Emporia State University Performance Report AY 2022

AY 2022 FTE: 4,738
Date: 7/19/2023

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students	1 (Cohort KBOR data)	Fall 2012 Cohort: 438/601 = 72.9% Fall 2013 Cohort: 485/668 = 72.6% Fall 2014 Cohort: 530/732 = 72.4% Baseline: 72.6% Selected Top Three Peers 2014 Avg. **Baseline: 76.7% Gap: 4.1%**	524/675 = 77.6% Top 3 Peers 2020 Avg. = 76.3% Gap = -1.3	↑	414/561 = 73.8% Top 3 Peers 2021 Avg. = 77.0% Gap = 3.2	↑	338/472 = 71.6% Top 3 Peers 2022 Avg. = 77% Gap = 5.4	↓
2 Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students	2 (KBOR data)	Fall 2009 Cohort: 275/660 = 41.7% Fall 2010 Cohort: 270/616 = 43.8% Fall 2011 Cohort: 256/575 = 44.5% **Baseline: 801/1,851 = 43.3%**	(Fall 2014 Cohort) 339/732 = 46.3%	↑	(Fall 2015 Cohort) 365/731 = 49.9%	↑	(Fall 2016 Cohort) 344/663 = 51.9%	↑
3 Increase Scholarship Funds raised	3	FY 2013: $2,565,418 FY 2014: $2,883,190 FY 2015: $2,733,495 **Baseline: $2,727,368**	$3,113,656	↑	$3,747,614	↑	$4,135,503	↑
4 Increase enrollment for undergraduate traditional students ages 24 and younger	1	AY 2013: 3,203 AY 2014: 3,306 AY 2015: 3,355 **Baseline: 3,288**	2,876	↓	2,633	↓	1,546	↓
5 Increase performance of students on institutional assessments: core mathematical skills	2	Analytical Reasoning Skills Mean Score AY 2015: (n=106) 2.6 AY 2016: (n=127) 3.0 AY 2017: (n=122) 2.9 **Baseline: 2.8**	2.9 (n=102)	↑	3.1 (n=94)	↑	2.9 (n=102)	↑
6 Increase student credit hours (SCH) completed through Distance Education	1	AY 2013: 33,834 AY 2014: 36,173 AY 2015: 38,558 **Baseline: 36,188**	53,363	↑	63,650	↑	63,519	↑

Indicator 1: Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students.
Description: Aligning with Foresight 2020 strategic goal one, ESU is committed to improving the first-to-second year retention rates of first-year, full-time students. Our goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of peers Pittsburg State University and University of Nebraska at Kearney, and aspirant peer, South Dakota State University (76.7%). We anticipate these retention rates stabilizing with incremental growth over time as improving student success is an institution-wide priority in _The Adaptive University_ Strategic Plan, 2015-2025.

Result:
To increase retention, Emporia State implemented a professional academic advisor model for undergraduate students. We have also hired another scholarship coordinator to help with efficient and effective utilization of dollars, especially to students with the greatest need. We continue to be focused on student success and implementing new strategies for our changing students, especially considering the impact of Covid and the academic and executive functioning skills of our students.

Indicator 2: Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students.
Description: Aligning with Foresight 2020 strategic goal 1 - Increasing Higher Education Attainment, Emporia State University (ESU) is focused on improving the six-year graduation rates for incoming student cohorts of first-time, full-time, degree-seeking students. As per our strategic plan goal 3, ESU contributes to enhancing the competitive role of Kansas by enrolling, retaining, and graduating students ready for life and career. A key performance indicator for ESU's strategic plan goal 3, is the tracking of six-year graduation rates for first-time, full-time degree-seeking cohorts.

Result:
Annual improvement in our six-year graduation rate reflects intentional institution-wide strategies dedicated to advising, academic support, enhanced scholarship awarding, utilization of degree-works software to assist students in academic planning and scheduling, and the integration of student success support services throughout the educational experience. In addition, we are leveraging our resources to support the strategies outlined in the National Institute for Student Success Diagnostic Analysis and Playbook.

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. The Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

Result:
Emporia State University exceeded the baseline and achieved a year-over-year increase in non-deferred scholarship contributions of about $400,000. This outperformance was due in part to the realization of several large, planned gifts benefiting scholarships, and in part as a direct result of our development activity in support of the Together, Forward campaign. One key facet of the campaign is support for talent awards; that is, scholarships intended to help ESU recruit and retain talented artists, musicians, thespians, and student-athletes. We will continue to promote talent awards as a priority for private support as the campaign progresses through the end of calendar year 2023.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger.
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger. Over the past three years, increasing ESU's enrollment numbers for traditional students has been a top priority. In a resource-scarce environment, growing enrollment advances Emporia State University's mission and increases higher education attainment among Kansas citizens.

Result:
Emporia State is committed to undergraduate enrollment of traditionally aged students. We have eliminated out of state tuition and increased our recruitment travel by over 100%. We have also implemented a professional advisor model to aid in the retention and graduation of our students. Admissions and Student Success are lockstep with the ESU Marketing and Public Relations department, strategically coordinating outreach and communication to prospective and current students and their families. Unfortunately, the changing high school student demographics, the public questioning of the value of higher education, and the student gaps in academic and executive functioning skills due to Covid have significantly had a negative impact on our outcomes.

Indicator 5: Increase performance of students on institutional assessments: core mathematical skills.
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the American Association of Colleges & Universities Quantitative Literacy Value Rubric to evaluate student works. This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%). On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored.

Result:

The overall score is slightly lower than last year but is above the baseline. The representation score decreased by three tenths (-0.3) of a point from last year at 2.7/4.0. A focus for the upcoming year in this area is to improve student learning by slowing down and critically analyzing the process for converting words into algebraic expressions for real-world applications. Application skills align with representation skills and the mean also decreased by three tenths of a point (-0.3), it is noted that students showed a sharp drop in motivation toward the end of the pandemic, and we are looking to return to collaborative -type activities, rather than those requiring social distance. Interpretation skills improved by four tenths (0.4) for the highest score to date at 3.3/4.0. We will continue to use the streamlined and user-friendly worksheet that was implemented to improve efficiencies in learning and grading. For the 5th consecutive year, the calculation score remained at or above 3.0/4.0. We will continue to provide exam reviews and additional ways for students to get in extra practice prior to examinations. Instructors use multiple methods to encourage students to get in more practice repetitions.

Indicator 6: Increase student credit hours (SCH) completed through distance education.
Description: Continuous growth in distance education provides vital educational opportunities for Kansans by providing increased access to higher education while promoting technology-enhanced learning. ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

Result:
ESU has increased SCH generation in graduate and undergraduate studies through targeted strategies. In graduate education, ESU offers select programs in accelerated models, presenting students with 7-week sessions and six starts per year, allowing students the option to complete in as little as one-year. In undergraduate education, ESU has placed selected general education classes and interdisciplinary studies courses online, allowing students degree completion opportunities.

Fort Hays State University Performance Report AY 2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates	1 *KBOR data*	Fall 2012 Cohort: 621/949 = 65.4% Fall 2013 Cohort: 659/981 = 67.2% Fall 2014 Cohort: 669/975 = 68.6% **Baseline: 1,949/2,905 = 67.1%**	732/935 = 78.3%	↑	640/878 = 72.9%	↑	641/848 = 75.6%	↑
2 Increase number of degrees awarded	1 *KBOR data*	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 **Baseline: 3,267**	3,941	↑	4,286	↑	3,925	↑
3 Increase percent of online degree programs for which FHSU ranks higher in U.S. News World Report as compared to KBOR peers	3	AY 2013: 37/40 = 92.5% AY 2014: 38/40 = 95.0% AY 2015: 38/40 = 95.0% **Baseline: 113/120 = 94.2%**	37/40 (92.5%)	↓	35/40 (87.5%)	↓	n/a	n/a
4 Increase number of students (age 25 and above) enrolled	1	AY 2013: 5,084 AY 2014: 5,468 AY 2015: 5,836 **Baseline: 5,463**	5,935*	↑	5,695	↑	5,492	↑
5 Increase number of degrees awarded in STEM fields	2 *KBOR data*	AY 2013: 451 AY 2014: 447 AY 2015: 443 **Baseline: 447**	648	↑	753	↑	784	↑
6 Increase Credit Hours completed through distance education	1	AY 2013: 129,686 AY 2014: 135,172 AY 2015: 144,900 **Baseline: 136,586**	136,451*	↑	137,783	↑	136,841	↑

*Reflects corrections made by institution on 6/22/2022.

Fort Hays State University Performance Report AY 2022

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 was a KBOR Foresight 2020 goal and because institutionally we have lagged behind peers on this metric.

Result: FHSU's performance on this indicator increased over the year prior and continues to exceed the baseline. Our move to a centralized advising model has assisted us in providing timely and individualized services to students, which supports this effort. FHSU remains committed to focusing on high-impact practices for first-year students and promoting Learning Communities for second-year students, as well. In addition, the University continues to implement co-requisite remediation for high DFWI courses (grades of D, F, Withdrawal, or Incomplete), diagnostic assessments, policy audits, and faculty training.

Indicator 2:   Increase number of degrees awarded
Description: This indicator is the number of degrees awarded during an academic year, including, undergraduate (Associates and Bachelors) and graduate (Masters, Education Specialists, and DNP) degrees. Foresight 2020 has its focus on the concerted push to matriculate a larger number of 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, and informatics). Student completion through FHSU Online (formerly the Virtual College) continues to be a key strategic focus for the institution.

Result: While we are down slightly from the previous year, FHSU continues to demonstrate strong performance on this indicator and remains well above the baseline. This indicator is down partially due to our student numbers through our cross-border partners being down. The University continues its focus on retention and graduation rates at all levels and across all modalities and locations.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by U. S. News World Report as compared to KBOR peers
Description: This indicator is the percent of degree programs for which FHSU ranks higher 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) as compared to the approved KBOR peer list.

Result: **Effective Fall 2022, FHSU no longer participates in the U. S. News World Report rankings.** The window for submission is extremely truncated (only five weeks) and falls during a time of year when we have many other urgent and important reports and activities also due. The University leadership determined that participation in the U. S. News World Report ranking is not the best use of our limited institutional reporting resources.

Indicator 4: Increase number of students (age 25 and above) enrolled
Description: This indicator is the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a preferred institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. This group 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.

Result: Expanding our team of professional advisors has helped to support this effort, coupled with high-demand degree programs available online. FHSU takes a strategic approach to curriculum development by offering workforce-focused degree programs online and providing means for adult learners to complete their credentials in a timely manner through short courses, stackable credentials, and seamless transfer opportunities with partner institutions.

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 statewide 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 (i.e. Computer Science). 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.

Result: With a 75% increase from the initial baseline, FHSU has achieved its highest mark, to date, on this indicator. The Kansas Academy of Mathematics and Science (KAMS) program, which serves Kansas high school students, and dedicated attention to undergraduate research support are strong bases for this success. In addition, FHSU has focused on new curriculum development in STEM programs (i.e. MS in Computer Science) and growing enrollment within the Werth College of Science, Technology, and Mathematics.

Indicator 6: Increase Credit Hours completed through distance education
Description: This indicator is a FY count of the number of credit hours successfully completed through FHSU Online. FHSU continues to make great advances in distance education. 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. Moving this indicator is possible through a comprehensive online course development process which assures adherence to high levels of academic quality in the online environment.

Result: FHSU's performance on this indicator holds steady above the baseline. The University remains committed to promoting online course development and assuring rigor and academic quality across modalities. Our hands-on Teaching Innovation and Learning Technology (TILT) unit provides comprehensive online course development and redevelopment to support this effort. The FHSU digital master plan will continue to propel these efforts.

Kansas State University Performance Report AY 2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 *KBOR data*	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% **Baseline: 9,286/11,237 = 82.6%**	2,753/3,161 = 87.1%	↑	2,507/2,912 = 86.1%	↑	2,411/2,803 = 86.0%	↑
2 Increase Number of Degrees and Certificates awarded	1 *KBOR data*	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 **Baseline: 5,060**	5,500	↑	5,228	↑	5,142	↑
3 Increase Total Research Expenditures*	3	FY 2012: $154.9M FY 2013: $163.5M FY 2014: $169.9M **Baseline: average = $162.8M**					$212.9M	↑
4 Increase Annual Giving*	3	FY 2012: $66.9M FY 2013: $75.4M FY 2014: $108.1M **Baseline: average = $83.5M**					$101.3M	↑
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 **Baseline: 500**	740	↑	723	↑	753	↑
6 Increase percent of degrees and certificates awarded in STEM fields	2 *KBOR data*	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) **Baseline: 38.3% (5,819/15,179)**	2,667/5,500 = 48.5%	↑	2,427/5,228 = 46.4%	↑	2,488/5,142 = 48.4%	↑

*Change to indicator approved by BAASC 5/30/2023.

Kansas State University Performance Report AY 2022

Indicator 1:   Increase First to Second 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 the retention rates are calculated by KBOR staff. This is one of K-State's key metrics for the K-State 2025 Strategic Plan.

**Result:** The first-to-second year retention rate for AY2022 stays above the baseline by 3.5%. K-State has implemented multiple measures to improve student retention rates, including the new Pre-Professional Advising Center and first scholars (first generation student) initiatives. Delivering an unmatched and impactful student experience has been identified as one of the six themes in the new NextGen K-State Strategic Plan, along with other initiatives guided by the NISS playbook, which will continue to boost student success at the university.

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 calculated by KBOR staff.

**Result:** Similar to last FY's trend, the total degrees and certificates awarded is above the baseline value. The slightly lower number in comparison to FY 2021 reflects the result of undergraduate enrollment decline in recent years. Since fall 2022, we have seen a positive trend of the first-time freshmen and new transfer student enrollment, a trend that will help increase our degrees and certificate awards in the coming years.

Indicator 3: Increase total research expenditures
**Description:** This indicator is for total research expenditures from extramural funds awarded to K-State, as K-State reported to the National Science Foundation's (NSF) annual Higher Education Research and Development (HERD) survey. This indicator is another key metric for the K-State 2025 Strategic Plan.

**Result:** K-State's total research expenditure increased to $212.9M for FY22, which is significantly higher than the baseline values of $162.8M. Since President Linton came to K-State last year, the university's leadership has put greater efforts on boosting the capacity and opportunities in seeking research grants and funding through transdisciplinary collaborations across the university. We hope to see further growth in our research expenditures in coming years.

Indicator 4: Increase annual giving
**Description:** This indicator is the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation. Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data are from the K-State Foundation's annual report.

**Result:** The total annual giving for FY 2022 is $234.8M, including $101.3M expendable contributions, which is much higher than the baseline value of $83.5M expendable contributions. The significant increase in annual giving was a result of broader donor support, greater outreach efforts by KSU Foundation staff and K-State faculty and staff members.

Indicator 5: Increase number of students from underrepresented groups receiving degrees
**Description:** This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees.

Result: The increase is one indicator that our university-wide emphases on improving diversity and inclusion, and better and greater services to students from underrepresented minorities (URM) and first-generation students are paying off.

Data Definitions: K-State defines URM as Black, multiracial, Hispanic, American Indian, and Hawaiian/Pacific Islander. When a student receives more than one degree in the same academic year, it is counted only once. Degree types include associate, bachelor, master, and doctoral degrees.

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 (using the Kansas Board of Regents' definition of STEM fields) divided by the total of degrees and certificates awarded over an entire 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. The metric is derived by KBOR staff from data provided by K-State.

Result: With the emphases put on developing STEM and interdisciplinary programs across the university, it is not surprising that we see this measure continue to grow.

Pittsburg State University Performance Report AY 2022

AY 2022 FTE: 5,455
Date: 6/30/2023

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 *KBOR data*	Fall 2012 Cohort: 800/1,076 = 74.3% Fall 2013 Cohort: 816/1,128 = 72.3% Fall 2014 Cohort: 777/1,043 = 74.5% **Baseline: 2,393/3,247 = 73.7%**	640/865 = 74.0%	↑	596/790 = 75.4%	↑	599/801 = 74.8%	↑
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013: 2.2186/3 = 74.0% AY 2014: 2.2789/3 = 76.0% AY 2015: 2.2349/3 = 74.5% **Baseline: 6.7324/9 = 74.8%**	69.1% (2.0736/3)	↓	71.7% (2.1507/3)	↓	69.6% (2.0875/3)	↓
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: 21/12 = 1.8**	2.7 (3+3+2)/3	↓	3.0 (3+4+2)/3	↓	3.0 (3+3+3)/3	↓
4 Increase Credit Hours Completed through Distance Education	1	AY 2014: 18,493 AY 2015: 21,495 AY 2016: 22,234 **Baseline: 20,741**	40,229	↑	57,916	↑	55,118	↑
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**	151 (of 1,004)	↑	154 (of 942)	↑	169 (of 1,051)	↑
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**	$6,189,950	↑	$8,325,772	↑	$9,225,089	↑

Pittsburg State University Performance Report AY 2022

Indicator 1: Increase First to Second Year Retention Rates
Description: 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 and returned and were enrolled on the 20th day of the next fall semester. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to targeting freshmen success and first to second year retention rates.

Result: Performance above the baseline was achieved in AY 2022 through continued use of proactive strategies that broadly address improving student success combined with targeted efforts that identify students experiencing academic difficulties and then providing on-time direct assistance and referrals to those students. Learning communities in biology, communication, the College of Business, and School of Construction increased engagement with faculty and with students in the same or similar majors for these programs. Student Success Programs coordinated tutoring for challenging first-year courses, academic skills workshops, and peer mentoring for many students in the Gorilla Gateway class. The retention management system allowed instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations. An ongoing collaboration (Registrar, Student Success, Academic departments) to advise and enroll continuing students helps to address and overcome enrollment barriers.

Indicator 2: Increase Success in Student Learning: General Education Math Index
Description: This indicator tracks success in meeting our math general education objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics.* Because math tends to have a higher rate of withdrawal, fails, and incompletes compared to many other general education courses, this index is calculated as a percentage of the passing rate in general education math courses combined with the mean of PSU's general education math rubric score.

Result: The index for AY 22 is below the baseline; however, the data is a mixed lot. The Rubric Factor is 0.76 which is up from 0.72 for AY 21. The Weighted Passing Rate fell from 1.43 for AY 21 down to 1.33 for AY 22. It appears the data is exhibiting regression toward the mean. The mean for the Rubric Factor for the years since the baseline was 0.76 which is equal to the value for AY 22. Also, the mean for the previous Weighted Passing Rates is 1.32 which is consistent with a value of 1.33 for AY 22. The Math department will continue to implement efforts intended to increase student retention and success in all general education Math classes, especially College Algebra.

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 identified peer institutions, four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., Integrated Postsecondary Education Data System, National Science Foundation), and the institutions were ranked on each variable. An average rank is computed to both establish baseline and measure annual progress.

Result: PSU is below the baseline in overall ranking and held steady as compared to the previous academic year. PSU's six-year graduation rate of first-time, full-time cohort, improved from a ranking of fourth to third. For fall-to-fall retention rate of full-time first-time cohort, PSU continues to rank third compared to peer institutions. PSU moved from a ranking of second to third in percentage of faculty with terminal degrees. This is below the baseline ranking in this area, resulting from a deliberate decision to hire more part-time faculty as a strategy to address continued financial pressures. In addition, this change can also be attributed to continued challenges when attempting to hire full-time faculty. (Beginning in AY 2019 national, comparative data regarding research expenditures were no longer available, eliminating the ability to use that measure. PSU consistently ranked first in research expenditures when that data were available during the earlier years of the performance agreement.)

Indicator 4: Increase Credit Hours Completed through Distance Education
Description: Growth in distance education opportunities for students is tracked using semester credit hours completed through online courses. 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.

Result: This indicator showed a decrease from last year but is still well above the baseline. Over the last several years, the primary strategy for increasing the number of distance education credits has been significant expansion of online programs, primarily graduate programs. In addition, several graduate programs have moved to online, 8-week terms versus the traditional 16-week semesters allowing students an accelerated path to graduation. The decrease in credit hours as compared to last year can be attributed to an intentional effort to move the course delivery ratio closer to pre-pandemic levels and students' decisions to once again participate in in-person coursework.

Indicator 5: Increase Number of Bachelor's Degrees Granted to Domestic Minorities
Description: This indicator tracks number of degrees awarded to domestic minority students, whether students started at PSU or transferred to us. Retention and completion initiatives center on collaborative efforts among the Academic Affairs and Student Life divisions.

Result: Although COVID 19 appears to be in our rear-view mirror, students are still dealing with its aftereffects. Nevertheless, our students were resilient and persisted to graduation showing improvement over the baseline and a slight increase over the last academic year. We credit our success to our faculty and staff who have exercised a high level of empathy for students who struggled academically and emotionally. Students really leaned into the services we provide on campus, including, but not limited to academic success workshops on test taking, reading a textbook, and managing their time to name a few. Students also frequented our writing center and received help with their research papers, which proved to be very helpful. The Office of Inclusion and Belonging continued to provide intervention programming and strategies to assist students in meeting their educational goals. We continued the "Tilford Read" focusing on selecting a book for the campus to read and discussing surrounding national issues that our students are facing. Lastly, we credit our success to academic advisors being present with students and helping them understand the degree plan and negotiating course substitutions when necessary to assist students in meeting graduation requirements.

Indicator 6: Increase Amount of Scholarship Funds Raised
Description: This indicator tracks 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.

Result: Scholarship funds raised a total $7.16 million over baseline. The total does not include an additional amount of $2.56M documented in FY22 that is designated for scholarships in planned gifts to be realized in the future.

University of Kansas and University of Kansas Medical Center
Performance Report AY 2022

KU AY 2022 FTE: 21,227
KUMC AY 2022 FTE: 2,966
Date: 6/20/2023

Contact Person: Jean Redeker

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Number of Certificates and Degrees Awarded (KU/KUMC)	1 *KBOR data*	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) **Baseline: 6,475**	6,059 + 864 = 6,923	↑	5,965 + 850 = 6,815	↑	5,803 + 857 = 6,660	↑
2 Increase First to Second Year Retention Rates (KU)	1 *KBOR data*	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% **Baseline: 9,417/11,743 = 80.2%**	3,492/4,082 = 85.5%	↑	3,160/3,738 = 84.5%	↑	3,425/4,045 = 84.7%	↑
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9th FY 2014: 9th FY 2015: 9th **Baseline: 9th**	9th	↔	9th	↔	10th	↓
4 Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)	2 *KBOR data*	AY 2013: 2,374/6,631 = 35.8% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281= 36.3% **Baseline: 6,993/19,425 = 36.0%**	2,657/6,923 = 38.4%	↑	2,844/6,815 = 41.7%	↑	2,797/6,660 = 42.0%	↑
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: $33.6 mil FY 2017: $33.6 mil FY 2018: $36.4 mil **Baseline: $34.5 mil**	$41.9 mil	↑	$41.0 mil	↑	$44.1 mil	↑
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 **Baseline: 461**	530	↑	573	↑	550	↑
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 **Baseline: 3,582**	3,864	↑	4,035	↑	3,776	↑

University of Kansas and University of Kansas Medical Center Performance Report AY 2022

Indicator 1: Increase Number of Certificates and Degrees Awarded (KU/KUMC)
Description: This indicator records the number of degrees and certificates conferred at all University campuses. These campuses include KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result: During AY 2022, the university awarded 6,660 degrees/certificates exceeding the baseline by 2.9%. KU has had growth in a variety of undergraduate degrees including in Business (Business, Marketing, Finance, Business Analytics), Health Sport and Exercise Science, Computer Science, Psychology, and Molecular Biosciences. There were also increases in several graduate degrees including Applied Behavioral Science, Business, Biostatistics and Data Science, Project Management, Medicine, Occupational Therapy, and Nurse Anesthesia.

Indicator 2: Increase First to Second Year Retention Rates (KU)
Description: This indicator records the percent of first-time, full-time freshmen who are retained after one year on the KU-Lawrence and KU-Edwards campuses.

Result: First to second year retention at KU has remained strong through and beyond the pandemic, with 84.7% of the Fall 2020 freshmen cohort returning for Fall 2021. The 2021-22 academic year saw the launch of several new initiatives or pilot programs to support undergraduate student retention while building upon the lessons learned during the pandemic and shifting needs of students. These initiatives included: 1) Expanded partnership with instructors of high DFW courses; 2) Launched Student Navigator program to provide peer-level support and connect students with campus resources; 3) In Spring 2022, launched weekly Quick Polls using the Jayhawk GPS app to identify student trends and students in need of support; 4) Undergraduate Advising Center shifted its model to an inclusive service approach model allowing students to meet with a UAC advisor without an appointment, regardless of major, on any subject, and in-person or virtually; 5) Piloted a dedicated UNIV 101 course and support program for conditionally admitted students resulting in 94.1% of the participants being retained to second semester; 6) University Academic Support Centers launched an individual tutoring program supporting 100- and 200-level courses and expanded the Supplemental Instruction program to include Math 115 and 125; 7) Launched MySSP which provides free 24/7 confidential mental health counseling and well-being resources to students.

Indicator 3: Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)
Description: This is our ranking of the amount of total research and development expenditures of all University campuses compared with our Regents approved peers based on the National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development (HERD) survey.

Result: KU's total research and development expenditures increased for the sixth consecutive year and has increased significantly compared to the baseline years. For the last reported year, research expenditures totaled $385,637,000, an $80 million increase compared to the average expenditures from the three baseline years. However, this year KU moved from 9th to 10th in our ranking compared to peer institutions. Missouri inched ahead of KU with only $3 million more in research expenditures, including large increases in state/local funds and institutional funds. KU surpassed Missouri when looking at funding from the federal government, private industry/business, and nonprofits.

Indicator 4: Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)
Description: This indicator records the percentage of students who earned degrees in science, technology, engineering, or mathematics fields on the KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result: During AY2022, 42.0% of the 6,660 degrees/certificates awarded were in STEM fields. This is 6.0% over the baseline. The largest increases in STEM awards have been in bachelor's degrees. As noted in Indicator 1, some of the degrees contributing to this increase are in Business Analytics, Computer Science, Molecular Biosciences, and Biostatistics and Data Science. These increases helped to drive the overall increase in degrees/certificates at KU.

Indicator 5: Increase Philanthropic Student Support (KU/KUMC)
Description: This indicator is the amount the KU Endowment Association (KUEA) provides to the university for student scholarships, awards, and fellowships.

Result: In FY 2022, KU Endowment provided $196.2 million to KU thanks to alumni and friends who generously invested in students, faculty, programs, and research. Of that $196.2 million, $44.1 million went to student support and scholarships – a $3.1M increase from FY 2021. In addition, during FY 2022 donors established 89 new endowed permanent funds for student scholarship and support.

Indicator 6: Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)
Description: The indicator measures the number of students who graduate from the University of Kansas Medical Center's entry-level full-time programs to health career practice fields which involve patient or client interactions. An entry-level health career program is one in which the student enters without the credentials or license to practice in the health care field and graduates with the competencies necessary to sit for a national licensure examination, which is a pre-requisite for obtaining a state (or multi-state) license to practice in the field. We are including the following entry-level pathways: bachelor of science in nursing (BSN), bachelor of science in respiratory care, dietetics internship (pathway to registered dietician), doctor of audiology, doctor of occupational therapy, doctor of physical therapy, doctor of nurse anesthesia practice, and the doctor of medicine (MD).

Result: For AY 2022, the Medical Center graduated 550 students from entry-level health career programs (19% higher than our baseline). A focus on nursing and respiratory care has become critical in recent years, as the COVID-19 pandemic accelerated shortages existing across the state and region. The Medical Center is currently at the forefront of statewide conversations intended to address the nursing profession crisis, understanding that solutions must include education, workforce retention, and pathway efforts. The effects, and expected increase, in patients with Long COVID requires a wide array of health professionals, including respiratory therapists, physical therapists, audiologists, occupational therapists, and speech-language pathologists. Academic programs at KUMC are positioned to train future students to support these needs by integrating the clinical and educational research efforts of faculty into the curriculum.

Indicator 7: Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)
Description: The indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn with each other in a team environment to improve collaboration and the quality of care. Interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at the KU Medical Center, and the Schools of Pharmacy, Law, and Social Welfare at the KU Lawrence campus are included in the metric.

Result: There were 3,776 IPE participations in the 2021-22 academic year, exceeding the baseline by 5%. IPE activities continue to evolve, and new programs were initiated in areas such as Parkinson's Disease, Muscular Dystrophy, and developmental pediatrics.

Washburn University Performance Report AY 2022

Washburn AY 2022 FTE: 4,280
Washburn Tech AY 2022 FTE: 999
Date: 6/29/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of first-time full-time freshmen at Washburn University	1 *KBOR data*	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% **Baseline: 1,540/2,335 = 66.0%**	498/715 = 69.7%	↑	415/625 = 66.4%	↑	449/657 = 68.3%	↑
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 *KBOR data*	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 **Baseline: 2,444**	2,391	↓	2,306	↓	2,094	↓
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**	2	↔	2	↔	3	↓
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually	2	FY 2013: 27,329/162,754 = 16.8% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% **Baseline: 79,766/467,082 = 17.1%**	31,451/138,593 = 22.7%	↑	36,489 /127,476 = 28.6%	↑	34,544/126,059 = 27.4%	↑
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 **Baseline: 1,938**	1,207	↓	1,291	↓	1,325	↓
6 Wages of students hired at Washburn Tech*	2	AY 2012: $22,038 AY 2013: $22,196 AY 2014: $22,225 **Baseline: $22,153**					$30,273	↑
7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 **Baseline: 42**	64	↑	32	↓	51	↑

*New indicator approved by BAASC 11/29/2022.

Washburn University Performance Report AY 2022

Indicator 1: Increase first to second year retention rates of first-time full-time freshmen at Washburn University.
Description: Washburn University has implemented new initiatives to assist in increasing the first to second year retention rate. The data regarding full-time first-time freshmen is provided to KBOR annually as a subset of our fall census data.

Result: Washburn University's retention rate was 68.3% for the 2021 cohort, which is above our baseline of 65.9%. The retention rate has recovered substantially from the 66.4% of the 2020 cohort, indicating that Washburn's efforts to increase retention are functioning to help us recover from the effects of the pandemic.

Indicator 2: Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech
Description: Washburn is committed to increasing the number of students receiving certificates and degrees at the university in support of KBOR's strategic goal to increase higher education attainment among Kansas citizens. The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD file submission.

Result: Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,094 in AY22, down from the three-year baseline average of 2,444. Both campuses experienced decreases in degrees and certificates awarded in the last few years, which we believe is attributable to the number of stop-outs due to the pandemic, a strong labor market, and general demographic factors.

Indicator 3: Increase the ranking among the state public universities as measured by the endowment per FTE student
Description: The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO (National Association of College & University Business Officers)/TIAA Study of Endowments. Our goal is to continue to maintain or increase our ranking.

Result: Washburn University ranked third in the state of Kansas (down from second in the baseline) for FY22. The list that follows indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions participating in the annual NACUBO/TIAA Study of Endowments. The values have been generally trending upward over the last several years but moderated in FY22 after a substantial increase in FY21 in both dollar amount and upward movement in rank among all public institutions participating in the study. _FY22 $39,688 (48th), FY21 $43,322 (37th), FY20 $32,977 (48th), FY19 $32,930 (41st), FY18 $31,077 (Unknown), FY17 $31,131 (43rd), FY16 $28,356 (48th), FY15 $30,353 (44th)._

Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually
Description: Washburn is attempting to meet the needs of place bound and working students by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals. Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses as well as the total student credit hours are compiled and summed for the academic year (summer, spring, and fall semesters.)

Result: Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY22 with 34,544/126,059 = 27.4% online student credit hours awarded. Over the longer term, Washburn has been increasing both the number of online course sections and online programs offered. The size of the increase in the percentage of online courses from AY20 to AY21 was at least partially due to the pandemic.

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

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

Result: Although Washburn University did not achieve the baseline goal of 1,938, enrollments of adult learners in undergraduate programs did increase from AY21 in AY22, from 1,291 to 1,325. This is our third year in a row that this number has increased, since our low of 1,117 in 2019. 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. More online, condensed, and hybrid courses are being offered, and more programming to appeal to this market is currently being developed.

Indicator 6: Wages of students hired at Washburn Tech

Description: Washburn Tech continuously evaluates and refines programs, curriculum, and equipment to meet the needs of employers such that students will have ample job opportunities. Washburn Tech faculty and administrators meet regularly with their program advisory boards comprising business and industry representatives, ensuring that programs are current and businesses are assured of the quality of graduates. These refinements and relationships lead Washburn Tech graduates to earn competitive salaries.

Result: Wages for Washburn Tech students increased from the baseline average of $22,153 to $30,273 in AY22. Relevant, high-quality programs and a strong labor market have contributed to this increase.

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

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

Result: For AY22, 51 students completed their GED through Washburn Tech, which exceeds our baseline of 42. The GED numbers have not returned to pre-pandemic numbers, but the AY22 student completers increased 37% from AY21, which is movement in the right direction.

Wichita State University Performance Report AY 2022

AY 2022 FTE: 11,913
Date: 6/20/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 *KBOR data* **Baseline: 3,003**	3,222	↑	3,435	↑	3,318	↑
2 Increase the percent of STEM degrees conferred	2	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% *KBOR data* **Baseline: 3,192/9,010 = 35.4%**	1,114/3,222 = 34.6%	↓	1,129/3,435 = 32.9%	↓	1,083/3,318 = 32.6%	↓
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2013: $25,306,000 ranking: 1 AY 2014: $28,797,000 ranking: 1 AY 2015: $29,146,000 ranking: 1 **Baseline: $27,750,000 ranking: 1**	$74,551,000 Ranking: 1	↑	$74,329,000 Ranking: 1	↑	$93,367,000 Ranking: 1	↑
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2013: 269 AY 2014: 301 AY 2015: 302 **Baseline: 291**	425	↑	475	↑	468	↑
5 Increase the first to second year retention rate of first-time, full-time freshmen	1	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% *KBOR data* **Baseline: 2,859/3,882 = 73.6%**	1,213/1,602 = 75.7%	↑	1,075/1,496 = 71.9%	↓	1,183/1,716 = 68.9%	↓
6 Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY 2016: 825 AY 2017: 860 AY 2018: 890 **Baseline: 858**	987	↑	1,091	↑	1,065	↑

Indicator 1: Increase number of certificates and degrees awarded
Description: Wichita State uses a campus-wide, multi-pronged, collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System] aimed at increasing retention and graduation rates and increasing the number of degrees awarded. This work is overseen and monitored by the Office of Student Success, which includes a student success coach assigned to each college. Results will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.
Result: **MET - The number of certificates and degrees totaled 315 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Management Committee and Student Success and Persistence Coalition along with administration, faculty, and staff continue to focus on retention strategies and support to encourage persistence and completion.

Indicator 2: Increase the percent of STEM degrees conferred
Description: Several initiatives are underway to increase the number of STEM discipline graduates. WSU is the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. This funding has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. The Fairmount College Science and Math Education Center oversees and operates initiatives to encourage enrollment in the natural sciences. This measure will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.
Result: **NOT-MET** - STEM degrees were just under one-third of all earned degrees and 2.8% below the baseline. The *proportion* of STEM degrees has declined slightly due to non-STEM degrees increasing at a higher rate as represented in the total number of UG degrees, 3,318 total. Three STEM CIP codes (14.0901 COMPUTER ENGINEERING, GENERAL; 52.1301 MANAGEMENT SCIENCE; 27.0399 APPLIED MATHEMATICS, OTHER) have experienced a significant increase in enrollment. For example, computer engineering has increased 129% in enrollment from 2021 to 2022 (588 to 1,349). Efforts to increase applied learning and research experiences have been implemented. Tutoring and academic support services continue and have been enhanced. The focus on digital transformation should also increase the proportion of STEM degrees awarded.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry
Description: Enhancing industry-based research is one of the focuses of WSU's strategic plan. According to the National Science Foundation (NSF), WSU again ranked No. 4 in the nation with $105 million, a $48 million increase from 2018, including both industry and federally funded programs. Additionally, Wichita State has held its position as the top university in the country for industry-funded aeronautical Research & Development (R&D) with a total of $74 million (according to NSF's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. For this indicator data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.
Result: **MET - The latest data available indicates a retention in WSU's previous first-place ranking. WSU expended $93, 367,000, in research and development this year, $65,617,000 more than the baseline.** This is a 236.5% increase over the baseline. Access to the new crash dynamics lab has yielded new research opportunities for the National Institute for Aviation Research. The Vice Provost for Research and Dean of the Graduate School continues to work on enhancing faculty research productivity using new supports and expectations.

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)
Description: WSU is the most diverse public university in the state. Our goals are to recruit and retain a student body that is reflective of the community we serve, and work towards a higher degree completion rate among underrepresented minority (URM) graduates. To that end, WSU will: 1) Provide special outreach to

groups where under-represented minorities are represented such as AVID, TRIO, GEAR UP, 2) Host recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Offer bilingual services and oversight recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploy Admissions Office recruitment representatives to schools in highly diverse Kansas communities, 5) Provide academic, cultural, social and outreach services to cultivate and sustain an inclusive campus that strives for academic success, and 6) Provide scholarships, including full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar and a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students. Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

Result: **MET - WSU awarded 177 more certificates and degrees among underrepresented minority (URM) graduates over the baseline of 291**. Recruitment along the I-35 corridor continues to result in growth in the diversity of the student body. Outreach programs such as TRIO/ GEAR UP, Passage 2 Success, Passage Scholars, the Fuse, and a new partnership with Wichita Public Schools, BAASE (Better Academics and Social Excellence), which supports high achieving Black and Hispanic male students who want to pursue post-secondary education. Each of these programs continue to encourage students to attend and be successful in college. Continued refinement of high impact practices, including applied learning efforts that are paid opportunities to earn-while-you-learn, and scholarships that focus on need are helping improve college access and affordability.

Indicator 5: Increase the First to Second Year Retention Rate of First-Time/Full-Time Freshmen
Description: Wichita State University has a strategic enrollment management plan and campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar]), intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at supporting retention and graduation rates. Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student ($\geq$ 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2020 the 2019 cohort will be measured and for AY 2021 the 2020 cohort.

Result: **NOT-MET - WSU's first to second year retention rate for this reporting cycle is 4.7% below the baseline of 73.6%**. The number of students retained and the total number of students reflect growth over the three years of baseline data, but this cycle, compared to the last cycle, reflects the lower number of First-Time/Full Time freshmen during the second year of Covid enrollment. Success coaches in each of the academic colleges provide individualized support to students and academic advisors use data-driven software to intervene with at-risk students. WSU continues to focus on improvements in connecting students to academic support, campus connections, mental health and psycho-social supports, and financial resources. Academic and student life leaders continue to plan and implement programs that provide wholistic approaches to retention and success of students. These initiatives saw much success in the last reporting cycle and we expect to see retention rates increase again in the coming year.

Indicator 6: Increase number of certificates and degrees awarded to First-Generation students
Description: Wichita State University continues to experience an increase in the enrolled number of first-generation college students. The most recent data shows a difference in completion rates for first-generation population (38.9%) and continuing generation students (46.6%). Over the last year WSU has increased efforts to serve this student population in an effort to increase the graduation rates. A First Generation Coordinating Council was created to inform our work and the (FGCC) was integrated into the university's Strategic Enrollment Management (SEM) plan. The committee has already made recommendations to scale much needed and used services, increased awareness of the population with faculty and staff, and made policy recommendations to support retention and completion. Data collected for this purpose will include the number of first-generation students (as identified by students at the time of application, that their parents or legal guardians have not been awarded a post-secondary degree) receiving certificates and undergraduate degrees by academic year.

Result: **MET - WSU awarded 207 more certificates/degrees to first-generation students over the baseline of 858.** This number continues to grow because of recruitment efforts to engage this population and university service expansion to support retention and graduation. Several offices and functional areas are involved in efforts to proactively meet the needs of first generation students and strengthen support services for these students. The newly formed First Generation Coordinating Council provides coordination of campus-wide efforts with a focus on assisting first generation students.

Allen Community College Performance Report AY 2022

AY 2022 FTE: 1,332
Date: 6/26/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 SU21, FA21, SP 22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1 *KBOR data*	Fall 2010 Cohort: 12/131 = 9.2% Fall 2011 Cohort: 32/119 = 26.9% Fall 2012 Cohort: 18/93 = 19.4% **Baseline: 62/343 = 18.1%**	162/299 = 54.2%	↑	147/293 = 50.2%	↑	110/285 = 38.6%	↑
2 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 48/89 = 53.9% Fall 2013 Cohort: 61/106 = 57.5% Fall 2014 Cohort: 42/82 = 51.2% **Baseline: 151/277 = 54.5%**	138/230 = 60.0%	↑	190/311 = 61.1%	↑	125/228 = 54.8%	↑
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2 *KBOR data*	AY 2012 Cohort: 371/556 = 66.7% AY 2013 Cohort: 370/537 = 68.9% AY 2014 Cohort: 274/406 = 67.5% **Baseline: 1,015/1,499 = 67.7%**	320/482 = 66.4%	↓	241/390 = 61.8%	↓	235/364 = 64.6%	↓
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	AY 2013: 272/528 = 51.5% AY 2014: 264/470 = 56.2% AY 2015: 192/406 = 47.3% **Baseline: 728/1,404 = 51.9%**	219/334= 65.6%	↑	172/282 = 61.0%	↑	144/240 = 60.0%	↑
5 Increase the Success Index Rate for student completion and retention	2 *KBOR data*	AY 2010 Cohort: 954/1,838 = 51.9% AY 2011 Cohort: 829/1,609 =51.5% AY 2012 Cohort: 680/1,202 = 56.6% **Baseline: 2,463/4,649 = 53.0%**	264/426 = 62.0%	↑	276/450 = 61.3%	↑	266/452 = 58.8%	↑
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	AY 2013: 673/888 = 75.8% AY 2014: 730/929 = 78.6% AY 2015: 641/822 = 78.0% **Baseline: 2,044/2,639 = 77.5%**	528/661 = 79.9%	↑	546/683 = 79.9%	↑	444/550 = 80.7%	↑

Allen Community College Performance Report AY 2022

Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen
Description: Using the Kansas Higher Education Data System report, three-year graduation rates for cohorts consisting of first-time, full-time, degree seeking, college ready freshman will be reported. Graduation rate is one of the KBOR indicators for increasing higher education attainment. Allen will use student counseling and reverse transfer agreements to increase the graduation rate.

Result: Allen is currently more than double our baseline. We did see a regression from the previous reporting year. One year of data is not sufficient evidence to change our strategies so our current strategies will be maintained at this time.

Indicator 2: Increase first to second year retention rates of the college ready cohort
Description: Using data supplied from KBOR, the first to second year retention rate will be reported. Allen has streamlined and strengthened its advising process with the addition of a full-time Director of Advising. As a result, we anticipate continued retention of our college ready cohort. This indicator is a KBOR indicator for increasing higher education attainment.

Result: Allen experienced two years of an increase and a year of regression. We are still maintaining our baseline. We will maintain our current strategies as one year of data is not sufficient evidence to change them at this time.

Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR
Description: Using data from the KBOR KHEDS, percentages of Allen students who are employed in Kansas after graduation or completion of a certificate or who transfer to a KBOR institution will be reported. Since many of our students are interested in immediate employment, this is an important indicator. Employment is a KBOR indicator for meeting the needs of the Kansas economy. Those who transfer are continuing towards a bachelors' degree and will enter the workforce with additional skills and training.

Result: Allen has experienced a decline from our baseline over the last three reporting years. We are currently taking steps to address our decline. Allen is working toward offering students more career and technical education courses that will lead to a short term credential. This will allow more students to enter into immediate employment.

Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better
Description: The Allen Information Technology Department will provide data on the total number of students who complete Intermediate Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Intermediate Algebra is the biggest "gateway" (barrier to completion) developmental (non-college ready) course that we teach. Students are placed in Intermediate Algebra through scores on placement tests that are not high enough for placement in College Algebra. If a non-college ready student cannot pass Intermediate Algebra, he/she will never have the opportunity to take the biggest gateway class to an associate degree – College Algebra. Shared best practices by instructors with high success rates will be used to increase student success.

Result: Allen is still well above our baseline, but we have experienced a slight regression over the last few reporting years. This could be the effect of COVID or

the retirement of our Mathematics Center Coordinator. Allen will be reviewing these two possibilities in the coming year to determine if there is a need to replace the Mathematics Center Coordinator, or whether the upcoming math pathways work done at the state level may alleviate the decline.

Indicator 5: Increase the Success Index Rate for student completion and retention
Description: Using data provided through the KBOR KHEDS, cohorts will be tracked for 3 years and reported into a success index that measures completion of a certificate or degree for each student or if they have not received a certificate or degree, if have been retained in higher education. Students who have completed a certificate or degree or are still retained in higher education are counted in the success rate. Since the majority of students at Allen have at least a bachelor's degree as a goal, this indicator should reflect success in both those who obtain an associate degree as well as students who leave Allen and move on to a university before graduating. The 2+2 agreements and transfer agreements with universities will contribute to the success of Allen students. The Jenzabar degree check now available in each student's portal should also help students move seamlessly to degree completion.

Result: Allen has increased our baseline and maintained our increase. The strategies of an Automatic Graduation evaluation process, as well as a concerted effort to contact students for reverse transfer have made a positive impact on the overall Success Index Rate. Allen will also continue its work in holistic advising practices to ensure students' goals for success are met.

Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better
Description: The Allen Information Technology Department will provide data on the total number of students who complete the initial college level writing course, COL 101 English Composition, with a C or better, and the total enrolled in those courses on the 20th day of classes. This will provide information to determine a success ratio for the course. Writing skills are essential to college and career success. Allen has developed a writing center for both on ground and online students. A newly revised online course shell has been developed by one of our award-winning instructors for the English Composition course. These both should positively influence student success.

Result: Allen increased its percentage for students successfully completing COL 101 with a C or better. This success is based on efforts by the English faculty and the writing tutoring center to provide wrap-around support for students within this class, which includes both on-ground and online tutoring for students (with online tutoring support in the evenings and weekends) and paper submissions to the tutoring center prior to the faculty deadline to guide the student towards more quality work submitted before being graded by faculty.

Barton Community College Performance Report AY 2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of Barton degrees and certificates awarded	1 *KBOR data*	AY 2013: 1,032 AY 2014: 977 AY 2015: 830 **Baseline: 946**	922	↓	938	↓	910	↓
2 Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses	2	AY 2016: 1,885/2,604 = 72.4% AY 2017: 1,495/1,961 = 76.2% AY 2018: 1,268/1,710 = 74.2% **Baseline: 4,648/6,275 = 74.1%**	1,643/2,032 = 80.9%	↑	1,339/1,707 =78.4%	↑	1,351/1,700 =79.5%	↑
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure	2	AY 2013: 232/306 = 75.8% AY 2014: 277/349 = 79.4% AY 2015: 334/404 = 82.7% **Baseline: 843/1,059 = 79.6%**	230/273 = 84.2%	↑	251/292 = 86.0%	↑	260/292 =89.0%	↑
4 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	2017=2.36 GPA (n = 1,794) 2018=2.22 GPA (n = 2,005) 2019=2.22 GPA (n = 2,171) **Baseline: 2.27 GPA**	2.74 GPA (n=2,042)	↑	2.51 GPA (n= 2,012)	↑	2.73 GPA (n=1,499)	↑
5 Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	2 *KBOR data*	Fall 2010 Cohort: 92/387 = 23.8% Fall 2011 Cohort: 108/377 = 28.6% Fall 2012 Cohort: 179/516 = 34.7% **Baseline: 379/1,280 = 29.6%**	153/476 = 32.1%	↑	168/478 = 35.1%	↑	190/549 =34.6%	↑
6 Increase the percentage of students performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education	2	AY 2013: 645/1,430 = 45.1% AY 2014: 680/1,528 = 44.5% AY 2015: 550/1,502 = 36.6% **Baseline: 1,875/4,460 = 42.0%**	222/621 = 35.7%	↓	258/666 =38.7%	↓	263/714 =36.8%	↓

Barton Community College Performance Report AY 2022

Indicator 1: Increase the number of Barton degrees and certificates awarded
Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by "Number of degrees produced". Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan.

Result: In AY 2022, we were unable to meet our goal due to a decline in enrollments vs. our baseline. However, we have made consistent improvements in our effectiveness in awarding degrees and certificates, as measured by the percentage of that year's full-time equivalent (FTE). Over the period from AY 2015 to AY 2022 we have seen a steady increase of 10%, going from 19.3% in AY 2015 to 29.4% in AY 2022.

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. This indicator is measured using five courses for which two competencies per course are selected percentage of successful responses.

Result: Barton exceeded baseline on this indicator. Barton credits its faculty and staff for their continued effort and support in improving student learning in this area. The awareness, understanding and use of assessment has improved on all Barton campuses due to the launch of the Barton Assessment Institute, initiated in the school year 2018-2019. To date, the institute has graduated more than 40 faculty and staff members. In addition, the College is supporting multiple assessment committees (classroom, course, program and co-curricular) to round out added awareness and participation.

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials.
Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by "Performance of students on selected third-party technical program certificate/credential assessments". The College's Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated. The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam.

Result: Barton again exceeded baseline on this indicator, averaging an almost 3% increase over the last three reporting periods. We continue to strive for excellence and high pass rates for our students receiving third-party healthcare certification and licensure. Barton healthcare programs provide several different opportunities to assist students in their preparation for testing for certification and licensure, such as remediation, study halls/sessions, tutoring, review courses and individual study plans. The healthcare credentials that are tracked and monitored annually are: Nursing (Registered Nurse & Licensed Practical Nurse - National Council of State Boards of Nursing), Medical Lab Technician – (Medical Lab Technician -American Society for Clinical Pathology), Emergency Medical Services (Emergency Medical Technician, Advanced Emergency Medical Technician and Paramedic – National Registry), Dietary Manager (Certified Dietary Manager - Association of Nutrition & Foodservices Professionals), Pharmacy Technician (Pharmacy Technician Certification Board), Medical Assistant and Adult Healthcare (Certified Nurse Aide & Certified Medication Aide - Kansas Department for Aging and Disability Services).

Indicator 4: Increase overall first-year academic achievement (GPA) for students in developmental courses
Description: Foresight 2020, Goal #1; Increase Higher Education Attainment; Increase the academic achievement of at-risk developmental students. To achieve this indicator, it will take coordination between instructors, advisors, student services and the Director of Student Academic Development. Interventions may include increased use of the tutoring lab, instructors and advisors emphasizing study skills and time management, and connecting the outcomes of the Student Success course to specific courses the students are taking.

Result: Barton exceeded baseline on this indicator. Increasing communication and support resources available to students in developmental courses has continued to increase from the Student Academic Development program, Student Advisement, and the Tutoring Center, specifically in the form of messaging within Barton's Learning Management System (LMS) Canvas, increased availability of peer tutors, and continued use of bi-weekly grade reports and advisor communications to students of concern. The formation of the Student Academic Development Center and addition of an Academic Mentor increased student contacts by providing individualized student messaging, academic coaching, student seminars focused on study skills, test taking, course management, and time management to students enrolled in developmental courses on all campuses and course modalities. During AY2022, the Academic Development Center provided coaching to 129 students, hosted 12 student seminars reaching over 100 students, and provided in-person study support to 341 students.

Indicator 5: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort
Description: Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students, Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton's standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Result: Barton continues to exceed the Indicator 5 baseline (29.6%) by at least 5% with a 34.6% three-year graduation rate for the Fall 2019 Cohort, exemplifying Barton's commitment to continuous improvement in student outcomes. We implemented a sustainable structure with the HLC Student Success Academy (2019-2022) transitioning into the Student Success Alliance. The institution also continues to collect and analyzes student feedback and data. These data-driven practices inform targeted advisor and faculty training, enhancing student success.

Indicator 6: Increase the percentage of students performing at the "Proficiency" level on a mandatory competency within written communication assessments of general education
Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an 'Institution Specific' indicator as a component of Barton Board expectations; and as an 'Institution Specific' indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. The number of students who scored at the highest level, 'Proficient', is counted from courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of "proficient" to indicate successful completion of this indicator.

Result: Barton unfortunately fell below baseline on this indicator, but there have already been improvements. When comparing sequential terms an increase can be seen as in Fall 2021 only 33.5% scored proficient, but in Spring 2022, 39.4% of students scored proficient, which is a significant increase over both the AY 2020 and AY 2021 results of 35.7% and 38.7% respectively.

Butler Community College Performance Report AY 2022

AY 2022 FTE: 4,544
Date: 5/31/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Number of certificates and degrees awarded annually	1 *KBOR Data*	AY 2013: 1,453 AY 2014: 1,492 AY 2015: 1,445 **Baseline: 1,463**	1,446	↓	1,408	↓	1,370	↓
2 First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)	1 *KBOR Data*	Fall 2012 Cohort: 464/731 = 63.5% Fall 2013 Cohort: 450/732 = 61.5% Fall 2014 Cohort: 530/852 = 62.2% **Baseline: 1,444/2,315 = 62.4%**	496/759 = 65.3%	↑	517/846 = 61.1%	↓	489/744 = 65.7%	↑
3 Award of third party technical credentials	2	AY 2014: 973 AY 2015: 973 AY 2016: 1,091 **Baseline: 1,012**	832	↓	943	↓	1,114	↑
4 Percentage of Accelerated Learning Program (ALP) students who pass co-requisite developmental English and college composition courses in the same term	1	AY 2019: 108/202 = 53.5% AY 2020: 133/269 = 49.4% AY 2021: 90/172 = 52.3% ***Baseline: 331/643 = 51.5%**					71/155= 45.8%	↓
5 Increase in number of STEM technical certificates and degrees	2	AY 2014: 323 AY 2015: 291 AY 2016: 292 **Baseline: 302**	276	↓	327	↑	344	↑
6 Directional Improvement in College Algebra Pass Rates	1	AY 2014: 1,248/1,856 = 67.2% AY 2015: 1,092/1,717 = 63.6% AY 2016: 1,174/1,815 = 64.7% **Baseline: 3,514/5,388 = 65.2%**	1,764/2,334 = 75.6%	↑	1,296/1,889 = 68.6%	↑	1,343/1,948= 68.9%	↑

*Change to the baseline years was approved by BAASC 11/29/2022.

Butler Community College Performance Report AY 2022

Indicator 1: Number of certificates and degrees awarded annually
Description: Using the Kansas Higher Education Data System, Butler will report the number of certificates\degrees awarded each academic year. Our Student Success strategic priority is the center of our strategic plan, as reflected in the goal to ensure "Students Finish What They Start." Butler has started several initiatives aimed at improving effective teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on setting and achieving retention goals at the course and program levels. This work will contribute to an overall increase in credentials.

Result:

Butler's AY 2022 output of degrees and certificates was 1,370 which is 93.6 % of the ambitious baseline of 1,463. We are proud to have achieved this in the context of several mutually reinforcing headwinds: declining enrollments, societal ambivalence towards the value of a college credential, and general economic anxiety about the onset of a possible recessionary period 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. Butler has developed a more effective, strategic approach to enrollment management. We have the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Implemented 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.

Result:

Butler Community College is proud of continuing and improving its efforts, as part of its Guided Pathways approach, to increase the retention of students from the first to the second year, and to see them through the completion of their chosen credentials. Continuous investment in strategic positioning, hands-on advising, reformatted developmental-to-college math sequencing, and business intelligence availability at the departmental and advising levels is contributing to our success in this endeavor.

Indicator 3: Award of third-party technical credentials
Description: Program faculty facilitate necessary testing and implement a systematic process to track credential attainment. Butler tracks credentials awarded to students in multiple discipline areas including 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), Automotive Technology (NATEF certificates) Welding (American Society of Welding), Networking Technology (CompTIA A+, Microsoft, TestOut, and other industry credentials), and Culinary Arts (Serve Safe certificate).

Result:

Butler Community College takes great pride in meeting and surpassing an extremely ambitious goal for the award of third-party credentials across many disciplines. This achievement underscores the college's commitment to a new era of higher education where industry recognized credentials are at a premium in preparing learners for jobs of the future.

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

Description: The Butler Accelerated Learning Program (ALP) is a rigorous, integrated co-requisite program that allows students who place in developmental English, EG 060, to take it and Composition 1, EG 101, in the same semester. ALP student success is calculated by dividing the total number of students who persist to the end of the term and receive a C or better in both courses by the total number of students who receive an A, B, C, D, F, or who withdraw before the end of the term. In Fall of 2018, Butler started the deployment of a multiple-measures approach to determine the placement of students in developmental English; this approach led to a decrease in the overall number of students placed in developmental courses.

Result:

Enrollment and success rates both decreased in co-requisite classes for AY 2022. We believe these are due to the effects of the previous and on-going pandemic. Decreased enrollment in the co-requisite program mirrored the decreased enrollment in higher education that occurred during this time. A consequence of this was that developmental students enrolled in co-requisite sections experienced less interaction with non-developmental students, affecting the rigor and challenge that such peer role modeling provides. Additionally, the majority of students enrolled in this program experienced various physical, mental, personal, and financial hardships and interruptions due to the pandemic, significantly more than in a non-pandemic semester for this population that normally faces more challenges than most. Finally, many of those who enrolled in this program directly following high school were affected by the academic skill declines and mental health challenges due to the difficulties and barriers they experienced while attending high school during the pandemic.
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Indicator 5: Increase in the number of STEM technical certificates and degrees
Description: Butler will help students develop applied STEM skills which prepare them to obtain employment in occupations critical in the south-central Kansas economy. This indicator focuses on several core job clusters including Engineering, Information Technology and Healthcare. The college established early college academies for high school students interested in Engineering, Healthcare, Information Technology, and Welding. The programs included in this indicator are Cyber Security, Database Administration, Engineering Technology, Software Development, Interactive Design & 3D, 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 or any codes that may replace these in the program inventory.)

Result:
Butler is proud of its continuing achievement in providing high quality STEM related post-secondary education to a broad base of learners in our region, and thus positioning them to contribute to the economic growth of our great state in the years to come.

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. Students who don't pass College Algebra often leave school in their first year. Butler has initiated a redesign of its math curriculum. The project divided four courses (lowest developmental course through College Algebra) into one-credit modules. These modules allow students to develop the skills they need to pass College Algebra. The intent of the new curriculum is to lessen the time students need to complete developmental content while improving the successful completion of College Algebra. The success rate is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of C or better (the numerator) by the number of students who receive an A, B, C, D, F grade or withdraw from the course at the end of the term (the denominator).

Result:
The modular sequencing of developmental mathematics and College Algebra has had a direct impact on our continuing success in this area which we are proud to build upon further in the coming years so that college is more affordable and completion more attainable for the various communities of students we serve.

Cloud County Community College Performance Report AY 2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of "college ready" cohort	1 *KBOR data*	Fall 2012 Cohort: 78/140 =55.7% Fall 2013 Cohort: 82/164 =50.0% Fall 2014 Cohort: 110/191 =57.6% **Baseline: 270/495 = 54.5%**	99/163 = 60.7%*	↑	70/116 = 60.3%	↑	107/175 = 61.1%	↑
2 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 302 AY 2014: 936 AY 2015: 596 **Baseline: 611**	467	↓	447	↓	471	↓
3 Increase number of third party credentials attained*	2	AY 2018: 237 AY 2019: 218 AY 2020: 180 **Baseline: 212**			162	↓	182	↓
4 Increase first to second year retention rates of "non-college ready" cohort	1	Fall 2012 Cohort: 66/153 = 43.1% Fall 2013 Cohort: 61/148 = 41.2% Fall 2014 Cohort: 89/191 = 46.6% **Baseline: 216/492 = 43.9%**	100/222 = 45.0%	↑	62/125= 49.6%	↑	61/101= 60.4%	↑
5 Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt	2	AY 2013: 657/1,552=42.3% AY 2014:574/1,383=41.5% AY 2015: 551/1,335=41.3% **Baseline: 1,782/4,270= 41.7%**	848/1058 = 80.2%	↑	735/1,106= 66.5%	↑	670/995= 67.3%	↑
6 Increase the Student Success Index**	1 *KBOR data*	AY 2010: 284/621 = 45.7% AY 2011: 311/646 = 48.1% AY 2012: 382/741 = 51.6% **Baseline: 977/2,008 = 48.7%**			385/596 = 64.6%	↑	326/565 = 57.7%	↑

*Reflects data corrections made by institution 9/9/2022.
**New indicator approved 9/21/21.

Cloud County Performance Report AY 2022

Indicator 1: Increase first to second year retention rates of "college ready" cohort
Description: Cloud County Community College (CCCC) will be able to better track retention rates 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. Most of CCCC's developmental courses are offered in the areas of communications and math. Retention rates will be measured by identifying the number of college ready students who are retained from fall semester to fall semester. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

Result:

CCCC reports retaining 107/175 (61.1%) of the "college ready" cohort from the first year to the second year, which is an increase over the baseline of 54.5% and over last year's results (60.3%). The college employs a retention and engagement specialist to assist in early intervention of students that are at risk. CCCC implemented the retention platform called Dropout Detective as an additional tool to enhance communications between instructors, advisors and the retention and engagement specialist concerning student success. Several training sessions on Dropout Detective transpired for instructors and advisors to help ensure full participation of the tool.

Indicator 2: Increase number of certificates and degrees awarded
Description: Students continue to have a wide range of educational goals that include earning certificates and degrees. CCCC is focused on increasing the number of students earning certificates and degrees. Data for this indicator will be supplied by KBOR staff from prior KHEDS reports.

Result:
The total number of certificates and degrees, 471, is below the baseline of 611; however, AY14 had an extremely high number (936) that has proven to be an outlier that is skewing the data. This year's results were higher than last year's results (447). CCCC believes the trend is indicative of future trends. CCCC added two new certificates, expanded the nursing program to the satellite campus and reimplemented the CDL for credit program which positively impact the indicator.

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, Cloud County Community College (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 students who receive their Certified Nurse Aide (CNA) and Certified Medication Aide (CMA), Home Health Aide (HHA), students receiving a Commercial Driver License (CDL), those who pass the National Council Licensure Exam (NCLEX), Emergency Medical Technician (EMT) certification, as well as those passing the Occupational Safety and Health Administration 10 and 30 (OSHA 10 and OSHA 30) certification, National American Board of Certified Energy Practitioner (NABCEP) exam, American Composites Manufacturing Association (ACMA) certification and the Federal Aviation Administration Part 107 Drone Pilot exam. Additionally, CCCC would like to include students receiving their American Welding Society (AWS) certification, those passing the Pharmacy Technician Certification Board Exam (CPhT), the Kansas Department of Agriculture (KDA) credential, and the Child Development Association (CDA) National credential beginning in Spring 2022.

Result:

The reported amount of third party credentials is 182 which is below the baseline measurement of 212; however, it is up from last year's 162. The college added Welding and Pharmacy Technician programs and reoffered Home Health Aide in 2021-2022 which will positively impact the indicator in the future. CCCC hired

a full-time Early Childhood Education instructor effective Fall 2023 that will provide more opportunities for students to earn their CDA.

Indicator 4: Increase first to second year retention rates of "non-college ready" cohort
Description: CCCC will be able to better track retention rates of 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. CCCC annually identifies more than 50% of its incoming students as needing at least one developmental course, most often in the areas of communications or math. In order to better address the needs of these students and provide student support services, CCCC will track retention rates of "non-college ready" students and work to increase the retention rates.

Result:
CCCC's retention rate of "Non-college ready" cohort met the baseline measurement. The college reports retaining 61/101=60.4% of the "non-college ready" cohort from the first to second year. This percentage of 60.4% is above the baseline of 43.9% and the trend is positive. CCCC has several measures in place to assist "non-college ready" students. One measure in place contributing to retaining "non-college ready" students are retention tools such as the retention and engagement specialist and the online Dropout Detective platform that instructors use to provide alerts on students who are identified as being at risk. With the implementation of multiple measures, CCCC experienced fewer non-college ready students overall (a drop of 19.2% from the previous year).

Indicator 5: Increase the success rate of students passing gateway courses (CM 101, MA 111) on the first attempt
Description: Students face a number of hurdles in their attempts to attain a degree or certificate. One of these hurdles is "gateway courses." 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. CCCC will report the aggregate success rate while disaggregating the data for the purpose of instructional improvement and learning support systems enhancement.

Result:
CCCC"s success rates of students passing gateway courses (CM 101 English Composition I, MA 111 College Algebra) on the first attempt surpassed the baseline measurement. CCCC reports that 670/995 students pass gateway courses on the first attempt. This equates to 67.3%, which is above the baseline of 41.7%. The trend is positive. This success can be attributed to realigning outcomes from Intermediate Algebra to College Algebra as well as the addition of the Composition Workshop that supplements CM 101 English Composition I for students that test just below the level required to go directly into CM 101: English Composition I.

Indicator 6: Increase the Student Success Index
Description: The Student Success Index, as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates after the end of year three of each cohort enrolling at Cloud County Community College (CCCC). The Student Success Index includes the following in defining success: all students who were retained or completed a degree, certificate or stand-alone program (occupational programs) or who 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. CCCC believes this indicator allows for improved accuracy in the measure of performance in CCCC's efforts to increase student success.

Result:
CCCC's student success index was 326/565=57.7% which is above the baseline measurement of 48.7%. The Student Success Index (SSI) measures success rates after the end of year three of each cohort enrolling at CCCC. The measurement reflects our comprehensive approach to measuring student success. CCCC students continue to succeed beyond their time at the institution, as demonstrated by the SSI data.

Coffeyville Community College Performance Report AY 2022

AY 2022 FTE: 1,087
Date: 6/19/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percentage of first to second-year retention rates for college-ready students	1 *KBOR data*	Fall 2012 Cohort: 165/248 = 66.5% Fall 2013 Cohort: 169/276 = 61.2% Fall 2014 Cohort: 130/221 = 58.8% **Baseline: 464/745 = 62.3%**	137/245 = 55.9%	↓	133/208 = 63.9%	↑	116/201 = 57.7%	↓
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 499 AY 2014: 560 AY 2015: 524 **Baseline: 528**	402	↓	348	↓	335	↓
3 Increase the number of students successfully completing industry-recognized third-party credentials	2	AY 2012: 288 AY 2013: 605 AY 2014: 686 **Baseline: 526**	590	↑	547	↑	464	↓
4 Increase the credit hours awarded through Credit for Prior Learning	1	AY 2014: 56 AY 2015: 17 AY 2016: 16 **Baseline: 30**	8	↓	23	↓	20	↓
5 Increase the three-year completion rate of minority students graduating with an associate degree or certificate	1	AY 2010: 53/185 = 28.6% AY 2011: 78/245 = 31.8% AY 2012: 81/204 = 39.7% **Baseline: 212/634 = 33.4%**	105/279 = 37.6%	↑	99/287= 34.5%	↑	88/232= 37.9%	↑
6 Increase Success Rates of Students in Developmental Courses	1	AY 2013: 212/316 = 67.1% AY 2014: 200/273 = 73.3% AY 2015: 222/309 = 71.8% **Baseline: 634/898 = 70.6%**	288/377 = 76.4%	↑	268/315= 85.1	↑	193/267= 72.3%	↑

Coffeyville Community College Performance Report AY 2022

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

Description: The percentage of first to second-year retention of college-ready students will be calculated based on first-time, full-time, 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 credit-bearing courses that do not count toward the 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

Result: The percentage of first to second-year college-ready students retained fell below the baseline. The three-year history baseline was created from Fall 2012, 13 & 14 cohorts. The current retention of college-ready students is 57.7%. The current three-year average is 59% (Cohorts 2020, 21, & 22). To improve student retention, the institution has been focusing on a comprehensive approach to co-curricular programming that provides students with new campus opportunities to be engaged. Before the pandemic, Phi Theta Kappa spearheaded the college-ready students' focus on being involved both on and off campus. Since COVID impacted us in AY 20 and 21, the organization is starting to return to normal activities for the students on and off campus, as well as Academic Challenge and the Honors Program. In addition, the institution is implementing academic coaching in the advising center to create a stronger connection with the staff and focus on moving forward with their educational/career goals. This design will have a primary advisor (academic coach) & activity/program advisor to assist each student.

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.

Result: The number of certificates and degrees fell below the baseline of 528. Indicator 2 continues to be impacted due to the Pandemic in mid-March 2020. The 2022 completers are linked to the effects spring 2020 had on students returning to the institution. The full-time equivalencies (FTE) were reduced for the third year in a row (AY2020 – 1,286; AY2021 – 1,135; AY 2022 – 1,087) after experiencing the highest FTE (2019 – 1,427) in over five years. The institution did see a slight increase in the number of Associate Degrees awarded. The CTE programs continue to try and regain pre-pandemic numbers. The medical programs continued to have the most significant impact on the uncertainties of the medical and health professions regarding students entering into facilities on part-time bases.

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 Aide. CCC chose the indicator to increase the number of students attaining recognized third-party

credentials, as it will enable more students of all ages the opportunity to build careers with family-sustaining, middle-class incomes.

Result: For the first time, CCC did not exceed the baseline of 526 but dropped to 464. Due to the rippling effect of COVID, healthcare facilities began training their staff or providing testing online. Business and Industry also reduced the number of individuals sent for additional certifications or renewals to the institution following COVID.

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. We chose this indicator to improve the time to graduation-rates for students who are seeking a degree or certification. Statistics show that the rate of time for completion and cost hinder individuals from both enrolling in post-secondary education and not completing the degree or certification requirements.

Result: The total number of credit hours awarded through credit for prior learning (CPL) fell below the baseline of 30. The institution's highest FTE and CPL were in AY 2019 (FTE – 1,427; CPL - 47).

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 Integrated Postsecondary Education Data System (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. Our college and community have a very diverse population. Therefore, it is critical that we improve graduation rates so all students are afforded the same opportunities to acquire a transferable associate degree and/or a marketable skill and recognized credential.

Result: CCC saw the completion rates of minority students in AY2022 exceed the baseline of 33.4% to 37.9%. The institution has surpassed the baseline for the fifth year.

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. Our institutional strategic plan emphasizes the importance of successful developmental education. As the number of students requiring remedial education has increased, the challenge to have all students prepared for college-level courses has become greater.

Result: Students required to enroll in developmental coursework continue to perform above the baseline of 70.6% to 72.3% in AY 2022. CCC continues to exceed the baseline percentage of students successful in developmental courses.

Colby Community College Performance Report AY 2022

AY 2022 FTE: 991
Date: 7/14/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 315 AY 2014: 332 AY 2015: 324 **Baseline: 324**	381	↑	322	↓	385	↑
2 Increase the first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 97/163 = 59.5% Fall 2013 Cohort: 107/177 = 60.5% Fall 2014 Cohort: 57/109 = 52.3% **Baseline: 261/449 = 58.1%**	85/143 = 59.4%	↑	97/143 = 67.8%	↑	65/94 = 69.1%	↑
3 Increase the percentage of students employed or transferred	2 *KBOR data*	AY 2012: 188/330 = 57.0% AY 2013: 149/280 = 53.2% AY 2014: 152/287 = 53.0% **Baseline: 489/897 = 54.5%**	160/321 = 49.8%	↓	166/326 = 50.9%	↓	150/303 = 49.5%	↓
4 Increase the percentage of students who successfully complete Beginning Algebra (MA077) with a C or better	1	AY 2013: 95/144 = 66.0% AY 2014: 94/134 = 70.1% AY 2015: 92/140 = 65.7% **Baseline: 281/418 = 67.2%**	85/101 = 84.2%	↑	69/116 = 59.5	↓	64/92 = 69.6%	↑
5 Increase the financial literacy of students	2	AY 2013: 386 AY 2014: 359 AY 2015: 345 **Baseline: 363**	445	↑	415	↑	434	↑
6 Increase the Student Success Index	1 *KBOR data*	AY 2010: 363/544 = 66.7% AY 2011: 331/493 = 67.1% AY 2012: 231/407 = 56.8% **Baseline: 925/1,444 = 64.1%**	300/526 = 57.0%	↓	264/463 = 57.0%	↓	353/583 = 60.5%	↓

Indicator 1: Increase the number of certificates and degrees awarded
Description: 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. Increasing the number of degree completers relates directly to institutional success and furthering our goal to provide quality students for either transfer or job placement. Colby Community College faces significant challenges to accomplish this goal due to decreased student population in the service area. Our efforts will include plans to improve retention and graduation rates for students as well as providing unique opportunities through distance education.
Result: Colby Community College (CCC) has been working toward fully implementing the Guided Pathways model, (full launch in fall semester 2023). Through the ramp-up leading to the implementation of Guided Pathways, the College has taken steps to enhance retention, persistence, and completion, through mindful and student-friendly intrusive advising and by scheduling courses in logical sequence and in a block schedule format. In so doing, students are better positioned to understand the correct sequence of courses for their program of study, in order to complete their studies in a time and cost-efficient fashion.

Indicator 2: Increase the first to second year retention rates of college ready cohort
Description: Improving retention rates increases enrollment and ties directly to graduation and completion goals. Improving retention rates benefits the institution, the student, the community, and state universities by increasing the number of graduates available for the workforce or transfer. Strategies to increase student retention include offering a student success seminar for incoming freshmen, orientation week activities, utilizing an Early-Alert System, offering student support programs, hosting an Advisor Connection Day, following program-focused retention plans, and employing a dedicated retention specialist. 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.
Result: In preparation for the full implementation of the Guided Pathways model, CCC has taken important steps to boost student retention and persistence rates. These steps included defining and clarifying program pathways (i.e. students have a clear guide ensuring that they take the correct courses in the correct sequence, so that they can complete their programs in a timely fashion); scheduling courses in a logical sequence and in a block schedule format; the implementation of intrusive advising, and providing the appropriate academic support services needed by students to academically stay on track. The credit-bearing First Year Experience (FYE) course, orientation programs, and special event programming help to ensure that students become and stay engaged, and that they are holistically supported. Together, these interventions, programs, and services coalesced to have CCC students make strides in persistence, retention, and completion.

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. The traditional academic programs at Colby Community College have a strong reputation for transfer students. Likewise, our vocational programs prepare the students for jobs in the marketplace. Our efforts will focus to improve industry recognized certifications and cooperative efforts with industry to secure job placement for students. One potential challenge to this indicator is the proximity to Colorado and Nebraska which may draw some of the students to employment in the respective states.
Result: Of the 303 completers, 18 students were incarcerated students from the Norton Correctional Facility, and an additional 30 students were retained at CCC (24 completed a short-term certificate and then stayed at the College to earn another credential, and 9 students who completed the LPN program went on to enter the ADN program). The calculation of this indicator automatically excludes the retained students from the numerator, which yields an outcome that doesn't meet the baseline. If the 30 students who were retained were excluded from the calculation altogether, the updated metric would be 150/273, or 54.9%, which would have surpassed the baseline of 54.5%.

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. Students who successfully complete Beginning Algebra will have a foundation to complete their education, which will improve graduation and retention rates. The Colby Community College Director of Institutional Effectiveness will provide data on the total number of students who complete the beginning math course, MA077 Beginning

Algebra with a C or better, and the total enrolled in those courses on the 20th day of classes. Intermediate/College Algebra is a major hurdle for our non-college ready students. If the student cannot pass beginning Algebra he/she will not be able to progress to Intermediate Algebra which is an exit point for certain students.
Result: CCC posits that the increase of successful students in MA077 is largely attributed to the extensive availability of free of charge tutoring, Supplemental Instruction, and presence of learning communities. The total number of students enrolled in MA077 was 92. The total number of students earning a C or higher was 64. The number of students who earned a D or F was 19. The number of students that withdrew was 9. CCC plans to continue implementing more extensive support resources for Mathematics courses, which should result in keeping students engaged, affording students the ability to keep pace with the course, to successfully complete the course, and to be able to successfully transition to higher levels of Mathematics.

Indicator 5: Increase the financial literacy of students
Description: 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. Financial literacy (FL) is the ability to understand and use money skills within the global society including banking, credit, planning, and management of finances. Improving FL will prepare our students to be fiscally responsible in all aspects of life. CCC defines FL for students as successfully completing one or more courses containing financial concepts. CCC will track the students who successfully complete the FL portion of the seminar course or successfully complete the following FL courses: Personal Finance, Introduction to Business, Business Finance. Duplicate completers in these courses will be counted once. Students completing either of these three courses along with the student success financial portion of the seminar will be counted twice. To calculate completion values, the course grades of A, B, C, D, or P (pass) will suffice for courses in FL.
Result: CCC weaves financial literacy concepts through credit-bearing Business courses, First Year Experience, Financial Aid workshops, and life skills workshops. CCC is committed to preparing students not only for transfer and to the contemporary workplace, but to be successful in life. Being financially literate is a foundational life skill, and CCC has expanded financial literacy programming options to reach the maximum number of students. A total of 487 unique students took a credit bearing financial literacy course. One hundred and eight students took BU176, BU178, or BU253 (92 earning an A, B, C, or D grade). Three-hundred and seventy students took the First Year Experience course (342 earning an A, B, C, or D grade).

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. The Student Success Index is a comprehensive evaluation tool that incorporates several success indicators. Improving the index score will lead to better retention, enrollment and completion rates. CCC monitors student retention and persistence rates internally before the student success index is officially released, giving the College the opportunity to make institutional changes to address declining rates.
Result: Although CCC did not meet or exceed the baseline SSI number of 64.1%, CCC did increase its position on the SSI from AY2020 and AY2021 (both years were 57%) to 60.5%, demonstrating a positive trajectory.[1] CCC is 3.6 % away from meeting the SSI baseline goal. Further, as of 2020 (the most recent available date) CCC has a total success rate of 62.3%.[2] CCC has been recognized three times, as first among Kansas community colleges for having the highest graduation rate of 50.6% (at the 100% graduation rate), 54.4% (at the 150% graduation rate), and 55.6% (at the 200% graduation rate)[3]. CCC also has the highest retention rate among the 19 Kansas community colleges, thereby demonstrating an ongoing commitment to excellence in retention, persistence, and completion[4]. CCC has also been named in the top six percent of the nation's public community colleges (based on cost and financing, education outcomes, and career outcomes)[5]. Such designations, repeatedly awarded, signal a successful institution continuing to make strides forward for students.

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[1] Community College Databook 2023.

[2] Kansas Higher Education Statistics, with the parameters Community Colleges, Colby Community College, After 2 years, All Student Types, Degree-Seeking, All Student Status.

[3] Graduation rate data was retrieved from the 2023 Community College Data Book, and used the fall 2017 cohort, the most recent cohort available including all three graduation rates.

[4] Retention rate data was retrieved from the 2023 Community College Data Book, and used the fall 2020 cohort.

[5] CCC Press Release: https://www.colbycc.edu/news-information/2022-23/study-ranks-ccc-among-the-best.html and Wallethub Website: https://wallethub.com/edu/e/best-worst-community-colleges/15076

Cowley Community College Performance Report AY 2022

AY 2022 FTE: 1,856
Date: 6/27/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college-ready cohort	1 *KBOR data*	Fall 2012 Cohort: 278/449 = 61.9% Fall 2013 Cohort: 204/348 = 58.6% Fall 2014 Cohort: 175/275 = 63.6% **Baseline: 657/1,072 = 61.3%**	233/349 = 66.8%	↑	244/374 = 65.2%	↑	176/302 = 58.3%	↓
2 Increase the completers success rate in the gateway courses of English Composition I and College Algebra	1	Fall 2015 Cohort: 846/1,182 = 71.6% Fall 2016 Cohort: 823/1,042 = 79.0% Fall 2017 Cohort: 941/1,126 = 83.6% **Baseline: 2,610/3,350 = 77.9%**	908/1,079 = 84.2%*	↑	831/979 = 84.9%	↑	820/981 83.6%	↑
3 Increase the percentage of students who completed, became employed or transferred	2 *KBOR data*	AY 2012 Cohort: 555/915 = 60.7% AY 2013 Cohort: 505/881 = 57.3% AY 2014 Cohort: 534/871 = 61.3% **Baseline: 1,594/2,667 = 59.8%**	377/684 = 55.1%	↓	408/690 = 59.1%	↓	422/714 = 59.1%	↓
4 Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College	1	Fall 2010 Cohort: 506/829 = 61.0% Fall 2011 Cohort: 508/778 = 65.3% Fall 2012 Cohort: 450/786 = 57.3% **Baseline: 1,464/2,393 = 61.2%**	249/376 = 66.2%	↑	230/336 = 68.5%	↑	276/377 = 73.2%	↑
5 Increase the persistence rates (fall to fall) for students in developmental courses	1	Fall 2012 Cohort: 249/462 = 53.9% Fall 2013 Cohort: 190/364 = 52.2% Fall 2014 Cohort: 137/259 = 52.9% **Baseline: 576/1,085 = 53.1%**	88/156 = 56.4%	↑	92/167 = 55.1%	↑	113/168 67.3%	↑
6 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	AY 2012: 2.162 AY 2013: 2.201 AY 2014: 2.327 ****Baseline: 2.214**	2.201	↓	2.434	↑	2.487	↑

*Reflects corrections made by the institution on 6/24/2022.
**Baseline was corrected 5/27/21.

Cowley Community College Performance Report AY 2022

Indicator 1: Increase first to second year retention rates of college-ready cohort
Description: In order to improve first to second year retention, we must first improve semester to semester retention. We have already revised our approach to math and English courses and implemented a First-Year Experience course that all full-time students are required to take. Additionally, new data dashboards are being developed and a retention team established to identify needs in this area.

Result: The College did not meet the baseline target on this indicator. The results were 58.3% compared to the baseline of 61.3%. Further analysis of data indicates that some students in this cohort earned work-ready certificates and could go to work after their first year. The College is also seeing an increase in the number of first-time college students with credits earned during high school compared to previous years. This could lead to a shortened time at the community college and students ready to transfer on at the end of their first year (indicator 4). Cowley College will continue to communicate to students the importance of completing their associate's degree.

Indicator 2: Increase the completers success rate in the gateway courses of English Composition I and College Algebra
Description: The College will use the data from the National Community College Benchmark Project (NCCBP) for the completers success rate of English Composition 1 and College Algebra. Using the numerator as the number of students that received a C or better and the denominator as the number of students that completed the course (ABC/ABCDF), the College will establish a baseline using information from Fall 2015, Fall 2016, and Fall 2017. Using the completer success rate of the two courses, Cowley will combine the numerator and denominator of the two and compare them to the three-year baseline established. Although the numbers might appear to be high, they are only around the 50th percentile according to NCCBP benchmarks. Fall 2018 data will be used for the AY2020 Performance Report and Fall 2019 data will be used for the AY2021 Performance Report, in accordance with the benchmark project reporting that has Fall 2018 data being reported in AY2020 and Fall 2019 data being reported in AY2021.

Result: The College continues to meet this indicator with 83.6% compared to the baseline of 77.9%. It is important to know that this indictor uses information about completer success for 2020 fall gateway courses. This data lags behind the others because it corresponds with NCCBP data. Any initiatives in these gateway courses will not be immediately reflected in this indicator. Cowley College has already implemented a corequisite math and corequisite English model.

Indicator 3: Increase the percentage of students who completed, became employed, or transferred
Description: The College has a mission to educate students seeking a degree and planning to transfer to another institution as well as students seeking vocational training and headed into the workforce. Cowley will work to strengthen relationships between transfer universities in the state of Kansas as well as strengthening ties between the college and our local business and industry. We are placing additional value on advisory committees made up of area business and industry leaders to create stronger pipelines from the classroom to the workforce. We will use the state data on completion, transfer and employment as provided by KBOR.

Result: This indicator was not met with Cowley achieving 59.1% compared to the baseline of 59.8%. This indicator has stayed flat with last year, even with efforts focused on improvement. Transfer and completion rates are on target as reflected in indicator 4, but the employed in "Kansas" has a greater effect on border schools as we know some of our students are working in the Oklahoma area and these students are not reflected in the results.

Indicator 4: Increase the percentage of college-ready students that complete a certificate OR degree OR transfer within three years of first full-time enrollment at Cowley College
Description: This goal blends the intentions of _Foresight 2020_ with the awareness that many students come to college with the goal of completing a four-year degree but without necessarily intending to complete an associate's degree. For them, success is successful preparation for transfer. This Indicator has a narrower

focus than the others—college-ready students—in order to help us distinguish between those and other students which will help to determine where greater effort may be needed and/or where efforts seem to produce greater results. We will use Cowley records and Clearinghouse data. "College ready" is defined as any first-time full-time student not requiring any developmental coursework in mathematics, English or reading per Cowley's course placement procedures. Currently, minimum required ACT scores in those three areas respectively are 21, 20 and 18. The denominator will be the total number of all entering first-time full-time students for the fall semester who do not place in any developmental courses. The numerator will be the total number of that group who complete a certificate or degree or who transfer to another college within three years of their first full-time enrollment at Cowley.

Result: The College met this indicator with 73.2% compared to the baseline of 61.2% with year to year increase of 4.7%. This indicator uses information about the 2020 fall cohort and their status at the 150% rate (AY 2022). Over this time, the College has worked on advising worksheets, training, and other ways to help students stay on track with degree completion.

Indicator 5: Increase the persistence rates (fall to fall) for students in developmental courses
Description: As shown by comparison with the college-ready cohort, and by numerous studies across the nation, developmental students fall behind their peers in a number of measures, including persistence. Recent changes in the approach to remediation at Cowley have shown some encouraging preliminary results. Using a cohort of first-time full-time students enrolled in developmental courses, we will use the number enrolling in the subsequent fall as the numerator and the total number enrolled in the previous fall as the denominator for calculating percentage.

Result: This indicator was met with 67.3% compared to the baseline of 53.1%. The recent addition of the Tiger Learning Center (TLC) for academic support, including the Writing Center, has been a huge success for our students, leading to their success. An Early Academic Alert system is also in place to identify students early in their struggles and guide them to the TLC for assistance.

Indicator 6: Increase overall first-year academic achievement for students in developmental courses
Description: Improving overall academic achievement not only reflects the efforts of students and teachers, it also has implications for continued eligibility for federal financial aid. The overall first year grade point average (GPA) will be recorded for all first-time full-time students enrolled in developmental courses and compared to the baseline GPA for directional indication. (The mathematical mean will be reported as the overall average.)

Result: This indicator was met with a 2.487 GPA compared to the baseline of 2.214 GPA. Like the narrative in Indicator 5, the TLC and Writing Center are extensively used by students. Cowley College also has a TRiO Student Support Services to provide academic support to qualifying students. This program has a high success rate of student completion.

Dodge City Community College Performance Report AY 2022

AY 2022 FTE: 1,237
Date: 6/20/2023

Contact Person: Jane Holwerda

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Improve Student Success Index rate	1 *KBOR data*	AY 2010 Cohort: 277/574 = 48.3% AY 2011 Cohort: 326/694 = 47.0% AY 2012 Cohort: 302/680 = 44.4% **Baseline: 905/1,948 = 46.5%**	389/719 = 54.1%	↑	313/591 = 53.0%	↑	310/548 = 56.6%	↑
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 383 AY 2014: 432 AY 2015: 426 **Baseline: 1241/3 = 414**	371	↓	316	↓	361	↓
3 Increase third-party technical credentials earned by Allied Health and Nursing students	2	AY 2016: 158 AY 2017: 147 AY 2018: 146 **Baseline: 451/3 = 150**	158	↑	143	↓	120	↓
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	AY 2013: 198/319 = 62.1% AY 2014: 182/334 = 54.5% AY 2015: 185/368 = 50.3% **Baseline: 565/1,021 = 55.3%**	106/221 = 48.0%	↓	72/124 58.1%	↑	127/240 52.9%	↓
5 Increase percentage of successful completers of Developmental English	2	AY 2016: 48/69 = 70.0% AY 2017: 41/72 = 56.9% AY 2018: 107/138 = 77.5% **Baseline: 196/279 = 70.3%**	136/161 = 84.5%	↑	104/137 75.9%	↑	103/120 85.8%	↑
6 Increase the percentage of completers in STEM Gateway courses in Biology (BIO111, BIO211) Chemistry (CHEM111), and Math (MATH106)	1	AY 2016: 344/462 = 74.5% AY2017: 302/419 = 72.1% AY2018: 413/601 = 68.7% **Baseline: 1,059/1,482 = 71.5%**	341/437 = 78.0%	↑	325/426 76.3%	↑	352/413 85.2%	↑

Dodge City Community College Performance Report AY 2022

Indicator 1: Improve Student Success Index rate
Description: According to KBOR's 2019 Community College Data Book, the Student Success Index "provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates." Therefore, this indicator enables holistic assessment of our institutional efficacy in realizing the first goal of Foresight 2020 for community and technical colleges: "to increase higher education attainment."

Result: For AY2022, Dodge City Community College's Student Success Index rate dropped in number of retained and completed students and in size of cohort over the previous academic year. However, at 56.6%, the college's rate surpasses that of AY2021 by 3.3 percentage points and baseline by 10.1%. Dodge City Community College is proud to contribute to increasing higher education attainment.

Indicator 2: Increase the number of certificates and degrees awarded
Description: This indicator also addresses goal 1 of *Foresight 2020*, "increase higher education attainment." It also addresses our college's goal to 'Recruit, Retain, Educate, and Graduate.' Over the past years, the number of associate degrees and certificates awarded has remained fairly consistent. To increase certificate and degree awards, we will continue to make gains in effective advising and to promote articulation agreements and partnerships with 4-yr institutions. This indicator is continued from the 2017-19 Performance Agreement.

Result: For AY2022, Dodge City Community College fell short of baseline for this indicator. However, the college notes an increase of 45 to the number of degrees and certificates awarded in 2021 (316) to those awarded in 2022 (361), a 14% increase. DCCC will continue to assess processes and personnel in key areas touching completion, such as advisement, degree audit/transcripting, and data reporting, that support students in identifying and meeting learning goals. The college will promote the benefits of completion of high demand certificate and degree programs and strengthen transfer pathways and partnerships with Kansas Regents' institutions.

Indicator 3: Increase third-party technical credentials earned by Allied Health and Nursing students
Description: This indicator addresses the second goal of Foresight 2020: "meeting the needs of the Kansas economy." Obtaining a credential, such as a license or certification issued by the state or professional organization, is required for employment in various workforce areas such as healthcare. Such credentials also assure higher rates of pay. Our commitment to assessing this indicator should help to further strengthen ties between the college, employers and other stakeholders who recognize the urgent need for qualified healthcare providers in our region. Our baseline is derived from data collected from KDHE (CNA/CMA certifications) and from KSBN (RN licenses).

Result: For AY2022, Dodge City Community College dropped below baseline for this indicator. Various factors contributed to a decline in number of third party technical credentials earned by Allied Health and Nursing students; factors residual to the pandemic include a reduction of available clinical facilities and/or in the number of students approved for in-person clinical participation. Other factors include a reduction in teaching faculty for RN/CNA and a break in direct advising of nursing and allied health students that occurred AY2021. In response, the college extended its reach through its service area to provide optimal clinical experiences, reinstituted direct advising to this group of students, and added faculty. Impact of these changes will be demonstrated in AY2023 data.

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

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

Result: For AY2021, Dodge City Community College reports total enrollment of 240 in six educational function levels of ESL at the ALC with 171 students post-testing. Of those post-testing, the post-assessment scores identified 127 completers. While the college notes increases to total enrollment (116 students) and to number of completers (55) over AY2021, the percentage of completers at 52.9% fell 2.4 points below baseline (55.3%). Increases in enrollment and number of completers are attributable to the success of the current leadership of the college's Adult Learning Center, enhanced instructional materials/technologies, and improved recruiting. Because DCCC is proud to contribute to the increase of higher education attainment for English language learners, the college will review and improve sufficiency metrics (e.g., instructor to learner ratios, support services, and scheduling) to improve retention and completer rates.

Indicator 5:   Increase the percentage of successful completers of Developmental English
Description: This institution-specific indicator addresses the skills of a set of students who, by KBOR- established Accuplacer and/or standardized test scores and a consideration of other factors such as high school transcripts, demonstrate deficiencies in writing and reading competencies. After a bleak AY2017 completion rate, in AY2018 we show a 77.5% successful completion of students in this cohort. Our goal is to continue to build on that success. We define successful completers as those earning a grade of C or better in this course. Our numerator is the number earning a C or better; our denominator is the number completing the course. To improve our performance with this indicator and thus improving requisite academic skills for this student cohort addresses the first goal of Foresight 2020: "increase higher education attainment."

Result: Dodge City Community College shows gains for this indicator for the third consecutive year. For AY2022, the college shows a completer rate of 85.8% for 15.5 point increase from our baseline of 70.3%. We attribute our success to tutoring, additional delivery modalities, and effective instructional practices of our faculty. We acknowledge our advising and enrollment staff for the decrease in the total number of students participating in College Preparatory English, the single course constituting the college's offerings in Developmental English since AY2018.

Indicator 6: Increase the percentage of completers in STEM Gateway courses in Biology, Chemistry, and Math
Description: This institution-specific indicator focuses on the first goal of Foresight 2020, "increase higher education attainment." By assessing the percentage of students who successfully complete STEM gateway courses—introductory courses in chemistry, biology and math—we can assess our success in preparing students for transfer to programs of study in high demand high wage careers in science, technology, engineering, and math. Our baseline is derived by totaling the number of successful completers in College Chemistry, Introductory Biology (Plant/Animal, Cell/Genetic), and College Algebra. A successful completer has earned a C or higher in the course.

Result: For the third consecutive year, Dodge City Community College shows gains for this indicator. For AY2022, the college's rate of 85.2% marks a 13.7 point increase from baseline (71.5%) and an 8.9 point increase from AY2021. DCCC's success is due to our highly qualified STEM faculty, their instructional practices, grant-funded partnerships and transfer pathways with Kansas Regents universities, and increased promotion of STEM opportunities in our region. The college plans to build on this success by retaining highly qualified STEM faculty, enhancing instructional/tutoring support, prescribing to KBOR initiatives (e.g., co-req Math, Math Pathways) and developing additional transfer pathways to support student's higher education attainment in high-wage STEM careers.

Fort Scott Community College Performance Report AY 2022

AY 2022 FTE: 1,146
Date: 7/18/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percent of first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 92/158 = 58.2% Fall 2013 Cohort: 110/204 = 53.9% Fall 2014 Cohort: 86/182 = 47.3% **Baseline: 288/544 = 52.9%**	92/172 = 53.5%	↑	97/161 = 60.2%	↑	63/135 = 46.7%	↓
2 Increase the three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 96/252 = 38.1% Fall 2011 Cohort: 62/177 = 35.0% Fall 2012 Cohort: 58/162 = 35.8% **Baseline: 216/591 = 36.5%**	73/158 = 46.2%	↑	59/157 = 37.6%	↑	61/173 = 35.3%	↓
3 Increase the percent of students earning job-ready certifications	2	AY 2013: 532/851 = 62.5% AY 2014: 522/890 = 58.7% AY 2015: 442/678 = 65.0% **Baseline: 1,496/2,419 = 61.8%**	519/774 67.1%	↑	371/590 62.9%	↑	307/454 67.6%	↑
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	1	AY 2013: 77/115 = 67.0% AY 2014: 86/108 = 79.6% AY 2015: 60/82 = 73.2% **Baseline: 223/305 = 73.1%**	89/110 = 80.9%	↑	97/113= 85.8%	↑	118/161 73.3%	↑
5 Increase the success rate of students completing online course(s) with a grade of "C" or better''	1	AY 2013: 562/723 = 77.7% AY 2014: 551/706 = 78.0% AY 2015: 602/772 = 78.0% **Baseline: 1,715/2,201 = 77.9%**	835/1018 = 82.0%	↑	902/1,057= 85.3%	↑	884/1,023 86.4%	↑
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year	1	AY 2014: 223/324 = 68.8% AY 2015: 247/329 = 75.1% AY 2016: 267/365 = 73.2% **Baseline: 737/1,018 = 72.4%**	203/211 = 96.2%	↑	206/221= 93.2%	↑	204/213 95.8%	↑

Fort Scott Community College Performance Report AY 2022

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

Description: We continue to work at increasing the retention rates and have promoted the importance of degree completion in the College Orientation course and encourage students to enroll early for the next semester. We are utilizing an Early Alert system coupled with a new position created in 2018, Director of Advising/Retention to maintain continuous contact with students. This data represents all first-time, full-time students who then enroll in the following semester.

Result: The significant drop in retention of this cohort is concerning and we will work to identify the underlying issue(s) causing the decline in retention and continue to work at increasing our retention rates. The number of first-time, full-time students who have earned college credit, certificates, and/or industry recognized credentials in high school has increased. Students who have already earned college credits are less likely to stay for the second year due to the number of credits they have earned and are more likely to matriculate to a four-year institution or go into the workforce.

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 that 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. We have focused on a student-centered schedule, including more online options to ensure students can obtain all classes needed for a degree within a two-year period.

Result: To address the decline in three-year graduation rates of our college-ready cohort we have tasked our Academic Affairs committee with looking at graduation policies, course schedules, and scheduling. In the past we believe maintaining a three-year graduation rate above the baseline was attributed to a student-centric course schedule and focusing on degree completion. We will continue to concentrate our efforts on identifying the issues related to declining graduation rates and how to improve three-year graduation rates.

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

Description: Students enroll in Fort Scott Community College for a wide variety of reasons; one important reason is to obtain credentials to enter the workforce. This data was obtained through the KHEDS report (basic counts), we used the follow up information from this report. Within this data set the numerator represents all students earning industry recognized credentials while the denominator represents all students seeking industry recognized credentials. All programs with credentials available are included in the data set. We will be measuring strictly on the number of certificates completed annually, working to improve upon the three-year baseline average.

Result: FSCC continues to experience a high percentage of students earning job ready certifications. 307 students were successful in earning an industry credential out of 454 students seeking certifications. FSCC is proud of the high-quality technical education offered in Southeast Kansas to allow students to upskill and improve themselves for the demands of the workforce. FSCC maintains strong partnerships with business and industry in the area and is working to increase the number of students seeking industry recognized credentials by working with local school districts and advisory boards.

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

Writing

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

Result: FSCC exceeded the baseline with this indicator; however, we declined from the previous year. The number of students being provided the opportunity to complete English 101 after being identified as non-college ready increased; however, the percentage of students earning the grade of "C" or better decreased from the previous year. Due to changes in the developmental education curriculum in English, specifically, implementing the Accelerated Learning Program (ALP) (in which students take English 101 and an English Enrichment course as corequisites) and the utilizing more accurate placement metrics, students are having more opportunity to complete the college level course. Because this has created more opportunities for students to complete English 101 the denominator increased and the numerator increased, but not at the same rate as AY2021. This year 118 students were successful in completing, which demonstrates success in access and completion of this indicator.

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 on the final day of class. Online enrollment continues to grow at FSCC, and this remains a major focus.

Result: FSCC increased the success rate of students completing online courses(s) with a grade of "C" or better. We did decline in the number of students enrolled in an online course; however, a greater percentage of the students earned at least a "C" in their course(s). Internal data suggests a greater number of our students are enrolling in face-to-face classes. We believe the decline in online enrollment is probably due to higher numbers enrolled in online classes during the pandemic. Nearly every instructor at FSCC has taught online courses, and online students are afforded the same resources and services as traditional ground-based students. The support from library services with troubleshooting issues has removed hurdles for students who are struggling with technology, allowing more students to complete online courses.

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

Description: 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. Students dropping or withdrawing from the course are not considered in the numerator or denominator.

Result: Students completing both English 101 and 102 in the same year was greater than the baseline and greater than AY2021. FSCC advising focuses on students being able to have continuity from one semester to the next, trying to keep the same instructor and type of schedule. The changes discussed in indicator 4 have positively impacted the success in both English 101 and 102. This year, 204 students out of 213 who completed English 101 and 102 in the same year were successful. While FSCC knows not all those students were considered non-college ready, students who may have been unsuccessful with developmental education in the past, are able to maintain higher motivation and success level through both English 101 and 102 classes.

Garden City Community College Performance Report AY 2022

AY 2022 FTE: 1,494
Date: 6/13/2023

Contact Person: Ryan Ruda Phone: 620-276-9597 email: ryan.ruda@gcccks.edu	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase satisfactory completion of credit hours for veteran students	1	AY 2014: 489 AY 2015: 377 AY 2016: 85 **Baseline: 317**	218	↓	59	↓	163	↓
2 Increase Number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 488 AY 2014: 515 AY 2015: 504 **Baseline: 502**	626	↑	584	↑	649	↑
3 Increase the written communication skills of students as evidenced by institutional assessment.	2	AY 2014: 0 AY 2015: 8.78 AY 2016: 8.84 **Baseline: 8.81**	9.50	↑	10.1	↑	9.01	↑
4 Increase Percent of students who complete English 091 with "C" or better and successfully complete college-level English 101 with "C" or better within 1 year	1	AY 2013: 57/101 = 56.4% AY 2014: 108/166 = 65.1% AY 2015: 112/173 = 64.7% **Baseline: 277/440 = 63.0%**	108/168 = 64.3%	↑	110/122 = 90.2%	↑	91/103= 88.3%	↑
5 Increase satisfactory completion of credit hours in hybrid, distance and online courses	1	AY 2013: 8,540 AY 2014: 12,419 AY 2015: 18,485 **Baseline: 13,148**	18,553	↑	17,154	↑	14,881	↑
6 Increase 3-year graduation rate for first-time, full-time, undergraduate degree-seeking, college ready student cohort	1 *KBOR data*	Fall 2010 Cohort: 76/152 = 50.0% Fall 2011 Cohort: 96/232 = 41.4% Fall 2012 Cohort: 101/289 = 34.9% **Baseline: 273/673 = 40.6%**	71/192 = 37.0%	↓	97/194 = 50.0%	↑	120/233 = 51.5%	↑

Garden City Community College Performance Report AY 2022

Indicator 1: Increase satisfactory completion of credit hours for veteran students
Description: GCCC will increase successful course/term completion by veteran students. This indicator will be measured by increasing the successful completion of credit hours for veterans at GCCC.

Result: 163 credit hours were completed by veteran students in AY 2022, an increase from AY 2021, but below the baseline. This is an expected decline based on the suspension of a partnership with the Kansas National Guard.

Indicator 2:   Increase number of certificates and degrees awarded
Description: Garden City Community College is committed to retention and successful completion for our students. This indicator will be measured by the number of certificates and degrees awarded for the academic year.

Result: 649 degrees and certificates awarded in AY 2022. This is an 11% increase over AY 2021 and a 29% increase over the baseline.

Indicator 3: Increase the written communication skills of students as evidenced by institutional assessment
Description:
In 2014-15, GCCC began using an internal tool to assess student skills, including written communication skills. This tool used a 4-point Likert scale with 12 total points possible on the rubric. It is this scale that the college's benchmark and previous reporting is based. Beginning in AY 2019, however, GCCC adopted the VALUES Rubrics for assessing student learning, which uses a 21.25-point scale. Beginning in Fall 2020 and based on faculty feedback, the college's Student Learning Assessment Team customized the rubric, resulting in a total point scale of 20. Because GCCC's baseline scores and previous performance agreement reporting is based on a 12-point scale, we have used a simple conversion to equate the results for AY 2021 to the 12-point scale.

Result: On the 12-point scale, the average assessment score was a 9.01, a decrease from AY 2021 but above the baseline.

Indicator 4: Increase percent of students who complete 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 English classes. This indicator will be measured by the percentage of students completing the developmental level English class who successfully complete the first college level English class within the next year.

Result: 88.3% of students met this indicator. Beginning Fall 2020, the English department launched a co-requisite reform of developmental education. The remedial course (ENGL-091) was largely phased out in favor of a 1-credit ENGL 098 co-requisite support course. This indicator counts success when students either completed ENGL 091 and then ENGL 101 with a "C" or better OR enrolled in the ENGL 098+ENGL 101 and passed both courses with a "C" or better. While this is a slight decrease year over year, this is a significant increase over the baseline and expected based on research related to co-requisite reform.

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. This indicator will be measured by increasing the successful completion of student credit hours through hybrid and distance education.

Result: 14,881 credit hours in hybrid and online courses were successfully completed for AY 2022. This number is 13% above the baseline and is decreasing as the total number of hybrid and online courses decrease as we move past temporary increases as a result of the COVID-19 pandemic.

Indicator 6: Increase 3-year graduation rate for first-time, full-time, undergraduate, degree-seeking, college ready student cohort
Description: Garden City Community College will increase the percent of students who graduate in 150% (3 years) of time.   This indicator will be measured by an increase in the percentage of the full-time, first-time-in-college, degree-seeking fall cohort (as reported to the Integrated Post-Secondary Education Data System) testing into college level courses that complete within 3 years of initial enrollment.

Result: 51.5% three-year graduation rate for AY 2022, which is an approximate 11% increase over the baseline.

Highland Community College Performance Report AY 2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of degrees and certificates awarded	1 *KBOR data*	AY 2013: 653￼ AY 2014: 650￼ AY 2015: 613￼ **Baseline: 639**	609	↓	617	↓	601	↓
2 Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion	2 *KBOR data*	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%**	383/683 = 56.1%	↓	351/598 = 58.7%	↑	338/607 = 55.7%	↓
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**	5	↓	78	↑	75	↑
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%**	63.3% (62/98)	↑	60.0% (21/35)	↓	39.4% (13/33)	↓
5 Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers	2	AY 2013: 18/20 = 90.0%￼ AY 2014: 20/20 = 100.0%￼ AY 2015: 14/20 = 70.0%￼ **Baseline: 52/60 = 86.7%**	75% (18/24)	↓	90.0% (18/20)	↑	67.7% (21/31)	↓
6 Increase the number of Tech Center students obtaining a satisfactory rating of "3" in HCC's Shared Performance Expectation "Act Responsibly" in the last semester of their programs	2	AY 2014: 65￼ AY 2015: 75￼ AY 2016: 86￼ **Baseline: 75**	79	↑	75	↔	64	↓

Highland Community College Performance Report AY 2022

Indicator 1: Increase the number of degrees and certificates awarded
Description: Highland will continue strengthening academic advising as well as academic success and retention efforts. In addition to the strategies implemented to increase Associate of Arts and Associate of Science degrees, including the reverse transfer initiative, Highland will encourage technical students to complete the Associate of Applied Science AAS pathway which combines required technical program courses with general education courses aligned with workplace skills. Indicator 1 measures total number of degrees and certificates awarded per academic year.

Result: 601 degrees and certificates were awarded during AY 2022, 38 awarded degrees/certificates below the baseline. Enrollment has overall trended down since Fall 2020 as students showed concern for what their academic year may bring given continuing pandemic concerns and overall changes to the economy which continue to present new challenges. Our short-term certificates (Certified Nurse Aide, Certified Medication Aide, Emergency Medical Technology) continued to be impacted due to restrictions for outside entities to enter and provide services within clinical settings as well as testing impacts and/or delays due to COVID-19.

Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion
Description: Highland will continue to cultivate strong business and industry partnerships to connect our graduates with Kansas employers. Highland will also continue the small but steady growth in program completers due to the incentive funding provided by Excel in CTE and the opening of our Western Center in Baileyville. Indicator 2 measures the percentage of program completers who are employed in Kansas in a related occupation one year after graduation.

Result: 55.7% (338/607) of HCC graduates were employed or transferred in Kansas one year after completion. This is below the baseline of 57.8%. HCC has many out of state students who return home or transfer out of state after graduation. Our athletics department has been more focused on recruiting Kansas athletes so we expect this percentage to go up as we continue to grow our enrollment of in-state students. Due to HCC's service area touching both Missouri and Nebraska state lines, we will continue to lose some graduates to jobs and universities across these borders. We hope the addition of Early Childhood (ECH) as a daytime program at our Technical Center in Atchison, our Western Center in Baileyville, and our Wamego Center as well as our Computer Support Specialist (CSS) program at our Wamego Center will also prepare more Kansans to go straight to work in these fields. The availability of the Kansas Promise Scholarship at HCC is anticipated to have a positive impact on the percentage of graduates employed in Kansas one year after completion starting in AY2023.

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR)
Description: By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Tech Center staff at the Atchison Technical Center will inform students about the value of obtaining this documentation and encourage them to take the KCWR. Indicator 3 measures the number of technical program students at the Atchison Technical Center earning the Kansas Certificate of Work Readiness (KCWR).

 Result: Seventy-five students earned a Kansas Certificate of Work Readiness (KCWR), which is above our baseline of 38. This number continues to reflect a significant increase above the indicator in AY2020 (5) which was due to the COVID-19 pandemic. Note that high school students have the opportunity to take this and other assessments prior to attending college.

Indicator 4: Increase the percentage of students passing Fundamentals of Math
Description: Fundamentals of Math is a foundation course for students at Highland with very low skill level in Math. Developmental math faculty have adopted a continuous improvement strategy in addressing the needs of these students. Instructors will continue to implement computer-based learning systems, active learning techniques, and other hybrid learning strategies suggested by National Association of Developmental Education (NADE). Indicator 4 measures the

percentage of students who earn a grade of "CR" for passing MAT 090 on their first attempt.

Result: 39.4% (13/33) students passed Fundamentals of Mathematics on their first attempt in AY 2022. This is below the benchmark of 61.8% and below the AY 2021 indicator of 60% (21/35). The persistence in enrollment change is due to the institution's attempt to reduce barriers for students to the Mathematics gateway course (College Algebra). Our pre-requisites for Intermediate and College Algebra courses were shifted to multiple measures rather than static placement tests used through the end of AY2020. This qualified more students to place in Intermediate or College Algebra courses thus reducing enrollment in Fundamentals of Mathematics. This also resulted in the students enrolling in Fundamentals of Mathematics having lower overall multiple measure scores indicating their potential lack of preparation for this course and need for significantly increased support from tutoring and support services. A full-time Math faculty member served as the Math Specialist for our Student Support Services program. We identified additional training that would benefit our student tutors. Additionally, we have revised the prerequisite requirements for students in Intermediate and College Algebra to better align with outcomes of multiple measures and continue to advise students in correct course placement and to support success in Mathematics classes.

Indicator 5: Increase the first-attempt pass rate for NCLEX-RN (certification test for registered nurses) for program completers
Description: This indicator addresses an area of critical need for the Kansas economy. Note: The Kansas State Board of Nursing (KSBN) 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 in the 90% range each year; however, the HCC nursing program has adopted this goal. In response to a lower first-time pass-rate in 2015, nursing faculty now require all students to take and pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN) Practice Test prior to registering for the credential examination. Indicator 5 measures the percentage of the Licensed Practical Nurse to Registered Nurse (LPN-RN) Bridge Program cohort who pass the National Council Licensure Exam (NCLEX) on their first attempt.

Result: For AY2022 our first attempt pass rate for the NCLEX-RN was 67.7% (21/31) with four additional students passing on the second attempt raising the pass rate to 81% (25/31). This places us below our baseline of 86.7%. The reduction in first attempt pass rate is attributed to faculty and Nursing Director turn over as well as reduction of Assessment Technology Institute (ATI) test preparation usage by students. "ATI is a comprehensive testing and review program designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses and reviewing content, improving test taking abilities and ultimately successfully passing the NCLEX for professional licensure" (www.atitesting.com). Faculty are developing strategic interventions for use of ATI prep by students as well as working on program and course alignment on all nursing courses. We completed a full review by the Kansas State Board of Nursing (KSBN) in Spring 2022. We were removed from monitoring after this visit. We also maintain accreditation in good standing with the Accreditation Commission for Education in Nursing (ACEN).

Indicator 6: Increase the number of Tech Center students obtaining a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs
Description: This is an institution-specific quality measure, relating to employment readiness. Responsible workplace behavior, a desirable soft-skill trait, will be assessed by instructors using a rubric with research-based competencies related to workplace success. Instructors will assess program completers on regular attendance, time on task, effective teamwork, and use and care of instructional equipment. Indicator 6 measures the number of Atchison Technical Center students who earn a "3" or higher on all rubric items in the last semester of their program.

Result: In AY2022 we had 64 students who obtained a satisfactory rating of "3" on HCC's Shared Performance Expectation, "Act Responsibly", in the last semester of their programs. We had a reduced headcount of students in AY2022 (AY2022: 77 vs. AY2021: 85). This results in a scoring percentage of 83.12% in AY2022. This percentage reflects a percentage increase from AY2020 (79.31%) but is below AY2021 (88.24%). As part of our accountability programming, we asked faculty to assess all of their students in the fall semester using this rubric. This helped faculty identify any areas of concern. Based on this data, faculty were able to add and modify lessons related to responsible workplace behavior as needed moving forward. In the spring semester, only the Atchison Technical Center graduates in the last semester of their programs were assessed.

Hutchinson Community College Performance Report AY 2022

AY 2022 FTE: 3,331
Date: 6/13/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 213/382 = 55.8% Fall 2013 Cohort: 240/404 = 59.4% Fall 2014 Cohort: 216/353 = 61.2% **Baseline: 669/1,139 = 58.7%**	414/603 = 68.7%	↑	413/631 = 65.5%	↑	411/623 = 66.0%	↑
2 Increase three-year graduation rate of college-ready cohort	1 *KBOR data*	Fall 2010 Cohort: 97/337 = 28.8% Fall 2011 Cohort: 89/363 = 24.5% Fall 2012 Cohort: 131/384 = 34.1% **Baseline: 317/1,084 = 29.2%**	280/588 = 47.6%	↑	261/557 = 46.9%	↑	296/607 = 48.8%	↑
3 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 **Baseline: 1,465**	1,662	↑	1,502	↑	1,588	↑
4 Increase enrollee success rate in developmental math	1	AY 2013: 371/502 = 73.9% AY 2014: 347/426 = 81.5% AY 2015: 321/428 = 75.0% **Baseline: 1,039/1,356 = 76.6%**	164/208= 78.8%	↑	119/154 77.3%	↑	116/148 78.4%	↑
5 Increase percent of Career Technical Education concentrators who are program completers	2	AY 2013: 517/633 = 81.7% AY 2014: 533/648 = 82.3% AY2015: 503/615 = 81.8% **Baseline: 1,553/1,896 = 81.9%**	475/600= 79.2%	↓	490/619 79.2%	↓	703/873 80.5%	↓
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**	121	↓	126	↓	162	↑

Hutchinson Community College Performance Report AY 2022

Indicator 1: Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort
Description: First to second year retention of college-ready cohort is defined as "first-time, full-time, degree-seeking students who enroll at the same institution for two consecutive Fall terms and were not enrolled in any developmental courses in the initial term." This will be the same data submitted to KBOR in the KHEDS system.

Result: The AY2022 retention rate (students enrolled during two consecutive fall semesters) exceeds both baseline and AY2021 retention rates. The Enrollment Management team monitors first-time students who have not yet completed their desired goal, reaching out early to those who are enrolled in a spring term, but not the following fall term, in order to assist with enrollment and progression toward the students' goals. Further, students who started at Hutchinson Community College as dual enrollment/high school students are being retained through efforts of a new position at HutchCC, College to Career Advocate, who works with dual enrollment students in making the transition from dual enrollment/high school student to college student. HutchCC has fulfilled this outcome.

Indicator 2:   Increase three-year graduation rate of college-ready cohort
Description: Three-year graduation rate of college-ready cohort is defined as "the number of students who graduate within three years who enroll as first-time, full-time, degree-seeking students and were not enrolled in any developmental courses in their initial term." This will be the same data submitted to KBOR in the KHEDS system.

Result: The AY2022 graduation rate exceeds both the baseline and AY2021 graduation rates. In AY2021, the Registrar's Office began to query student records to better identify students with a large number of cumulative credit hours who were eligible (or close to eligible) to graduate. The Registrar's staff, Student Services and Enrollment Management staff, and academic advisors collaborated to contact these students, communicate to them their eligibility (or near eligibility) to graduate, and move them through the process to complete the degree. Additional improvements in connecting with students through texting campaigns and use of customer relations management (CRM) software has better allowed advisors and other staff to more efficiently and frequently communicate with students in ways students prefer to communicate. HutchCC has fulfilled this outcome.

Indicator 3: Increase number of certificates and degrees awarded
Description: The number of certificates and degrees awarded is defined as "the total number of certificates and degrees issued by HutchCC during the reporting period;" as clarification, multiple certificates or degrees issued to the same student will count multiple times. The data used for the number of certificates and degrees awarded will be the same data submitted to KBOR in the KHEDS system.

Result: The number of certificates and degrees awarded in AY2022 continues to exceed baseline by 123 certificates and degrees and the AY2021 numbers by 86. HutchCC provides stackable credentials (certificates building toward the AAS) and has increased the number of exit points for students through creation of additional certificate options. HutchCC has fulfilled this outcome.

Indicator 4: Increase enrollee success rate in developmental math
Description: Enrollee success rate for each developmental math course is defined as "the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, F, or P);" the success rate (%) is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Result: The developmental math success rate for AY2022 exceeds both the baseline and AY2021 success rates. During AY2022, fewer students took developmental math courses. Multiple measures (highest score of high school GPA, ACT or Accuplacer Math) were used for placement. This use of multiple measures has reduced the overall need for developmental math, as noted by the gradual decrease in the total number of students enrolled in developmental math courses. Further, for those students who did place into developmental math, eight-week sessions were offered to not only require greater engagement over a shorter timeframe, but also allow students to complete multiple math courses within the same semester. HutchCC has fulfilled this outcome.

Indicator 5: Increase percent of Career Technical Education concentrators who are program completers
Description: The percent of Career Technical Education concentrators who are program completers is defined as "the number of CTE concentrators who receive an industry-recognized credential, a certificate, or a degree during the reporting period divided by the number of CTE concentrators who were enrolled during the reporting period but are no longer enrolled in postsecondary education." CTE concentrators are students with a declared major in a Perkins approved program who have passed at least 12 tiered credit hours in that major over a three year period; concentrators who are no longer enrolled in postsecondary education may have completed their program, may have gained employment prior to program completion, or may have left postsecondary education for another reason. This data is collected as part of the reporting required for Perkins programs; the same student data will be submitted to KBOR in CTE reports for Perkins eligibility.

Result: The AY2022 indicator is improved 1.3% over AY2021, but is 1.4% below the baseline. Past practice has been to award, for example, the Certificate A, Certificate B, Certificate C, and AAS at the same time – at the completion of the AAS. However, many students are being recruited into jobs while they are still working toward a credential. What we have learned from student enrollment behavior and industry needs, is that students need more exit points. During AY2020 and AY2021, multiple programs/exit points were added (e.g., SAPP – Advanced EMT, Certificate C – Welding, Certificate A – Auto Collision Repair and Technology, Certificate C – EMS-Paramedic, Certificate A – Construction-Residential, SAPP – CDL, Certificate A – Fire Officer), increasing both concentrators and number of completers. This approach of adding more stackable credentials/exit points has improved the ability of students to successfully complete their programs of study and personal goals. Moving forward, HutchCC will continue to examine where additional SAPPs and exit points make sense and will consider the possible benefits of cohort models in technical programs which do not currently enroll in cohorts. HutchCC did not fulfill this outcome, but is moving in the right direction to exceed the baseline.

Indicator 6: Increase the number of students successfully completing the second level or above of a stackable credential program
Description: Successful completion of the second level or above of a stackable credential program is defined as "the number of students receiving a degree or credential in a program in which the student has already earned a prior credential." Student data submitted to KBOR in Career Technical Education reports will be the source of this information.

Result: The number of students successfully completing the second level or above of a stackable credential program during AY2022 exceeded both the baseline and AY2021 numbers. We attribute this improvement to the increase in stackable credentials offered (see list in Indicator 5), strong enrollment in Allied Health and Public Safety pathways, and targeted advertising to special populations through the use of Perkins funding. HutchCC has fulfilled this outcome.

Independence Community College Performance Report AY 2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 38/90 = 42.2% Fall 2013 Cohort: 50/150 = 33.3% Fall 2014 Cohort: 43/98 = 43.9% **Baseline: 131/338 = 38.8%**	38/95 = 40.0%	↑	49/88 = 55.7%	↑	40/95 = 42.1%	↑
2 Increase number of certificates and degrees awarded to ICC students	1 *KBOR data*	AY 2013: 314 AY 2014: 272 AY 2015: 214 **Baseline: 267**	166	↓	204	↓	192	↓
3 Increase the retention rate of students who participate in our Student Support Services program	1	AY 2009: 88/194 = 45.4% AY 2010: 100/189 = 52.9% AY 2011: 106/195 = 54.4% **Baseline: 294/578 = 50.9%**	96/150 = 64.0%	↑	82/119 = 68.9%	↑	101/161 = 62.7%	↑
4 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any program	2	AY 2013: 146/280 = 52.1% AY 2014: 90/229 = 39.3% AY 2015: 111/169 = 65.7% **Baseline: 347/678 = 51.2%**	33/95 = 34.7%	↓	80/127 = 63.0%	↑	72/111 = 64.9%	↑
5 Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course	1	AY 2012: 22/29 = 75.9% AY 2013: 33/42 = 78.6% AY 2014: 9/12 = 75.0% **Baseline: 64/83 = 77.1%**	9/13 = 69.2%	↓	7/9 = 77.8%	↑	14/14 = 100%	↑
6 Improve percentage of students who successfully complete (A, B, or C) online courses	1	AY 2013: 678/1,038 = 65.3% AY 2014: 312/433 = 72.1% AY 2015: 109/144 = 75.7% **Baseline: 1,099/1,615 = 68.0%**	1,221/1,736 = 70.3%	↑	1,284/1,909 = 67.3%	↓	1,478/1,800 = 82.1%	↑

Independence Community College Performance Report AY 2022

Indicator 1: Increase first to second year retention rates of college ready cohort
**Description:** Improving our Fall to Fall retention rate is key, as the baseline shows only 38.7% retention of ICC's college ready cohort. ICC's Director of Enrollment and Retention Management and our Academic Navigators work to improve this figure and encourage students not only to return but to graduate with a degree or certificate.

**Result:** At a retention rate of 42.1%, this indicator is above the baseline. Independence Community College has improved the retention of the college ready cohort from the baseline. ICC monitors students' progress in courses at the 5,8-, and 12-week grade periods. This intervention allows advisors, Success Coaches, Student Support Services academic coaches, and the Academic Success Center to engage with students early on in the semester. ICC also utilizes the student conduct software _Maxient_ as an early alert software for faculty and staff to notify the ICC CARE team of issues with students that could be addressed to improve their academic success. In addition, Independence Community College's on-campus food pantry provides essential foods and toiletry items to students in need. The purpose of the Pirate Pantry is to address food insecurity for our students.

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. Focused training for current faculty and staff who advise in our new Student Information System will help ICC increase our emphasis on the benefits of completing a program of study.

**Result:** While this indicator remains down by 75 students from the overall baseline of 267, current measures in place to assist continual improvement of this measure include faculty advising initiatives, ICC Success Coach early alert monitoring and intervention, reverse transfer initiatives, and military-friendly processes.

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

**Result:** Retention rate of students who participate in our Student Support Services program was 62.7%, significantly above the baseline indicator. This indicator increase matches the overall retention increase in Indicator 1. Student Support Services encourages development of student success inside the classroom and in life through customized, individualized services and supports. These services are delivered in person or through virtual appointments. SSS Academic coaches also assist students in understanding the impact of financial decisions made during college. These decisions include paying for college, understanding loans, basic banking, and budgeting. SSS Academic Coaches also support ICC students in all aspects of transitioning to a baccalaureate degree program including school selection, application processes, securing financial aid, and connecting with advising resources on their next campus. This process starts with the creation of a 3-year plan to assist the student as they navigate ICC and transfer and enroll in their next school.

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

Description: The denominator is the total number of students in the Follow-Up File provided by the college from KBOR. These students represent all graduates of ICC's career and technical education certificates and Associate of Applied Science (AAS) programs. The numerator is the number of students who are working in their related field, and/or continuing their education.

Result: ICC's baseline for this indicator is 51.2%. ICC's rate of students employed in a related field and/or continuing their education within one year of successfully completing any program for AY 2021 is at 64.9% - just over 13% above the baseline and an increase from last year. Improved communication strategies with students and graduates and overall employment rate health have assisted with the increase in this indicator.

Indicator 5: Increase completion percentage of students who complete English Comp I with at least a grade of "C" after completing a developmental English course

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

Result: This indicator shows an increase above the baseline. ICC continues to assess and monitor student need for and success in developmental English coursework through regular course assessment, and annual and comprehensive program review. ICC is prepared to fully implement co-requisite education in the future.

Indicator 6: Improve percentage of students who successfully complete (A, B, or C) online courses

Description: 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.

Result: This indicator shows an increase from the baseline and from the prior year. ICC continues to monitor student success in online courses and works towards continuous improvement through online course curriculum and pedagogy development.

Johnson County Community College Performance Report AY 2022

AY 2022 FTE: 9,326
Date: 6/30/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Student Success: Success rate after three years reported for each cohort	1 *KBOR data*	AY 2010: 2,058/4,130 = 49.8% AY 2011: 2,098/4,275 = 49.1% AY 2012: 2,015/4,136 = 48.7% **Baseline: 6,171 /12,541 = 49.2%**	2,880/5,112 = 56.3%	↑	2,810/5,088 = 55.2%	↑	2,578/4,781 = 53.9%	↑
2 Increase the Number of Certificates and Degrees Awarded	1 *KBOR data*	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 **Baseline: 2,968**	3,006	↑	2,679	↓	2,932	↓
3 Increase the Percent of graduates employed or transferred in Kansas one year after graduation	2 *KBOR data*	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%**	1,508/2,742 = 55.0%	↑	1,364/2,529 = 53.9%	↑	1,264/2,275 = 55.6%	↑
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 2012 Cohort: 606/1,195 = 50.7% Fall 2013 Cohort: 617/1,128 = 54.7% Fall 2014 Cohort: 667/1,192 = 56.0% **Baseline: 1,890/3,515 = 53.8%**	730/1,276 = 57.2%* (Fall 18 Cohort)	↑	590/1,113 = 53.0% (Fall 19 Cohort)	↓	344/581 59.2% (Fall 20 Cohort)	↑
5 Increase First to second year retention rates of first-time, full-time college ready student population	1 *KBOR data*	Fall 2012 Cohort: 304/523 = 58.1% Fall 2013 Cohort: 411/620 = 66.3% Fall 2014 Cohort: 443/663 = 66.8% **Baseline: 1,158/1,806 = 64.1%**	506/798 = 63.4%	↓	575/922 = 62.4%	↓	530/843 = 62.9%	↓
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 2010 Cohort: 674/1,622 = 41.6% Fall 2011 Cohort: 618/1,467 = 42.1% Fall 2012 Cohort: 547/1,374 = 39.8% **Baseline: 1,839/4,463 = 41.2%**	738/1,524 = 48.4%	↑	653/1,479 = 44.2%	↑	676/1,514 44.6%	↑

*Reflects corrections made by institution 8/29/2022. Report was approved by Board with AY 2020 data showing 53.0%, with the arrow down.

Johnson County Community College Performance Report AY 2022

Indicator 1: Increase Student Success: Success rate after three years reported for each cohort
Description: The Student Success Index as reported using data from the Kansas Higher Education Data System (KHEDS), provides the success rates as of year three of each cohort enrolling at Johnson County Community College (JCCC). The Student Success Index includes the following in defining success - all students who were retained or completed a degree or certificate at JCCC, or who completed or were retained at a Kansas or other out of state higher education institution. The success rate is calculated at the end of year three of each cohort and an overall success rate is reported.

Result: Student success is an institutional priority and JCCC has implemented a student success to provide a personalized pathway for each student and strengthen the student's engagement with JCCC. The College continues to work with AccuCampus, a student engagement tool, to track student participation with campus activities and offices. Data collected from the tool feeds analytics to provide students with personalized suggestions to improve the likelihood of success.

The College is also leveraging its student data using predictive analytics to identify difficult course combinations to provide better advising and help students access tutoring and other services sooner. A pilot of this initiative occurred in Fall 2022 with a more robust roll-out in Spring 2023. The College has also been working to implement Guided Pathways (GP). Three initiatives are included in GP, creation of meta-majors/areas of interest groupings, mandatory advising, and "light the fire" courses as a concept. "Light the fire" will leverage faculty professional development efforts at the college. The goal of "light the fire" is to provide programming that enhances faculty pedagogical skills such that all first-year courses are "light the fire" courses that inspire and keep students motivated to pursue additional studies within the discipline.

Indicator 2: Increase the Number of Certificates & Degrees Awarded
Description: The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours. The socioeconomic benefits of degree and certificate attainment are clear: the awards are a precondition to entering the nation's workforce. Efforts to increase degree/certificate attainment align with an overall effort to increase student success.

Result: Indicator 2 fell below the baseline largely due to obstacles associated with COVID-19. The awards within Healthcare, Public Safety & Wellness were greatly impacted due to the decreased availability of face-to-face opportunities. We show improvements compared to AY21, but not yet up to pre-Covid completion figures.

Additionally, the College has three initiatives underway to directly impact this indicator.
- *Academic Planning Tool implementation*: This web-based platform contains an interactive user interface to empower students and staff to track a student's academic progress and effectively plan towards program completion and/or 4-year transfer. This one-stop visual platform allows students, advisors, faculty, and administrators to collaborate on comprehensive program planning through initial enrollment, registration, milestones, transfer, and graduation.
- *Guided Pathways*: This strategy will help students choose an area of interest if major unknown, develop an academic plan early on, and have a clear roadmap of the courses needed to complete a credential that allows for transfer or entry into the work force.
- *Undecided Student focus*: Success Coaches now work with undecided students to fully help them move from undecided to a clear program of study.

Indicator 3: Increase the Percent of Graduates Employed or Transferred in Kansas one year after graduation
Description: Percent of students employed or transferred is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation. It is the JCCC career and technical education goal to provide students with the critical skills needed for employment in the local and regional economy. The increased percentage of students employed in the marketplace provides JCCC with a key indicator of program-level success. Pursuing additional higher education opportunities equally increases the success of our graduates and transfer students in today's economy.

Result: Indicator 3 remained above the baseline. The Career Development Center continues to increase its offerings to support JCCC students' pursuit of employment. Interactive tools for students have been developed to provide easier access to job advertisements, interviewing skills, and resume tools. Additionally, physical and virtual career fairs are offered throughout the year, working to place students with area employers.

Indicator 4: Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population
Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester. JCCC's goal is to increase the persistence rates across the institution from term to term, specifically increasing the number of students who persistent from one fall semester to the next. The College is developing a strategy to improve overall student retention rates. Recent efforts have been made to ensure all students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students who are placed into developmental education classes with the educational opportunities needed to achieve college readiness.

Result: Indicator is down slightly when compared to the baseline. Due to obstacles associated with COVID and moving to a nearly 100% online delivery of courses in 2020, enrollment was impacted. Students were hesitant to enroll as the nation worked to get beyond COVID-19. The College continues to develop a strategy to improve overall student retention. We continue to have a positive outlook for future semesters, as the work being done related to JCCC Pathways (Indicator 1) continues.

As part of its Strategic Plan, the College is implementing two additional strategies focused on improving retention in Fall 2023. The first focuses on improving Student Orientation. Required for admissions of all degree-seeking students, the more robust orientation will require students to complete an asynchronous learning event prior to enrolling in the first semester followed by participating in success coaching workshops throughout the term.

The second provides wrap-around services for those students who either end up on academic probation or are identified through analytics as high risk to be on academic probation. This includes mandatory visits with counselors, success coaches, and other academic supports services to improve success.

Indicator 5: Increase First to second year retention rates of first-time, full-time college ready student population
Description: First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term. Retention rates of college ready students align with JCCC's KPI Persistence and Strategic Goal of increasing student success. It is the college's goal to increase the number of students that return in the subsequent semester. Persisting students are more likely to obtain a degree or certificate.

Result: Indicator 5 is down slightly when compared to the baseline. As mentioned within Indicator 4, COVID-19 impacted overall enrollment including students returning in the fall semester. Non-degree seeking student retention was impacted at a higher rate than our degree-seeking students. The strategy for this indicator aligns with efforts pursued to improve Indicators 1, 2 and 4.

Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students
Description: Three-year graduation and transfer rates report on the cohorts of first time, full-time, degree seeking students. The rate includes students who entered in the fall term as a first-time full-time degree seeking student and of those who graduated from JCCC or transferred to another institution within 150% time of their expected degree or certificate completion time. Transfer data are collected by submitting each fall term cohort through the National Student Clearinghouse.

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

Kansas City Kansas Community College Performance Report AY 2022

AY 2022 FTE: 2,970
Date: 9/28/2023

Contact Person: Scott Balog

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the First to Second Year Retention Rate of First-time Full-time College Ready students	1 *KBOR data*	Fall 2012 Cohort: 154/327 = 47.1% Fall 2013 Cohort: 167/302 = 55.3% Fall 2014 Cohort: 161/307 = 52.4% **Baseline: 482/936 = 51.5%**	246/407 = 60.4%	↑	227/343 = 66.2%	↑	177/282 = 62.8%	↑
2 Increase the Number of Certificates and Degrees Awarded	1 *KBOR data*	AY 2013: 1,270 AY 2014: 1,217 AY 2015: 1,324 **Baseline: 1,270**	1,135	↓	1,081	↓	1,135	↓
3 Increase the Percent of Students Employed or Transferred	2 *KBOR data*	AY 2012: 725/1,365 = 53.1% AY 2013: 694/1,257 = 55.2% AY 2014: 677/1,201 = 56.4% **Baseline: 2,096/3,823 = 54.8%**	764/1,272 = 60.1%	↑	644/1,122 = 57.4%	↑	626/1,110 = 56.4%	↑
4 Increase the success rate in non-dev courses enrolled by students who were successful in dev courses	1	AY 2013: 1,534/2,337 = 65.6% AY 2014: 1,544/2,314 = 66.7% AY 2015: 1,301/1,888 = 68.9% **Baseline: 4,379/6,539 = 67.0%**	896/1,370 = 65.4%	↓	660/974 = 67.8%	↑	724/1028 = 70.4%	↑
5 Increase the Number of Hispanic Students Enrolled at KCKCC	1	AY 2013: 1,295 AY 2014: 1,310 AY 2015: 1,440 **Baseline: 1,348**	2,095	↑	1,690	↑	1,640	↑
6 Increase Fall to Spring Retention of Non-College Ready Students	1	AY 2013: 833/1,223 = 68.1% AY 2014: 717/1,052 = 68.2% AY 2015: 666/960 = 69.4% **Baseline: 2,216/3,235 = 68.5%**	(191/291) = 65.6%	↓	(37/60) = 61.7%	↓	(13/20) = 65.0%	↓

Kansas City Kansas Community College Performance Report AY 2022

Indicator 1: Increase First to Second Year Retention of First-time, Full-time College Ready Students
Description: The First to Second Year Retention Rate measures the percentage of the college-ready cohort as reported by KHEDS, and is defined as the first-time, full-time, degree-seeking students who enrolled at KCKCC for two consecutive fall terms and tested into credit-bearing classes during the initial term of enrollment.

Result: Increase of 11.3% above the baseline percentage (from 51.5% to 62.8%)
Strategies implemented by the College include, but are not limited to, the following: Utilization of a mobile scheduling application for students to meet with advisors; email campaigns; options to engage an advisor by phone, email, virtually, or face-to-face; targeted retention communication campaigns with students; an early alert system; and updated processes to connect students with support resources. Peer tutoring was expanded to include many subject areas outside English and Math. An additional mental health counselor was hired.

Indicator 2: Increase the Number of Certificates and Degrees Awarded
Description: The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs with fewer than sixteen credit hours.

Result: Decline from the baseline of 1,270 to 1,135 (but an increase of 54 from AY 2021)
While the overall number of certificates and degrees awarded has declined from the baseline, the College awarded 54 more credentials in AY 2022 than the year prior. In addition, the ratio of certificates and degrees awarded compared to FTE enrollment continued to increase, from 36.0 in AY 2021 to 38.2 in AY 2022 (1,135 credentials for 2,970 FTEs). Despite the challenges faced by the College and our students during the COVID-19 pandemic, the number of credentials awarded this past year rebounded to a pre-pandemic rate.

Indicator 3: Increase the Percentage of Students Employed or Transferred
Description: The percent of students employed or transferred in Kansas is defined as the percentage of students who are employed or transferred within a year of graduation from KCKCC.

Result: Increase of 1.6% above the baseline percentage (from 54.8% to 56.4%)
To support the employment and transfer of KCKCC students, the College implemented various strategies over the past several years, including securing additional internship/employment opportunities, hosting career fairs, employer open houses and transfer events, increasing employer partnerships, establishing a Transfer Club for students, updating and promoting the College's transfer website and publicizing employment opportunities through email, TV display and bulletin boards.

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

*Result: **Increase of 3.4% above the baseline percentage (from 67.0% to 70.4%)***
The College continues to implement strategies to assist non-college ready students, including but not limited to the following: a corequisite model for both English and Math, completion of a minimum of 12-credit hours before allowing self-enrollment, implementation of multiple measures to verify that developmental education is truly warranted, academic planning from student success advisors and intervention strategies such as early alert. The College was recently awarded a $1.762 million Title III Strengthening Institutions grant and are hiring a tutor coordinator to help recruit, manage and train tutors for developmental education support.

Indicator 5: Increase the Number of Hispanic Students Enrolled at KCKCC
Description: This indicator represents the total number of unduplicated Hispanic students enrolled in an academic year, including both first-time and returning students. It is related to the strategic goal in KBOR's Foresight 20/20, "Increasing Higher Education Attainment Among Kansans."

*Result: **Increase in enrollment from baseline of 1,348 students to 1,640 students***
Current College initiatives to grow and support the enrollment of Hispanic students include the following: (1) providing a Spanish-speaking college operator for all general questions via phone and chat; (2) each department in Enrollment Management has at least one fluent Spanish-speaking employee; (3) all recruiting and financial aid materials have been converted to Spanish; (4) partnering with the Hispanic Development Fund to host an advising and registration day for Bishop Ward High School, which has a high enrollment of Hispanic students; (5) bilingual staff in the Financial Aid Office assist Spanish-speaking students and parents; and (6) the Registrar's office assisting Hispanic students in completing the appropriate forms to ensure they are receiving in-state tuition, if qualified.

Indicator 6: Increase Fall to Spring Retention of Non-College Ready Students
Description: Non-college ready students are defined as those testing into one or more developmental classes, regardless of enrollment in said classes; retention is the re-enrollment of students from fall to the consecutive spring semester.

*Result: **Decline from the baseline percentage (from 68.5% to 65.0%)***
Though the College experienced a slight decline from the baseline percentage, performance during AY 2022 (65.0%) was an improvement over the prior year (61.7%). Action steps recently taken to improve fall to spring retention include the following: (1) more intentional advising; (2) expansion and streamlining in implementation of the College's early alert system for students in academic jeopardy; (3) applying for and receiving a Title III grant as described above; (4) dedicating staff in the Financial Aid office for monitoring and outreach with students in jeopardy of losing their financial aid; (5) development of multiple measures, including consideration of high school GPA and relevant course grades as well as ACT and SAT scores, to make sure students are appropriately placed in developmental education courses, which led to a significant reduction in the denominator; and (6) the Registrar's office working with students to correct issues that may cause delays in registration and enrollment (such as updating a student's full legal name, correcting date of birth, and requesting high school transcripts).

Labette Community College Performance Report AY 2022

AY 2022 FTE: 919
Date: 5/31/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of first-time, full-time college-ready freshmen	1 *KBOR Data*	Fall 2012 Cohort: 74/131 = 56.5% Fall 2013 Cohort: 67/107 = 62.6% Fall 2014 Cohort: 71/105 = 67.6% **Baseline: 212/343 = 61.8%**	61/110 = 55.5%	↓	65/113 = 57.5%	↓	79/132 = 59.8%	↓
2 Increase the number of certificates and degrees awarded	1 *KBOR Data*	AY 2013: 425 AY 2014: 435 AY 2015: 391 **Baseline: 417**	375	↓	319	↓	342	↓
3 Increase the percentage of students successfully completing English Composition I	1	AY 2014: 302/431 = 70.1% AY 2015: 311/435 = 71.5% AY 2016: 315/439 = 71.8% **Baseline: 928/1,305 = 71.1%**	330/432 = 76.4%	↑	299/406 73.6%	↑	287/396 72.5%	↑
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%**	129/157 = 82.2%	↑	118/155 76.1%	↑	116/137 84.7%	↑
5 Increase percentage 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 = 92.0% AY 2014: 92/104 = 88.5% AY 2015: 76/88 = 86.4% **Baseline: 249/280 = 88.9%**	68/76 = 89.5%	↑	52/53 98.1%	↑	57/61 93.4%	↑
6 Increase three-year graduation rates of college ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 24/105 = 22.9% Fall 2011 Cohort: 30/127 = 23.6% Fall 2012 Cohort: 39/131 = 29.8% **Baseline: 93/363 = 25.6%**	45/96 = 46.9%	↑	37/110 = 33.6%	↑	44/110 = 40.0%	↑

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.

Result:
We did not show directional improvement for this indicator. Labette Community College has been diligently working on strategies to improve this indicator. In AY22, LCC started a strategic enrollment management (SEM) committee. Retention is a subcommittee of SEM. The retention committee made many recommendations and the one that we are starting to see as impactful is running D's and F' three times a semester (4/8/12 weeks). Once those grades are pulled, notifications are sent to the advisors of those students so they can work on academic improvement goals in a timely manner. Additionally, in July 2022 Labette moved the entire college to an intrusive advising model with an advising center. The goal of this shift was to work more intrusively with students from start to finish to retain and move toward degree or certificate completions. While employee turnover has caused some challenges, new hires have brought new ideas. This summer, due to LCC's commitment to student success, the college will be holding a two-day SEM retreat to evaluate the student "life cycle" from an all institutional perspective to find strengths and gaps.

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 completers.   Our advisors have increased efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received. Students and advisors also have the ability to determine exactly how close the student is to completing their degree or certificate.

Result:
We did not show directional improvement for this indicator. This indicator has fluctuated both in decline and growth. We had an extremely high initial baseline using AY13 – 15 (417) data. While the college made improvements each year, in March 2020 the national pandemic occurred causing lots of disruption. There are a few other contributing factors such as drop of enrollment (enrollment cliff) and service area population decline. KBOR's Building a Future Report 2022 cited on page 12, "The percentage of high school graduates entering college immediately after graduation in 2020 was 44.8%, down 9.3 percentage points in five years." Further citing, "The college going rate for those entering college two or more years after high school graduation was also down, indicating more students are not deferring their postsecondary education, but foregoing it entirely." This was also cited in the 2021 annual report. Thus, highlighting this is a statewide trend not specific to any Kansas college alone. LCC was on an upward trend year to year until the pandemic. We did see growth from 319 in AY21 (928 FTE) to 342 in AY22 (919 FTE) which lend to our current efforts being successful, even with lower FTE. We will continue to evaluate ways to increase the number of certificates and degrees awarded and find ways to demonstrate the value of having postsecondary credentials.

Indicator 3: Increase the percentage of students successfully completing English Composition I
Description: We chose this indicator because it allows us to focus on LCC student improvement in writing. 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.

Result: Directional improvement from the baseline was demonstrated. For the last several years, Labette has made transitions in its offering of developmental English coursework. The college continues to offer developmental coursework but has moved to phase out the Accelerated Learning Program due to scheduling and progression conflicts. The English Comp I with Review course saw increased enrollment and offerings over the last couple of semesters as it assists students with scheduling and allows them to track towards degree completion quicker. The English Comp I with Review classes are offered in computer labs where students spend time writing and the instructors are able to guide them through the writing process. College resources such as tutoring and library are always

discussed in class with the students so they are aware of additional support systems available to them. Labette will continue to evaluate ways to increase student success with this indicator.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program
Description: 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 including students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities, and who demonstrate a need for academic support. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. The SSS Director collects the data and provides it to the Department of Education.

Result: Directional improvement from the baseline was demonstrated. Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees. The Student Support Services work diligently with students to prepare and provide interventions for academic success. They continue to stay abreast regarding trends, changes, and other factors that will improve student success.

Indicator 5: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program
Description: Students graduating from our six Health Career programs - Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant (PTA), Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility including a new state-of-the-art patient simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikins, PTA simulation lab, X-Ray machine, patient exam rooms, ICU, Obstetrics room, emergency care room, and debriefing room, have helped to better prepare our students with experiential training for the current job market. We have increased our employment career fair opportunities and recruiting visits, and have also increased the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.

Result: Directional improvement from the baseline was demonstrated. LCC Health Career Programs continue to fill workforce needs and many students continue their education in the field. This is demonstrated by great collaboration and support of health care & educational providers in our area.

Indicator 6: Increase three-year graduation rates of college ready cohort
Description: We chose this indicator to keep our focus on increasing retention, resulting in increased graduation rates. The Financial Aid Department continues to work with advisors and others at the college to ensure they are providing accurate information about financial aid when a student first enrolls. 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.

Result: Directional improvement from the baseline was demonstrated. The Retention and Completion Committees are developing and evaluating continued efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees. In addition, the college is working towards completing an enrollment management plan which will help increase three-year graduation rates for the college ready cohort.

Neosho County Community College Performance Report AY 2022

AY 2022 FTE: 995
Date: 5/23/2023

Contact Person: Sarah Robb

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 53/178 = 29.8% Fall 2011 Cohort: 19/104 = 18.3% Fall 2012 Cohort: 67/192 = 34.9% **Baseline: 139/474 = 29.3%**	77/202 = 38.1%	↑	87/207 = 42.0%	↑	106/255 = 41.6%	↑
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013: 317/404 = 78.5% AY 2014: 279/347 = 80.4% AY 2015: 287/368 = 78.0% **Baseline: 883/1,119 = 78.9%**	286/362 = 79.0%	↑	263/333 79.0%	↑	350/429 = 81.6%	↑
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013: 619/642 = 96.4% AY 2014: 554/573 = 96.7% AY 2015: 361/384 = 94.0% **Baseline: 1,534/1,599 = 95.9%**	1052/1071 = 98.2%	↑	1,009/1,025 98.4%	↑	981/995 = 98.6%	↑
4 Strengthen student performance in developmental writing	1	AY 2013: 112/156 = 71.8% AY 2014: 119/147 = 81.0% AY 2015: 103/131 = 78.6% **Baseline: 334/434 = 77.0%**	95/116 = 81.9%	↑	89/113 78.8%	↑	73/83 = 88.0%	↑
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013: 71/112 = 63.4% AY 2014: 53/88 = 60.2% AY 2015: 113/139 = 81.3% **Baseline: 237/339 = 69.9%**	76/96 = 79.2%	↑	56/91 61.5%	↓	55/82 = 67.1%	↓
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013: 1,629/21 = 77.6% AY 2014: 1,628/21 = 77.5% AY 2015: 1,657/21 = 78.9% **Baseline: 4,914/63 = 78.0%**	1732/21 = 82.5%	↑	1,749/21 83.3%	↑	1,691/21 = 80.5%	↑

Indicator 1:   Three-year graduation rates of college ready cohort
Description: NCCC will increase the three-year graduation rate of college-ready students using cohort data compared to the 3-year baseline. This indicator includes cohorts of students who enrolled as first-time, full-time, degree-seeking students who were not enrolled in any developmental courses in the initial year. NCCC strives to provide excellent advising and guidance for students to work toward completion, therefore a focus on increasing this rate will challenge us to ensure appropriate completion pathways are made clear to our students.

Result: The AY 2022 data demonstrates that NCCC exceeded the goal established for this baseline. We have had 19 faculty and staff members fully complete our new advisor training professional development module that focuses on our pathways and completion. This continues to make a positive impact on graduation rates.

Indicator 2: Increase student performance on assessment of student learning for analytical thinking
Description: NCCC will increase student performance on analytical thinking as measured by the NCCC assessment of student learning process. In AY 2013, 38 course outcomes were used to assess analytical thinking, and due to changes in outcomes due to the Kansas Core Outcome processes, in AY 2014 and 2015, 39 course outcomes were used. An average of 5,642 (duplicated) students were enrolled in these courses throughout this time period, with their performance on analytical thinking assignments, exam questions, projects, etc., used to provide the instructor reported assessment score. Outcome data from all sections of each course per academic year are used. To obtain the percentage reported, the numerator is the number of individual course outcome reports that met the stated goal for that course, and the denominator is the total number of outcome reports. NCCC will strive to sustain and increase student performance with analytical thinking.

Result: AY 2022 shows a slight increase to this goal and while it is just a few percentage points, we are very proud of this increase. This score has been stagnant for the previous two years. During our monthly faculty meetings, we have continued to emphasize and focus on ways analytical thinking can be engaged in our classrooms and we are pleased to see the improvement in our assessment scores.

Indicator 3:   Increase pass rate of third-party credentials and WorkKeys (if applicable)
Description: NCCC will increase the pass rate of students in 10 CTE programs of study which require third party technical credentials, or in achieving at least the bronze level of the WorkKeys Career Readiness Assessment for programs without required external credential. The programs involved include Surgical Technology, Occupational Therapy Assistant (OTA), Certified Nurse Aide, Medication Aide, HVAC, Welding, Health Information Technology, Healthcare Coding, Medical Assistant, and Phlebotomy. The baseline data has been developed from the pass rate of CTE program reports for AY 13, AY 14 and AY 15. In this case, the numerator is the number of tests passed and the denominator is the total reported number of tests taken.

Result: NCCC has performed above the baseline for this goal for AY 2022. The faculty and staff in Workforce Development at NCCC maintain a commitment to ensure these opportunities are embedded in the curriculum. There continues to be a strong, coordinated effort to not only encourage the completion of third-party credentials, but also to effectively document the results.

Indicator 4:   Strengthen student performance in developmental writing
Description: NCCC will increase student academic success in developmental writing. With fluctuating enrollment trends, a continuation of this indicator is necessary to build a data set more appropriate to analyze and respond to the results. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized. NCCC will seek to increase student success from baseline data of the pre-composition historical data (AY 13-15). The percentage reported is based on the number

of students who achieved a grade of A, B, or C (numerator) out of all students who enrolled in the course (denominator).

Result: NCCC has performed above the baseline for this goal in AY22. In fact, this is a 3-year high score for this goal. We are pleased to see student success in this goal; however, we do plan to adjust our developmental delivery mechanism to the corequisite model in the next few years. We look forward to seeing how the new model will support our student learning success.

Indicator 5: Strengthen student performance in college level English after completing developmental writing
Description: NCCC will increase student academic success in Composition I after students have successfully completed development writing. As mentioned with Indicator 4, due to fluctuating enrollment trends, a continuation of this indicator is necessary to analyze and respond to the results. Continued analysis will help to determine causation and support continued improvement in this pathway. This data is based on students earning a C grade or higher in Composition I (ENGL 101) after successfully completing Pre-Composition (ENGL 100). The percentage reported is based on the number of successful Pre-Comp completers who achieved a grade of A, B, or C in Composition I (numerator) out of the total number of successful Pre-Comp completers enrolled in Composition I (denominator).

Result: Although our score for this goal was improved from the previous year, we did not exceed the baseline established. Last year was the first time we failed to meet this goal and we reported that we would be reviewing the corequisite model for the future. Based on both the analysis completed by KBOR staff along with our own research and review, we will be adjusting our developmental delivery in the next few years. Again, we look forward to supporting our students in this new way.

Indicator 6:   Increase student success with system wide transfer core outcomes through assessment of student learning process
Description: NCCC will increase the student success rate of assessed student learning related to the Kansas transfer core outcomes. The courses used for this indicator are not the only courses offered at NCCC that are part of the seamless transfer system, however these were among the first courses involved. To remain consistent, we propose to continue the use of these 17 lecture and 4 lab courses. An average of 3,910 (duplicated) NCCC students were enrolled in these courses per academic year and their performance on the core outcomes are assessed per academic term by their instructors as part of the institutional assessment process. To obtain the percentage reported, the numerator is the total of all of the average scores for all of the 21 courses, and the denominator is the total number of courses involved.

Result: The baseline for this goal was exceeded for AY 2022, again suggesting that NCCC students are engaged in successful learning and effective transfer of credits to other institutions. The course learning outcomes represent the core of our educational process. All faculty members at NCCC are committed to documenting continuous improvement associated with each of these learning outcomes.

Pratt Community College Performance Report AY 2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1. Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	1 *KBOR data*	Fall 2010 Cohort: 112/291 = 38.5% Fall 2011 Cohort: 89/243 = 36.6% Fall 2012 Cohort: 60/231 = 26.0% **Baseline: 261/765 = 34.1%**	110/287 = 38.3%	↑	102/254 = 40.2%	↑	107/271 = 39.5%	↑
2. Increase percentage of students employed or transferred	2 *KBOR data*	AY 2012 Cohort: 321/481 = 66.7% AY 2013 Cohort: 288/528 = 54.5% AY 2014 Cohort: 263/436 = 60.3% **Baseline: 872/1,445 = 60.3%**	192/313 = 61.3%	↑	152/286 = 53.1%	↓	202/319 = 63.3%	↑
3. Increase the wages of students hired	2 *KBOR data*	AY 2012: $32,087 AY 2013: $31,281 AY 2014: $34,131 **Baseline: $32,500**	$31,719	↓	$38,787	↑	$32,274	↓
4. Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)	1	Fall 2012 Cohort: 106/141 = 75.2% Fall 2013 Cohort: 110/139 = 79.1% Fall 2014 Cohort: 142/181 = 78.5% **Baseline:358/461 = 77.7%**	93/115 80.9%	↑	72/93= 77.4%	↓	77/94= 81.9%	↑
5. Increase completer success rate in developmental math, reading, and writing courses	1	Fall 2016: 223/286 = 78.0% Fall 2017: 213/257 = 82.9% Fall 2018: 160/214 = 74.8% **Baseline: 596/757 = 78.7%**	118/182 64.8%	↓	113/187= 60.4%	↓	128/173= 74.0%	↓
6. Increase the percent of Pratt campus students successfully completing Comp I in the Fall, enrolling in Comp II the following Spring and receiving a "C" or better	1	AY 2017: 46/56 = 82.1% AY 2018: 45/58 = 77.6% AY 2019: 47/59 = 79.7% **Baseline: 138/173 = 79.8%**	23/46 50.0%	↓	14/24= 58.3%	↓	34/45= 75.6%	↓

Pratt Community College Performance Report AY 2022

Indicator 1: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort
Description: The data for this outcome will be provided by KBOR. The cohort will be composed of students who are new to college fall semester and are full-time students seeking a degree.

Result: With a baseline of 34.1%, this indicator is up over the baseline at 39.5%. Technical program student majors continue to sustain a strong graduation rate (three-year average of 57%) which is a contributing factor in the success of this goal.

Indicator 2: Increase percentage of students employed or transferred
Description: Using data provided by KBOR, this represents the percent of PCC students employed in Kansas or transferred to another Kansas public system institution within one year of completion from PCC.

Result: Pratt Community College experienced an increase in those employed in Kansas or transferred to another Kansas public system institution within one year of completion. The majority of this cohort would have completed during the pandemic in Spring 2021.

Indicator 3: Increase the wages of students hired
Description: These data are provided by KBOR. The wage of students includes the number of graduates who remain in Kansas to work. Their average wage is calculated using annualized fourth quarter wages of the calendar year.

Result: Electrical Power Technology and Nursing students have, historically, been the programs that contribute to higher wages. In AY 2022 reporting based on AY 2021 students, both the EPT and Nursing programs produced lower average wages (source: K-TIP report). In addition, the EPT program had slightly less completers compared to the prior year. At $32,274, Pratt Community College is $226 below the baseline.

Indicator 4: Increase fall to spring retention rate of students who enroll in developmental course work (Writing, Reading, Math)
Description: These data will be self-reported. The measure tracks the percentage of entering full-time students who enroll in a developmental course during the fall term and subsequently enroll in the spring term. The denominator will represent fall term entering full-time students who certified in a developmental course, and numerator will be those students who were retained for the following spring term. Pratt CC emphasizes student academic support through our Student Success Center. Instructional support is made available to students in developmental courses, and it is Pratt CC's intent to increase the retention rate of students who are enrolled in developmental courses during their fall semester.

Result: Information is based on the Fall 2021 cohort. Not only is the current rate of 81.9% above the baseline and an increase over the previous year, it is the highest it has been since the baseline was established. Transfer-bound students comprise the majority of this cohort and posted a higher retention rate than the previous year.

Indicator 5: Increase developmental course completer success rates
Description: These data are self-reported. Completer success rate for developmental courses (English, Math, and Reading) is defined as the number of students receiving an A, B, or C in the course divided by the number of students completing the course (A, B, C, D, or F). The completer success rate is the percentage obtained when the total number of successful completers is divided by the total number of completers.

Result: Information is based on Fall 2021 cohort. PCC saw an overall increase in completer success rates for the Fall 2021 term. While the current rate of 74.0% is below the baseline, it is improved over the previous year rate of 60.4%. Post-pandemic, developmental writing and reading courses saw a significant increase in completer success rates.

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

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

Result: AY 2021-2022 numbers are improved over AY 2020-2021 and are closer to the pre-pandemic baseline year averages. PCC has continued to work with instructors to provide mentoring and professional development opportunities and with students to provide additional sources of assistance. Contributing factors: In AY 2022, 42/45 (93%) cohort students were retained in Spring Pratt Campus Composition II. Further, student enrollees had a 75.6% success rate; an increase of 17.3% over the previous year.

Seward County Community College Performance Report AY 2022

AY 2022 FTE: 1,032
Date: 6/29/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 450 AY 2014: 488 AY 2015: 484 **Baseline: 474**	519	↑	409	↓	410	↓
2 Increase success rate of students in College Algebra	2	Fall 2013: 166/220 = 75.5% Fall 2014: 189/232 = 81.5% Fall 2015: 170/215 = 79.1% **Baseline: 525/667 =78.7%**	177/252 = 70.2%	↓	142/234 = 60.7%	↓	173/233 74.3%	↓
3 Increase the three-year graduation rate of the college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 75/149 = 50.3% Fall 2011 Cohort: 101/204 = 49.5% Fall 2012 Cohort: 97/196 = 49.5% **Baseline: 273/549 = 49.7%**	50/140 = 35.7%	↓	75/154 = 48.7%	↓	60/171 = 35.1%	↓
4 Increase the success rate of developmental writing students in English Composition I	1	Fall 2012 Cohort: 23/35 = 65.7% Fall 2013 Cohort: 24/36 = 66.7% Fall 2014 Cohort: 39/59 = 66.1% **Baseline: 86/130 = 66.2%**	28/43 = 65.1%	↓	43/54 = 79.6%	↑	23/34 67.6%	↑
5 Increase the first to second year retention rate for college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 122/191 = 63.9% Fall 2013 Cohort: 102/159 = 64.2% Fall 2014 Cohort: 115/196 = 58.7% **Baseline: 339/546 = 62.1%**	104/171 = 60.8%	↓	94/152 = 61.8%	↓	125/205 = 61.0%	↓
6 Increase the percentage of first-time, full-time students completing 24 credit hours in their first year	1	Fall 2012 Cohort: 144/360 = 40.0% Fall 2013 Cohort: 213/310 = 68.7% Fall 2014 Cohort: 238/349 = 68.2% **Baseline: 595/1,019 = 58.4%**	226/356 = 63.5%	↑	151/248 = 60.9%	↑	205/278 73.7%	↑

Seward County Community College Performance Report AY 2022

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.

Result: In AY2022, Seward awarded 410 degrees or certificates, a decline of 64 awards from baseline and an increase of one award compared to AY2021. Stand-alone programs (SAPPs) increased by 28.8% compared to AY2021 (104 AY21, 134 AY22) in Certified Nurse Aide (CNA), Certified Medication Aide, and Truck Driving, but enrollment in these programs has still not returned to pre-COVID enrollment (AY2013-AY2015 SAPP Baseline Average = 160). Two-year associate degree transfer programs declined by 6.5% compared to AY2021 (123 AY21, 115 AY22), and AAS degree programs declined by 17.8% compared to AY2021 (73 AY21, 60 AY22); the largest decline for the AAS degree programs was in Nursing, where awards declined from 28 in AY2021 to 22 in AY2022, or a 21.4% decline. Pre-COVID AAS Nursing awards averaged 28 awards per year; the average since COVID (AY2020-AY2022) is down to 24 awards per year. SCCC continues to develop earlier exit points for completion, but as long as enrollment continues to decline (a national trend), we will continue to fall short of this outcome.

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.

Result: Of the 233 students who took college algebra in fall 2021, 173 students completed the course successfully; 173/233, or 74.3% is an increase of 13.6 percentage points compared to AY2021. There was one less student in the AY2022 cohort than in AY2021, so data is highly comparable. Although results did not meet or exceed the baseline, they are a dramatic improvement from AY2021 and only 4.5 percentage points below the baseline of 78.7%. SCCC college algebra success rates began to decline in AY2017 and were just beginning to improve in AY2020; however, AY2021 brought uncertainty due to COVID, and a drastic decline in math success. Fall of 2021 results may indicate a return to that improvement cycle prior to COVID, but also the impact of returning to a traditional classroom structure as opposed to remote learning. Fall 2021 is only the second year SCCC used high school math course GPA for placement into college algebra, and though the number of students who were placed based on this information declined slightly in favor of more traditional placement tools, the success rate of those using the high school math course GPA improved from fall 2020 to fall 2021. SCCC continues to examine placement methodology, corequisite developmental courses and course outcomes to improve college algebra success.

Indicator 3: Increase the three-year graduation rate of the college ready cohort.
Description: The data for this indicator is provided by the Kansas Higher Education Data System.
1. All first-time, full-time degree or certificate seeking students entering the fall semester.
2. Full-time is defined as 12 or more credit hours for the fall semester.
3. College ready is defined as students not requiring any developmental education courses.

Result: Of the 171-student college ready cohort, 60 completed their program in 150% of normal time for a rate of 35.1%. This is 13.6 percentage points below the previous year and 14.6 percentage points below the baseline. This cohort of students started classes in Fall of 2019, before COVID hit in Spring of 2020. COVID impacted retention of this cohort a great deal, and many have been unable to return to complete their programs. These results are consistent with IPEDS graduation rates for this institution; based on more recent IPEDS results, SCCC anticipates improvement in the next two years with the new cohort groups.

Indicator 4: Increase the success rate of developmental writing students in English Composition I
Description: This indicator uses data from SCCC's student information system (SIS Banner). It allows us to compare success rates between developmental students in our new pilot program (English Composition I PLUS), other developmental students, and college ready students. This indicator focuses on student success in their first college level writing course after or DURING completion of a developmental writing course with a grade of A, B, or C. The denominator represents all students completing English Composition I within one year of successfully completing developmental writing. The numerator indicates the students completing English Composition I with a grade of A, B, or C.

Result: Of the 34 students who took developmental writing and completed with an A, B, or C and took English Comp I, 23 were successful for a rate of 67.6%. This is 1.4 percentage points above the benchmark. Although results are down compared to AY2021, implementation of a corequisite developmental course model three years ago has kept success rates consistently above the baseline of 62.1% since its adoption. SCCC continues to monitor for success and adjust as necessary.

Indicator 5: Increase the first to second year retention rate for college ready cohort.
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.
Result: Of the 205 college-ready cohort who entered in fall 2020, 125 returned or completed by fall 2021 for a rate of 61.0%. The result is 1.1 percentage points below the baseline, which equates to 3 students short of meeting the criteria. The retention rates provided by KBOR are consistent with IPEDS retention rates for this institution; based on more recent IPEDS results, SCCC anticipates improvement in the next two years with the new cohort groups.

Indicator 6: Increase the percentage 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 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 it by the total from (1).

Result: Of the 278 first time students entering in fall 2021, 205 earned at least 24 credit hours before fall 2022, for a rate of 73.7%. This is 15.3 percentage points above the baseline and 12.8 percentage points above the previous year. These results are due in part to fewer part time students entering SCCC in fall 2021. Other factors that impact performance include fewer developmental course requirements; as the college implements new corequisite models into the schedule, students are better able to focus on courses required for graduation instead of remediation.

Flint Hills Technical College Performance Report AY 2022

AY 2022 FTE: 585
Date: 6/26/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 77/125 = 61.6% Fall 2013 Cohort: 113/143 = 79.0% Fall 2014 Cohort: 65/91 = 71.4% **Baseline: 255/359 = 71.0%**	86/121 = 71.1%	↑	57/79 = 72.2%	↑	63/84 = 75.0%	↑
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 446 AY 2014: 557 AY 2015: 460 **Baseline: 488**	403	↓	334	↓	377	↓
3 Increase the wages of students hired	2 *KBOR data*	AY 2012: $26,128 AY 2013: $25,006 AY 2014: $29,370 **Baseline: $26,835**	$39,070	↑	$36,757	↑	$29,928	↑
4 Of the students who matriculate to FHTC with a GED, increase the percentage who complete a certificate, technical certificate or AAS degree	1	AY 2016: 23/38 = 60.5% AY 2017: 25/45 = 55.6% AY 2018: 23/40 = 57.5% **Baseline: 71/123 = 57.7%**	25/37 = 67.6%	↑	35/45 = 77.8%	↑	32/46 = 69.6%	↑
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**	1313	↑	991	↑	1,699	↑
6 Increase the percentage of Hispanic students who complete a short-term certificate, technical certificate or AAS degree	1	AY 2013: 133/204 = 65.2% AY 2014: 152/221 = 68.8% AY 2015: 148/244 = 60.7% **Baseline: 433/669 = 64.7%**	172/240 = 71.7%	↑	202/270 = 74.8%	↑	214/294 = 72.8%	↑

Flint Hills Technical College Performance Report AY 2022

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 including an early intervention plan for faculty to assist students who are struggling academically or with attendance; online capability for students to view a degree audit sequencing courses necessary for degree completion as well as grades and attendance; and an orientation course covering a variety of strategies to support college success. The Academic Advisors assist students with degree planning, career counseling and referral for personal counseling.

Result: **Increase from the baseline**
Flint Hills Technical College is continuing to improve advising strategies and resources for students in an effort to retain students from 1st to 2nd year and semester to semester. A new advising module has been added to the enrollment management system. This module provides faculty real-time access for grades, attendance and communication with students. Students are able to quickly access their degree plans, grades, and attendance records and easily communicate with faculty.

Indicator 2: Increase the number of certificates and degrees awarded
Description: Although high school enrollment, especially students enrolling for concurrent credit has increased, FHTC has had a decline in post-secondary enrollment over the past three years. This is in large part due to the low unemployment rate and the fact that many adults are employed and are not in need of training or re-training. Many post-secondary students at FHTC struggle to balance family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded.

Result: **Decrease from the baseline**
FHTC has had an increase in enrollment over the last several years, but is still challenged with increasing post-secondary enrollment. High school enrollment, especially students enrolling for concurrent credit through Concurrent Enrollment Programs (CEP) has increased. Conversely, post-secondary enrollment of certificate or degree-seeking students has declined. Many post-secondary students at FHTC are balancing family and work life and do not feel they can complete their schooling due to these obligations. Faculty and staff will continue to implement the early intervention strategies mentioned in Indicator 1 to help retain students, therefore increasing the number of certificates and degrees awarded. FHTC continues to recruit at workforce centers statewide and utilize social media and other forms of advertisement to increase enrollment. The College has also hired additional faculty to provide scheduling offerings that support adult 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 power plant, industrial engineering technology, and dental hygiene, can earn $40,000 - $60,000 as a starting salary right after graduation. Other students struggle to find employment and are not willing to re-locate for a job, which can limit opportunities and salaries. FHTC will continue to adapt curriculum and equipment to meet the current needs of employers, which will assist students in their job pursuit. FHTC faculty meet regularly with their program advisory committees comprised of business and industry representatives in the program field of study, which helps the employers stay connected with the College and creates opportunities for internships and referral of graduates.

Result: **Increase from the baseline**
As the relevance and importance of technical training continues to rise nationwide, the career opportunities for FHTC students increase. Graduates are sought by employers because of the knowledge and skill they gain while completing their education. FHTC faculty and administration continue to work with employers to place graduates in high-wage positions and continue to upgrade equipment and software to ensure that curriculum matches business and industry standards.

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

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

Result: **Increase from the baseline**
The academic advising provided to students by Student Success Center staff and faculty has helped students persist and successfully complete their courses and programs. Tutoring and assistance through the Adult Education Center is also very beneficial to students. Co-instruction in a few programs which includes Adult Education Center faculty and program faculty working together in the same course has also proven to help students.

Indicator 5: Increase the number of high school students completing a course with a grade of C or better
Description: Flint Hills Technical College offers a variety of options for high school students including technical education program courses at FHTC locations and high schools along with general education courses offered at the high schools. Students are able to earn dual credit through their high school and FHTC and get a head start on their college career. The college continues to develop articulation agreements with the area high schools, allowing students to remain at their high school during the day and earn credit. FHTC has also increased the opportunity for students to take hybrid and online courses at their high schools and earn either technical education program credit or general education credit. Continuing to increase offerings at the high schools is challenging as FHTC ensures compliance with the Higher Learning Commission faculty credential requirement.

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

Result: **Increase from the baseline**
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 Certified Medication Aide, Home Health Aide, Certified Nurse Aide, OSHA, and First Aid/CPR. The college attributes this success to bilingual staff in Student Services and advising along with the strong relationship with the Adult Education Center. The college has also added a Hispanic American Leadership Organization (HALO) which meets monthly, promotes Hispanic cultural awareness and emphasizes service and empowerment of students.

Manhattan Area Technical College Performance Report AY 2022

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of certificates and degrees awarded	1 _KBOR data_	AY 2013: 400 AY 2014: 365 AY 2015: 396 **Baseline: 387**	345	↓	368*	↓	384	↓
2 Upon completion of their programs, increase the percent of students employed or transferred	2 _KBOR data_	AY 2012: 258/404 = 63.9% AY 2013: 261/399 = 65.4% AY 2014: 268/359 = 74.7% **Baseline: 787/1,162 = 67.7%**	210/314 = 66.9%	↓	207/288 = 71.9%	↑	209/300 = 69.7%	↑
3 Upon completion of their programs, increase the number of industry credentials earned by students	2	AY 2013: 302 AY 2014: 341 AY 2015: 405 **Baseline: 349**	656	↑	612	↑	729	↑
4 Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course	1	AY2016: 27/34 = 79.4% AY 2017: 66/98 = 67.3% AY 2018: 35/54 = 64.8% **Baseline: 128/186 = 68.8%**	33/39 = 84.6%	↑	30/33 = 90.9%	↑	19/24 = 79.2%	↑
5 Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs	2	AY 2014: (n=643) 74.9% AY 2015: (n=707) 78.1% AY 2016: (n=668) 78.7% **Baseline: 77.2%**	77.4% (n=525)	↑	69.6% (n=473)	↓	69.6% (n=205)	↓
6 Increase the percent of students who complete their certificate or degree within two years or are retained at MATC	1	AY Year: Completion + Retention = Total 2010: 47% + 15% = 62% 2011: 49% + 15% = 64% 2012: 56% + 9% = 65% **Baseline = 51% + 13% = 64%**	AY 2016 57.9 + 9.8 = 67.7%	↑	AY 2017 56.0 + 8.4 = 64.4%	↑	AY 2018 52.2 + 9.6 = 61.8%	↓

*Fourteen certificates that had not been counted in the AY 2021 Collection were added to the original total.

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, additional information under Indicator 4, modifications have been made to improve pass rates of English and Math courses that fulfill the general education requirements. Second, we have an early alert system for at-risk students. This allows for proactive responses that facilitate early interventions before the problem(s) escalate to a point that irreparable damage has been done and the student drops out of school. Finally, information gained from the administration of a Student Satisfaction/College Community Survey provides data about the facets of the College that students feel are most important.

Result: While MATC is at, or less than 1% below, the baseline, the college reported an increase in completers from the prior year despite the continuing effects of the COVID-19 pandemic. Pandemic-related effects have accelerated a demographic trend in declining enrollment rates as well as interrupted students' completion of their education journey. While enrollment has been relatively steady due to the increase in concurrent students, the number of students majoring in technical programs has declined and thus eligible to be conferred certificates and degrees experienced a decline as well. However, MATC has diligently conferred with state, regional, and community partners to create programs in needed workforce areas as identified by the Perkins Regional Needs Assessment. As these programs are developed and continue to grow, MATC anticipates increasing the number of certificates and degrees awarded, which is evidenced by the increase in MATC's performance on this indicator over the past three years.

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

Result: MATC's continued effort of fostering industry partnerships is reflected in the percentage of students obtaining employment upon completion of their program. While we encourage students to continue their higher education, our mission in training a workforce is our focus which is evidenced by the fact that MATC's performance continues to exceed the baseline for this indicator.

Indicator 3: Upon completion of their programs, increase the number of industry credentials earned by students
Description: Possession of an industry credential greatly enhances the likelihood that graduates will be hired for a job related to their program of study. Currently, a significant majority of programs provide students with opportunities to earn one or more industry credentials.   Successful retention based on the initiatives being implemented under Indicator 1 should result not only in increased numbers of certificates and degrees, but also increased numbers of industry credentials.

Result: Given the push for students to earn third-party credentials at the regional, state, and national levels, MATC continues to identify and increase availability of credentials across technical programs in an effort to meet our mission of providing quality general and technical education. MATC has made the ability for students to earn third-party credentials with the growth of its Regional Testing Center available on campus.

Indicator 4: Of the students testing into developmental math or English, increase percent who obtain a grade of "C" or better in college level math or English course
Description: Completion of general education requirements, including Math and/or English, is one of the main obstacles for students to finish their Certificate or AAS Degree. Students who test into developmental English per placement guidelines must enroll in a 1-credit hour companion course Composition Workshop (COM-101) when they register for Technical Writing (COM-110) or English Composition (COM-105). Students who test into developmental math preplacement guidelines must participate in required recitation.

Result: While we don't have developmental English or Math courses, the supportive approaches implemented by the college have continually shown to be effective not only for completion of English and Math course requirements, but also programs of study, as is evident in the high pass rate.

Indicator 5: Increase students' core workplace skills, as measured using standardized rubrics, in the technical component of their programs
Description: Underlying job-specific technical knowledge, skills, and abilities are core workplace skills that are relevant to any job in any setting. The MATC Assessment Committee developed core abilities rubrics for oral communication, written communication, critical thinking/problem solving, and quantitative literacy. These assessments are administered systematically across the institution and the data are individually and collectively analyzed to assess these general education objectives.

Result: As the next step in our assessment plan, in AY2022 the college expanded the piloting of core ability assessment to further dual credit sections as required by the Higher Learning Commission. Critical thinking / problem solving was assessed in fall 2021 and oral communication in spring 2022. Additionally, MATC Assessment Committee focused on and provided training on the consistent use of the institutional rubrics for the assessment to strengthen interrater reliability. While these two adjustments to the piloted assessment process negatively impacted how this indicator is measured for KBOR to lower than the baseline, the results were consistent with the prior year. However, based on how the institution is measuring its core ability assessment, the results continued to be above what we consider mastery level (3.0) on a 5-point scale.

Indicator 6: Increase the percent of students who complete their certificate or degree within two years or are retained at MATC
Description: Since receiving full accreditation from the Higher Learning Commissions in 2010, MATC has actively pursued strategic growth initiatives that include increasing the capacity of some existing programs, initiating new programs, and expansion of general education course offerings. The pattern of strategic growth continues so we expect to see continued gains in the areas of completion and retention and this is reflected in other indicators. Other measures have been undertaken to ensure students complete their degree in the stated time frame, including the use of increased support structures such as peer tutoring, additional content review, and recitation in place of remedial course placement. All of these initiatives combined should lead to an increase in students who complete their certificate or degree within two years or are retained at MATC.

Result: The data for this indicator is from the AY 2018 cohort of students and would have been measured in AY 2020 when the COVID-19 pandemic began causing issues in the US. Given this, as well as a strong job market which provided opportunities for many students to be hired directly into the workforce with no prior formal training, MATC is slightly below the baseline for the percent of students who complete their certificate or degree within two years or are retained at the institution. Since 2017, MATC has increased communications and partnerships with industry to educate them on the benefits of students obtaining a certificate/degree, and to support potential employees towards completion of their education. In reviewing more recent KHEStats data, this approach has increased our success rate to exceed the baseline.

North Central Kansas Technical College Performance Report AY 2022

AY 2022 FTE: 598
Date: 6/28/2023

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of the college-ready cohort	1 *KBOR Data*	Fall 2012 Cohort: 120/169 = 71.0% Fall 2013 Cohort: 129/173 = 74.6% Fall 2014 Cohort: 123/164 = 75.0% **Baseline: 372/506 = 73.5%**	76/101 = 75.2%	↑	92/133 = 69.2%	↓	104/138 = 75.4%	↑
2 Increase the graduation rate of the college-ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 107/169 = 63.3% Fall 2011 Cohort: 112/171 = 65.5% Fall 2012 Cohort: 109/169 = 64.5% **Baseline: 328/509 = 64.4%**	96/137 = 70.1%	↑	73/103 = 70.9%	↑	71/101 = 70.3%	↑
3 Increase the number of third party credentials awarded to students	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 **Baseline: 637**	814	↑	888	↑	821	↑
4 Increase the completion rate for the college-level course for students enrolled in remedial courses	1	AY 2013: 40/48 = 83.3% AY 2014: 38/42 = 90.5% AY 2015: 41/44 = 93.2% **Baseline: 119/134 = 88.8%**	86.7% (65/75)	↓	91.3% 21/23	↑	86.8% 33/38	↓
5 Increase the number of adult learners (25+) enrolled	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 **Baseline: 298**	253	↓	250	↓	285	↓
6 Increase the number of credit hours completed via distance learning	1	AY 2013: 836 AY 2014: 989 AY 2015: 1,079 **Baseline: 968**	1,279	↑	1,874	↑	1,880	↑

Indicator 1: Increase first to second year retention rates of the college-ready cohort
Description: NCK Tech offers both certificate and Associate of Applied Science (AAS) degrees. This indicator will target AAS degree seeking students. NCK Tech will use data gathered through the KHEDS collection to track retention.

Result: NCK Tech made directional improvement in first to second year retention from the baseline and the previous academic year. NCK Tech believes connecting with students early will help in breaking down the barriers toward successful retention and completion. NCK Tech's early alert system (SOS) was implemented in fall 2017 and continues to be in operation. Faculty and staff can issue an alert for any at-risk student, triggering an intervention response. The College has increased support in tutoring, both face-to-face and online options. The College has partnered with Ready Education to develop an NCK Tech student app, My Trail. The app connects students to all NCK Tech's systems and resources. The app can also be used for communication via direct messaging and student feeds or channels. 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. Students enrolling in many of our certificate programs have the option of earning stackable credentials. NCK Tech will use data gathered through the KHEDS collection to track graduation.

Result: NCK Tech made directional improvement on this indicator from the baseline. To improve graduation rates, NCK Tech assists students to complete by intervening early in students' academic careers and connecting them with campus resources, utilizing the campus Student Success Center and institutional advisors. NCK Tech practices proactive advising; advisors check-in with students at pre-determined checkpoints throughout each semester. To note, week six each semester is an advising checkpoint. Data shows this a critical time in student persistence. Faculty and advisors continue to collaborate to pinpoint at-risk students and provide services and support needed for completion through the Success Center on the Beloit campus and through the Gateway Program with Fort Hays State University on the Hays campus. NCK Tech's student success course, Tech Connect, is a requirement for all incoming students. This course serves to acclimate new students to NCK Tech, develop academic skills, and prepare students for success while at the institution. Connecting students early to the institution increases persistence and completion.

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: Registered Nurse and Licensed Practical Nurse Exams, Mobile Air Conditioning Society (MACS) certification, Inter-Industry Conference on Auto Collision Repair (ICAR) Welding, Automotive Service Excellence (ASE), HVAC Industry Competency Exam (ICE), American Welding Society (AWS), National Center for Construction Education & Research (NCCER), Kansas Journeyman's, Environmental Protection Agency (EPA) 608, OSHA10 and Certified Pharmacy Tech. This is list is fluid as we continue to add additional certifications for our students. NCK Tech will use internal data of credentials awarded as reported in the Follow-up survey.

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

continues to find meaningful credentials to make our graduates competitive.

Indicator 4: Increase the completion rate for the college-level course for students enrolled in remedial courses
Description: Students are placed in developmental courses based on incoming test scores using the ACCUPLACER or ACT. Students who enroll in a remedial course (co and pre-requisite) and complete the college-ready course within the sequence will be included for this indicator. Co-requisite remedial options are available for English Composition I, Intermediate Algebra, and Essential Math.

Result: NCK Tech did not make directional improvement from the baseline percentage for students enrolled in remedial courses who completed their sequential college-ready courses. NCK Tech has been successful in helping remedial students successfully complete the college ready course over the years with a high baseline percentage of 88.8%. NCK Tech utilizes a co-requisite model for remedial courses. Students enroll in the College-level course during the same semester they enroll in a remedial section. Students are provided additional supports and extended time via the remedial section to increase persistence and completion of the college-ready course. Remedial sections are offered for Essential Math, Intermediate Algebra and English Composition I. For the math course required for graduation, students can select the Algebra pathway or Essential Math which articulates as a KSRN course for Contemporary Math. The small number of students enrolled in remediation creates volatility in trend data. NCK Tech also utilizes multiple measures for course placement which contributes to the smaller number of students enrolled in co-remediation. NCK Tech will continue to use the co-requisite model for remediation.

Indicator 5: Increase the number of adult learners (25+) enrolled
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. Data is collected internally through NCK Tech's student records system from data reported on KHEDS.

Result: NCK Tech did not make direction improvement in the number of adult learners (25+) enrolled, but did increase the number from the previous year. The College has had success in attracting adult learners to short-term programs such as Commercial Driving License (CDL), Certified Nursing Assistant (CNA), and others. To increase enrollment from this demographic, NCK Tech has expanded the CDL courses to the Hays campus, added a summer CMA course, and continues to teach summer sections for CNA. In response to demand for short-term programs, the College has added a Certificate A for Pharmacy Technician, reducing the time to complete for entry into the workforce. The College continues the partnership with The Dane Hansen Foundation to provide grant funding focused on assisting adult learners earn a credential for tuition, fees and living expenses to full-time adult students.

Indicator 6: Increase the number of credits completed via distance learning
Description: Credit hours completed by all groups of students through distance learning. Courses include technical, general education and short-term courses. Data collected internally through NCK Tech's student records system.

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

Northwest Kansas Technical College Performance Report AY 2022

AY 2022 FTE: 545
Date: 6/29/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of the college-ready cohort	1 *KBOR data*	Fall 2012 Cohort: 108/154 = 70.1% Fall 2013 Cohort: 88/150 = 58.7% Fall 2014 Cohort: 111/158 = 70.3% **Baseline: 307/462 = 66.5%**	109/171 = 63.7%	↓	62/78 = 79.5%	↑	71/89 = 79.8%	↑
2 Increase the number of students who achieve a third-party credential	2	AY 2013: 247 AY 2014: 416 AY 2015: 574 **Baseline: 412**	50	↓	313	↓	429	↑
3 Increase the total number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 243 AY 2014: 274 AY 2015: 254 **Baseline: 257**	328	↑	393	↑	384	↑
4 Of the students who test into developmental math, increase the percent who earn a certificate or AAS degree	1	AY 2013: 13/21 = 61.9% AY 2014: 18/28 = 64.3% AY 2015: 25/59 = 42.4% **Baseline: 56/108 = 51.9%**	60/110 54.5%	↑	57/67 85.1%	↑	38/45 84.4%	↑
5 Increase the number of students employed or transferred in their field of study within one year of graduation	2 *KBOR data*	AY 2012: 82/208 = 39.4% AY 2013: 81/239 = 33.9% AY 2014: 85/259 = 32.8% **Baseline: 248/706 = 35.1%**	84/251 = 33.5%	↓	68/239 = 28.5%	↓	91/270 = 33.7%	↓
6 Increase the number of minority students who complete a certificate, technical certificate or AAS degree	1	AY 2013: 56/243 = 23.0% AY 2014: 102/274 = 37.2% AY 2015: 89/254 = 35.0% **Baseline: 247/771 = 32.0%**	110/328 33.5%	↑	137/393 34.9%	↑	143/384 37.2%	↑

Northwest Kansas Technical College Performance Report AY 2022

Indicator 1: Increase first to second year retention rates of the college-ready cohort
Description: With the continued focus on growing enrollment, the college is experiencing a slight decrease in retention rates, although they remain high within comparison groups. Faculty and staff from all areas of the college reviewed the reasons for students not completing and are implementing strategies to improve retention. The college is revising the Student Success Seminar course and aims to increase the first to second year retention rates of the college ready and non-college ready populations.

Result: Northwest Tech continues to implement and support a cohort education model in which students take core technical and general education courses together. The cohort approach has a long history of creating a strong classroom bond and support network among students. Northwest Tech was also the recent recipient of a Title III grant focused on retention and early intervention efforts, so we anticipate additional improvement over the coming years.

Indicator 2: Increase the number of students who achieve third party credentials
Description: In addition to achieving a certificate or degree, third party credentials validate student learning and increase student marketability for employment opportunities. Northwest Tech aims to increase the number of students who achieve third party credentials through increasing overall success rates on existing examinations as well as offering additional opportunities to achieve third party credentials within programs through partnerships like those present with the National Coalition of Certification Centers.

Result: Northwest Tech continued to experience a significant increase in third-party credentials earned by our students during AY22. This is attributed to a return to standard testing procedures in AY21, after experiencing the negative impact of COVID in AY20. With the return to normalcy on campus, more students were able to continue completing third-party credential testing. We have also added a certified testing site on campus, which has removed several barriers (travel costs, etc.) for industry testing for our students.

Indicator 3: Increase the total number of certificates and degrees awarded
Description: Northwest Tech is committed to improving the graduation rates of students as well as continuing to grow the number of students served by the college. The goal to increase the number of certificates and degrees awarded measures the success of both initiatives. Northwest Tech plans to implement strategies for enrollment growth, retention, and completion as outlined in the institutional strategic plan to achieve this goal.

Result: We continue to experience a steady number of students earning degrees and certificates due, primarily, to a highly structured advising system. Students have a clear indication of what courses they will take over the entirety of their time at Northwest Tech, and there is very little flexibility or deviation in course selection. This results in less confusion, consistent advising, and a higher opportunity for degree completion. Gradual increases in enrollment, following the pandemic, have also been helpful in increasing the raw number of students reaching attainment goals.

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. The College will continue to implement proven acceleration models to move students through developmental math, reduce the number of developmental math courses required, as well as implement course placement through multiple measures. These strategies have a proven track record of increasing the likelihood of degree and certificate attainment.

Result: The results of this indicator are a direct reflection of significant efforts to leverage multiple-measures course placement, as well as math acceleration in our

technical and algebra math pathways. During AY21, Northwest Tech removed the developmental courses *Fundamentals of Math* and *Pre-Algebra* from our math pathways. In AY22, we removed *Beginning Algebra* from all remaining pathways. For all of the above, we incorporated review sessions for developmental students who still needed additional support. Through the incorporation of multiple-measures course placement, we utilized data from high school transcripts, to place a higher percentage of students into degree-ready gateway math courses. This allowed us to significantly reduce the number of students taking developmental courses, reduce barriers, and increase the percentage of students reaching degree completion. These adjustments laid the groundwork for ongoing efforts to remove developmental courses, in their entirety, from the Northwest Tech curriculum. Alternatively, we provide additional tutoring and instructional support during the semester the students are taking their accelerated math courses.

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

Description: Increasing the employment rate within one year of graduation will have a positive impact on the regional economy and better serve business and industry partners. Northwest Tech plans to achieve this goal through targeted career services efforts starting in the first semester and continuing to graduation as well as developing new relationships with industry partners. Northwest Tech career services personnel conduct annual graduate and employer follow-up surveys to determine the placement statistics for graduates.

Result: Northwest Tech is regionally located near both Nebraska and Colorado. In addition to efforts in Kansas, we have significant recruiting measures undertaken in these two states. We have expanded recruitment further into Kansas during the past five years, and we are actively strengthening relationships with area school districts and employers. While we have seen an increase in students from area schools attending Northwest Tech, would still contend that KBOR is not seeing a full employment picture for colleges who operate along the border with other states. Colorado and Nebraska businesses are aggressively recruiting technical graduates with salaries exceeding those offered by Kansas companies. Colorado and Nebraska employment data are not included in the data set collected for this measure and, depending on the year and employment market fluctuations, this can adversely impact our data point. This will likely continue, and border colleges will continue to be impacted until Kansas employers substantively compete in the market, or until labor data from additional surrounding states is incorporated.

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. As the diversity of Northwest Tech continues to grow, it is important to develop strategies to insure student success in obtaining their educational goals. Minority students often encounter a wide variety of barriers, and the College is implementing student success strategies to increase the number of completers including early intervention and additional academic monitoring within target programs.

Result: Northwest Tech has actively recruited to expand the overall diversity of our student body. The implementation and growth of our athletic programs over the past several years has had a significant impact on increasing diversity. This has resulted in a campus population that is far more diverse than the geographic region we serve. As the diversity within our student body has increased, overall degree attainment has likewise continued to improve. Increased reviews of academic progress and degree audits by our academic staff are also yielding improvements in the number of students who are completing their technical certificates and degrees.

Salina Area Technical College Performance Report AY 2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the Student Success Index*	1 *KBOR Data*	AY 2010: 331/422 = 78.4% AY 2011: 312/386 = 80.8% AY 2012 170/225 = 75.6% **Baseline: 813/1,033 = 78.7%**			232/291 = 79.7%	↑	247/319 = 77.4%	↓
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation	2 *KBOR Data*	AY 2012: 410/552 = 74.3% AY 2013: 418/541 = 77.3% AY 2014: 346/422 = 82.0% **Baseline: 1,174/1,515 = 77.5%**	303/408 = 74.3%	↓	296/397 = 74.6%	↓	278/362 = 76.8%	↓
3 Increase the wages of students hired	2	2013: $27,516 2014: $19,930 2015: $21,912 **Baseline: $23,119**	$25,594	↑	$28,974	↑	$35,781	↑
4 Increase the number of college-level credit hours completed by concurrently-enrolled students	1	AY 2013: 1,247 AY 2014: 1,851 AY 2015: 2,310 **Baseline: 1,803**	5,735	↑	6,342	↑	6,472	↑
5 Increase the number of students completing programs in high demand occupations in Kansas	2	AY 2013: 64 AY 2014: 73 AY 2015: 67 **Baseline: 68**	334	↑	289	↑	346	↑
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	AY 2013: 49/57 = 86.0% AY 2014: 35/47 = 74.5% AY 2015: 82/121 = 67.8% **Baseline: 166/225 = 73.8%**	54/76 = 71.1%	↓	53/75 = 70.7%	↓	41/57 = 71.9%	↓

*New Indicator approved 9/21/21.

Salina Area Technical College Performance Report AY 2022

Indicator 1: Increase the Student Success Index
Description: Salina Tech has consistently been at the top of the charts on the Student Success Index for colleges. The lofty status is challenging to maintain or increase, but attainable by working to achieve higher retention and graduation rates for the students entering college. By working toward improvements in those categories in addition to transfer articulations, the college hopes to improve the rate even higher. The baseline for this indicator is based on the Student Success Index after 3 years, as provided by KBOR, from entry years of 2010, 2011, and 2012: 78.7%.

Result: These data were provided by KBOR. Please note: KBOR determined the college's baseline including all student types, degree-seeking, and both full-time and part-time students. KBOR used the total success rate of this group of students; however, they used a slightly different code from that which is used in KHEStats. The total student success rate for all degree-seeking students, as measured by KBOR, was 77.4%, which is slightly lower than our baseline of 78.7%. Therefore, we did not meet our goal of increasing our Student Success Index. Nevertheless, our student success index is very commendable. Salina Tech ranks third among Kansas technical institutions and our 77.4% is significantly greater than the overall technical college average success rate of 64.6%.

Indicator 2: Increase percent of students employed or transferred in Kansas one calendar year after graduation
Description: Every SATC program has its own industry-based advisory board that guides the program instructors as to the best employment skills for the graduates. The valued opinions of the advisory board members give college faculty and instructional staff the information they need to ensure students are learning the necessary skills to find and keep employment in Kansas. SATC also works with the area KansasWorks office to develop and promote mini job fairs in the community and at the college each 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. To determine the baseline for this indicator, three years' worth of historical data were taken from KBOR and Kansas Department of Labor (KDOL).

Result: These data were provided by KBOR. For the year measured, 76.8% of our students were employed in Kansas one calendar year after graduating from Salina Tech. This is slightly lower than our baseline of 77.5%, so we did not meet this goal. However, it is important to note that we saw a 2.2% increase over the prior year. We continue to focus on offering programs in occupations that are in high demand in Kansas. Nearly every program offered by Salina Tech is considered a "high demand" occupation per the Kansas Department of Labor. Our faculty work closely with local business and industry partners to help place our graduates in careers in their field of study. In this post-pandemic time, we have been holding our annual career fairs again for the last couple of years (beginning in 2021-22), so we are optimistic that we will continue to see increases in the percentage of students employed in Kansas after graduation.

Indicator 3: Increase the wages of students hired
Description: Many Salina Tech graduates have the potential to earn a higher wage after completing a 9-month or 2-year program than the average 4-year graduate. SATC recruits students into high-wage, high-demand occupations like Commercial Truck Driving, Nursing (Practical Nursing and Associate Degree Nursing), HVAC (Heating, Ventilation, and Air Conditioning), Computer Aided Drafting, Emergency Medical Technician, and Electrician. These high-demand occupations offer many employment opportunities across Kansas. The student wages were provided by the KDOL and were included in the KBOR K-TIP Report.

Result: These data were provided by KBOR. For the year measured, Salina Tech's students were earning an average of $35,781 annually, which is substantially higher than our baseline of $23,119. So, we far surpassed our goal of increasing the wages of our students. Offering programs which lead to occupations in high demand in Kansas, as well as having a very involved group of faculty members who help place our students in jobs even before they graduate, contributes to our students' success in this area.

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 invested significant time and effort partnering with local and area high schools to expose students to career and technical education. We continue to develop and implement new partnerships and agreements. For this indicator, three years of historical data were taken from KHEDS Academic Year Collection files. These data represent college-level credit hours successfully completed (with grades of A, B, C, or P) by concurrently-enrolled students.

Result: During the 2021-22 academic year, concurrently-enrolled high school students completed a total of 6,472 college-level credit hours through Salina Tech. This includes high school students taking college-level classes on the high school campus as well as classes taught on Salina Tech's college campus. The courses taken on the high school campus were taught by high school faculty and Salina Tech faculty. So, both Concurrent Enrollment Partnerships and various types of dual enrollment were included in these figures. We continue to grow in this area, which helps high school students get a head start on earning college credits, and often even Technical Certificates or associate degrees, before they have graduated from high school. Our baseline was 1,803 college-level credit hours earned each year, so we far surpassed this goal. In fact, we even exceeded our prior year's total of 6,342 college credits earned by concurrent students.

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas
Description: The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry-based advisory board that guides the program instructors regarding the best employment skills for graduates. SATC has collaborated with the area Kansas Works office to hold mock interviews on campus each spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. Each year, we identify the high-demand programs for this indicator by using the most recent annual data compiled by the Kansas Department of Labor, which can be found here. From this list of high-demand occupations, we exclude those occupations which require an award beyond an associate degree. Once we identify the high-demand occupations which are represented by our college's programs, we pull the number of completions by our students in our KHEDS Completions file. Each completer is only counted once, regardless of the number of awards the student completed during the AY.

Result: During AY22, 346 individual (unduplicated) students completed one or more programs which are in a high demand occupation per the most recent labor market information on the Kansas Department of Labor website. This number is much higher than our baseline of just 68 completers in high demand occupations. Therefore, we met this goal. In fact, during the year measured, we even surpassed the prior year's number of completers which was 289.

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 on math placement scores that would place students into Tech Math with Review or below. Our goal is to increase the percentage of degree/certificate-seeking, non-college-ready students who complete a program and/or are retained for the next academic year.

Result: Looking at the non-college-ready degree/certificate-seeking students who were enrolled during the 2021-22 academic year, we found that 71.9% of them either completed their program that year or returned for the 2022-23 year. While 71.9% is a very commendable retention rate, it is lower than our baseline percentage of 73.8%. Therefore, we did not meet our goal. However, we did increase the percentage over the prior year, which was 70.7%. We continue to offer several types of academic support to all our students. For example, since 2019-20, we have shared resources with our students through our Learning Management System (LMS) such as: resources on county and mental health, other community resources, navigating our LMS, time management, and study skills. Also, our Learning Resources Coordinator offers Zoom and in-person visits with faculty, students, and entire classes to remind them of available resources such as those listed above as well as free tutoring that the college pays for via tutor.com, academic library resources, et cetera.

Wichita State University Campus of Applied Sciences and Technology
Performance Report AY 2022

AY 2022 FTE: 3,018
Date: 6/20/2023

Contact Person:
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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 869 AY 2014: 1,085 AY 2015: 1,153 **Baseline: 1,036**	1,789	↑	1,424	↑	1,676	↑
2 Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas	2	AY 2016: 146 AY 2017: 192 AY 2018: 305 **Baseline: 214**	343	↑	192	↓	367	↑
3 Increase number of third party technical credentials earned	2	AY 2013: 827 AY 2014: 857 AY 2015: 880 **Baseline: 855**	1,098	↑	918	↑	1,095	↑
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher	1	AY 2013: 646/1,004 = 64.3% AY 2014: 731/1,130 = 64.7% AY 2015: 340/612 = 55.6% **Baseline: 1,717/2,746 = 62.5%**	68.3% (218/319)	↑	82.1% (517/630)	↑	83.9% (485/578)	↑
5 Increase number of Hispanic/Latino students enrolled in post-secondary education	1	AY 2013: 432 AY 2014: 548 AY 2015: 577 **Baseline: 519**	1,518	↑	1,438	↑	1,503	↑
6 Increase percent of high school students successfully completing courses	1	AY 2013: 601/663 = 90.6% AY 2014: 1,456/1,624 = 89.7% AY 2015: 1,988/2,166 = 91.8% **Baseline: 4,045/4,453 = 90.8%**	94.7% (3,620/3,821)	↑	96.7% (4,723/4,882)	↑	96.1% (4,708/4,897)	↑

Indicator 1: Increase number of certificates and degrees awarded
<u>*Description:*</u> WSU Tech will increase the number of students earning a certificate or an associate degree award. WSU Tech will focus on increasing the number of students who earn certificate/degrees by improving completion rates of programs through targeting specific retention/completion efforts for identified programs. The strategy includes improving communications and processes between faculty and student services to assist students in program and course selection and provide a goal-oriented model for completion, individually prescribed for students. Two of the major areas of concern for program completion include completing required academic (non-technical) courses and completing the program in its entirety before entering the workforce. Data will be collected through identifying graduates and then reporting this information in the KBOR KSPSD data system.

<u>*Result:*</u> WSU Tech's focus on workforce development continued to see growth with more students earning a certificate and/or a degree. AY 22 saw an increase of completers to 1,676, 640 over the baseline. Of these completers, 303 earned an Associate of Applied Science(AAS) degree with growth in AAS completers in every division. Students earned 871 technical certificates in AY 22. This was an overall increase from AY 21 by 273 awards. Increases in technical certificates were seen in Aviation Maintenance, Climate and Energy Control Technologies, Welding, and IT Programs. 502 certificates of completion were earned in short-term health programs. This was a decrease from AY21 primarily in the loss of some concurrent enrollment partners.

Indicator 2: Increase the number of graduates in programs identified as high wage, high demand occupations in Kansas
<u>*Description:*</u> In 2018, the Kansas Department of Commerce (KDOC) published their latest High Wage-High Demand. Utilizing this report, specific program areas were identified that crosswalk or specifically-relate to the occupations named in the KDOC report for Region 4-South central Kansas. The indicator will seek to increase the number of graduates in programs identified in this report. This includes all certificate and degree levels in the following programs: Aerospace Manufacturing, Industrial Machine Mechanics, Administrative Office Technology, Maintenance and Reliability, Police Science, Aviation Maintenance Technology, and HVAC.

<u>*Result:*</u> AY 22 graduates in high wage, high demand programs increased to 367, 153 over baseline, and surpassed AY 21 results by 175 students. The largest program of graduate growth was in Aviation Maintenance Technology-Airframe and Powerplant with 82% (300/367) of all graduates earning their award in this program. Significant growth also occurred in Climate and Energy Control Technologies growing to 33 graduates from 19 in AY 21. Industrial Automation and Machine Maintenance did experience a decrease from 22 in AY 21 to 5 in AY 22. This was due to the low enrollment caused by lower economic conditions in manufacturing created from the Covid19 pandemic.

Indicator 3: Increase Number of third party technical credentials
<u>*Description:*</u> WSU Tech will increase the number of students successfully earning one or more third-party technical credentials. The credential or industry standard assessment tests the student's ability to be successful in their chosen field by assessing technical knowledge and skills specific to their program. In addition, end of program testing allows WSU Tech to verify that the curriculum aligns with national/industry standards. By increasing the number of students who successfully earn or complete an end of program credential, certification, or licensure, WSU Tech increases the number of students who have the skills to be successful in work and validates WSU Tech students have the technical and foundational skills in their chosen field. Data will be collected through contacting students, faculty, and third-party providers to capture pass/fail information on technical credentials. This information is reported for students through the KBOR KSPSD data system.

<u>*Result:*</u> WSU Tech students earned 1,095 third-party, technical credentials in AY 22, an increase of 240 over the baseline. This was also an increase over AY 21 of 177 credentials. There were increases in FAA (Aviation Maintenance), AWS (Welding), EMTs, and Applied Technologies saw an increase with credentials in

Climate and Energy (EPA), Automotive (NATEF, multimeter) and IT. OSHA 10 credentials also increased across the college. Healthcare had decreases in CNA, HHA, and CMA, along with a decrease in Machining (NIMS) due to decreases in overall enrollment.

Indicator 4: Increase Percent of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher
Description: WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher. Measuring student success across the developmental spectrum will give an indication of the effectiveness of those initiatives and provide a basis for assessment and improvement of the developmental program. Student course and grade information will be pulled from the student information system for all developmental courses (Reading, Writing, and Math). The total number of students earning a grade of "A," "B," or "C" will be divided by the total number of students completing the course to find the percentage of students who successfully completed. Only those students who earn a letter grade will be included in the sample; students who withdraw from the courses will be excluded.

Result: In AY 2022, WSU Tech reported 578 developmental Math and English enrollments being completed for a grade. 485 of these were successfully completed (83.9%). This is a significant improvement over the baseline (62.5%). All individual developmental courses exceeded the baseline success rate. Nearly all, apart from ENG 100, English Composition lab, had an increase or sustained the success percentage over AY 21. MTH 101, Intermediate Algebra, had the largest enrollment with 302 students enrolled and their success rate maintained at 88%.

Indicator 5: Increase Number of Hispanic/Latino students enrolled in post-secondary education
Description: WSU Tech will increase the number of Hispanic/Latino students enrolled in post-secondary education at WSU Tech. Overall, WSU Tech 's ethnic minority demographic makeup is more diverse than the city of Wichita and Sedgwick County; however, the one ethnic group underrepresented at WSU Tech compared to the surrounding area is the number of Hispanic/Latino students participating in post-secondary education. WSU Tech will address this goal with targeted marketing and recruiting efforts for this specific demographic group. This includes actively participating in Hispanic/Latino community events and creating WSU Tech literature in Spanish. Data will be collected through self-identification by students on admissions and other WSU Tech forms.

Result: The total number of Hispanic/Latino students continued to grow in AY 22 to 1,503. An increase of 984 over baseline and 65 more students than in AY21. The overall percentage of Hispanic/Latino students increased as a percent of total enrollment to 20%. More Hispanic/Latino students enrolled in IT, Aviation Maintenance, Practical Nursing, and general education over AY21. Another area of growth was the overall participation of high school, concurrently enrolled students. A few programs in Health Sciences, Pre-health, and Manufacturing had decreases.

Indicator 6: Increase Percent of high school students successfully completing courses
Description: WSU Tech will increase the percent of high school students successfully completing courses. WSU Tech believes that simply counting enrollments is not enough to measure accomplishment. High school students must be successful in the courses they take while enrolled at the college. All students will be tracked and monitored in the student information system based on their high school status and course grade information. The percentage is total number of high school students successfully completing a course divided by total number of high school students receiving a grade. Successfully completing courses is defined as receiving no grades of "F".

Result: WSU Tech continues to grow in concurrent enrollment in both Excel in CTE and general education courses and programming with 4,708 successful enrollments out of 4,897. High school students successfully completing courses increased to 96.1% over the baseline of 90.8%. WSU Tech expanded staff to support concurrent students in AY22 as well as provided professional development for all faculty to focus on engaging instruction strategies. We continue to work with our concurrent faculty and support to staff to focus on high school student success.