8%. Referencing the new baseline, the college still shows improvement of 15.6% which more realistically represents the improvement in this area. The college attributes success to realigning outcomes from Intermediate Algebra to College Algebra and the addition of the Composition Workshop to the English Composition courses. Both departments show an increase in annual pass rates of gateway courses.

Indicator 6: Increase the number of completers in online allied health and nursing 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:
The college reports in Allied Heath and CEU courses as 239 which is above the baseline of 226. The college has seen a steady increase annually of enrollment in these courses. The expansion of offerings to include online has made the courses available to a larger population.

| Coffeyville Community College Performance Report AY 2017 | | | | | | | | | AY 2017 FTE: 1,288 |

with AY 2017 FTE: 1,288

Contact Person: Aron Potter — Phone and email: 620 251-7005, potter.aron@coffeyville.edu — Date: 7/12/2018

Coffeyville 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 percentage of first to second year retention rates for college ready students.	1	2012 – 165/248 66.5% 2013 – 169/276 61.2% 2014 – 130/221 58.8% Baseline: 464/745 62.2%	55.6% (124/223)	↓				
2 Increase the number of certificates and degrees awarded.		2013 – 499 2014 – 560 2015 – 524 Baseline: 527	499	↓				
3 Increase the number of students successfully completing industry recognized third party credentials.	2	2012 – 288 2013 – 605 2014 – 686 Baseline: 526	892	↑				
4 Increase the credit hours awarded through Credit for Prior Learning		2014 – 56 2015 – 17 2016 - 16 Baseline: 29	34	↑				
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)	↓				
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)	↑				

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Coffeyville Community College Performance Report AY 2017

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:

Coffeyville Community College is and will continue to focus on the retention of first year to second year students. The institution's retention rate has seen a steady growth of 6% beyond the previous performance reports base line. This improvement created a new baseline of 62.2%. With the creation of the new baseline, the institution fell below the baseline by 6%. The institution evaluates the student services area so that the institution can address students' needs that will enhance their experiences at CCC. The First Year Experience course has transitioned from a three week course to a semester long offering for first time   freshman transitioning to college. The institution has made changes to the current Promoting Academic Student Success (PASS) reporting process for all students, including both technical campuses. This change was stimulated by the data analysis of the current PASS system. In the upcoming academic year, at risk students will be identified within the first two weeks of each academic semester by the faculty. Students will be contacted by the Student Success Center staff to create an academic success plan.

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 awarded fell below the baseline of 527 to 499 for AY 2017. The institutions enrollment was down during this timeframe, as well as, the high school enrollment in Southeast Kansas. Coffeyville Community College continues to pursue and identify the needs of local and regional industries in the Southeast Kansas Area. 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. The restructuring of our course offerings from a traditional setting of 16-week courses to 8-week courses has been created to assist students in easier access for completion time. In an effort to address this reduction, course scheduling is being evaluated to meet the needs of our constituents.

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 choose 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:
The number of students successfully completing industry recognized third party credentials have increased to 892, a significant increase beyond the baseline of 526. Coffeyville Community College has pushed to incorporate more industry-recognized 3rd party-assessments into the curriculum and is advising students to take certification to improve employability. CCC continues to work with our local high school administration to form partnerships with our technical campuses that create more opportunities for those secondary students to earn credentials.

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 2017, the institution awarded 34 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 31.42% completion rate of minority students graduating with an Associate's degree or certificate, which fell below the newly established baseline of 33.4%. Although the indicator goal fell below the baseline, Coffeyville Community College saw one of the largest minority populations to arrive on campus over the last four years. 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. Institutional data has also indicated the need to intervene with at-risk students within the first two weeks of the academic semester, which will be implemented in the Fall of 2018.

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 76.8%. Historically, Coffeyville Community College has focused on providing a quality academic support system for students in developmental courses. The commitment by the faculty and the Student Success Center has impacted the success of the developmental student. Coffeyville Community College has focused on developmental students by assessing each course so needs of the current student may be addressed as they move forward in completing their course work. The redesigning of course offerings and pedagogical practices are being implemented to address current trends in developmental issues.

Colby Community College Performance Report AY 2017							AY 2017 FTE: 980	

Contact Person: Brad Bennett — Phone and email: 785-460-5403; brad.bennett@colbycc.edu — Date: 7/12/2018

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	↑				
*2 Increase the first to second year retention rates of college ready cohort.	1	2012: 97/163=59.5% 2013: 107/177=60.5% 2014: 57/109=52.3% Baseline: 261/449=58.1%	67.2% (82/122)	↑				
*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)	↓				
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)	↑				
5 Increase the financial literacy of students.	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 Baseline: 1,090/3 = 363.3	366	↑				
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%	55.2% (324/587)	↓				

*Updated 7-12-18

Colby Community College Performance Report AY 2017

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. Colby Community College was the only Community College who achieved their foresight 2020 goal in 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 continues to make improvements in this area. In addition Colby Community College will open a centralized advising center July 1, 2018. The Trojan Advising Center will further support CCC's mission and dedication to ensure students are being retained and successful.

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 dipped slightly in this area. The above mentioned advising center will help the College focus on improvement in this area. In addition long term the College is planning to add a career center to the Trojan Advising Center.

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 experienced a slight increase in this area. Not related to this measurement, but the College completed a curriculum redesign in English courses and will start on a similar pedagogy redesign in the Math department. In addition for AY2018 the College implemented a new mandatory course placement policy which should better place students and increase our success in all remedial courses.

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 once again realized an increase in this area. The College continues to explore ways to expose and educate our students on financial literacy.

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 a centralized advising center with dedicated staff to help students be retained and transfer. In addition the College is aggressively working with four-years institutions both in the state and out state to make sure partnerships are in place for our students to have the ability to transfer.

Cowley Community College Performance Report AY 2017					AY 2017 FTE: 2,026
Contact Person: Harold Arnett		Phone and email: 620-441-6584; harold.arnett@cowley.edu			Date: 7/12/2018

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.	1	2012 Fall Cohort: 278/449 61.9% 2013 Fall Cohort: 204/348 58.6% 2014 Fall Cohort: 175/275 63.6% Baseline: 657/1072 61.3%	62.0% (380/613)	↑				
2 Increase the number of certificates and degrees awarded.	1	AY2013: 945 AY2014: 927 AY2015: 862 Baseline: 911	654	↓				
*3 Increase the percentage of students who completed, became employed or transferred.	2	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)	↑				
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College.	1	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)	↑				
5 Increase the persistence rates (fall-to-fall) for students in developmental courses.	1	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)	↑				
6 Increase overall first-year academic achievement (GPA) for students in developmental courses.	1	AY2012: 2.162 AY2013: 2.201 AY2014: 2.327 Baseline: 2.214	AY2016 2.224	↑				

*Updated 4-6-18

Cowley College Performance Report AY 2017

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:
This year's report shows a very slight increase, rising 0.7 points from the baseline. We are renewing the First-Year Experience course, continuing the accelerated learning approach for math and English and have increased the number of teachers trained in using activity-based learning approaches. We also have a very successful student support services grant (TRIO) program and a faculty who take great pride in their student-centered efforts both inside and outside the classroom.

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:
The combination of declining enrollment and a discovered error in the previous year's reported numbers delivered a whammy on us in regard to this indicator! Seventy-two students were erroneously included in last year's report; they graduated in the summer of 2015 and should not have been included. While that benefitted us last year, their exclusion from this year's report compounded the lower enrollment figures. It may well be that establishing an indicator based on percentage of completions would have been a better-considered approach for us. Nonetheless, we are continuing intense efforts to increase enrollment, and improve persistence and completion. These efforts included the above-mentioned TRIO program, comprehensive recruitment, increasing the number of teachers trained in activity-based learning, hiring a full-time retention coordinator, improving use of intrusive advising, and encouraging students who are very close to completion of graduation requirements to take the extra one or two classes that would fulfill the requirements.

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, beginning with the AY2015 cohort.

Outcome/Results:
This year's results show an increase of 3.8 points above the baseline as we see that 63.5% of our students completed, transferred or found employment. We will acknowledge the hard and effective work of the groups mentioned above and will continue our efforts to produce continued increase in this area.

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 more narrow 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:
We are delighted to report a dramatic increase in the percentage of college ready students completing and/or transferring in this year's cohort. The reported rate of 71.8% is over ten points higher than the baseline. We believe this is yet another indicator of a highly effective teaching and support staff and will definitely continue the efforts mentioned above that we feel have contributed to this success!

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:
Note: We found that the baseline information was improperly calculated. The VPAA had inadvertently included some duplicate numbers; students who had taken developmental courses in both math and English were counted twice. Our actual baseline numbers should have been: 2012-2013: 30.1% (104/345); 2013-2014: 36.7% (100/272); 2014-2015: 54.2% (114/210); Baseline: 38.4% (318/827). Regardless of that, this year's cohort (54.4%) showed a gain of 1.3 points above the reported baseline of 53.1%. We will continue with the accelerated learning approach, intrusive advising, use of activity-based learning and other initiatives. In addition, we have had a tremendous support program operating for several years that contributes to our success in all of these areas. Our IMPACT people (our TRIO program—student support services grant) continue to operate a dynamic program that provides comprehensive support services for high-risk learners. We also wish to acknowledge the effectiveness of our developmental teaching faculty who have shown wonderful initiative in seeking, selecting and gaining training in the accelerated learning techniques.

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: We are encouraged to see a very slight improvement in the GPA—up just 0.01 points. However, we are hopeful that the combined work of all the groups and initiatives already listed will continue to yield positive results as we move forward.

Dodge City Community College Performance Report AY 2017							AY 2017 FTE: 1,337	

Contact Person: Jane Holwerda | **Phone and email: (620) 227-9359; jholwerda@dc3.edu** | **Date: 7/16/2018**

Dodge 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 first to second year retention rates of college ready cohort	1	2012: 50.3% (91/181) 2013: 54.5% (91/167) 2014: 59.1% (104/176) Baseline: 54.6% (286/524)	53.3% (131/246)	↓				
2 Increase the number of certificates and degrees awarded	1	2013: 383 (182 Assoc,56 Cert,145 SAPP) 2014: 432 (226 Assoc,52 Cert,154 SAPP) 2015: 426 (211 Assoc,59 Cert,156 SAPP) Baseline: 414	397	↓				
*3 Increase percent of students who are employed or transfer	2	2012: 51.5% (205/398) 2013: 52.7% (188/357) 2014: 56.2% (228/406) Baseline: 53.4% (621/1,161)	58.0% (253/436)	↑				
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	2013: 62.1% (198/319) 2014: 54.5% (182/334) 2015: 50.3% (185/368) Baseline: 55.3% (565/1,021)	49.7% (148/298)	↓				
5 Increase Developmental Reading successful completers	1	2014: 81.9% (77/94) 2015: 70.9% (39/55) 2016: 71.8% (46/64) Baseline: 76.1% (162/213)	83.0% (44/53)	↑				
6 Increase the number of students successfully completing one-year certificates through the Electrical Power Technician and Welding programs	2	2013: 7 EPT + 16 Weld = 23 2014: 10 EPT + 12 Weld = 22 2015: 18 EPT + 9 Weld = 27 Baseline: 24	10 EPT + 14 Weld = 24	↔				

*Updated 4-20-18

Dodge City Community College Performance Report AY 2017

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." DCCC's 2017 cohort of college-ready students increased from our 3-year history; specifically, we show a 36% increase in the size of our college-ready cohort of 246 in AY2017 over the cohort of 176 in AY2014. This increase is a result of successful recruiting strategies, as well as the expansion and remodeling of student services facilities and improvement of our enrollment processes.

Outcome/Results:
For AY2017, DCCC dipped below baseline by 1.3%. DCCC will continue with its recruiting strategy and will direct resources to improving advising and assessment, and to providing professional development opportunities for faculty on best practices. Our data collection on student engagement will be instrumental in pinpointing the needs of our college-ready cohort, driving retention strategies for this important student population.

Indicator 2: **Increase the number of certificates and degrees awarded**
Description: This indicator addresses Goal 1 of *Foresight 2020,* "increase higher education attainment." Based on total number of associates, certificates, and SAPP, DCCC's history shows an overall upward trend. From AY2013 to AY2014, DCCC showed a 12.7% increase in the number of degrees, certificates, and SAPP awarded, with the most significant increase (24.1%) in associates degrees, followed by certificates (7.1%) and SAPP (6.2%). DCCC experienced an incremental decline (1.3%) from AY2014 to AY2015 but remained above baseline. However, in AY2017, DCCC awarded 6.8% fewer degrees, certificates and SAPP than in 2015.

Outcome/Results:
For AY2017, DCCC dropped below baseline. Upon further analysis, we notice a total decrease of 98 degrees, certificates, and SAPP awarded from AY2016 (495) to AY2017 (397). Of that 98 decrease, 73 (or 74%) are in technical and workforce: 15 were AAS, 17 were certificates, and 41 were SAPP. This decrease correlates with unrest and faculty/staff turnover in technical/workforce programs on our campus throughout AY2017. In response, DCCC made new administrative appointments, including to Dean of Workforce, Director of Allied Health, and division chair of Workforce; recently placed our EMS program on hold; and implemented a fair market salary strategy with our nursing appointments to be competitive in recruiting and to assure retention of well qualified Nursing faculty. DCCC will continue to be proactive in evaluating instructional performance and in implementing student-centered policies and practices focused on degree completion.

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.* We continue 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:
For AY2017, DCCC improved on our baseline by 4.6% and are proud that we have shown increase for each year measured. We will continue to work with 4 year institutions to maintain and improve articulation agreements, as well as to tailor workforce programs to fit the needs of industry partners, including internship opportunities, adding value to our students by way of employment and higher wages. 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. Over the past five years, the number of low-level learners studying in the ALC has increased by 13%. Low-level learners include those who lack literacy skills in their native, or home, languages.

Outcome/Results: For AY2017, DCCC shows a minimal gain of 1.3% from AY2016's 48.4%. To improve on this outcome, DCCC's ALC will continue to incorporate research-based curriculum, individualized instruction, specialized software, smart-board and tablet technologies to meet the learning needs of its high number of low-level learners.

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 is 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. Last year we modified the measure to a percentage of successful completers, with the denominator of students enrolling in College Reading and the numerator being those completing with a C or better. We continue to work closely with advisors and faculty, especially in English and other reading-intensive disciplines, to identify students whose skills in reading are below those levels and to provide resources to improve those skills.

Outcome/Results; For AY2017, DCCC improved on our baseline. We will continue to work closely with faculty to revamp curriculum and incorporate learning strategies to strengthen fundamental skills for students, especially in developmental-level courses.

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." Locally, we have a strong local demand for a skilled workforce in pipeline construction and maintenance and in the meat-packing industry. In addition to working with local industry, we work with service area high schools to increase interest and concurrent enrollment. EPT continues to be in high-demand across the state; however, our campus/face-to-face offerings have proved viable and so we have reduced our online and put our partnerships in eastern Kansas on hold. Welding and EPT provide DCCC opportunities to respond strategically to meet demands for workforce development and industry training, even as students continue to accept industry positions having attained skills but not completing certificates.

Outcome/Results:
For AY2017, we maintained baseline. We will continue to build relationships with our industry and service area partners in welding and in EPT, focusing on local opportunities and face-to-face course offerings.

Fort Scott Community College Performance Report AY 2017							AY 2017 FTE: 1,295	

Contact Person: Adam Borth Phone and email: 620-223-2700 ext. 3400; adamb@fortscott.edu Date: 7/16/2018

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	1	F12 Cohort- 92/158 (58.2%) F13Cohort-110/204 (53.9%) F14 Cohort- 86/182 (47.3%) Baseline: 52.9% (288/544)	54.7% (76/139)	↑				
2 Increase the three-year graduation rates of college ready cohort	1	F10 Cohort- 96/252 (38.1%) F11 Cohort- 62/177 (35.0%) F12 Cohort- 58/162 (35.8%) Baseline: 36.5% (216/591)	28.6% (52/182)	↓				
3 Increase the percent of students earning job-ready certifications	2	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)	↑				
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.	Institutional non-college ready	AY13-77/115 (67.0%) AY14-86/108(79.6%) AY15-88/91 (96.7%) Baseline:79.9%(251/314)	71.6% (48/67)	↓				
5 Increase the success rate of students completing online course(s) with a grade of "C" or better''	Institutional	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)	↑				
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year.	Institutional	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)	↑				

Fort Scott Community College Performance Report AY 2017

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 saw a slight increase in first to second year retention rates after declining three consecutive years. An Early Alert system is fully implemented, and students are contacted by the Advising Office in multiple modalities if an issue arises. Orientation courses highlight the importance of finishing an education and completing a college credential.

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 fell short of reaching this indicator for a fourth consecutive year, the data reflecting the fall 2013 cohort. FSCC hired a Student Success Coordinator in 2013, and is expecting to see student completion rise with subsequent student cohorts. This person has also helped establish the Early Alert process, and the two coupled together should demonstrate improvement in completion. FSCC is practicing more intrusive advising to bring this indicator back above the baseline.

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 continues to grow in many of the CTE fields, which is increasing the level of job-ready certifications students are attaining. The Excel in CTE initiative has helped many students from construction and welding, to the allied health fields. 503 students earned an industry recognized credential, while 757 students were seeking and industry recognized credential. Through stackable credentialing of certificates, programs, and industry credentials; FSCC is taking steps for allowing more students to move into the workforce and be successful.

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 enrolled in English 101. We collected the data through our administrative database system (POISE). FSCC has recently been accredited through the National Association of Developmental Education for our revision of Development English. Through this process we will track the students as they proceed through these courses. Through this process we may see a variation in the data as three years of data includes data prior to the implementation of the revised curriculum. The data reflected within this performance agreement should give us a better overview of how the revision has affected students. We will measure the success by the percent of students completing the course with a "C" or better.

Outcome/Results:

The number of non-college ready students enrolled in English 101 maintained consistency with the baseline. FSCC failed to meet the baseline goal by about 9%, as only 48 students were successful in the course, out of the 67 students in the population finishing the course with an A, B, C, D, or F. FSCC is piloting an accelerated learning model found successful in other institutions with a goal to increase success in writing students identified as non-college ready.

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:

654 students successfully completed an online course with a grade of C or higher, while 810 students are in the total population of completing the course with an A, B, C, D, F, or W. We continue to see increases in students successfully completing online courses, as well as students enrolling in online courses. FSCC recently added the librarian position as additional support to assist students with Learning Management System issues.

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:

We continue to have a high success rate with this indicator, as 268 students completed English 101 and English 102 with an A, B, or C; a total of 277 students receiving a final grade of an A, B, C, D, or F made up the entire population (denominator) of this indicator. FSCC exceeded the baseline by almost 2%, at a 96.75% success rate when students complete both English 101 and 102 within the same year. Advising works with students to matriculate from ENG 101 into ENG 102 as quickly as possible. Accelerating students through the developmental pipeline and into college level English also contributes to the success of this indicator.

Garden City Community College Performance Report AY 2017						AY 2017 FTE: 1,613	
Contact: Ryan Ruda		Phone and email: 620-276-9597; ryan.ruda@gcccks.edu				Date: 7/16/2018	

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	↑				
2 Increase Number of certificates and degrees awarded.	1	2013—488 2014—515 2015—504 Baseline-502	474	↓				
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	↑				
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)	↑				
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	↑				
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort.	1	2010—76/152 (50%) 2011—96/232 (41.4%) 2012—101/289 (34.9%) Baseline—273/673 (40.6%)	43.1% (93/216)	↑				

Garden City Community College Performance Report AY 2017

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: 478 credit hours have been successfully completed by past, current, active and honorably discharged veteran students.
GCCC has been working to increase our recruitment and retention of veteran students. The college has invested in putting services in place which has led to being recognized as a Military Friendly institution. These services include working to designate veterans in our student information system more concisely and putting strategies in place with advisors for more intentional interviewing of veteran students. The financial aid office assists with directing services to veterans to get them connected to financial assistance opportunities.

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: 474 certificates and degrees were awarded
While we did not increase in this indicator, the college is making efforts to increase the number of reverse transfer agreements with 4-year partner institutions. This will assist in increasing the number of certificate and degrees awarded. Additionally, we are working with our technical programs to determine measures for increasing the awareness of awards in certificate programs. The college is also reviewing best practices and steps to contact former non-completer students to help facilitate their returning to college for degree completion.

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 has concerted efforts over the last four years to embed written communication assessment into courses. Through work with the Higher Learning Commission, the college written communication committee developed a rubric which has been used to assess written communication. Professional development

along with the addition of a writing center has helped institutionalize the importance of written communication skills.

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: 136/185 73.5% successfully completed

The college saw significant increases in the success rates of students who completed remedial and successfully completed the first college writing gateway course. The increase is due in part to the faculty's recommendation to change all remedial courses from hybrid to strictly face-to-face. Allocating more time in-class has provided the impetus to increase instructor feedback and student interaction. Accordingly, the decision to add a writing center, staffed by an English instructor and four student tutors, has provided additional resources and increased access to assistance with writing skills.

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: 20,567 credit hours successfully completed

GCCC has increased marketing efforts for distance education. The college integrated new software (Drop Out Detective) into the Learning Management Software to assist with tracking faculty-student interaction, student retention and on-line student success. The software notifies advisors if students are not actively engaged in the course, enabling proactive communication and intervention, which has increased retention. Through increased marketing and awareness as well as enhanced retention strategies, the college has experienced measured gains in successful completion of credit hours in distance courses.

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: 93/216 43.1% 3-year graduation rate

During the past year, the college has defined programs, developed curriculum maps and aligned program outcomes to more effectively advise and direct students into a course of study. These efforts, in combination with increased retention efforts bolstered by early alert software, have improved and increased student tracking and monitoring.   This has created a more collaborative effort for assisting students with matriculation towards degree completion.

Highland Community College Performance Report AY 2017					AY 2017 FTE: 2,088	
Contact Person: Erin Shaw, Ph.D.		Phone and email: 785-442-6012; eshaw@highlandcc.edu			Date: 8/20/2018	

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	↓				
***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)	↑				
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	↑				
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%	101/161 62.7%	↑				
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%	↑				
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	↓				

*Updated 7/16/18

Highland Community College Performance Report AY 2017

Indicator 1: Increase the number of HCC diplomas and/or certificates awarded.
Description: In AY2017, we saw an increase in short-term certificates and a decrease in the completion of Associate degrees. We attribute the drop in Associate degrees to a couple of factors. First, HCC hired a full-time Director of Advising in order to continue improve our advising processes. We believed that this person would provide better training to faculty and staff advisors, strengthen transfer partnerships, and most importantly keep students on track toward graduation with accurate advising. Unfortunately that did not prove to be the case. The employee's contract was not renewed and we spent AY2018 correcting advising errors and making progress on the initiatives he was supposed to complete in AY2017. We also are seeing fewer students, especially athletes, staying through the completion of their degree before transferring. Many of our athletes are leaving in December of their sophomore year. Others are leaving just short of earning a degree and finishing their coursework back at home out of state so reverse transfer is not possible either. If a student athlete is strong academically, they complete their degree in three semesters by adding in summer classes and taking more than 15 hours in fall and spring. However, other student athletes struggle in their courses or need to take a lighter course load to succeed so they end up transferring with 45 hours instead of our degree requirements totaling 63 hours. We hope efforts to improve advising information and support services for student success will increase our Associate degree numbers in the future. Finally, as the economy improves, employers are hiring our technical students at the end of a certificate rather than after earning an AAS degree. Employment for our students is good news but we are working with our business partners and advisory boards to keep students with us a little longer when possible. Since the addition of an AAS pathway with general education courses aligned with workplace skills we have increased our AAS degree completion and believe we will continue to do so.

Outcome/Results: 576 degrees and/or certificates were awarded during AY 2017.

Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.
Description: 345 represents the number of HCC graduates who were employed in their program field or transferred to a Kansas public college out of 587 total graduates. One of the greatest influences on this measure was the exceptional work the HCC Atchison Technical Center Director and the Western Center Director have done building partnerships with NE Kansas business and industry. Both individuals have continued strengthening these relationships and adding new partners. We have also seen the dream for our Western Center start to come true with the establishment of 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.

Outcome/Results: 61.5% (397/646) of HCC graduates were employed in their program field or transferred to a Kansas public college.

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).
Description: Represents the number of students at the HCC-Tech Center, Atchison, KS who earned a satisfactory score on the KCWR examination. The increase over AY17, resulted from strong encouragement for high students to complete the KCWR from both Atchison Technical Center instructors and staff and high school counselors and administrators. The KCWR allows students to show their employability and level of soft skill abilities on their resume.

Outcome/Results: 64 students earned a Kansas Certificate of Work Readiness, up from 38 students the previous year.

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. Developmental math faculty have adopted a continuous improvement strategy in addressing the needs of these students.

Instructors use a computer-based learning system to augment in-class instruction. This system provides individualized, prescriptive practice based on each student's actual performance. It also incorporates Mastery Learning by requiring at least 80% success before allowing the student to advance to the next lesson. One great advantage of this system is that it provides students 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). 161 represents the total number of students who placed into MAT 090 Fundamentals of Math, while 101 represents the number of students who completed the course with a passing grade during their first attempt. These 94 students met the pre-requisite for MAT 100 Beginning Algebra or MAT 102 Technical Mathematics by successfully completing MAT 090.

Outcome/Results: 62.7% (101/161) of students passed Fundamentals of Mathematics on their first attempt.

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 in AY 2017, passed the NCLEX certification examination on the first attempt. The Kansas State Board of Nursing requires nursing programs to have a first time pass rate of 75% to remain certified. It is especially challenging for small programs to obtain and maintain 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 19 students who successfully completed the program in AY2017, all 19 passed the exam on the first attempt.

Outcome/Results: 100% of our PN to RN bridge program completers passed the NCLEX-RN on their 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: 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 AY2017, our Director of Institutional Research (IR) sent out a Student Evaluation on the SPEs to technical and general education instructors. The tool asks instructors to indicate whether a student "Always," "Usually", "Sometimes," or "Rarely/Never" demonstrates each of the SPEs and SPE subcomponents. For "Act Responsibly," an individual will "meet your commitments and be accountable for your own behavior and performance," including subcomponents "arrives early enough to be in their seat/work station and ready to work at start of class; submits required homework, projects, papers, etc., on-time and in satisfactory fashion; and utilizes class time effectively to foster their own learning and without interfering with others." While a quality tool for assessing student performance on our SPEs, we realized too late that for AY2017, this evaluation was only conducted on a sample of students across all programs. Therefore the number on this year's Performance Agreement only reflects the percentage of technical students who earned an "Always" or "Usually" on the "Act Responsibly" item, is a sample, and does not include all technical completers. We have taken steps to correct this for AY2018 and beyond.

Outcome/Results: For the "Act Responsibly" Shared Performance Expectation questions, 66 of 79 Technical students included in the sample were evaluated by their instructors as "Always" or "Usually" meeting the responsibility criteria.

Hutchinson Community College Performance Report AY 2017					AY 2017 FTE: 3,913	
Contact Person: Cindy Hoss		Phone and email: (620) 665-3427; hossc@hutchcc.edu			Date: 6/27/2018	

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	CO 2012: 55.8% (213/382) CO 2013: 59.4% (240/404) CO 2014: 61.2% (216/353) Baseline:58.7% (669/1,139)	65.7% (362/551)	↑				
2 Increase three-year graduation rate of college-ready cohort	1	CO 2010: 28.8% (97/337) CO 2011: 24.5% (89/363) CO 2012: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑				
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	↑				
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)	↑				
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) AY2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑				
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	↑				

Hutchinson Community College Performance Report AY 2017

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 2017 retention rate for those enrolled for two consecutive fall terms is 7% higher than the baseline. HCC offers many sections of concurrent classes for juniors/seniors in partnership secondary institutions. These students are college-bound and the retention rate is high overall. HCC 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 2017 graduation rate is 11.6% higher than the baseline. This outcome continues to improve as we examine our strategic planning PERC data (persistence, enrollment, retention, and completion) and reassess how we encourage graduation as an educational milestone. HCC 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 AY2017 indicator (total 1,678) continues to grow with 213 certificate and degree awardees beyond the baseline of 1,465. Improved processes for awarding credentials when earned, and the reverse transfer initiative are helping the growth. HCC 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 AY2017 indicator is 7.4% higher than the baseline. Our integration/development education support strategies continue to create an academic shift within the institution, gaining in faculty support, and employing strategic planning resources (dedicated faculty and curriculum changes) to improve this indicator. HCC 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 2017 indicator is 6.8% 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. Cohort groups drive to completion whereas students in open-enrollment programs sometimes require a longer time to completion. HCC 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 2017 indicator (total 159) reflects an increase of 7 students over the baseline of 152 students as delivery of technical education to high school students remains modest, but steady particularly in the Allied Health careers. HCC has fulfilled this outcome.

Independence Community College Performance Report AY 2017						AY 2017 FTE: 826	
Contact Person: Kara Wheeler		Phone and email: 620-332-5635; kwheeler@indycc.edu				Date: 7/24/2018	
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	2012: 42.2% (38/90) 2013: 33.3% (50/150) 2014: 43.9% (43/98) Baseline: 38.7% (131/338)	44.4% (59/133)	↑			
2 Increase number of certificates and degrees awarded to ICC students	1	2013: 314 2014: 272 2015: 214 Baseline: 266	186	↓			
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)	↑			
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)	↓			
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)	↓			
*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)	↓			

*Updated 7-16-18

Independence Community College Performance Report AY 2017

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: ICC moved in January of this past year to implement student "Navigators", or full-time staff to serve as the sole contact for students regarding their journey at ICC. Navigators walk with students from the admissions process all the way through to graduation. While the data we received from KBOR for this outcome (59/133—44.4%) was above our baseline, we would like to continue to push this number higher with the implementation of the Navigators. We will not really see the results of this effort until the third year of data collection. Power Campus was implemented during this period, although the functionality of academic plans is still on the to-do list for implementation. Hopefully with some updates coming this summer to Power Campus, we will be able to build these plans out and put them to work this next academic 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: ICC was only able to award 186 completions. This is a significant drop from the previous year, but shows the results of having less technical short-term certificates awarded. Part of this is due to smaller populations of high school students in our service area, and part of it is our fault for not developing more opportunities for students to be awarded shorter certificates. We worked hard this year to offer more short-term certificate options to those who may be wanting to update their skills or as a stackable credential. Again we will not see whether our efforts were effective or not for another data reporting 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. 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: We had 194/230 students (84%) of student return, so we exceeded our goal is this category.

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: 47% (66/141) students were employed in a related field or continuing their education within one year of successfully completing any program. While this is below our baseline, it is within 4% and falls into the middle of the three years that were pulled to establish the baseline. ICC does not have a good mechanism for tracking students once they leave our institution, so this job falls mainly on instructors of technical programs to track their students beyond graduation. This data will continue to not be very reliable using word-of-mouth contacts.

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
Fall of	# Enrolled in Comp Prep	# Successful in Comp Prep	% Loss from Column A	# Enroll in Comp I by end of next AY	% Loss from Column A	# Successful in Comp I	Success Rate (Column F/Column A)
2010	77	53	31%	44	57%	37	48%
2011	75	46	39%	36	52%	30	40%
2012	69	34	51%	29	58%	22	32%
2013	75	57	24%	42	44%	33	44%
2014	40	17	57%	12	70%	9	23%

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. ICC proposes strengthening student success from developmental through college level writing so that at least 85% of those students are successful by 2017.

Outcome/Results: ICC reached 73% (8/11) students successfully completing English Comp I with an A, B, or C after they successfully passed Comp Prep. We consider this as met because of the low number of students used for the percentages. Overall we need to continue to ensure students who start in Comp Prep can pass it, because their opportunities to pass English Comp I increase greatly when they start at this level.

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: ICC had 66% (865/1303) students pass with an A, B, C, or P. The exponential growth of students within online classes shows the impact that accreditation had on the ability to offer online classes. We only came in 2% below our goal, which for us is really good and maintaining our baseline since we went from 144 students enrolled to 1,303. We have been able to keep rigor up and while still having students successfully pass their courses.

Johnson County Community College Performance Report AY 2017						AY 2017 FTE: 11,180	

Contact Person: Dr. Michael McCloud Phone and email: 913-469-8500 x2527; mccloud@jccc.edu Date: 7/16/2018

Johnson 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 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%	53.4% (3,009/5,639)	↑				
2 Increase the Number of Certificates and Degrees Awarded (based on awards recognized by KBOR – SAPP or 16+ credit hours)	1	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,027	↑				
*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)	↑				
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	FL2012: 606/1,195 50.7% FL2013: 617/1,128 54.7% FL2014: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	FL2016: 58.5% (753/1,287)	↑				
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	FL2012: 304/523 58.1% FL2013: 411/620 66.3% FL2014: 443/663 66.8% Baseline: 1,158/1,806 64.1%	70.9% (471/664)	↑				
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	FL2010: 674/1,622 41.5% FL2011: 618/,1467 42.1% FL2012: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	FL2014: 41.5% (631/1,520)	↑				

*Updated 4-20-18

Johnson County Community College Performance Report AY 2017

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: Goal one of JCCC's AY 2014-2017 Strategic Plan was to increase student success by improving student satisfaction, retention, persistence, graduation, and transfer rates. The success index shows an overall increase when compared to the baseline. The Counseling Department has increased access for students by expanding walk-in services to include all hours the counseling center is open, and by increasing the number of counselors who are specialists in specific advising clusters. Counselors create educational plans for students to guide them through graduation or transfer and collaborate with faculty to create documents that help students better understand their field of educational interest. In addition to expanding hours, The counseling department has improved their online presence to better serve all students. In 2016, six Student Success Advocates transitioned from part-time to full-time status. Success Advocates are assigned specific student cohorts as their workload, and they follow up with students to assist with their overall success – specifically regarding program requirements, retention and completion.
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. Over the last year, the dean's council has worked within their respective divisions emphasizing increased communications with students related to their status and progress towards degree completion. In addition to work being done to improve student success overall, JCCC continues to implement an auto graduation and reverse transfer projects.

Indicator 3: Increase the Percent of Students Employed or Transferred
Description: Percent of students employed 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 is doing well, with continued decline in unemployment rates. This positively impacts employment rates within Indicator 3; however, it may negatively impact our future completion and transfer rate metrics. The Career Development Center increased its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easy access to job advertisements, interviewing skills, and resume tools. JCCC hired a professional who continues to focus on improving the transfer experience for our students and continues to advance our articulation and reverse transfer agreements with other Kansas higher education institutions.

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 Guided Pathways (Indicator 1). Efforts have been made to ensure degree-seeking students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness. JCCC's academic affairs branch is reviewing placement practices. JCCC has developed and implemented the "Supplemental Instruction Embedded Tutors" program. The program embeds peer mentors in JCCC classes to model effective learning behaviors. Embedded tutors host meetings outside of class meeting times during which students obtain additional learning skills.

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 2017, JCCC continued to expand the number of online offerings in an effort to increase flexibility in student schedules. 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 guided pathways for students. Guided 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, 4 and 5, and include efforts to increase JCCC's overall graduation rates.

Kansas City Kansas Community College Performance Report AY 2017								AY 2017 FTE: 3,593
Contact Person: Dr. Edward A. Kremer		Phone and email: 913-288-7111; ekremer@kckcc.edu						Date: 7/16/2018

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	1	2012:47.1% (154/327) 2013: 55.3% (167/302) 2014: 52.4% (161/307) Baseline: 51.5% (482/936)	65.0% (204/314)	↑				
2 Increase the Number of Certificates and Degrees Awarded	1	AY2013: 1,270 AY2014: 1,217 AY2015: 1,324 Baseline: 1,270	1,243	↓				
*3 Increase the Percent of Students Employed or Transferred	2	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)	↑				
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)	↑				
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY2013: 1,295 AY2014: 1,310 AY2015: 1,440 Baseline: 1,348	1,623	↑				
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)	↑				

*Updated 4/20/18

Kansas City Kansas Community College Performance Report AY2017

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:
The college has seen an increase in this area which we attribute to the use of an Early Alert and the hiring of a retention coordinator to work with students throughout their coursework at KCKCC. The college has also increased the number of scholarships provided to aid students paying for their education. We hope to see a continued increase in this area with the aid of center of teaching excellence faculty training in pedagogy of teaching. Additionally, we are working on efforts to better schedule course offering and modeling the best times and sequencing of courses for students.

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:
In 2017 we saw a slight decrease in the numbers of degrees and certificates. We attribute this in part to the strong labor market. Through partnership with KC-degrees, an initiative of the Kauffman foundation to help adult learners return to school, we plan to increase students' completion of degrees and certificates. We are working with our retention coordinator and advising staff to help students develop paths for success. Additionally, we have made significant changes to our degree sequencing and are offering automated degree planning to students to map their 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:
We have seen an increase in this area which we attribute to our increased transfer fairs with 4-year partners. We are providing space to visiting colleges to meet with students for advising and matriculation. We are also building stronger partnerships and articulations with transfer institutions.
On the workforce side, we have increased our job placement and career services to our students. We are better connecting students to job placement opportunities and building relationships with business partners to connect students with jobs in their field.

Indicator 4: Increase the success rate in non-developmental courses enrolled by the students who successfully complete the developmental courses
Description: The denominator is the total number of class enrollments or number of grades in the non-developmental classes by the students who successfully completed in MATH0099, READ0092, and ENGL0099 with a grade of C or better. The numerator is the number of grades that are C or better in the non-developmental courses enrolled by the students who completed developmental courses successfully. The non-developmental courses are MATH-0104, ENGL-0101, ENGL-0102, PSYC-0101, SPCH-0151, MATH-0105, SOSC-0107, BIOL-0141, PHIL-0206. These are the top nine most frequently taken courses by the students after completing developmental courses.

Outcome/Results:
Prior to 2017 we were only offering MATH0105, a 5 credit college algebra with review, as we felt most students needed the review. With success in our developmental math courses we have students now moving to MATH0106, a 3-credit hour college algebra without review, so that they can progress more quickly. Our instructors are also revamping their Blackboard shells for classes to make instructor lecture videos and notes available to students for review outside of class. These changes allow students to keep up with content and assignments even when life circumstances prevent them from attending class. This is especially helpful to athletes and working parents. We have also worked to make intermediate algebra, MATH-0104, seamless with developmental math courses so that students can transition into MATH-0104 as soon as they are successful in their developmental course (i.e., within the same semester and same meeting time as their developmental course).

We made adaptations to our developmental programming to decrease the amount of time students spend in developmental coursework, and increase retention rates and success in post-developmental courses. In English, a redesigned model of English 99 and English 101 was piloted in 2016, and an accelerated model of English 99 is set for a pilot in the fall of 2018. The developmental math program moved to a modularized format to allow students the opportunity to accelerate through coursework at an individualized pace. In 2015, the developmental reading program implemented an accelerated model that allowed students to move through the two-course sequence in one semester. In 2016, developmental reading courses began to be offered in eight-week, blended formats to allow for greater access along with acceleration. In the summer of 2018, the developmental reading program piloted an online section of Reading 92 in hopes of attracting and retaining students who work full-time and have family obligations. Currently, there are plans to offer at least one online section of Reading 92 in the fall of 2018, as well.

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:
The college has targeted increasing our Hispanic student population through a variety of efforts, which has led to significant increases in this area. We now provide dual language application materials and are hiring bilingual support staff. We utilize census data and zip code data to improve our recruitment efforts. We have built strong partnerships with El Centro to reach Hispanic students. We have implemented a Biz Fest scholarship with a strong focus on supporting Hispanic students. The college is also offering staff and faculty Command Spanish classes to help recruit students.

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:
Non-College Ready Students are required to meet with a Student Success Advisor prior to enrollment. The Student Success Advisors use a Proactive Advising model that focuses on intervention. The focus is to provide consistent and intentional contact with students which helps to build a relationship that fosters increased accountability. This model allows for a closer monitoring of signs of students facing challenges which will allow for more assistance. Additionally, our TRIO grant focuses on increasing retention of Non-College Ready Students, through support efforts.

| | | | | | | | AY 2017 FTE: 1,037 |

Labette Community College Performance Report AY 2017 — AY 2017 FTE: 1,037

Contact Person: Joe Burke — Phone and email: 620-820-1239; joeburke@labette.edu — Date: 6/25/2018

Labette 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 2012 74/131 56.5% Fall 2013 67/107 62.6% Fall 2014 71/105 66.7% Baseline 211/343 61.5%	51.2% (64/125)	↓				
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓				
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)	↑				
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)	↑				
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)	↑				
6 Increase three year graduation rates of college ready cohort.	1	Fall 2010 24/105 22.9% Fall 2011 30/127 23.6% Fall 2012 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑				

Labette Community College Performance Report AY 2017

Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen
Description: We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "… providing a supportive environment for success…." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Outcome/Results: We were not successful with our efforts to improve from the baseline. We have had a decline in the number of students in our health science programs over the past two years which has led to the decline in retention. Additional efforts are being made to provide assistance to health science students who are not successfully passing exams throughout the semester. Increased efforts are being made to recruit more applicants for the health science programs so higher quality applicants are admitted into the programs. We have hired a health science recruiter/advisor beginning July 1 to assist with this effort.

Indicator 2: Increase the number of certificates and degrees awarded
Description: This indicator was selected to ensure that we keep our focus on increasing the number of higher education completers.   We will 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 along the way. The Registrar's Office will add 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 now have the ability to determine exactly how close the student is to completing their degree or certificate. This knowledge should help students nearing completion to finish.

Outcome/Results: We were not successful in our efforts to improve from the baseline. Labette Community College experienced a decline in student headcount and therefore the number students eligible to graduate with degrees and certificates declined. We have increased our communication with students who may be eligible for graduation as well as provided additional training and information for academic advisors regarding the graduation process.

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. Our baseline from AY2014 – AY2016 show we had 1,305 students take our English Composition I course and 928, or 71.1% of them, successfully completed the course.   Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Outcome/Results: Directional improvement from the baseline was demonstrated. This is the first time this indicator is being used. We needed to change the way we measure our students' writing ability due to the CAAP test no longer being given. BAASC approved the change to this indicator at their May, 2018 meeting. We plan to continue with this indicator as we believe it assesses student writing appropriately.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program
Description: We chose to continue 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 again demonstrated. Through the application of intensive, intrusive academic advising, SSS advisors have been able to design interventions for the targeted populations. 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. SSS advisors have also noted an upward trend in these students gaining admission into the competitive-entry health science programs offered at LCC.

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. Our baseline from AY2013 – AY2015 shows we had 280 students complete a Health Career Program and of these, 249 (88.9%) were either employed in a related field or were continuing their education. Students graduating from our six Health Career programs represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We plan to increase the employment career fair opportunities and recruiting visits, and also to increase the number of clinical sites used. Data is provided by Program Directors to their respective accrediting agencies.

Outcome/Results: Directional improvement from the baseline was again demonstrated. Our two largest health care programs, nursing and radiography, reported 100% placement in related employment and/or continuing education for their graduates. The other 4 programs reported between 83% and 96%,

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. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.

Outcome/Results: Directional improvement from the baseline was again demonstrated. The college continues to work with students requesting reverse transfer as well as students who left the institution prior to completing credits needed for graduation. Increased communication with students and advisors regarding the graduation process also assisted in this result.

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)	
Neosho County Community College Performance Report AY 2017 — AY 2017 FTE: 1,325								
Contact Person: Sarah Robb — Phone and email: 620-432-0302; sarah_robb@neosho.edu — Date:6/15/2018								
			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	↓				
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)	↓				
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)	↔				
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)	↑				
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)	↑				
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)	↑				

Neosho County Community College Performance Report AY 2017

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 AY17 are 806, which has decreased from the established baseline. This is due to an overall decrease in headcount at NCCC.

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 AY17 are 75%, which is down 4% from the baseline. Learning outcomes connected to analytical thinking were updated during this reporting year due to curricular updates and the Kansas Core Outcome Group activity. Improving teaching and learning at NCCC is a primary focus of the recent update to the Educational Master Plan at NCCC and plans are in place to focus on this initiative.

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, 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:
Pass rates of 96% in this indicator remained steady with the baseline for AY17. The two programs with the lowest pass rates in this AY report included Occupational Therapy Assistant and Surgical Technology, however both of these programs have relatively low numbers of students. Both of these programs maintain accredited status with their appropriate external agency, however plans are in place to address these results. Internal improvements in tracking third party credentials have made the reporting for the Follow Up report and this Performance Agreement much easier.

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:

NCCC is pleased with the success of our developmental writing students with an 82% success rate reported for this AY. This is not only an increase from the baseline, it is also an all-time high within the three year history. A very talented and seasoned faculty member can be congratulated for her work with the curriculum development for ENGL 100 and for her work with the students who are placed into this course.

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:

In an effort to continue to track the effectiveness of our developmental education, NCCC chose to study and report on the success of our students who moved from our developmental writing course to the college level course. This year, we are proud to report a 79% success rate in the college level writing course for these students. Although 79% is not the all-time high in the history of this indicator, it does show significant improvement from the 2013 and 2014 reports. Once again, congratulations go to the faculty members that work hard at fulfilling our mission and ensuring a comprehensive system of proactive support.

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

Description: NCCC will increase 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:

With 80% student success, this score is the all-time high up to this point for achievement of the common learning outcomes for the courses in this category. This indicates healthy learning environments overall at NCCC and supports student success upon transfer within public higher education in Kansas.

Pratt Community College Performance Report AY 2017							**AY 2017 FTE: 895**
Contact Person: David Schmidt		**Phone and email: 620-450-2188; davids@prattcc.edu**					**Date: 9/26/2018**
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 2012 62/102 60.8% Fall 2013 109/173 63.0% Fall 2014 68/125 54.4% Baseline: 239/400 59.7%	55.0% (83/151)	↓				
**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)	↓				
*3 Increase number of certificates and degrees awarded.	2	AY 2013 637 AY 2014 474 AY 2015 483 Baseline: 531	305	↓				
*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)	↑				
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)	↓				
*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)	↓				

*Updated 7-20-18 **Updated 9-26-18

Pratt Community College Performance Report AY 2017

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 4.7% when compared to the baseline average for the previous 3 year average. When compared to the fall of 2014 we do show a slight upward trend. Our assessment of this trend indicates that 25% of the 2016 cohort group included students enrolled in PCC's Electrical Power Technology program (EPT). Due to high demand from employers for EPT students, less than 40% of EPT students from this cohort were retained beyond the certificate program year contributing to the downward trend. 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: Our results for second year students is a slight downward ward trend at 65.3% with a downward trend of 1.7% over the baseline. Despite this downward trend locally, statewide, we exceed all other Community Colleges 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 certificate 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. We are confident that this number will increase starting in academic year 2016-2017.

Outcome/Results: Currently PCC is experiencing a downward trend in certificates awarded, however, this is due in part to our Nursing program, which contributed to greater gains in 2013 and greater reduction in 2014. This downward trend within our Nursing program is due in part to the PCC and WATC partnership agreement, which shifted NCLEX-PN programming exclusively to WATC and also resulted in a reduction in the number of students in our Nursing program for AY 2014 and 2015. We anticipate a continued decline in 2016 and 2017 as a result of measured reduction in our Nursing program to improve program quality and student success. We expect this trend to continue trending down slightly during the next two reporting cycles as we stabilize our PN and ADN program.

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 our developmental students, we have 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 78.3%.

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 2014 cohort group which demonstrated a 4.4% downward trend from the baseline. Despite this downward trend, it should be noted that with PCC's efforts and coordination of both effort and resources, students participating in athletic activities have a graduation + transfer rate of 71%. The success generated through our PASS program for athletes is being explored as an intervention to be made available to all First-time, Full-time, Degree-seeking students.

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 2016 success rate of developmental students in corresponding college-level courses dropped by 6.4% from the baseline of 72.6%. The fall 2016 data from the English department indicates that 81% of the students enrolled in developmental English successfully completed the appropriate college level English course while for the math department during the fall of 2016 only 51% of the students enrolled in developmental math successfully completed the corresponding level math course. Despite this downward trend, it is noted that 92% of students enrolled in targeted developmental courses successfully completed their course and 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 course. As access increases for developmental students, PCC notes that more effort will be expended in ensuring students are able to obtain success in both English and Math.

Seward County Community College Performance Report AY 2017								AY 2017 FTE: 1,262	

Contact Person: Todd Carter — Phone and email: 620-417-1012; todd.carter@sccc.edu — Date: 7/18/2018

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	↑				
*2 Performance of students on institutional quality measures -Increase success rate of students in College Algebra.	2	F13 – 166/220 (75.5%) F14 – 189/232 (81.5%) F15 – 170/215 (79.1%) Baseline: 525/667 (78.7%)	77.4% (181/234)	↓				
*3 Increase three-year graduation rates of college ready cohort	1	F10 Cohort – 75/149 (50.3%) F11 Cohort – 101/204 (49.5%) F12 Cohort – 97/196 (49.5%) Baseline: 273/549 (49.7%)	37.2% (73/196)	↓				
4 Increase the success rate of developmental writing students in English Composition I	1	F12 Cohort – 23/35 (65.7%) F13 Cohort – 24/36 (66.7%) F14 Cohort – 39/59 (66.1%) Baseline: 86/130 (66.1%)	59.2% 32/54	↓				
*5 Increase the first to second year retention rate for college ready cohort.	1	F12 Cohort: 122/191 (63.9%) F13 Cohort: 102/159 (64%) F14 Cohort: 115/196 (59%) Baseline: 339/546 (62.1%)	57.4% (112/195)	↓				
6 Increase the % of full-time students completing 24 credit hours in their first year	1	F2012 Cohort – 144/360 (40%) F2013 Cohort – 213/310 (69%) F2014 Cohort – 238/349 (68%) Baseline: 595/1,019 (58%)	73% 256/353	↑				

*Updated 7-18-18

Seward County Community College Performance Report AY 2017

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 is above the baseline and increased by 29 over the previous year (498 in AY2016).

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 2016 success rate is 1.4% below the baseline which equates to 3 students. In comparison, our success rate is higher than 75% of the community colleges reporting to the National Community College Benchmark Project.
Historical National Community College Benchmark Ranking:
Fall 2016 Enrollee Success 77.4%; 75th percentile (based on 2015 rating scale, 2016 not available until September 2018)
Fall 2015 Enrollee Success 80%; 87th percentile
Fall 2014 Enrollee Success 81.97%; 92nd percentile
Fall 2013 Enrollee Success 75.91%; 83rd percentile

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

Outcome/Results:
The graduation rate for the college ready cohort was 12.5% below the baseline which equates to a decrease of 24 students. Six students in the Cosmetology program did not finish until after the AY2017 report cutoff date. They completed the program over the summer and did not return in fall 2017. There is no way for these students to be identified in the KSPSD system, because the completions file has not yet been reported, so the students are counted as non-completers. We have adjusted the Cosmetology program for 2018-19 to alleviate the reporting overlap in the future. We also discovered two students who completed the Diesel program that did not make application for graduation and were not awarded. We will award the certificates. These additional 8 students would increase our graduation rate from 37.2% to 41.3%. As of Fall 2014, students cannot enroll unless their bill is paid or they are in good standing on a payment plan. Our retention data shows a 26% decrease in retention for students with past-due accounts which would certainly impact graduation rates (see indictor 5 explanation).

Indicator 4: Increase the success rate of developmental writing students in English Composition I.
Description: This indicator uses data from the National Community College Benchmark Project. It allows us to compare our success rates with peer colleges and with all participating community colleges in the nation. This indicator focuses on student success in their first college level writing course after completing the previous developmental writing course with a grade of A, B, or C. The denominator represents all students completing English Composition I within one year after successfully completing developmental writing in the fall semester. The numerator indicates the students completing English Composition I with a grade of A, B, or C.

Outcome/Results:
The success rate for the Fall 2016 cohort of developmental writing students in English Composition I was 6.9% below the baseline, a decrease of 4 students. Our research shows that 16 students who were successful in development writing did not attempt English Composition I and we are investigating individual student circumstances among this group. If students exit the developmental writing course with a grade of "C", they are advised about the historically low success rate in English Composition I and are offered alternative methods to improve the areas that will make them successful. In the Fall 2016 cohort, 1 of 5 students with a grade of "C" successfully completed English Composition I. Over the past year we piloted a co-requisite English Composition I course where students who place in the top half of the developmental writing placement range can enroll in English Composition I along with a co-requisite course where they get assistance with specific areas that need improvement. Twenty-three students chose to participate in the pilot and 70% (16/23) successfully completed. Students who placed in English Composition I had a 71% success rate.

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 AY17 retention rate is 4.7% below the baseline which equates to a loss of 9 additional. The six completions in Cosmetology are not in the calculation (see indicator 3) and would increase the retention rate by 3.1% to 60.5%. Our research shows an increase in students with past-due accounts over the past three years (note the decrease of 5% for the F14 cohort). As of Fall 2014, students cannot enroll unless their bill is paid or they are in good standing on a payment plan. The retention rate for students in the AY2017 cohort with past-due accounts is 39% while students with no past-due account are retained at 65%. There are certainly many factors involved in retention, but paying for college has consistently been a concern for our students based on surveys and focus groups. In response to this issue, we have added additional financial aid and bilingual advising staff to specifically address counseling of first-generation students and families. We have also revised our student and parent orientation to improve communication of the financial responsibilities and financial aid opportunities for the Fall 2018 cohort.

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 15% increase over the baseline is 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 14 additional students achieving at least 24 credit hours in their first year. Complete College America reports 35% of the Fall 2012 community college cohort achieved 24 or more credit hours in their first year compared to 73% at SCCC. Thirty-three states report data to Complete College America.

Flint Hills Technical College Performance Report AY 2017								AY 2017 FTE: 536

Contact Person: Lisa Kirmer | **Phone and email: 620-341-1325, lkirmer@fhtc.edu** | **Date: 7/2/2018**

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	2012: 77/125=61.6% 2013: 113/143=79% 2014: 65/91=71.4% Baseline:255/359=71%	79.1% (68/86)	↑				
2. Increase the number of certificates and degrees awarded	1	AY13: 446 AY14: 557 AY15: 460 Baseline: 487	435	↓				
*3. Increase the wages of students hired	2	AY12: $26,128 AY13: $25,006 AY14: $29,370 Baseline: $26,835	$29,362	↑				
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	↓				
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	↑				
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%	101/140-72%	↑				

*updated 7/10/18

Flint Hills Technical College Performance Report AY 2017

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**
The strategies implemented have been successful. Students complete a degree plan with an Academic Advisor in Student Services at the time of enrollment. The plan helps students stay on track academically and helps them set goals and targets for completion. Several advising components in the college's enrollment management software (Jenzabar) have also been implemented which provide students the ability to view their progress in their individual degree plan and view grades and attendance as soon as it is entered by faculty.

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**
Of the 1,433 students enrolled in AY2017, 768 were non-degree seeking. Most non-degree seeking students are taking technical or general education courses for dual credit through their high schools. The college continues to have fewer post-secondary students. As enrollment numbers are being tracked for AY2019, FHTC is seeing an increase in post-secondary degree/certificate seeking students. The addition of an Academic Advisor/Counselor position and strategic enrollment processes have focused the college's effort on recruiting and retaining more post-secondary students.

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 the baseline**
As the relevance and importance of technical training continue to rise nationwide, the career opportunities for FHTC students increase. Throughout Emporia, the region and state, FHTC graduates are sought after by employers because of the level of knowledge and skill they gain during their training. FHTC faculty and administration will continue to work with employers to help place graduates in high-wage positions. Faculty will also continue to upgrade equipment and software and ensure that curriculum matches business and industry standards.

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 or Information Resources/Assessment will also be promoting online math resources.

Outcome/Results: **Decrease from the baseline**
In AY2017 only 153 students were enrolled in a 100-level math course. Of those 153 students, 120 successfully completed the course (78%), but FHTC fell short of the 150 baseline. Due to the decrease in post-secondary students enrolling, and pursuing an associate of applied science degree, the demand for 100-level math courses has fallen respectively.

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**
The significant increase of high school students enrolled for dual credit has helped the college easily meet Indicator 5. Currently, FHTC general education and/or technical education courses are being offered at 15 school districts including 24 high schools. The Excellence in CTE funding along with the addition of FHTC scholarships for high school students pursuing a technical certificate or AAS degree has increased enrollment in technical education courses at the college. FHTC will continue to work closely with school districts to maintain and increase articulation agreements.

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 the baseline**
As explained in the previous indicators, post-secondary, certificate and degree seeking student enrollment is down. As a result, FHTC's Hispanic population pursing a certificate, technical certificate or AAS degree has also decreased, but the college's percentage of Hispanic students completing has remained strong at 72%. In addition to completion of technical certificates and AAS degrees in the college's 19 programs of study Hispanic students are also receiving certifications in Medication Aide, Home Health Aide, Certified Nurse Aide, OSHA, and First Aid/CPR.

Manhattan Area Technical College Performance Report AY 2017					AY 2017 FTE: 534		

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	↑				
*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)	↑				
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	383	↑				
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)	64% (41/64)	↓				
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)	↑				
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%	18.5% + 41% = 59.5%	↓				

*updated 7/10/18

Manhattan Area Technical College Performance Report AY 2017

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 1.1.

Outcome/Results: MATC awarded 431 certificate and degreed in AY 2017, an increase of 10.21% 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 2.2.

Outcome/Results: In AY2017, 285 of 404 completers were employed or transferred to another institution. This is an increase of 2.8% over the baseline.

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 2.5.

Outcome/Results: AY2016 resulted in an 8.88% increase over the baseline. While the actual number of students is lower than compared to AY2015, which could be due to the updates incorporated by the institution to move away from a manual data process that was necessary at the time, to one that has devoted resources to the utilization of its database resulting in more efficient results. Overall this is a growth from 2 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 < 71must 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 1.2 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 AY2016, due to these changes in approach the overall number of students testing into remedial courses has declined from 186 students in AY2016 to 64 students in AY2017. While the retention of the AY2017 students is 3.2% higher than the prior year, it is still below the established baseline. The focus in AY2017 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 2.1.

Outcome/Results: AY2017 showed a decrease in the number of students who were administered the rubrics from 668 in AY2016 to 432, however the assessment score of those 432 exceeded the baseline by 1.5%. The decline in students assessed on their core workplace skills is due to numerous factors. Initially, effective AY2016 the core abilities dropped off Foresight 2020 and was placed onto the performance report at that time, therefore MATC was not given a directive, as we had in years prior, from KBOR on which core abilities we needed to assess for AY 17. Secondly, the college community 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 and limited assessment rubrics for AY17. Furthermore, with the next reporting period for the performance report our percentage and number of students will be significantly lower due to our directive from HLC to reexamination our assessment procedures and implemented a pilot in AY2018.

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 1.1.

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. The percentages are different than in years past because of the change in less manual calculating for reporting and pulling data directly from Jenzabar. As an example, students will enter Manhattan Tech initially to complete their general education requirements prior to being accepted into a program of study, such as Practical Nursing, because we are counting them in the cohort they entered our institution it shows they have not completed that specific program within 2 years, when actually they did if you look at the date they started the program, rather than the date they entered the institution. As such, this is why the completion rate is lower and the retention rate is higher.

North Central Kansas Technical College Performance Report AY 2017

Contact Person: Jennifer Brown | Phone and email: 785-738-9085; Jbrown@ncktc.edu | Date: 7/10/2018

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	2012: 71.0% (120/169) 2013: 74.5% (129/173) 2014: 75.0% (123/164) Baseline: 73.5%	68.5% (124/181)	↓				
2 Increase the graduation rate of the college-ready cohort.	1	2010: 63.3% (107/169) 2011: 65.5% (112/171) 2012: 64.5% (109/169) Baseline: 64.4%	67.7% (111/164)	↑				
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	↑				
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: 88.6%	83.3% (30/36)	↓				
5 Increase the number of adult learners (25+) enrolled.	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298	308	↑				
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	↑				

*updated 7/10/8

North Central Kansas Technical College Performance Report AY 2017

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 did not make directional improvement in first to second year retention. The academic year reflected in the data is representative the beginning of NCK Tech's 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. 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 previous academic year. As mentioned in Indicator 1, NCK Tech is entering the third 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. Previously, students would meet with their advisors only for registering for courses. Beginning at orientation, each student meets with his/her assigned academic advisor. The same advisor then meets with the student at checkpoints throughout each semester. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Resource Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus. NCK Tech will launch a student success course as a requirement for all incoming students starting fall 2018. This course will serve to acclimate new students to NCK Tech, develop academic skills, and prepare students for success while at our 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 is 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 AY15 and 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). The growth of credentials offered through programs such as Information Technology and Digital Marketing have contributed to the increase in credentials awarded. 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 did not make directional improvement in students enrolled in remedial courses who completed their sequential college-ready courses, though the College did improve on completion rate from the previous academic year (AY16). The small number of students enrolled in remedial courses at NCK Tech creates volatility in our trend data. NCK Tech offers two remedial courses, one in Math (Basic Algebra) and one in Writing/Reading (Introduction to Composition). Students are 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. We keep the class sizes small in remedial courses to provide more individualized instruction. Students taking the face-to-face sequential course will also most likely have the same instructor in both the remedial and sequential course to maintain consistency. 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. Not all programs at NCK Tech require Intermediate Algebra for completion; students can elect to take Business Math to fulfill the math requirement which is not a sequential course after the remedial Basic Algebra. Beginning in fall 2018, NCK Tech will offer remedial courses through an accelerated learning model. Students in both math and writing will enroll in a co-requisite course along with the credit bearing college course.

Indicator 5: Increase the number of adult learners
Description: Adult learners are defined as student 25 and older upon enrollment will be counted. Students enrolled as full-time in certificate and AAS programs and students enrolled in short-term programs will be included.

Outcome/Results:
NCK Tech increased the number from the baseline in this indicator. 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 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.

Indicator 6: Increase the number of credit 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 made directional improvement in this indicator. 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. The College encourages faculty to continue to develop online offerings seeking more technical course offerings.

Northwest Kansas Technical College Performance Report AY 2017

AY 2017 FTE: 606

Contact Person: Ben Schears | Phone and email: (785) 890-1501, ben.schears@nwktc.edu | Date: 7/10/2018

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	2012: 70.1% (108/154) 2013: 58.7% (88/150) 2014: 70.3% (111/158) Baseline: 66.3% (307/462)	74.8% (77/103)	↑				
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	↑				
3 Increase the total number of certificates and degrees awarded	1	AY 2013: 243 AY 2014: 274 AY 2015: 254 Baseline: 257	309	↑				
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: 52.9% (37/70)	47% 67/142	↓				
*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)	↓				
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: 31.7% (247/771)	35% (107/309)	↑				

*updated 7/10/18

Northwest Kansas Technical College Performance Report AY 2017

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: We were able to achieve improvement over the prior year, as well as exceed the benchmark, due to a focus on improving student life and the overall student experience at the college. This included expanding WiFi access and speeds, improving campus housing, and improving food service. We provided expanded math lab hours for assistance in math courses leading to improved course performance, which in turn improved matriculation through the sequence.

We continue to see many transfer bound student-athletes which have had a negative impact on our overall retention. That said, we are increasing the recruitment 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: Although we did not reach the benchmark, we are making improvements and are experiencing higher math course success rates, as reflected in the improved rate over the prior year. 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.

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 2017-2018 academic year, and we are actively strengthening relationships with area school districts. As a result of these efforts, we anticipate we will see an improvement in this indicator over the coming years.

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 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 2017							**AY 2017 FTE: 367**	
Contact Person: Denise Hoeffner			Phone and email: 785-309-3110, denise.hoeffner@salintech.edu				**Date: 8/14/2018**	

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	2013: 61% (83/136) 2014: 61.5% (91/148) 2015: 65.1% (84/129) Baseline: 62.5% (258/413)	74% (304/410)	↑				
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)	↑				
3 Increase the wages of students hired.	2	2013: $27,516 2014: $19,930 2015: $21,912 Baseline: $23,119	$26,168	↑				
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	↑				
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑				
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)	↑				

Salina Area Technical College Performance Report AY 2017

Indicator 1: Increase the three-year graduation rates of college ready cohort.
Description: The mission of Salina Area Technical College is to meet employment needs by providing a diverse community of learners. Our goal is to not only obtain more students but to retain them once they've enrolled. We have implemented an Early Alert system as well as continue to communicate the importance, and advantage, of degree completion to students. All students meet formally with their advisor at least once per semester and informally, many times. Salina Tech has an Outreach Coordinator to assist students with barriers to college entrance. For this indicator, three years of historical data was taken from the IPEDS Grad Rates Within 150% Survey and is the following: 2013 (Fall 2009 Adjusted Cohort): 61%, 2014 (Fall 2010 Adjusted Cohort): 61.5%, and 2015 (Fall 2011 Adjusted Cohort): 65.1%. The baseline, calculated based on that three-year average, is 62.5%.
Outcome/Results:
Our three-year (a.k.a. 150%) graduation rate, which we reported to IPEDS during AY 2018 (based on our 2014 adjusted cohort of students), was 74% (304/410). 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.
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. Specifically, we used data from 2012, 2013, and 2014. This data has helped us to set the baseline of 77.5% for the number of students from SATC who are employed or transferred in Kansas one calendar year after graduation.
Outcome/Results:
The data for AY 2017, which were provided by KBOR, showed that 82.6% (319/386) of our students were employed in Kansas one calendar year after graduation. Our baseline was 77.5%, so the outcome/results were positive.

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 are as follows: 2013: $27,516, 2014: $19,930, and 2015: $21,912. These data were provided by the Kansas Department of Labor and were included in the KBOR K-TIP Report. These data have helped us to set the baseline of $23,119 for the wages of students hired.
Outcome/Results:
The AY2016 K-TIP report shows, on page 35, that the institutional grand total for SATC, under the "Median Wage: Graduates Exited and Employed" column, was $26,168. Our baseline median 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 and is the following: 2013: 1,247, 2014: 1,851, and

2015: 2,310. These data represent college-level credit hours successfully completed (with a grade of P, C, B, or A) by concurrently-enrolled students. The data from these three years have provided us with the information needed to provide a baseline of 1,803 for the number of college-level credits completed by high school students.

Outcome/Results:
Based on our KBOR AY 2017 Registrations and Enrolled Flags files, our unduplicated head count of high school students who completed college-level credits during AY 2017 was 371. Those 371 students completed 3,688 college-level credit hours during AY 2017. 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 the 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, in addition to the advisory boards, 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. The number of students completing programs in high demand occupations in Kansas are as follows: 2013: 64, 2014: 73, and 2015: 67. These data were pulled from our KHEDS Completions file for each academic year. This data has helped us to set the baseline of 68 for the number of students completing programs in high demand occupations in Kansas.
Outcome/Results:
Our KBOR AY 2017 Completions file shows we had 78 (unduplicated head count) students who completed programs in high-demand occupations in Kansas (Commercial Truck Driving, HVAC, Medical Assistant, Dental Assistant, CAD, EMT, and Electrical 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. For AY13 – AY15, we were using COMPASS scores and these scores placed the students into the non-college-ready category: COMPASS Pre-Algebra score 0 – 43. Beginning with AY 2017, we will also be using Accuplacer and/or ACT scores as well as COMPASS scores to identify our non-college-ready group of students. 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 ran a report from our SIS showing all students' math placement scores. From there, we identified anyone with a low math placement score as "non-college-ready". Specifically, students were identified as "non-college-ready" based on having a Compass Pre-Algebra score below 44, an ACT Enhanced Math score below 17, or an Accuplacer Classic Arithmetic score below 78. Then, we compared these non-college-ready students to our AY 2016 Declared Majors file to identify the number of non-college-ready students who were enrolled at SATC in AY 2016. We excluded non-degree/non-certificate seeking students (whose Declared Majors would have been submitted as "NONE"). We found that 73 non-college-ready students were enrolled as degree/certificate-seeking students at SATC during AY 2016. We then compared those 73 students to both our AY 2016 Completions file and to our AY 2017 Declared Majors file. We found that 62 of the 73 students (84.9%) completed their program in AY 2016 and/or were retained for the next academic year (AY 2017). Our baseline was 73.8%, so we met our goal of increasing the percentage of degree/certificate-seeking, non-college-ready students who completed their program and/or were retained for the next academic year.

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2017

Fall 2017 FTE: 2,555

Contact Person: Scott Lucas/ Pam Doyle — Phone and email: 316-677-9535; slucas@watc.edu / pdoyle@watc.edu — Date: 7/10/2018

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	↑				
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	2.10 (2,959/1,408) (Decrease is a positive)	↓				
3 Increase number of third party technical credentials earned.	2	2013: 827 2014: 857 2015: 880 Baseline: 855	923	↑				
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%	67.4% (294/436)	↑				
5 Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2013: 432 2014: 548 2015: 577 Baseline: 519	964	↑				
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: 90.7%	92.7% (2,451/2,642)	↑				

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2017

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: In AY 2017 WSU Tech (WATC) experienced a large growth in enrollment due to strategic planning efforts focused on the Wichita Promise program and the growth of adult enrollment. WSU Tech invested not only in the recruitment and marketing of students, but as seen in the increase of certificates/degrees awarded in AY 2017 to 1,408 over a baseline of 1,036, resources were put in place to assist students in completing their program and entering the job market. This includes new instruction specific to job readiness and professional behavior skills that was implemented during this time plus the ready day one strategy was employed in student advising and financial aid. The impact of these programs resonates in Technical Certificate graduates with a 20% increase from 496 to 599. Another significant increase occurred in AAS students with 132 graduates compared to 99 in AY 2016.

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: Not only did the total number of certificates and associates degrees increase, the number of students who earned a degree or certificate compared to those decreased compared to the base rate. There were 1,408 completers out of 2,959 students with majors resulting in the decrease and a decrease in the ratio is a good thing. This means that one award was given for every 2.10 students with a declared major, which was decrease in ratio from 2.21. Changes in 2017 included connecting with students more effectively and efficiently during the advising process to work with them to make sure they are as close to ready on day one of their program as possible. The implementation of more work readiness discussion via Bring your A Game also better prepared students for the expectations of the workforce. The short-term technical certificate aerospace and manufacturing programs such as CNC operator, Composite Fabrication, and Assembly Mechanic had their ratios decrease with more majors attaining their certificates. These programs were part of the initial Bring your A Game training as part of the Wichita Promise.

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: 923 individual students earned 1,522 third-party technical credentials at WSU Tech in AY 2017. An increase over the base level of 68 students (855) or 7% more students. WSU Tech continues to provide students options in most degree or certificate programs for students to earn third-party technical credentials. One of the examples 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 2017, WSU Tech students earned an additional 2,294 credentials via NC3, the second most of any college in the country. If these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned at total of 3,816 industry credentials in 2017.

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 continues to work on the best methods for delivery and support of students who require developmental education. AY 2017 saw an increase in the percentage of students who successfully completed a developmental Reading, English or Math course with an "A", "B", or "C". Overall, 294 students out of 436 (67.4%) successfully completed their course. Beginning in AY 2017, WSU Tech had fully implemented Math and English developmental

education/and or tutoring labs and support at all three campus locations. Furthermore, the health student support lab, The Health Hub, was fully integrated at the Southside campus location via a Title III grant to compliment previously created support labs in PACER Math and PACER English, WSU Tech's core development education courses. WSU Tech also reorganized tutoring services to create the OASIS Tutoring center to provide more centralized services. Developmental Math courses had a success rate of a little over 63% while students successfully completed developmental English and Reading at 85%.

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: Each year the college has seen an increase in the number of Hispanic/Latino students attending post-secondary course at WSU Tech, including this year increasing to 964 students. This is a significant increase over the base (519) by 445 students and 233 more than AY 2016. Specific programming and enrollment for Hispanic/Latino students has a direct impact of Excel in CTE and concurrent enrollment with 78 additional high school students being enrolled. One of the focuses in the prior year is to translate and retain high school students as post-secondary adults. The college continues to focus on building a better base of recruiting local high school students to begin or continue their college career at WSU Tech. WSU Tech experienced a large increase in the number of adult Hispanic/Latino students pursuing credentials in health programs. Almost half of the increase is attributable to this growth with only a small percentage coming from increases in short-term health programs. The majority of these students were pursuing certificate or degree paths in nursing, dental assisting, and surgical technology.

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: More high school students successfully completed their courses in AY 2017 than the three-year average baseline. 2,451 of the 2,642 (92.7%) high school students who attended WSU Tech for college credit passed all of their courses. Not only did the percent of student being successful increase, the total number of high school students increased by 234 students from 2,408 in AY 2016. This growth and success was done even though the college focused more investment and strategic focus on adult learners in AY 2017. WSU Tech continued to build relationships and offer support to high school concurrent enrollment instructors as well as continued to provide advising and assistance to high school students enrolled in classes on WSU Tech's campus.