KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

CONFERENCE CALL AGENDA
October 7, 2019
11:00 am

CONFERENCE CALL INFORMATION
DIAL: 785-422-6104
CONFERENCE CODE: 538516853

I. Call To Order   *Regent Schmidt*
   A. Approve Minutes from the September 18, 2019 committee meeting   *p. 3*

II. Other Committee Matters
   A. **BAASC 20-01** Approval of Performance Reports for Academic   *Samantha Christy-*   *p. 5*
         Year 2018   *Dangermond*

III. October 16th 9:30 – 9:55 am Draft Agenda

      A brief status update on the following work topics will be provided:
      • Academic Advising Presentations
      • Exploring Individual Plans of Study
      • College-Going Rate Data
      • Private Postsecondary Statutory Changes

IV. Adjourn

Board Academic Affairs Standing Committee

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets by conference call approximately two weeks prior to each Board meeting and prior to the Board Chair's conference call to finalize items for the Board agenda. The Committee also meets in person the morning of the first day of the monthly Board meeting. Membership includes:

Allen Schmidt, Chair

Cheryl Harrison-Lee

Shelly Kiblinger

Helen Van Etten

Board Academic Affairs Standing Committee

AY 2020 Meeting Schedule

Meeting Dates	Time	Location	Institution Materials Due
September 18, 2019	10:30 am	Topeka	August 28, 2019
October 7, 2019	11:00 am	Conference Call	
October 16, 2019	9:30 am	Conference Call	
November 4, 2019	11:30 am	Conference Call	October 16, 2019
November 20, 2019	10:30 am	Pittsburg State University	October 30, 2019
December 2, 2019	11:30 am	Conference Call	November 13, 2019
December 18, 2019	10:30 am	Topeka	November 26, 2019
December 30, 2019	11:30 am	Conference Call	December 11, 2019
January 15, 2020	10:30 am	Topeka	December 26, 2019
February 3, 2020	11:30 am	Conference Call	January 15, 2020
February 19, 2020	10:30 am	Topeka	January 29, 2020
March 2, 2020	11:30 am	Conference Call	February 12, 2020
March 18, 2020	10:30 am	University of Kansas Medical Center	February 26, 2020
March 30, 2020	11:30 am	Conference Call	March 11, 2020
April 15, 2020	10:30 am	Kansas State University	March 25, 2020
May 4, 2020	11:30 am	Conference Call	April 15, 2020
May 20, 2020	10:30 am	Topeka	April 29, 2020
June 1, 2020	11:30 am	Conference Call	May 13, 2020

MINUTES
Wednesday, September 18, 2019

The September 18, 2019, meeting of the Board Academic Affairs Standing Committee of the Kansas Board of Regents was called to order by Regent Schmidt at 10:30 a.m. The meeting was held in the Board Office located in the Curtis State Office Building, 1000 S.W. Jackson, Suite 520, Topeka, KS.

In Attendance:

Members:	Regent Schmidt, Chair	Regent Harrison-Lee	Regent Kiblinger
	Regent Van Etten		

Staff:	Daniel Archer	Karla Wiscombe	Samantha Christy-Dangermond
	Erin Wolfram	Cindy Farrier	Julene Miller
	Crystal Puderbaugh	Natalie Yoza	Ronda Franco

Others:	Brad Bennett, Colby CC	David Cordle, ESU	Lori Winningham, Butler CC
	Jill Arensdorf, FHSU	Cindy Hoss, Hutchinson CC	Aron Potter, Coffeyville CC
	Michael McCloud, JCCC	Adam Borth, Fort Scott CC	Michelle Schoon, Cowley CC
	Charles Taber, KSU	Mark Allen, Independence CC	Marc Malone, Garden City CC
	Brian Niehoff, KSU	Tiara Floyd, KU	Jean Redeker, KU
	Carl Lejuez, KU	Matt Pounds, NWKTC	Stanton Gartin, SATC
	Kitrina Miller, WSU	Kylie Lipetzkey, WSU	Howard Smith, PSU
	Linnea GlenMaye, WSU	Robert Klein, KUMC	Jeff Jarman, WSU

Regent Schmidt welcomed everyone. He encouraged students present to remind their universities to get name tags.

Approval of Minutes
Regent Van Etten made a motion to amend the minutes from September 3 to include Coffeyville CC who is approved to receive 100% funding for the AY 2018 Performance Report. No other changes were discussed. Regent Kiblinger seconded and the motion carried to approve minutes as amended.

Executive Session
At 10:35 a.m., Regent Van Etten moved, followed by the second of Regent Kiblinger, to recess into executive session for 15 minutes to discuss matters deemed confidential in the attorney-client relationship. The subject and purpose of Executive Session is to receive legal advice regarding whether and how to proceed under the Private and Out-of-State Postsecondary Educational Institution Act in relation to an institution that holds a certificate of approval under the Act. Participating in the executive session were members of BAASC, Vice President Daniel Archer, Director Crystal Puderbaugh, General Counsel Julene Miller, and Associate General Counsel Natalie Yoza. At 10:50 a.m., the meeting returned to open session. At 10:50 a.m., Regent Van Etten moved to extend the executive session by 5 minutes. Regent Kiblinger seconded, and the motion carried. Regent Van Etten moved to close the executive session at 10:55 a.m. Regent Kiblinger seconded, and the motion carried.

Regent Kiblinger moved to direct Board Staff to send a show cause letter inquiring why Entourage Institute of Beauty and Esthetics' certificate of approval should not be revoked based on violations of the Private and Out-of-State Postsecondary Educational Institution Act. Regent Van Etten seconded, and the motion carried.

Committee Matters

- Request for change of ownership for the Kansas Health Science Center presented by Crystal Puderbaugh. The new owner will be TCS Education Systems. A brief discussion ensued on background information and relevant statutes. Chair Schmidt clarified that no public hearing is required. BAASC would like to meet the new owner in person and the consensus was to try to meet in December.

  Regent Van Etten moved to place the request for change of ownership for the Kansas Health Science Center on the consent agenda for the Board. Regent Harrison-Lee seconded, and motion carried.

- Act on proposed changes to Qualified Admissions presented by Daniel Archer. A requisite number of high school units are prescribed as a condition for admission creating a complicated process and challenges for both K-12 and higher education. The proposed changes will increase the number of high school graduates who meet the Qualified Admissions criteria and can be found on page 46 of the September Board Agenda.

  Regent Kiblinger moved to place the proposed changes to Qualified Admissions on the discussion agenda for the Board. Regent Van Etten seconded, and the motion carried.

- Discuss BAASC AY 2020 Work Topics
  - The first topic BAASC decided to focus on is the college going rate. Daniel Archer stated that data was compiled for the college going rate for all Kansas high school graduates. The overall college going rate is around 65% and the national college going rate average is around 71%. An updated national average will be provided at an upcoming meeting. Regent Schmidt discussed students who have issues with access to college and recommended to look at these issues further.

  - The second topic is Academic Advising and web-based resources. After discussing multiple models and online tools, it was noted to work toward a best practice in career pathways. BAASC requested universities present on advising practices and career pathway systems at upcoming meetings.

- BAASC discussed holding a tentative October conference call and it was decided by consensus to be held on October 7th, 2019 at 11:00 a.m. All future BAASC conference calls will begin at 11:00 am as well.

Adjournment

Regent Van Etten moved to adjourn the meeting. Following the second of Regent Kiblinger, the motion carried. The meeting adjourned at 11:50 am.

Act on Performance Reports for Academic Year 2018 **Samantha Christy-Dangermond**
 Director, Academic Affairs

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Guidelines and Procedures, the Academic Year 2018 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.   *October 7, 2019*

Background

Through the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) and 2) determine the amount of new state funds awarded as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines. The performance agreement model, which is attached, guides institutions in developing their performance agreements, in which each institution chooses six "indicators" by which their performance will be measured.

As any new funding awarded is dependent upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for Academic Year 2018 (AY 2018). These reports will be the basis of awarding any new funds in July 2020. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2018 performance reporting, reviewing, and funding cycle is detailed below.

July 2019: Institutions Submit AY 18 (Summer 17, Fall 17, and Spring 18) Performance Reports to KBOR	→	Fall 2019: Regents review and approve AY 18 Performance Reports	→	July 2020: AY 18 performance funding is disbursed to institutions (if new money is availble)

Per the performance agreement funding guidelines which can be found on the KBOR website, institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:**

1. maintaining the baseline
2. improving on the baseline or
3. declining from the baseline

The Board annually awards new funds based on the following levels of compliance:

- 100% of New Funding Available
  The Board has determined the institution maintained the baseline or improved from the baseline in **four or more of the indicators.**

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

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

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

In cases where an institution qualifies for the 0%, 75%, or 90% funding tier, the institution may make a case to move to the next higher funding tier. In such cases, an institution chooses one indicator for which it did not maintain or improve from the established baseline and submits evidence to BAASC that the indicator meets one or more of the following alternative evaluation criteria:
- Sustained excellence;
- Improvement from the prior year;
- Ranking on the indicator based on a relevant peer group;
- Improved performance using a three-year rolling average of the most recent three years; and/or
- Any extenuating circumstances beyond the control of the institution.

Staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports and resubmitted. Consistent with the Board's performance funding guidelines, staff recommends the schools listed below receive 100% of any new funding for which they are eligible.

University/College	Funding Recommendation	Page
Emporia State University	100% funding	*7*
Fort Hays State University	100% funding	*10*
Kansas State University	100% funding	*13*
Pittsburg State University	100% funding	*16*
Washburn University	100% funding	*19*
Wichita State University	100% funding	*22*
Butler Community College	100% funding	*25*
Fort Scott Community College	100% funding	*28*
Highland Community College	100% funding	*31*
Hutchinson Community College	100% funding	*34*
Johnson County Community College	100% funding	*37*
Kansas City Kansas Community College	100% funding	*40*
North Central Kansas Technical College	100% funding	*43*
Wichita State University Campus of Applied Sciences and Technology	100% funding	*46*

Emporia State University Performance Report AY 2018

AY 2018 FTE: 4,909

Contact Person: David Cordle   Phone and email: dcordle@emporia.edu; 620-341-5171   Date: 8/29/2019

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

*Updated metrics and baselines Spring 2017

Emporia State University Performance Report AY 2018

Indicator 1: **Increasing first-to-second year retention rates for the first-time, full-time, degree-seeking students**
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the first-time, full-time, degree-seeking cohorts. ESU's goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of top peers (76.7%). Comparison peers are Pittsburg State University, University of Nebraska at Kearney, and South Dakota State (aspirant peer).
Outcome/Results: For the fall 2017 cohort, ESU had its highest 1st to 2nd year retention rate on record (74.8%). We continue to close the gap (1.9%) between our 1st year retention rate and the baseline rate of our top three peers. For our past two freshman cohorts (2016 and 2017), we have achieved our highest retention rates over the last decade. We continue our focus on student success through enhanced support services and assessment of student learning at the course and program levels. We have dedicated resources in alignment with strategic plan and campus master plan directives to improve the student learning experience and learning environments. We have also implemented professional development opportunities for faculty and professional staff to enhance teaching, learning, advising, and tutoring. In addition, we have focused efforts on providing students the personal and emotional support and guidance that positively impacts their persistence.

Indicator 2: **Increase performance of students on institutional assessments: core communication skills**
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses a programmatic portfolio assessment as a direct measure of student learning for written communication skills (EG102; Composition II). The assessment measures student learning using the following rubric criteria: C1: context and purpose, C2: focus and development, C3: organization and structure, C4: sources and evidence, G5: genre and disciplinary conventions, C6: syntax and mechanics, and C7: revision and composing processes. This programmatic portfolio assessment is conducted annually, uses a random (20%/~109) sample of all students completing EG102, and is scored multiple times by composition faculty.
Outcome/Results: The written communication skills mean rubric score for AY 2018 was 2.52, placing student scores at the mid-to-high progressing levels. This mean score shows a decrease of -.28 compared to the target baseline of 2.80. This decrease was distributed across all of the 7 criterion. Criterion 7, Revision & Composing Processes saw the greatest decrease at -.39; meanwhile Criterion 4, Sources and Evidence decreased by -0.30. Strategies employed to improve student learning for Sources and Evidence include stressing the ways in which a student *uses* the sources they select. This task is two-fold: First, students will improve their *interpretation* of the sources, acknowledging the complexities of their chosen topic and the voices/stakeholders that need to come together to portray the topic as diversely as it is. To exemplify this complex task, authentic (published) examples and student work samples are to be added to the second editions of our Comp I and Comp II textbooks. Faculty added lessons, class conversations, and in- and out-of-class practice on this task. To improve Revision and Composing, program-wide reflective prompts were embedded into the Comp I and Comp II curricula after each major assignment. These reflective tasks mirror the reflection students complete in their cover letters for the portfolios assessed.

Indicator 3: Increase Scholarship Funds raised.
Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase scholarship funds raised on an annual basis to support student success. This indicator tracks success in increasing funding available for student scholarships. The specific metric is cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. Not all of the dollars captured in this metric correspond directly to scholarships awarded in a given year, since some gifts will go to endowment.
Outcome/Results: We are proud to report that for FY18 – our first full year outside public campaign mode since FY12 – we again exceeded our baseline volume of scholarship dollars raised. This year we surpassed the baseline by $338,406 (12%). Scholarships are a major fundraising priority as defined by President Garrett's **Hornet Nation Rising** initiative, and our donors continue to respond generously to this appeal. Raising student scholarship dollars is a continuous high priority in promoting student access and success.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger.
Outcome/Results: ESU continues to recruit this most important student population and we have studied the demographic data to identify future strategic priority

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

Indicator 5: **Increase performance of students on institutional assessments: core mathematics skills**
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the AAC&U Quantitative Literacy Value Rubric to evaluate student works. This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%). On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored. Since 2014, ESU has employed this assessment practice to evaluate student proficiency in solving mathematical problems encountered in many postsecondary curricula.
Outcome/Results: The results for this year's assessment of 16 sections (n=141 students) of college algebra served to evaluate application, calculation, interpretation, and representation skills as described in the Quantitative Literacy VALUE Rubric identified in this report. Overall, the mean score (*M=2.8*) for the four content areas was maintained with the two-year baseline of 2.8. This average was the result of a score of 2.8/4.0 on Application skills, 2.6/4.0 on Representation skills, 3.0/4.0 on Calculation skills, and 3.0/4.0 on Interpretation skills. In the Application skills area the score decreased one tenth (-.1) from last year. Despite a new focus on vocabulary, the results fragmented. To improve student learning the vocabulary activity that bound key terms to both exams has been simplified for ease of instruction. The lab has also been streamlined to need less oversight. Both new versions address the gap between vocabulary and application. After four consecutive years of improvement, the Representation skills indicator decreased by 3 tenths (-.3). Successful practices for representation skills remained in place. However, a reminder of these practices was not a part of the pre-semester meeting. Two additional problems per each of the two Exam 1 activities, along with a verbal emphasis to our instructors, may restore the steadiness of previous results. The Calculation score decreased one tenth (-.1) from last year. Instructors responded well to the condensed review style. The review keys brought higher attendance. An adjustment was made mid-semester, with a 25 to 30 minute delay in distributing the key, greater effort to complete the review resulted. The Interpretation score held steady and remains strong. Healthy results mean no planned changes at this time.

Indicator 6: **Increase student credit hours (SCH) completed through distance education**
Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning. (Data book Table 2.3 Online and FTF Distance)
Outcome/Results: ESU's continuous strategy of increasing credit hour production through distance and online education is a priority. The 6,328 (17.5%) increase in credit hours produced in AY2018 when compared to the baseline is evidence of our success. ESU continues to be innovative in its approaches to capitalizing on distance and online delivery methods. These increases are the result of additional SLIM locations with a new site approved for Las Vegas, NV. In addition, programs implemented with accelerated completion timelines in the School of Business and The Teachers College have expanded access and affordability for graduate students. The undergraduate general studies major in the College of Liberal Arts & Sciences has also shown steady growth as we continue to expand online course offerings.

Fort Hays State University Performance Report AY 2018

Contact Person: Sangki Min   Phone and email: 785.628.4540, s_min2@fhsu.edu

AY 2018 FTE: 10,120

Date: 7/18/2019

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

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Fort Hays State University Performance Report AY 2018

Indicator 1: Increase first to second year retention rates
Description: This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time, degree seeking freshman students. This indicator was selected because it is KBOR Foresight 2020 goal and because institutionally we have lagged peers on this metric.
Outcome/Results: Our performance on this indicator shows a continuous improvement over the last several years. This steady increase can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen in that first year. FHSU has taken substantive action to solidify our focus on the first-year transition of Freshmen. The university has taken several steps to build a First-Year Experience Program that helps Freshmen with transition events. The university initiated a Learning Community approach that has completed its eighth academic year with positive results for these Freshmen. The Learning Community has grown over the years and most recently from 13 communities for Fall 2016 to 18 for Fall 2018. The University has also implemented an early alert system (Starfish) designed to flag students when their work falls below the established standard for attendance, performance, or participation in online or on-campus classes. FHSU will be completing a three-year project entitled "Re-Imagining the First Year." Important strategies include, but are not limited to: implementing co-requisite remediation for high DFWI courses, improved diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, implementing Predictive Analytics Reporting (PAR) student-success intervention measurement tool this fall, and the learning communities for second year students.

Indicator 2: Increase number of degrees awarded
Description: This indicator is a count of the number of degrees awarded during an academic year, including, undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. One unmistakable focus of Foresight 2020 is the concerted push to matriculate a larger number Kansans through quality workforce-focused programs. At FHSU, a great number of graduates come from in-demand programs with immediate workforce application (i.e., teacher education, nursing, business, information networking, and justice studies). Student completion through the Virtual College continues as a top strategic focus for the institution.
Outcome/Results: The increase in the number of degrees awarded continues. The University expanded Student Engagement and Advising Center to focus on student retention and graduation. FHSU has also added process improvements to serve international student enrollment and program completion better.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by USNWR as compared to KBOR peers
Description: This indicator is a comparison of online FHSU degrees ranked by US News and World Report compared to the KBOR approved peer list (Eastern Washington Univ, Northwest Missouri State Univ, Northeastern State Univ (OK), Univ of Central Missouri, Univ of Nebraska-Kearney, Southeast Missouri State Univ, Troy Univ, Colorado Mesa Univ, Tarleton State Univ, and Morehead State Univ). Specifically, this indicator is the percent of degree programs FHSU ranks above in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs). With our history of success operating distance education programs, this ranking system represents a quality indicator which is well aligned to our strategic niche. While the USNWR ranking of online degree programs is of recent origin, there has been good thought put into the criteria that manufacture the comparisons. The combination of access/quality criteria elevate the USNWR rankings above competitors like GetEducated.com that tend to weight access and affordability over other indicators.
Outcome/Results: FHSU was able to maintain the same high percentage last year. FHSU reviews the methodology of several ranking bodies and looks for ways to improve our program delivery. FHSU offers a number of high quality, low cost Bachelor's degree programs that provide rich academic offerings in an online delivery mode specifically designed for adult learners. Also contributed to higher rankings than our peers is the comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military support services, and more.

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

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

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

Indicator 5: Increase number of degrees awarded in STEM fields

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

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

Indicator 6: Increase SCH completed through distance education

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

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

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

AY 2018 FTE: 20,123

Date: 7/18/2019

*Updated 7/18/2018

Kansas State University Performance Report AY 2018

Indicator 1: Increase 1st to 2nd year retention rates
Description: This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. This is one of K-State's key metrics for the K-State 2025 strategic plan.

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

Indicator 2: Increase number of degrees and certificates awarded
Description: This indicator is a count of the total number of undergraduate and graduate degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report.

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

Indicator 3: Increase Rank of K-State on total research expenditures
Description: This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the NSF. This indicator is a key metric for the K-State 2025 strategic plan. The final rank used is from the Arizona State University Center for Measuring University Performance annual publication. We note that the ASU publication data lags by a few years, but we use the most recent data they publish.

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

Indicator 4: Increase Rank of K-State on annual giving
Description: This indicator is the rank of our expendable (not endowed) contributions made to the university through the K-State Foundation. Endowed funds represent specific targeted accounts and the university can only spend a portion of the interest earned on the funds. On the other hand, expendable contributions are for immediate use, usually for purposes specified by the donor. This is a key metric in our K-State 2025 strategic plan. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance annual publication. Once again, we note that the ASU publication of annual amounts and ranks lags by a few years, and we report the most recent year that they publish.

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

Indicator 5: Increase number of historically under-represented students receiving degrees
Description: This indicator is the count of undergraduate and graduate degrees awarded to students from historically underrepresented groups during the year. Diversity is a common element in our K-State 2025 strategic plan. Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial. Enhancing the success of our diverse student populations is critical for our success. Retention and graduation rates for students from underrepresented groups are often significantly lower than those rates for majority students.

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

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields
Description: This indicator is calculated using the total number of degrees and certificates awarded in STEM fields divided by the total of degrees and certificates awarded over the academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. Kansas State University has been participating in the University Engineering Initiative Act for five years. Enrollments in Engineering have increased steadily during that time.

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

Pittsburg State University Performance Report AY 2018							AY 2018 FTE: 6,456	
Contact Person: Trish Peak			Phone and email: 620.235.4113, ppeak@pittstate.edu				Date: 7/19/2019	

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

Pittsburg State University Performance Report AY 2018

Indicator 1: Increase First to Second Year Retention Rates

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

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

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

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

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

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

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

of Regents, the University has gone through a thoughtful, data informed process to develop sets of both peer and aspirant institutions by which to benchmark progress on a number of quality measures.

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

Indicator 4: Increase Credit Hours Completed through Distance Education

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

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

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

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

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

Indicator 6: Increase Amount of Scholarship Funds Raised

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

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

Washburn University Performance Report AY 2018								**AY 2018 FTE: 5,106 – Washburn**	
								AY 2018 FTE: 1,219 – Washburn Tech	
Contact Person: JuliAnn Mazachek		**Phone and email: 785-670-1648;**						**Date: 7/18/2019**	
Washburn University	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**		
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome	
1 Increase first to second year retention rates of first time full-time freshmen (Washburn University).	1	Fall 12 Cohort: 517/803 = 64.3% Fall 13 Cohort: 509/779 = 65.3% Fall 14 Cohort: 514/753 = 68.3% Baseline: 65.9% (1,540/2,335)	71.8% (610/849)	↑	70.1% (574/819)	↑			
2 Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).	1	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,590	↑	2,496	↑			
3 Increase the ranking among the state public universities as measured by the endowment per FTE student.	3	2012: Rank 2 2013: Rank 2 2014: Rank 2 Baseline: Rank 2	Rank 2	↔	Rank 2	↔			
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.	2	FY13: 27,329/162,754 = 16.8% FY14: 26,386/155,304 = 17.0% FY15: 26,051/149,024 = 17.5% *Baseline: 79,766/467,082 = 17.1%	19.6% (28,908/147,227)	↑	20.3% (30,223/148,605)	↑			
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.	1	FY13: 2,152 FY14: 1,940 FY15: 1,722 Baseline: 1,938	1,466	↓	1,432	↓			
6 Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,179	↓	1,896	↑			
7 Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	129	↑	130	↑			

*Updated 7/17/2018

Washburn University Performance Report AY 2018

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

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

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

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

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

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

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

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

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

Indicator 5: Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.
Description: Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their education in order to obtain academic credentials to assist them in pursuing their chosen professions. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually.

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

Indicator 6: Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)
Description: Washburn Tech has worked closely with business/industry and KBOR to identify the relevant certifications in each of its programs. These certifications indicate to business and industry partners that our students have the knowledge and skills necessary to be successful when they are employed. This indicator will measure the number of students who receive industry-recognized credentials, either during or at the completion of their program of study. The data are collected from students and from official websites where the results are published.

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

Indicator 7: Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)
Description: Washburn Tech provides adult education and literacy services in order to assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency and assists adults in the completion of a secondary school education and the GED. Through the Accelerating Opportunity in Kansas (AOK) Program, qualifying students may co-enroll in a Career and Technical Education (CTE) program and the Adult Education and Literacy program simultaneously. Data is collected through the State of Kansas Adult Education database.

Outcome/Results:

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

Wichita State University Performance Report AY 2018							AY 2018 FTE: 11,563	
Contact Person: Rick Muma		**Phone and email: 316.978.5761, richard.muma@wichita.edu**					**Date: 7/18/2019**	
Wichita State University	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 *AY2014: 3,036 AY2015: 2,975 *Baseline: 3,003	3,050	↑	3,116	↑		
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) *AY2014: 34.8% (1,057/3,036) AY2015: 38.5% (1,144/2,975) *Baseline: 35.4% (3,192/9,010)	36.2% (1,104/3,050)	↑	37.1% (1,155/3,116)	↑		
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: $25,306,000/ranking:1 AY2014: $28,797,000/ranking: 1 *AY 2015: $29,146,000/ranking: 1 Baseline: $27,750,000/ranking: 1	$34,164,000/ Ranking: 1	↑	$39,264,000 Ranking: 1	↑		
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291	316	↑	386	↑		
5. Increase the second year retention rate of first- time/ full-time freshmen	1	Fall 12 Cohort: 74.5% (954/1,280) Fall 13 Cohort: 74.6% (909/1,218) Fall 14 Cohort: 72.0% (996/1,384) *Baseline: 73.6% (2,859/3,882)	73.0% (1,036/1,420)	↓	73.0% (1,077/1,475)	↓		
6. Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1	AY2013: 3,206 AY2014: 2,991 AY2015: 2,902 Baseline: 3,033	2,560	↓	2416	↓		

*Updated 7/20/2018

Wichita State University Performance Report AY 2018

Indicator 1: Increase number of certificates and degrees awarded
Description: Wichita State University's Strategic Enrollment Management (SEM) plan is a campus-wide multi-pronged collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

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

Indicator 2: Increase the percent of STEM degrees conferred
Description: Several initiatives are underway to increase the number of STEM discipline graduates. Funding from the State University Engineering Act has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. In partnership with engineering faculty and staff, the ESSC provides a personalized approach by offering a wide range of support services that help students achieve their academic and personal goals. Additionally, the ESSC has multiple programs targeted at encouraging the pipeline of K-12 students to enter engineering programs (e.g., summer camps, engineering educational development for students [SEEDS, Shocker MINDSTORMS, Kansas BEST Robotics], and Project Lead the Way). The Fairmount College Science and Math Education group in LAS oversee and operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.

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

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry
Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2017], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

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

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

Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URMs including: 1) Providing special outreach programs that work with minoritized populations such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students.

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

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

Description: Wichita State University's Strategic Enrollment Management (SEM) plan is a campus-wide multi-pronged collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

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

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

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

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

Butler Community College Performance Report AY 2018							AY 2018 FTE: 5,855

Contact Person: Lori Winningham Phone and email: 316.322.3110; (lwinning@butlercc.edu) Date: 8/6/2019

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

Butler Community College Performance Report AY 2018

Indicator 1: Number of certificates and degrees awarded annually
Description: Using the Kansas Higher Education Data System, Butler will report the total number of certificates and degrees awarded each academic year. Our Student Success strategic priority is the center of our ongoing strategic plan, as reflected in our goal to ensure "Students Finish What They Start." Over the last three years Butler started several student success initiatives aimed at improving teaching and student engagement. Over the next three years the college will maintain that work while putting greater emphasis on achieving retention goals at the course and program levels. This work will contribute to an overall increase in credentials.
Outcome/Results:
Butler continues to deliver on its promise of student success by providing students with the instruction, support, and tools to take the next step in their post-secondary journey by completing the requirements of a degree or certificate. We are proud of our continued improvement over the baseline. With a greater than 4 % increase from the previous year in the number of degrees and certificates awarded, the institution is constantly reviewing best practices to keep this momentum going and growing.

Indicator 2: First to second year retention of college-ready cohort (fall-to-fall retention of first-time, full-time, degree-seeking students)
Description: This indicator tracks the first to second year retention rates for first-time, full-time, degree-seeking students who return to enroll in the fall term of the subsequent year. In the last three years, Butler has developed a more effective, strategic approach to enrollment management. We have developed the capacity to set and meet short-range enrollment goals and have learned more about what causes student turnover. Over the next three years, faculty will implement retention goals at the course/program level to address specific student needs. This work will contribute to an increase in retention of college-ready students.
Outcome/Results:
Butler Community College is proud of continuing and improving its efforts, as part of its Guided Pathways approach, to increase the retention of students from first to second semesters and to see them eventually matriculate with the credentials they need. Continuous investment in strategic positioning, hands on advising, reformatted developmental-to-college math sequencing, and Business Intelligence availability at the departmental and advising levels in contributing to our success in this endeavor.

Indicator 3: Award of third party technical credentials
Description: A top-notch vocational education combined with the appropriate professional credential is a key competitive advantage for individuals entering the workforce or starting new careers. Working through its professional and industry network, and leveraging the capacity built through the federal Perkins IV program, Butler has identified appropriate industry credentials for its different technical programs. Faculty and staff provide the information to program students, who are instructed according to the specifics of these credentials. Program faculty also facilitate the necessary testing and implement a systematic process to track the attainment of credentials. For this indicator Butler tracks credentials awarded to students in Nursing (LPN Certificate of Completion and national licensure; RN NCLEX certification, IV Therapy Certification), Allied Health (EMT and Advanced EMT certificates, Certified Nurse Assistant and Certified Medical Aide; Home Health Aide), Fire Science (Firefighter 1 and 2 certifications, Hazmat certifications), Welding (American Society of Welding), Networking Technology (Microsoft and other industry credentials), Culinary Arts (Serve Safe certificate) and Automotive Technology (Automotive Service Excellence certificates).
Outcome/Results:
Working together across several divisions and units by establishing streamlined processes for recording the credentials, Butler is proud of its success in outperforming the baseline for this indicator and for making substantial directional improvement over the previous year as well. With an even greater focus on aligning such credentialing with program outcomes through our Guided Pathways approach, we remain confident of continuing our robust performance in this indicator in the years ahead.

Indicator 4: Percentage of Accelerated Learning Program students who pass co-requisite developmental English and college composition courses in the same term
Description: ALP allows developmental English students to enroll in EG060 (developmental) and EG101 (college composition) as co-requisites in the same term. The program is rigorous, the courses are integrated by design, and trained instructors use cognitive and non-cognitive techniques. ALP decreases the

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

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

Indicator 5: Increase in the number of STEM technical certificates and degrees
Description: Butler will help students develop applied STEM skills that will enable completers to attain jobs in occupations critical to the future of south-central Kansas. This indicator focuses on two core job clusters – Information Technology and Healthcare. The college has built a sustainable infrastructure to provide pathways to occupations in these areas. The college established early college academies for high school students interested in IT and Healthcare. Programs included in this indicator are Database Administration, Windows, Software Development, Engineering Graphics Technology, Engineering Technician, Cybersecurity, Interactive 3D, Internetworking/CISCO, Digital Media, Web Development, Nursing and EMT. (The corresponding program codes are: CEDA, COIS, CPRG, ENGT, ENTC, IADF, IN3D, INTW, MULT, WEDV, EMT and NURS.)

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

Indicator 6: Directional Improvement in College Algebra Pass Rates
Description: Successful completion of College Algebra is the most important leading, predictive indicator for completing a college credential. Nationally, failure to get a passing grade the first time around is an obstacle to completion for about 60% of college students who quit before earning a credential. Students who don't pass College Algebra often leave school in their first year. For AY2018, Butler implemented a complete math redesign from the lowest developmental course through College Algebra. The project divided seven existing courses (four three-credit hour courses and three one-credit hour courses) into twelve one-credit modules that would enable students to develop the skills they need to be successful in College Algebra. While we still offer College Algebra (MA135) in the traditional format, we have received approval at the state level for the following equivalency: College Algebra 1,2 and 3 (MA132, MA133 and MA134) = College Algebra (MA135). These modules include in-class learning support and tutoring, and help with study skills and other non-cognitive skills. The intent of the redesign is to lessen the time students take to move through the sequence and to increase the number of students that successfully complete College Algebra. The success rate for AY2017 is calculated by dividing the number of College Algebra students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends. Moving forward, AY2018 and AY2019, the success rate will be calculated by dividing the number of College Algebra or College Algebra 1, 2, and 3 students who persist to the end of the term and receive a grade of A, B or C by the number of students who receive an A, B, C, D, F grade or who withdraw from the class before the term ends.

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

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

Fort Scott Community College Performance Report AY 2018

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

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

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

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

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

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

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

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

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

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

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

Outcome/Results:

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

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

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

Outcome/Results:

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

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

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

Outcome/Results:

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

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

*Updated 7/16/2018

Highland Community College Performance Report AY 2018

Indicator 1: Increase the number of HCC diplomas and/or certificates awarded.
Description: Represents the total number of Highland CC students who completed all requirements for a technical certificate or associates degree.

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

Indicator 2: Increase the percentage of graduates (certificate and degree) employed or transferred in Kansas one year after completion.
Description: Using data provided by KBOR, this represents the number of HCC students who are employed or who transfer to a KBOR institution one year after completion. Employment is a KBOR indicator for meeting the needs of the Kansas economy. Those who transfer are continuing towards a bachelors' degree and will enter the workforce with additional skills and training.

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

Indicator 3: Increase the number of tech students earning a Kansas Certificate of Work Readiness (KCWR).
Description: By increasing the number of technical program students earning the Kansas Certificate of Work Readiness (KCWR), we believe that we will be helping meet the needs of the Kansas economy and providing individual students with a certificate which documents their work-ready skills for potential employers. Represents the number of students at the HCC Technical Center in Atchison, who earned a satisfactory score on the KCWR examination.

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

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

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

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

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

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

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

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

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

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

Hutchinson Community College Performance Report AY 2018							AY 2018 FTE: 3,896	
Contact Person: Cindy Hoss		Phone and email: (620) 665-3427; hossc@hutchcc.edu					Date: 7/19/2019	
Hutchinson Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rate of degree-seeking, first-time, full-time college ready cohort.	1	Fall 12 Cohort: 55.8% (213/382) Fall 13 Cohort: 59.4% (240/404) Fall 14 Cohort: 61.2% (216/353) Baseline:58.7% (669/1,139)	65.7% (362/551)	↑	65.0% (382/588)	↑		
2 Increase three-year graduation rate of college-ready cohort	1	Fall 10 Cohort: 28.8% (97/337) Fall 11 Cohort: 24.5% (89/363) Fall 12 Cohort: 34.1% (131/384) Baseline: 29.2% (317/1,084)	40.8% (144/353)	↑	40.6% (134/330)	↑		
3 Increase number of certificates and degrees awarded.	2	AY 2013: 947 AY 2014: 1,758 AY 2015: 1,691 Baseline: 1,465	1,678	↑	1,632	↑		
4 Increase enrollee success rate in developmental math, reading, and writing courses.	1	AY 2013: 73.1% (942/1,288) AY 2014: 80.3% (923/1,150) AY 2015: 78.7% (870/1,105) Baseline: 77.2% (2,735/3,543)	84.6% (961/1136)	↑	77.5% (551/711)	↑		
5 Increase percent of Career Technical Education concentrators who are program completers.	2	AY 2013: 81.7% (517/633) AY 2014: 82.2% (533/648) AY2015: 81.8% (503/615) Baseline: 82.0% (1,553/1,896)	88.8% (492/554)	↑	89.1% 489/549	↑		
6 Increase the number of students successfully completing the second level or above of a stackable credential program.	2	AY 2013: 157 AY 2014: 136 AY 2015: 163 Baseline: 152	159	↑	138	↓		

Hutchinson Community College Performance Report AY 2018

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

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

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

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

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

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

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

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

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

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

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

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

Johnson County Community College Performance Report AY 2018								AY 2018 FTE: 10,965	
Contact Person: Michael McCloud		Phone and email: 913-469-8500 x2527; mccloud@jccc.edu						Date: 7/25/2019	
Johnson County Community	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**		
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome	
1 Increase Student Success: Success rate after three years reported for each cohort.	1	AY 2010: 2,058/4,130 49.8% AY 2011: 2,098/4,275 49.1% AY 2012: 2,015/4,136 48.7% Baseline: 6,171 /12,541 49.2%	51.5% (1,815/3,527)**	↑	54.4% (2,884/5,298)	↑			
2 Increase the Number of Certificates and Degrees Awarded (based on awards recognized by KBOR – SAPP or 16+ credit hours)	1	AY 2013: 2,685 AY 2014: 2,934 AY 2015: 3,286 Baseline: 2,968	3,027	↑	3,066	↑			
3 Increase the Percent of graduates employed or transferred in KS one year after graduation	2	AY 2012: 1,195/2,371 50.4% AY 2013: 1,235/2,335 52.9% *AY 2014: 1,322/2,548 51.9% *Baseline: 3,752/7,254 51.7%	52.9% (1,345/2,542)	↑	55.4% (1,360/2,455)	↑			
4 Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	1	Fall 12 Cohort: 606/1,195 50.7% Fall 13 Cohort: 617/1,128 54.7% Fall 14 Cohort: 667/1,192 55.9% Baseline: 1,890/3,515 53.8%	Fall 16 Cohort: 58.5% (753/1,287)	↑	Fall 17 Cohort: 55.1% (721/1308)	↑			
5 Increase First to second year retention rates of first-time, full-time college ready student population	1	Fall 12 Cohort: 304/523 58.1% Fall 13 Cohort: 411/620 66.3% Fall 14 Cohort: 443/663 66.8% Baseline: 1,158/1,806 64.1%	Fall 16 Cohort: 70.9% (471/664)	↑	Fall 17 Cohort: 68.4% (464/678)	↑			
6 Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	1	Fall 10 Cohort: 674/1,622 41.5% Fall 11 Cohort: 618/,1467 42.1% Fall 12 Cohort: 547/1,374 39.8% Baseline: 1,839/4,463 41.2%	Fall 14 Cohort: 41.5% (631/1,520)	↑	Fall 15 Cohort: 46.1% (666/1446)	↑			

*Updated 4/20/2018   **Updated 6/14/2019

Johnson County Community College Performance Report AY 2018

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

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

Indicator 2: Increase the Number of Certificates & Degrees Awarded
Description: The total number of awards as captured by the Kansas Higher Education Data System (KHEDS). Numbers reported herein do not include certificates awarded in programs comprised of less than 16 credit hours.

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

Indicator 3: Increase the Percent of Students Employed or Transferred
Description: Percent of students employed or transferred is defined as the percent of graduates who transferred to another institution or were employed in Kansas within one year after graduation.

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

Indicator 4: Increase First to Second Year Retention Rates of Non-College Ready Student Population
Description: First to second year retention of non-college ready cohort as reported by JCCC's Office of Institutional Research is defined as first-time, degree-seeking students attending JCCC in the fall semester who enrolled in at least one developmental course in the initial academic year, and the percent who graduated or retained in the following fall semester.

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

Indicator 5: Increase First to Second Year Retention Rates of College Ready Student Population

Description: First to second year retention of college ready cohort as reported by KHEDS is defined as first-time, full-time, degree seeking students who are enrolled at JCCC for two consecutive fall terms and were not enrolled in any developmental courses in the initial term.

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

Indicator 6: Increase Three-Year Graduation and Transfer Rates of First-Time, Full-Time, Degree-Seeking Students

Description: Three-year graduation and transfer rates report on the cohorts of first-time, full-time, degree-seeking students. The rate includes students who entered in the fall term as a first-time full-time degree-seeking student and of those who graduated from JCCC or transferred to another institution within 150% time of their expected degree or certificate completion time as reported by JCCC's Office of Institutional Research, and following the definitions used by the National Center for Educational Statistics – IPEDS data submissions. Transfer data are collected by submitting each fall term cohort through the Student Clearinghouse to identify enrollment at other post-secondary institution. Graduation rates are calculated by the degree/certificate being conferred within 150% time.

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

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

*Updated 4/20/2018

Kansas City Kansas Community College Performance Report AY2018

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

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

Indicator 2: Increase the Number of Certificates and Degrees Awarded
Description: The total number of certificates and degrees awarded is a three-year count of awards as reported by KHEDS; the baseline represents an average of these. The number of awards does not include programs of fewer than 16 credit hours.

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

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

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

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

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

Outcome/Results:

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

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

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

Outcome/Results:

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

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

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

Outcome/Results:

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

North Central Kansas Technical College Performance Report AY 2018							**AY 2018 FTE: 678**	
Contact Person: Jennifer Brown		Phone and email: 785-738-9085; Jbrown@ncktc.edu					Date: 7/25/2019	
North Central Kansas Technical College	**Foresight Goals**	**3yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of the college-ready cohort.	1	*Fall 12 Cohort: 71.0% (120/169) Fall 13 Cohort: 74.5% (129/173) Fall 14 Cohort: 75.0% (123/164) *Baseline: 73.5% (372/506)	68.5% (124/181)	↓	75.9% (104/137)	↑		
2 Increase the graduation rate of the college-ready cohort.	1	Fall 10 Cohort: 63.3% (107/169) Fall 11 Cohort: 65.5% (112/171) Fall 12 Cohort: 64.5% (109/169) Baseline: 64.4% (328/509)	67.7% (111/164)	↑	71.3% (119/167)	↑		
3 Increase the number of third party credentials awarded to students.	2	AY 2013: 480 AY 2014: 538 AY 2015: 892 *Baseline: 637	1,208	↑	1,146	↑		
4 Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.		2013: 83% (40/48) 2014: 90% (38/42) 2015: 93% (41/44) **Baseline: 88.8% (119/134)	83.3% (30/36)	↓	88.5% (46/52)	↓		
5 Increase the number of adult learners (25+) enrolled.	1	AY 2013: 218 AY 2014: 318 AY 2015: 358 Baseline: 298	308	↑	284	↓		
6 Increase the number of credit hours completed via distance learning.		AY 2013: 836 AY 2014: 989 AY 2015: 1,079 Baseline: 968	1,434	↑	1,441	↑		

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

North Central Kansas Technical College Performance Report AY 2018

Indicator 1: Increase first to second year retention rates of the college-ready cohort.
Description: NCK Tech offers both certificate and AAS degrees. This indicator will target AAS degree seeking students.

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

Indicator 2: Increase the graduation rate of the college-ready cohort.
Description: Students earning AAS degree and certificate seeking students (diploma seeking students) will be counted towards meeting this indicator.

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

Indicator 3: Increase the number of third party credentials awarded to students.
Description: The number of third-party industry credentials students enrolled at NCK Tech earn during their enrollment as reported in the follow-up collection. Credentials counted include: RN, LPN licensure, MACS, ICAR Welding, ASE/NATEF, CET, FCC, HVAC Excellence, AWS, NCCER, Kansas Journeyman's, EPA 608, OSHA10 and Certified Pharmacy Tech. This list is fluid as we continue to add additional certifications for our students.

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

Indicator 4: Increase the completion rate for the sequential college-level course for students enrolled in remedial courses.
Description: Students who enroll in a remedial course (Basic Algebra or Introduction to Composition) and then complete the college-ready course within the sequence will be included for this indicator.

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

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

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

Indicator 6: Increase the number of credits completed via distance learning
Description: Credit hours successfully completed by all groups of students through distance learning. Courses include technical, general education and short-term courses.

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

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

*Updated 7/2019

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

Indicator 1: Number of certificates/degrees award
Description**:** WSU Tech will increase the number of students earning a certificate or an associate degree award.

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

Indicator 2: Ratio of award-seeking students to credentials conferred.
Description**:** WSU Tech will decrease the ratio of award-seeking students to the number of certificates/degrees conferred. The ideal ratio is 1 to 1, i.e., each student receives an award. The current baseline of 2.21 to 1 means that for every 2.21 students, only one award is given, leaving 1.21 students without an award.

Outcome/Results: Although the total number of graduates increased in AY 2018, the total number of award-seeking students also increased. The increase expanded the ratio to 2.25 (3,734/1,657), a slight increase over the baseline ratio. A factor that impacts this number that doesn't result in completers or additional certificates/degrees are those award-seeking students in programs that do not have realistic completion pathways---Police Science and the requirement of Law Enforcement Academy is an example. Also losing 94 IT SAPP Certificates impacted completers. One of the factors that negatively impacts this indicator is the increased usage of Technical Studies as an option for students. In prior years, WSU Tech students pursuing a variety of courses that may not lead to a credential could utilize consortia agreements to obtain financial aid to pay for their schooling. Beginning in AY 2018, WSU Tech's consortia partners via direction from the US Department of Education required students to declare majors. Without having the ability to grant AA or AS degrees or to award aid for non-degree seeking students, WSU Tech's only option was to classify students as Technical Studies. These students rarely persist to completion due to the fact their goal is to take a variety of courses and move on to transfer, obtain higher skills, or to enter the workforce. 367 students were classified as Technical Studies in AY2018 compared to 93 in AY 2017. Overall, out of the over 3,700 students, the good news is 1,657 students earned credentials.

Indicator 3: Number of third party technical credentials
Description**:** WSU Tech will increase the number of students successfully earning one or more third-party technical credentials.

Outcome/Results: WSU Tech continues to provide opportunities for program students to earn third-party technical credentials. 902 credentials were earned in AY 2018, 47 over the baseline. Although the overall number decreased by 21 from the previous year, WSU Tech continued to provide opportunities in Automotive, Construction. Welding, IT, Health occupations, and Aviation Maintenance. An example of WSU Tech increasing the opportunities for students to earn third-party industry, verified credentials is via the National Coalition of Certification Centers (NC3). Through NC3, WSU Tech partners with recognized, industry leaders Snap-on, Trane, Starrett, Daniels, ATI, Sioux, and FIAT-Chrysler to offer students the opportunity to earn third-party credentials in the proper usage on industry specific tools and equipment. In calendar year 2018, WSU Tech students earned over 3,100 credentials via NC3, the most of any single college in the country. If these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned over 4,000 third-party credentials in CY 2018.

Indicator 4: Percent of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher.
Description**:** WSU Tech will increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher.

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

Indicator 5: Number of Hispanic/Latino students enrolled in post-secondary education
*Description***:** WSU Tech will increase the number of Hispanic/Latino students enrolled in post-secondary education at WSU Tech.

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

Indicator 6: Percent of high school students successfully completing courses.
*Description***:** WSU Tech will increase the percent of high school students successfully completing courses.

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