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| **Kansas City Kansas Community College Performance Report AY 2018** | **AY 2018 FTE: 3,660** |
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| **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 | Fall 12 Cohort:47.1% (154/327)Fall 13 Cohort: 55.3% (167/302)Fall 14 Cohort: 52.4% (161/307)Baseline: 51.5% (482/936) | 65.0%(204/314) |  | 62.1%(226/364) |  |  |  |
|  |  |  |  |  |  |  |  |
| **2** Increase the Number of Certificates and Degrees Awarded | 1 | AY2013: 1,270AY2014: 1,217AY2015: 1,324Baseline: 1,270 | 1,243 |  | 1,267 |  |  |  |
|  |  |  |  |  |  |  |  |
| **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) |  | 56.5%(691/1,223) |  |  |  |
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| **4** Increase the success rate in non-dev courses enrolled by students who were successful in dev courses |  | AY2013: 65.6% (1,534/2,337)AY2014: 66.7% (1,544/2,314)AY2015: 68.9% (1,301/1,888)Baseline: 66.9% (4,379/6,539) | 68.9%(1,329/1,930) |  | 67.8%(2,010/2,963)  |  |  |  |
|  |  |  |  |  |  |  |  |
| **5** Increase the Number of Hispanic Students Enrolled at KCKCC | 1 | AY2013: 1,295AY2014: 1,310AY2015: 1,440Baseline: 1,348 | 1,623 |  | 1,806 |  |  |  |
|  |  |  |  |  |  |  |  |
| **6** Increase Fall to Spring Retention of Non-College Ready Students |  | AY2013: 68.1% (833/1,223)AY2014: 68.2% (717/1,052)AY2015: 69.4% (666/960)Baseline: 68.5% (2,216/3,235) | 69.1%(808/1,170) |  | 66.6%(745/1,119) |  |  |  |
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| \*Updated 4/20/2018 |

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

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

***Outcome/Results:***

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

**Indicator 2: Increase the Number of Certificates and Degrees Awarded**

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

***Outcome/Results:***

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

**Indicator 3: Increase the Percentage of Students Employed or Transferred**

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

***Outcome/Results:***

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

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

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

***Outcome/Results:***

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

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

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

***Outcome/Results:***

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

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

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

***Outcome/Results:***

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