KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE

VIRTUAL MEETING AGENDA
Tuesday, August 31, 2021
9:00 – 10:30 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

I.	**Call to Order**	Regent Kiblinger, Chair	
	A. Roll Call and Introductions		
	B. Approve minutes from June 16, 2021 meeting		p. 3
II.	**Other Matters**		
	A. **BAASC 22-01** Approve AY 2020 Performance Reports	Sam Christy-Dangermond	p. 5
	• Allen Community College		p. 9
	• Barton Community College		p. 13
	• Dodge City Community College		p. 17
	• Fort Scott Community College		p. 21
	• Labette Community College		p. 25
	• Neosho County Community College		p. 29
	• Salina Area Technical College		p. 33
	• Wichita State University Campus of Applied Sciences		p. 37
	• Emporia State University		p. 41
	• Fort Hays State University		p. 45
	• University of Kansas & KU Medical Center		p. 49
	• Wichita State University		p. 54
	B. Discuss Academic Program Information	Daniel Archer	p. 58
III.	**Discussion Items**		
	A. Discuss Changing Board Policy Definition of the Baccalaureate Degree	Daniel Archer	p. 59
IV.	**Suggested Agenda Items for September 15 meeting**		
	A. Changes to Performance Agreements		
	B. 2021 Apply Kansas Campaign		
	C. Continue Discussion on Academic Program Information		
V.	**Adjournment**		

Date Reminders:

- September: Introduce New Members/Student Liaisons and Confirm Meeting Schedule
- September: Discuss BAASC AY 2022 Work Topics
- October: Apply Kansas College Application Month

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 virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Shelly Kiblinger, Chair

Jon Rolph

Allen Schmidt

Wint Winter

Board Academic Affairs Standing Committee

AY 2022 Meeting Schedule

***Tentative* BAASC Academic Year 2021- 2022 Meeting Dates**			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
August 31, 2021	Virtual Meeting	9:00 a.m.	August 10, 2021
September 15, 2021	Hybrid Meeting	1:30 p.m.	August 25, 2021
	*No Meetings in October		
November 2, 2021	Virtual Meeting	9:00 a.m.	October 12, 2021
November 17, 2021	ESU	11:00 a.m.	October 27, 2021
November 30, 2021	Virtual Meeting	9:00 a.m.	November 9, 2021
December 15, 2021	Topeka	11:00 a.m.	November 24, 2021
January 4, 2022	Virtual Meeting	9:00 a.m.	December 14, 2021
January 19, 2022	Topeka	11:00 a.m.	December 29, 2021
February 1, 2022	Virtual Meeting	9:00 a.m.	January 11, 2022
February 16, 2022	Topeka	11:00 a.m.	January 26, 2022
March 1, 2022	Virtual Meeting	9:00 a.m.	February 8, 2022
March 16, 2022	Topeka	11:00 a.m.	February 23, 2022
April 5, 2022	Virtual Meeting	9:00 a.m.	March 15, 2022
April 20, 2022	FHSU	11:00 a.m.	March 30, 2022
May 3, 2022	Virtual Meeting	9:00 a.m.	April 12, 2022
May 18, 2022	Topeka	11:00 a.m.	April 27, 2022
May 31, 2022	Virtual Meeting	9:00 a.m.	May 10, 2022
June 15, 2022	Topeka	11:00 a.m.	May 25, 2022

*Please note virtual meeting times have changed to 9 a.m., and Board day meetings have changed to 11 a.m., unless otherwise noted.

Kansas Board of Regents
Board Academic Affairs Standing Committee

MINUTES
Wednesday, June 16, 2021

The June 16, 2021 meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents (KBOR) was called to order by Regent Kiblinger at 10:18 a.m. The meeting was held in person at the KBOR office and by Zoom.

In Attendance:

Members:	Regent Kiblinger, Chair	Regent Schmidt	Regent Van Etten
	Regent Brandau-Murguia		
Staff:	Daniel Archer	Karla Wiscombe	Tara Lebar
	Amy Robinson	April Henry	Travis White
	Judd McCormack	Lisa Beck	Scott Smathers
	Marti Leisinger	Sam Christy-Dangermond	
Others:	Adam Borth, Fort Scott CC	Aleks Sternfeld-Dunn, WSU	Brian Lindshield, KSDE
	Elaine Simmons, Barton CC	George Arasimowicz, ESU	Harold Nolte, Dodge City CC
	Howard Smith, PSU	Jason Sharp, Labette CC	Jane Holwerda, Dodge City CC
	Jill Arensdorf, FHSU	Jerry Pope, KCKCC	Jean Redeker, KU
	Kaye Monk-Morgan, WSU	Kim Zant, Cloud County CC	Linnea GlenMaye, WSU
	Luke Dowell, Seward CC	Marc Malone, Garden City CC	Mickey McCloud, JCCC
	Shirley Lefever, WSU	Michelle Schoon, Cowley CC	Taylor Crawshaw, Indy CC

Regent Kiblinger welcomed everyone. Roll call was taken for members and presenters.

Approval of Minutes

Regent Van Etten moved to approve the June 1, 2021 meeting minutes, and Regent Brandau-Murguia seconded the motion. With no corrections, the motion passed.

Concurrent Enrollment Partnership (CEP) Report

Karla Wiscombe presented the AY 2020 Concurrent Enrollment Partnership (CEP) report. A new report, High School Students Enrolled in Postsecondary Courses (Any Type), shows headcount and credit hours for high school students enrolled in any type of college course, and includes both CEP and non-CEP courses. Non-CEP courses include dual enrollment and excel/CTE. Reports can be found at https://www.kansasregents.org/academic_affairs/concurrent-faculty-qualifications/cep-reports. The report provided system-level data, and Karla noted data could be pulled for sectors and individual institutions through KHEStats on the KBOR website. Karla and Judd McCormick highlighted data from the report:

- The 6-year headcount trend of all students taking college-level courses while in high school is increasing.
- Race and ethnicity data shows increases in all categories except white.
- The Student Success Index shows rates for high school students taking college-level courses are higher than other students not taking CEP.
- Concurrent Enrollment by headcount shows an overall 5-year increase of 29%.
- CEP headcount by race and ethnicity shows a 5-year increase for underserved populations.
- The Student Success Index for high school students includes the institution where the student takes the

CEP courses.

- Definitions can be found under the resources and glossary notes on the KHEStats website.
- Systemwide Transfer (SWT) headcount is approximately 79% of all CEP headcount of students.
- Courses by location and gender segregation are new features in KHEStats.

Open Educational Resources (OER) Update

Tara Lebar provided an OER update, including information from the Open Education Initiatives in Kansas Higher Education executive summary and report found at https://www.kansasregents.org/academic_affairs/open-educational-resources/oer-across-institutions. Dr. Brian Lindshield, OER Steering Committee Chair, was also available for questions. Tara provided an overview of why OER is an important initiative for students and shared information about the OER Steering Committee and its activities this past year. The report summarized survey responses aimed to capture baseline data on OER initiatives across the KBOR system to use and measure impact in years to come. Participation in the survey was optional, and Tara noted 28 out of 33 institutions responded (with KUMC counting in addition to KU). The survey results will help inform approaches, activities, and strategies as we seek to continue to support the growth and development of OER throughout the system.

Tara highlighted data from the report:

- A majority of KBOR institutions have a policy, program, or committee to support OER Initiatives
- A limited number of institutions have OER incentive/grant programs or funding to support transitioning to OER
- Time, resources, and awareness were all listed as challenges to OER adoption. Funding support was the most common support or service that would help overcome these barriers.

The committee asked how funding could help with OER initiatives. Brian stated funding could be used for transition grants, training, staff, and faculty incentives. Further discussion was held around connecting faculty members teaching similar courses across the system like those teaching systemwide transfer courses. Brian responded that Colorado has a model we could look at as a way to examine OER implementation in high enrollment courses.

Advantage KS Coordinating Council (AKCC) Update

Regent Kiblinger stated the council is creating a one-page document that provides a snapshot of their vision, mission, and core values. AKCC workgroups are focusing on how to set baseline data, how to obtain the data from other states, and how to compare the data.

Direct Support Professional (DSP) Update

Regent Schmidt stated the next Direct Support Professional (DSP) Career Professionals meeting is on June 29, 2021. He will provide more information after this meeting.

Adjournment

The next BAASC conference call meeting is tentatively scheduled for August 31, 2021, at 11:00 a.m.

Regent Van Etten moved to adjourn the meeting, and Regent Brandau-Murguia seconded. With no further discussion, the meeting adjourned at 11:24 a.m.

Act on Performance Reports for Academic Year 2020

Samantha Christy-Dangermond
Director, Academic Affairs

Summary

In accordance with K.S.A. 74-3202d and the Board-approved Performance Agreement Funding Guidelines, the Academic Year 2020 Performance Reports are presented for review. Staff recommends approval of the attached performance reports.

August 31, 2021

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 typically chooses six "indicators" by which their performance will be measured. Recently, these agreements have been restructured every three years.

In 2019, the last time in which performance agreements were scheduled to be restructured, the Board was in the midst of developing its new strategic plan. As such, substantive changes were not made to the existing performance agreement model at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 – Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating "bridge agreements." Originally, the bridge agreements were approved to cover two years: AY 2020 and AY 2021. However, because the Board has engaged Georgia State's National Institute for Student Success (NISS) to work with some institutions to improve certain outcomes, we wanted to be able to use some of that work to further inform us on possible indicators for performance. As a result, BAASC approved adding AY 2022 to the bridge agreements to cover the time period which NISS conducts its analysis and issues recommendations on ways in which participating institutions can improve. This allows the AY 2022 performance agreements to continue without disruption and provides ample time to utilize insights gained from NISS, develop potential new metrics, seek feedback, and ultimately finalize new metrics for AY 2023 (which will start on June 1, 2022).

For these bridge agreements, covering AY 2020 - AY 2022, about half the institutions continued using the same indicators that were used in the older agreements, while the other half made one or more updates to their existing indicators or replaced at least one of them.[1]

As any new funding awarded depends upon the institution's compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2020. These reports will be the basis of awarding any new funds in July 2022. 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 2020 performance reporting, reviewing, and funding cycle is detailed below.

[1] For all indicators that were continued, the same baselines were used for the AY 2020 – AY 2022 bridge performance agreements. Any institution changing to a different indicator for which they provided the data used the most recent years of data leading up to the reporting year to establish a baseline.

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:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **three of the indicators**; and
  - 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:
  - The institution has made a good faith effort;
  - The effort has resulted in the institution maintaining the baseline or improving from the baseline in **two of the indicators**; and
  - The performance report includes specific plans for improvement.

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

As institutions turned in their reports, 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 institutions listed below receive 100% of any new funding for which they are eligible.

Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the most recent report for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and AY 2020. However, it is the comparison to the baseline data that indicates the direction of the arrow and determines the outcome for each indicator for AY 2020.

University/College	Funding Recommendation	Page
Allen Community College	100% funding	9
Barton Community College	100% funding	13
Dodge City Community College	100% funding	17
Fort Scott Community College	100% funding	21
Labette Community College	100% funding	25
Neosho County Community College	100% funding	29
Salina Area Technical College	100% funding	33
Wichita State University Campus of Applied Sciences	100% funding	37
Emporia State University	100% funding	41
Fort Hays State University	100% funding	45
University of Kansas & KU Medical Center	100% funding	49
Wichita State University	100% funding	54

Performance Agreement Model

	Sectors		
Indicators	*Universities* *Research Universities*	*Universities* *Comprehensive Universities*	*Community Colleges* *Technical Colleges*
Sector-Specific Indicators	Research universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include the Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Selected regional and national rankings	Comprehensive universities must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. One of those indicators must include Goal Three. 1. Increasing Higher Education Attainment • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields 3. Ensuring State University Excellence • Performance on quality measures compared to peers	Community and technical colleges must include in the performance agreements at least three indicators from the *Foresight 2020* goals noted below. Institutions must include at least one indicator from each Goal. 1. Increasing Higher Education Attainment • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index 2. Meeting the Needs of the Kansas Economy • Performance of students on institutional quality measures[2] • Percent of students employed or transferred • Wages of students hired[3] • Third party technical credentials and WorkKeys, if applicable
Institution-Specific Indicators[4]	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Universities must also include three indicators specific to the institution which support *Foresight 2020*.	Community and technical colleges must also include three indicators specific to the institution which support *Foresight 2020* or institution-specific indicators, one of which measures a non-college ready student population.

[2] e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.
[3] As provided by the Kansas Department of Labor.
[4] For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

Allen Community College Performance Report AY 2020					AY 2020 FTE: 1,453 Date: 5/20/2021	
Contact Person: **Deanna Carpenter** Phone: **620-901-6338** email: carpenter@allencc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase graduation rate of first-time, full-time, degree seeking, college ready freshmen	1 *KBOR data*	Fall 2010 Cohort: 12/131 = 9.2% Fall 2011 Cohort: 32/119 = 26.9% Fall 2012 Cohort: 18/93 = 19.4% **Baseline: 62/343 = 18.1%**	162/299 = **54.2%**	↑		
2 Increase first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 48/89 = 53.9% Fall 2013 Cohort: 61/106 = 57.5% Fall 2014 Cohort: 42/82 = 51.2% **Baseline: 151/277 = 54.5%**	138/230 = **60.0%**	↑		
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR	2 *KBOR data*	AY 2012 Cohort: 371/556 = 66.7% AY 2013 Cohort: 370/537 = 68.9% AY 2014 Cohort: 274/406 = 67.5% **Baseline: 1,015/1,499 = 67.7%**	320/482 = **66.4%**	↓		
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	AY 2013: 272/528 = 51.5% AY 2014: 264/470 = 56.2% AY 2015: 192/406 = 47.3% **Baseline: 728/1,404 = 51.9%**	219/334= **65.6%**	↑		
5 Increase the Success Index Rate for student completion and retention	2 *KBOR data*	AY 2010 Cohort: 954/1,838 = 51.9% AY 2011 Cohort: 829/1,609 =51.5% AY 2012 Cohort: 680/1,202 = 56.6% **Baseline: 2,463/4,649 = 53.0%**	264/426 = **62.0%**	↑		
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	AY 2013: 673/888 = 75.8% AY 2014: 730/929 = 78.6% AY 2015: 641/822 = 78.0% **Baseline: 2,044/2,639 = 77.5%**	528/661 = **79.9%**	↑		

Allen Community College Performance Report AY 2020

Indicator 1: Increase graduation rate of first-time, full-time, college ready freshmen

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

Result: When this indicator was selected in AY 2016, Allen implemented an Auto Grad evaluation process, during which we systematically evaluated transcripted courses for graduation requirements. This, combined with increased efforts in reverse transfer and improvement to our advising processes, has provided dramatic improvement to our graduation rate. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English. This practice resulted in significantly fewer students placed in developmental education and an increase in the college ready cohort. Additionally, in Fall 2019, due to a change in curriculum, Intermediate Algebra was moved to a college-level course, also increasing the number of college-ready students who graduated in AY 2020.

Indicator 2: Increase first to second year retention rates of the college ready cohort

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

Result: As anticipated, the addition of a full-time Director of Advising and Enrollment, who works closely with academic advisors on both campuses to ensure consistent, quality advising has led to an increase in retention rate of Allen's college ready cohort. As training and development of advisors continues, we expect to see this continue to improve. Beginning in Fall 2018, the College began using multiple measures for placement in mathematics and English. This practice resulted in significantly fewer students placed in developmental education and an increase in the college ready cohort.

Indicator 3: Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR

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

Result: This metric has stayed relatively similar to the baseline data. In AY 2020, Allen fell below the baseline data by 1.3%. The College has concerns about continued use of this metric in the future in light of the unemployment rates caused by the COVID-19 pandemic.

Indicator 4: Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better

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

full-time Coordinator, individualized tutoring, a new Pearson developed online course, providing NetTutor online, and shared best practices by instructors with high success rates will be used to increase student success.

Result: Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen's math faculty and math tutoring center, including online tutoring services, have had a positive impact on student success. In AY 2020, to align with most Kansas community colleges, Allen changed its Intermediate Algebra course number to MAT103, moving this to a college-level course that counts as an elective for transfer associate degrees. The goal of removing the "gateway" (barrier to completion) for non-college ready students has proven successful.

Indicator 5: Increase the Success Index Rate for student completion and retention

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

Result: Allen has steadily increased its Success Rate Index since AY 2017 when it fell below the baseline and is now 9% higher than the baseline and 12.3% higher than AY 2017. Successful advising for completion at Allen and/or subsequent transfer to a university, as well as reverse transfer and the Auto Grad evaluation process have been key factors in this effort.

Indicator 6: Increase the percentage of students who successfully complete the initial college level writing course (COL 101) with a C or better

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

Result: Allen has consistently exceeded the baseline data for this indicator. The efforts of Allen's English faculty and writing tutoring center, which includes online tutoring services, have proven to have a positive impact on student success. Allen English faculty review benchmarking data for English Composition I and are consistently above average among national and peer group comparisons.

Allen Community College Performance Report AY 2019							AY 2019 FTE: 1,498	
Contact Person: Deanna Carpenter		Phone and email: 620-901-6338; carpenter@allencc.edu					Date: 7/2/2020	
Allen Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase graduation rate of first-time, full-time, degree-seeking, college ready freshmen	1	Fall 10 Cohort: 9.2% (12/131) Fall 11 Cohort: 26.9% (32/119) Fall 12 Cohort: 19.4% (18/93)	23.20% (19/82)	↑	27.4% (20/73)	↑	50.0% (44/88)	↑
2 Increase the total number of certificates and degrees awarded	1	2013 = 604 2014 = 432 2015 = 425 Baseline: 487	438	↓	417	↓	511	↑
3 Increase the percentage of graduates/completers who subsequently were employed in Kansas or transferred within KBOR system	2	2012 66.7% (371/556) 2013 68.9% (370/537) *2014 67.5% (274/406) *Baseline: 67.7%	65.3% (264/404)	↓	71.8% (301/419)	↑	67.6% (269/398)	↔
4 Increase the percentage of students who successfully complete Intermediate Algebra (MAT 020) with a C or better	1	2013 51.5% (272/528) 2014 56.2% (264/470) 2015 47.3% (192/406) Baseline: 51.9% (728/1,404)	66.2% (219/331)	↑	65.7% (205/312)	↑	63.5% (169/266)	↑
5 Increase the Success Index Rate for student completion and retention	2	2010 51.9% (954/1,838) 2011 51.5% (829/1,609) 2012 56.6% (680/1,202) Baseline: 53.0% (2,463/4,649)	49.7% (360/724)**	↑	51.5% (266/517)	↓	55.6% (281/505)	↑
6 Increase the percentage of students who successfully complete the initial college level writing course (COL101) with a C or better	1	2013 75.8% (673/888) 2014 78.6% (730/929) 2015 77.98% (641/822) Baseline:77.4% (2044/2639)	81% (600/741)	↑	79.6% (541/680)	↑	82.8% (599/723)	↑
*updated 7/12/2018			**updated 6/14/2019					

Barton County Community College Performance Report AY 2020					**AY 2020 FTE: 3,750** **Date: 7/20/2021**	
Contact Person: Elaine Simmons Phone: 620-792-9214 email: simmonse@bartonccc.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the number of Barton degrees and certificates awarded	1 *KBOR data*	AY 2013: 1,032 AY 2014: 977 AY 2015: 830 **Baseline: 946**	**922**	↓		
2 Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses	2	AY 2016: 1,885/2,604 = 72.4% AY 2017: 1,495/1,961 = 76.2% AY 2018: 1,268/1,710 = 74.2% **Baseline: 4,648/6,275 = 74.1%**	**1,643/2,032 = 80.9%**	↑		
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials	2	AY 2013: 232/306 = 75.8% AY 2014: 277/349 = 79.4% AY 2015: 334/404 = 82.7% **Baseline: 843/1,059 = 79.6%**	**230/273 = 84.2%**	↑		
4 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	2017=2.36 GPA (n = 1,794) 2018=2.22 GPA (n = 2,005) 2019=2.22 GPA (n == 2,171) **Baseline: 2.27 GPA**	**2.74 GPA (n=2,042)**	↑		
5 Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	2 *KBOR data*	Fall 2010 Cohort: 92/387 = 23.8% Fall 2011 Cohort: 108/377 = 28.6% Fall 2012 Cohort: 179/516 = 34.7% **Baseline: 379/1,280 = 29.6%**	**153/476 = 32.1%**	↑		
6 Increase the percentage of students performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education	2	AY 2013: 645/1,430 = 45.1% AY 2014: 680/1,528 = 44.5% AY 2015: 550/1,502 = 36.6% **Baseline: 1,875/4,460 = 42.0%**	**222/621 = 35.7%**	↓		

Barton County Community College Performance Report AY 2020

Indicator 1: Increase the number of Barton degrees and certificates awarded

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

Result: The pandemic delayed the plans of many higher-ed degree and certificate-seeking students. Campus closings and the move online in Spring 2020 contributed to degrees and certificates awarded staying below the baseline (922/946). However, our degrees and certificates awarded demonstrated continued upward growth over AY 17 (869), AY 18 (902) and AY 19 (914). A preliminary audit of AY 21 numbers shows an over 11% (1027) increase in degrees and certificates awarded versus AY 20 (922), continuing that growth for five consecutive years in addition to surpassing the baseline of 946.

Indicator 2: Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations as a whole. This indicator is measured using five courses for which two competencies per course are selected for percentage of successful responses.

Result: Barton exceeded baseline on this indicator. We credit our faculty for their continued effort and support in improving student learning in this area. The awareness, understanding and use of assessment has improved on all Barton campuses due to the launch of the Barton Assessment Institute, initiated in school year 2018-2019. To date, the institute has graduated 21 faculty and staff members. In addition, the College is supporting multiple assessment committees (classroom, course, program and co-curricular) to round out added awareness and participation.

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials.

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

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

Indicator 4: Increase overall first-year academic achievement (GPA) for students in developmental courses

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

Result: Barton exceeded baseline on this indicator. Bi-weekly grade reporting sent to advisors to identify and provide outreach to students who may be at risk, and quick online conversion of Student Success activities during the pandemic helped increase and maintain the GPA almost half a grade point over the baseline (2.74 AY 20 vs. Baseline of 2.27).

Indicator 5: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort

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

Result: Advisement improvement processes have included:

- Regular targeted communications with students who were expected to re-enroll for a subsequent term, but have not yet re-enrolled, informing students about the opportunity to re-enroll, contacts for degree planning assistance through their assigned advisor or general advisors, etc.
- Synching of Degree Works auditing program and Institutional Research reporting allow advisors to have aggregated information on advisees' degree progression.
- Piloting of efforts to reach out to non-returners following changes to/reduction in overall number of credits needed to complete associate degree resulting in new completers. Community College Survey of Student Engagement data was shared with faculty, administrators, and the new "Center for Excellence and Innovation." The increase in training and professional development opportunities was the #1 area of growth and satisfaction for faculty according to the National Initiative for Leadership and Institutional Effectiveness's Personal Assessment of the College Environment Survey for Community Colleges, also conducted in AY 20. The Center has partnered with the Institutional Research department to deliver future (Ruffalo-Noel Levitz) student satisfaction surveys and results to strengthen focus and professional development on that data.

Indicator 6: Increase the percentage of students performing at the "Proficiency" level on a mandatory competency within written communication assessments of general education

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

Result: Barton unfortunately fell below baseline on this indicator. Fortunately, we have already seen improvements in this area. First, comparing terms, while 32% scored proficient in FA19, 43% scored proficient in Spring 2020. Comparing sequential courses, while 27% of students in English Composition I in Fall 2019 scored proficient, in the following term/course, 50% of students in English Composition II in Spring 2020 scored proficient. In summary, although we fell below baseline on this indicator, we see positive movement.

Barton Community College Performance Reports AY 2019							**AY 2019 FTE: 3,767**	
Contact Person: Elaine Simmons		**Phone and email: 620-792-9214; simmonse@bartonccc.edu**					**Date: 8/25/2020**	
Barton Community College	**Foresight Goals**	**3yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded.	1	2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946	869	↓	902	↓	914	↓
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%)	88.5% (895/1011)	↑	84.1% (849/1010)	↔	85.5% (1127/1318)	↑
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY.	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%)	88.6% (233/263)	↑	88.1% (258/293)	↑	85.5% (219/256)	↑
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses.	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (51.9%)	51.4% (142/276)	↓	**51.9% (126/243)	↔	51.9% (124/239)	↔
***5** Increase three-year graduation rate.	2	Fall 10 Cohort = 23.8% (92/387) Fall 11 Cohort = 28.6% (108/377) Fall 12 Cohort = 34.7% (179/516) Baseline: 29.6% (379/1,280)	27.6% (125/453)	↓	31.6% (155/490)	↑	25.0% (119/476)	↓
6 Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education (AY).	2	2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1,875/4,460 (42%)	51.7% (881/1704)	↑	49.9% (407/816)	↑	46.7% (287/615)	↑

*Updated 7/19/18

**Updated 09/05/2019

Dodge City Community College Performance Report AY 2020					**AY 2020 FTE: 1,061** **Date: 7/8/2021**	
Contact Person: Jane Holwerda Phone: 620-227-9359 email: jholwerda@dc3.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Improve Student Success Index rate	1 *KBOR data*	AY 2010 Cohort: 277/574 = 48.3% AY 2011 Cohort: 326/694 = 47.0% AY 2012 Cohort: 302/680 = 44.4% **Baseline: 905/1,948 = 46.5%**	389/719 = 54.1%	↑		
2 Increase the number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 383 AY 2014: 432 AY 2015: 426 **Baseline: 1,241/3 = 414**	371	↓		
3 Increase third-party technical credentials earned by Allied Health and Nursing students	2	AY 2016: 158 AY 2017: 147 AY 2018: 146 **Baseline: 451/3 = 150**	158	↑		
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	AY 2013: 198/319 = 62.1% AY 2014: 182/334 = 54.5% AY 2015: 185/368 = 50.3% **Baseline: 565/1,021 = 55.3%**	106/221= 48.0%	↓		
5 Increase percentage of successful completers of Developmental English	2	AY 2016: 48/69 = 70.0% AY 2017: 41/72 = 56.9% AY 2018: 107/138 = 77.5% **Baseline: 196/279 = 70.3%**	136/161= 84.5%	↑		
6 Increase the percentage of completers in STEM Gateway courses in Biology (BIO111, BIO211) Chemistry (CHEM111), and Math (MATH106).	1	AY 2016: 344/462 = 74.5% AY2017: 302/419 = 72.1% AY2018: 413/601 = 68.7% **Baseline: 1,059/1,482 = 71.5%**	341/437= 78.0%	↑		

Dodge City Community College Performance Report AY 2020

Indicator 1: Improve Student Success Index rate

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

Result: For AY2020, DCCC's Student Success Index rate, at 54.1%, surpasses baseline by 7.6 percentage points. Our AY2020 rate shows increases in the number of completed and retained students and increases to the size of cohort. Dodge City Community College is proud to contribute to increasing higher education attainment.

Indicator 2: Increase the number of certificates and degrees awarded

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

Result: For AY2020, DCCC fell short of baseline for number of certificates and degrees awarded. However, we do show an increase of twenty (20) certificates and degrees awarded in AY2020 (371) over AY2019 (351). This growth is commendable given the Spring 2020 pandemic. Dodge City Community College aspires to additional gains by continuing its positive redirections in processes, personnel and facilities under the leadership of our current VP of Workforce Development since Fall of 2019 and our current VP of Student Affairs since early Fall 2020. Specifically, we continue to assess existing programs and add high demand programs, strengthen processes and personnel, especially those in CTE, enrollment, and instruction, and enhance facilities in technical education programs. We anticipate continued future gains in awarding associates, certificates and SAPP in workforce.

Indicator 3: Increase third-party technical credentials earned by Allied Health and Nursing students

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

Result: For AY2020, Dodge City Community College shows gains over baseline. Combined, CNA/CMA certifications and RN licenses awarded for AY2020 total 158 as compared to the baseline of 150. With the leadership and faculty of our Nursing/Allied Health program, a new nursing facility, and growth in CTE CNA offerings, we anticipate continued successful performance for this indicator.

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

Description: The number of ABE participants is specifically mentioned as a measurement for *Foresight 2020* goal 1. Dodge City Community College and the Adult Learning Center (ALC) use the state mandated TABE exam to assess reading and listening skills for the six levels of ESL instruction as prescribed by the State of Kansas. Students are administered both for pre-and post-assessment. Students are considered completers when their post-assessment scores indicate readiness to

move to the next level of ESL instruction; because students can move through multiple levels of ESL throughout a year, they may be considered completers multiple (or duplicate) times. For our measure, the numerator is the total number who post-assessed with a score to move to a higher level of ESL instruction within the year. The denominator is the total (duplicated) number of students enrolled in any of six course levels at the ALC.

Result: After two years of gains, for AY2020, Dodge City Community College did not attain baseline for this indicator. Additionally, the total number of students participating in AY2020 ABE/ESL was lower than in prior years, likely due to pandemic concerns of this vulnerable demographic. DCCC's new ALC Director is reviewing instructional materials/technologies, staffing, and access so that moving forward, improvements in performance for this indicator will manifest.

Indicator 5: Increase the percentage of successful completers of Developmental English

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

Result: Dodge City Community College continues to make gains in performance for this indicator. For AY2020, we note increases to the total number of students completing (our denominator) and the number of students earning a C or better (our numerator). Overall, we have surpassed our baseline (70.3%) by 14.2 percentage points with a performance of 84.5% We attribute our success for this indicator to improved placement and tutoring services, additional delivery modalities, and effective instructional practices of our faculty.

Indicator 6: Increase the percentage of completers in STEM Gateway courses in Biology, Chemistry, and Math

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

Result: For AY2020, Dodge City Community College shows 78% of successful completers in STEM Gateway courses in Biology, Chemistry, and Math. This outcome marks significant improvement over baseline (71.5%) of 6.5 percentage points. We attribute our success to our highly qualified STEM faculty and their instructional practices. We plan to build on this success by retaining our faculty and enhancing tutoring/instructional support and transfer pathways to support students' higher education attainment in high wage STEM careers.

Dodge City Community College Performance Report AY 2019							AY 2019 FTE: 1,174
Contact Person: Jane Holwerda		Phone and email: (620) 227-9359; jholwerda@dc3.edu					Date: 7/9/2020
Dodge City 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 number of students in the second-year college-ready cohort	1	Fall 12 Cohort: 91 Fall 13 Cohort: 91 Fall 14 Cohort: 104 Baseline: 95					134	↑
2 Increase the number of certificates and degrees awarded	1	2013: 383 (182 Assoc,56 Cert,145 SAPP) 2014: 432 (226 Assoc,52 Cert,154 SAPP) 2015: 426 (211 Assoc,59 Cert,156 SAPP) Baseline: 414	397	↓	418	↑	351	↓
3 Increase percent of students who are employed or transfer	2	Fall 12 Cohort: 51.5% (205/398) Fall 13 Cohort: 52.7% (188/357) **Fall 14 Cohort: 56.2% (228/406) Baseline: 53.4% (621/1,161)	58.0% (253/436)	↑	48.7% (172/353)	↓	49.8% (200/402)	↓
4 Increase Adult Basic Education (ABE) educational gains for ESL students	1	2013: 62.1% (198/319) 2014: 54.5% (182/334) 2015: 50.3% (185/368) Baseline: 55.3% (565/1,021)	49.7% (148/298	↓	59.7% (169/283)	↑	57.7% (162/281)	↑
5 Increase Developmental Reading successful completers	1	2014: 81.9% (77/94) 2015: 70.9% (39/55) 2016: 71.8% (46/64) Baseline: 76.1% (162/213)	83.0% (44/53)	↑	77.5% (107/138)	↑	80.9% (114/141)	↑
***6** Increase the number of students successfully completing certificates and associate programs in Welding and Electrical Power Technician	2	2013: 7 EPT + 18 Weld = 25 2014: 12 EPT + 20 Weld = 32 2015: 19 EPT + 15 Weld = 34 Baseline: 30					10 Welding 10 EPT Total: 20	↓

*Changes to indicators approved by BAASC 02/03/20.
** Updated 4/20/2018 & 10/16/2019.

Fort Scott Community College Performance Report AY 2020					AY 2020 FTE: 1,276 Date: 7/14/2021	
Contact Person: Adam Borth Phone: 620-223-2700, ext. 3400 email: adamb@fortscott.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the percent of first to second year retention rates of college ready cohort	1 *KBOR data*	Fall 2012 Cohort: 92/158 = 58.2% Fall 2013 Cohort: 110/204 =53.9% Fall 2014 Cohort: 86/182 = 47.3% **Baseline: 288/544 = 52.9%**	92/172 = 53.5%	↑		
2 Increase the three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 96/252 = 38.1% Fall 2011 Cohort: 62/177 = 35.0% Fall 2012 Cohort: 58/162 = 35.8% **Baseline: 216/591 = 36.5%**	73/158 = 46.2%	↑		
3 Increase the percent of students earning job-ready certifications	2	AY 2013: 532/851 = 62.5% AY 2014: 522/890 = 58.7% AY 2015: 442/678 = 65.0% **Baseline: 1,496/2,419 = 61.8%**	519/774 67.1%	↑		
4 Increase the percent of students who successfully complete English 101 after being identified as a non-college ready student in the area of Writing	1	AY 2013: 77/115 = 67.0% AY 2014: 86/108 = 79.6% AY 2015: 60/82 = 73.2% **Baseline: 223/305 = 73.1%**	89/110 = 80.9%	↑		
5 Increase the success rate of students completing online course(s) with a grade of "C" or better''	1	AY 2013: 562/723 = 77.7% AY 2014: 551/706 = 78.0% AY 2015: 602/772 = 78.0% **Baseline: 1,715/2,201 = 77.9%**	835/1,018 = 82.0%	↑		
6 Increase the percentage of students completing English 101 and 102 with a "C" or better in the same academic year	1	AY 2014: 223/324 = 68.8% AY 2015: 247/329 = 75.1% AY 2016: 267/365 = 73.2% **Baseline: 737/1,018 = 72.4%**	203/211 = 96.2%	↑		

Fort Scott Community College Performance Report AY 2020

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

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

Result: FSCC exceeded the baseline and retention remains a core focus of the institution. Advisors typically utilize intrusive advising, by contacting students via text message and email whenever an instructor has a concern. The Early Alert system is used by instructors to identify students needing additional support. The students are then contacted by an institutional advisor who assists in finding the extra support needed for the student. Many students continue to take advantage of the free tutoring in the Student Success Center, once the student is aware of that option. Many times, it is through the Early Alert system and subsequent contact that the student becomes aware of this resource.

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

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

Result: FSCC exceeded the baseline and has significantly increased graduation rates of the college ready cohort. Much of the explanation utilized in indicator 1 is applicable to this indicator as well. A focus on retention and intrusive advising are highly responsible for continually increasing the graduation rate of the college-ready cohort. Enrollment was high during the time the baseline was established, and a decrease in the denominator may have also assisted with a higher graduation rate. The college has also strengthened the course schedule to become more student-centered, with advising/student services and academic affairs working closely together to ensure student success is the top priority.

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

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

Result: FSCC continued to exceed the baseline for the percentage of students earning a job-ready certification. 519 students were successful in earning an industry recognized credential, out of 774 total students seeking a job-ready certification. FSCC continues to be very proud of the education we provide to the career and technical education sector in southeast Kansas. Many students seek and earn third party credentials from CNA to an OSHA certification, along with other technical credentials, allowing FSCC to keep a strong relationship with business and industry, advisory boards, and school districts across the service area.

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

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

Result: FSCC once again exceeded the baseline with this indicator. The Accelerated Learning Program (ALP), which students take English 101 and an English Enrichment course as corequisites is fully implemented. This has created more opportunities for students to complete English 101, which increased the denominator significantly. FSCC continues to have a high level of success with this model, as over 80% of the students are successfully completing English 101 after being identified as non-college ready.

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

Description: The percentage of students completing the course with a "C" or better was determined by dividing the number of students with a "C" or better by the total of students enrolled in online courses. The numerator represents students completing an online course with a "C" or better (enrollment as of the last day of class) and the denominator represents all students enrolled in online courses on the final day of class. Online enrollment continues to grow at FSCC, and this remains a major focus.

Result: FSCC once again saw an increase in the number of students completing online courses, the number surpassed 1,000 for the first time, and has increased each of the past four years. Many of the faculty members have become well versed in the online teaching modality, which has led to increased student success. The college librarian offers technical assistance for all students utilizing the Learning Management System, and has played a vital role in removing roadblocks for students to complete online courses.

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

Description: The data represents students who successfully completed English 101 and 102 with a "C" or better divided by all part time and full time students completing English 101 and 102 within the same academic year. Students dropping or withdrawing from the course are not considered in the numerator or denominator.

Result: FSCC exceeded the baseline for students successfully completing English 101 and 102 within the same academic year. 203 out of 211 students successfully completed. Some of this success can be correlated to expediting the students through the corequisite English 101 course, so the content remains fresh. The academic affairs office has worked with advising to ensure a schedule is sequenced appropriately for English 101 and English 102 from fall to spring. Many of the developmental courses students took before required a multiple semester sequence, subjecting them to English 101 in the spring and English 102 during the fall in a different academic year. Students are advised to do both courses in the same academic year, with the same instructor for continuity, if possible.

Fort Scott Community College Performance Report AY 2019							AY 2019 FTE: 1,292	
Contact Person: Adam Borth		Phone and email: 620-223-2700 ext. 3400; adamb@fortscott.edu					Date: 6/29/2020	
Fort Scott Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the percent of first to second year retention rates of college ready cohort	1	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)	↑	57.7% (90/156)	↑
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)	↓	35.3% (49/139)	↓
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)	↑	62.3% (451/724)	↑
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)	↑	85.5% (71/83)	↑
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)	↑	85.4% (794/930)	↑
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)	↑	93.1% (269/289)	↑
*Updated 7/16/2018		**Updated 7/16/2019						

Labette Community College Performance Report AY 2020					**AY 2020 FTE: 1,029** **Date: 7/20/2021**	
Contact Person: Jason Sharp Phone: 620-820-1255 email: jasons@labette.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1 *KBOR Data*	Fall 2012 Cohort: 74/131 = 56.5% Fall 2013 Cohort: 67/107 = 62.6% Fall 2014 Cohort: 71/105 = 67.6% **Baseline: 212/343 = 61.8%**	61/110 = 55.5%	↓		
2 Increase the number of certificates and degrees awarded	1 *KBOR Data*	AY 2013: 425 AY 2014: 435 AY 2015: 391 **Baseline: 417**	375	↓		
3 Increase the percentage of students successfully completing English Composition I	1	AY 2014: 302/431 = 70.1% AY 2015: 311/435 = 71.5% AY 2016: 315/439 = 71.8% **Baseline: 928/1,305 = 71.1%**	330/432 = 76.4%	↑		
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013: 110/178 = 61.8% AY 2014: 79/126 = 62.7% AY 2015: 132/204 = 64.7% **Baseline: 321/508 = 63.2%**	129/157 = 82.2%	↑		
5 Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013: 81/88 = 92.0% AY 2014: 92/104 = 88.5% AY 2015: 76/88 = 86.4% **Baseline: 249/280 = 88.9%**	68/76 = 89.5%	↑		
6 Increase three-year graduation rates of college ready cohort	1 *KBOR Data*	Fall 2010 Cohort: 24/105 = 22.9% Fall 2011 Cohort: 30/127 = 23.6% Fall 2012 Cohort: 39/131 = 29.8% **Baseline: 93/363 = 25.6%**	45/96 = 46.9%	↑		

Labette Community College Performance Report AY 2020

Indicator 1: Increase the first to second year retention rates of first-time, full-time college ready freshmen

Description: We chose to continue to report on this indicator because it specifically addresses the retention efforts to meet the portion of our mission statement regarding "… providing a supportive environment for success…." Our expectation is to continue our positive retention trend by keeping students engaged in the classroom and on campus from year to year.

Result: We did not show directional improvement for this indicator. LCC's Early Alert Program was fully implemented (AY19), with faculty being able to notify the Vice President of Student Affairs and other staff to address academic concerns early in the semester. We will continue to promote early alert with faculty in an effort to identify those at-risk students early in the semester. We feel the program is successful in allowing us to identify and accommodate students. There were 61 notifications sent in fall and 34 in spring. Additionally, our Student Affair's Office created a strategic enrollment management committee (AY21) that will be focusing on strengthening the retention of students based on data received from the Early Alert Program and other areas.

Indicator 2: Increase the number of certificates and degrees awarded

Description: This indicator was selected to ensure that we keep our focus on increasing the number of completers. Our advisors have increased efforts to ensure those eligible to complete certificates do so, as they pursue their AAS degree. The Registrar's Office now adds transfer courses to LCC transcripts as soon as official transcripts are received. Students and advisors also have the ability to determine exactly how close the student is to completing their degree or certificate.

Result: We did not show directional improvement for this indicator. Although the number is below our baseline, the number of certificates and degrees awarded only slightly decreased from the previous year (AY19) but remained higher than AY17 and AY18. Further, the ratio of degrees and certificates awarded remains consistent with consideration to Full Time Equivalent (FTE) at the college each year. One trend standing out that we are monitoring, also cited in *The Condition of Education 2020* (National Center for Education Statistics, p.120), is that of recent high school completers, 44% immediately enroll in 4-year institutions and 26% immediately enroll in 2-year level institutions. Additionally, a decline in the number of students (size of class) in 5-8th grade compared to the number of students (size of class) in high school and over all county/city population in our areas are declining. Labette will continue to seek out strategies for students to become completers at the institution while looking at enrollment equivalencies.

Indicator 3: Increase the percentage of students successfully completing English Composition I

Description: We chose this indicator because it allows us to focus on LCC student improvement in writing. Students who didn't complete the course were not included in these numbers. Successful completion is defined as passing the course with the grade of "C" (70%) or higher.

Result: Directional improvement from the baseline was demonstrated. English faculty and administration continued to collaborate on different strategies to increase student success in English Comp I courses. The Accelerated Learning Program (ALP) was first established in Fall of 2018 with a pilot and now has been fully developed and offered. ALP is having a positive effect as the students successfully completing percentage has increased for AY20 compared to prior years. The developmental course is taken simultaneously, as a co-requisite, with the English Comp I. Starting Fall 2021, LCC is piloting an English Comp I with review course. This should eliminate scheduling conflicts and co-requisite concerns that we experienced with the ALP process. ALP is also being offered during this English Comp I with Review pilot. LCC mentors our concurrent English instructors to have a consistent process for all students in English courses. Students did more of their writing in the computer labs during class time so instructors could guide and inform students during the writing process instead of instructors just critiquing the products of student writing.

Indicator 4: Increase retention rate of academically unprepared students who participate in our Student Support Services program

Description: The program we have in place to provide academic support to underprepared students is our Student Support Services (SSS) Program, which is a TRIO Program funded by the U.S. Department of Education. Underprepared is defined as placement in at least one developmental course, earning failing grades

in high school, limited English proficiency, or those having a G.E.D. rather than a high school diploma. Participation in the SSS program requires students to be eligible as prescribed by the U.S. Department of Education including students who are first-generation college students, or who meet income eligibility requirements, or who have documented disabilities, and who demonstrate a need for academic support. Students included in this indicator are degree seeking and enrolled in a minimum of six credit hours for the first semester of enrollment. The SSS Director collects the data and provides it to the Department of Education.
Result: Directional improvement from the baseline was demonstrated. Through the application of intensive, intrusive advising services, Student Support Services advisors have been able to design interventions for the targeted population. These interventions include activities such as supplemental instruction, goal setting, and a strengths-based approach to improving student persistence. The largest gains, as a result of these interventions, have been in the number of students identified as academically unprepared at the time of their program intake who have successfully completed associate degrees. The Student Support Services work diligently with students to prepare and provide interventions for academic success. They continue to stay abreast regarding trends, changes, and other factors that will improve student success.

Indicator 5: Increase percentage of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program
Description: Students graduating from our six Health Career programs - Nursing, Radiography, Respiratory Therapy, Physical Therapy Assistant, Sonography, and Dental Assistant represent 80% of the graduates from all of our Career Technical Education (CTE) programs combined. We know the improvements found in the Health Science facility including a new state-of-the-art patient simulation lab and equipment, nursing simulation manikins, an IV simulator, Sonography simulation manikins, PTA simulation lab, X-Ray machine, patient exam rooms, ICU, OB room, emergency care room, and debriefing room, have helped to better prepare our students with experiential training for the current job market. We have increased our employment career fair opportunities and recruiting visits, and have also increased the number of clinical sites where our students can receive the clinical portion of their training. Data is provided by Program Directors to their respective accrediting agencies.
Result: Directional improvement from the baseline was demonstrated. LCC Health Career Programs continue to fill workforce needs and many students continue their education in the field. This is demonstrated by great collaboration and support of health care & educational providers in our area. Our programs work with advisory committees that provide additional support to our students both in the classroom and upon graduation.

Indicator 6: Increase three-year graduation rates of college ready cohort
Description: We chose this indicator to keep our focus on increasing retention, resulting in increased graduation rates. The Financial Aid Department continues to work with advisors and others at the college to ensure they are providing accurate information about financial aid when a student first enrolls. In spring, 2016 LCC created an Advising Center next to our Admissions Department so students can be advised and enroll in one location, as well as learn more about the FAFSA and other resources the college has to offer. Timely feedback from faculty through weekly progress reports in the Red Zone Learning System is a valuable tool to encourage retention in each course.
Result: Directional improvement from the baseline was demonstrated. The Retention Committee is developing and evaluating continued efforts to provide more professional development in the area of academic advising, with the goal of more students completing their degrees. In addition, as mentioned in Indicator 1 our Student Affair's Office developed a strategic enrollment committee and is working towards completing an enrollment management plan which will help increase three-year graduation rates for the college ready cohort.

Labette Community College Performance Report AY 2019							AY 2019 FTE: 1,160	
Contact Person: Jason Sharp		Phone and email: 620-820-1255; jasons@labette.edu					Date: 7/7/2020	
Labette Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the first to second year retention rates of first- time, full-time college-ready freshmen	1	Fall 12 Cohort 74/131 56.5% Fall 13 Cohort 67/107 62.6% Fall 14 Cohort 71/105 67.6% Baseline 212/343 61.8%	51.2% (64/125)	↓	72.9% (70/96)	↑	59.6% (65/109)	↓
2 Increase the number of certificates and degrees awarded	1	AY2013 425 AY2014 435 AY2015 391 Baseline 417	338	↓	356	↓	391	↓
*3 Increase the % of students successfully completing English Composition I.	2	AY 2014 302/431 70.1% AY 2015 311/435 71.5% AY 2016 315/439 71.8% Baseline 928/1305 71.1%	78.7% (384/488)	↑	71.7% (365/509)	↑	71.0% (340/479)	↔
4 Increase retention rate of academically unprepared students who participate in our Student Support Services program	1	AY 2013 110/178 61.8% AY 2014 79/126 62.7% AY 2015 132/204 64.7% Baseline 321/508 63.2%	70.5% (124/176)	↑	75.8% (122/161)	↑	77.2% (139/180)	↑
5 Increase % of students employed in a related field and/or continuing their education within one year of successfully completing any Health Career Program	2	AY 2013 81/88 92% AY 2014 92/104 88.5% AY 2015 76/88 86.4% Baseline 249/280 88.9%	95.8% (68/71)	↑	98.5% (67/68)	↑	100% (71/71)	↑
6 Increase three year graduation rates of college ready cohort.	1	Fall 10 Cohort 24/105 22.9% Fall 11 Cohort 30/127 23.6% Fall 12 Cohort 39/131 29.8% Baseline 93/363 25.6%	39.0% (41/105)	↑	21.6% (22/102)	↓	32.0% (40/125)	↑
*May 2018 – BAASC approved change to indicator 3								

Neosho County Community College Performance Report AY 2020					AY 2020 FTE: 1,161 Date: 6/2/2021	
Contact Person: Sarah Robb Phone: 620-432-0302 email: Sarah_Robb@neosho.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Three-year graduation rates of college ready cohort	1 *KBOR data*	Fall 2010 Cohort: 53/178 = 29.8% Fall 2011 Cohort: 19/104 = 18.3% Fall 2012 Cohort: 67/192 = 34.9% **Baseline: 139/474 = 29.3%**	77/202 = 38.1%	↑		
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013: 317/404 = 78.5% AY 2014: 279/347 = 80.4% AY 2015: 287/368 = 78.0% **Baseline: 883/1,119 = 78.9%**	286/362 = 79.0%	↑		
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013: 619/642 = 96.4% AY 2014: 554/573 = 96.7% AY 2015: 361/384 = 94.0% **Baseline: 1,534/1,599 = 95.9%**	1,052/1,071 = 98.2%	↑		
4 Strengthen student performance in developmental writing	1	AY 2013: 112/156 = 71.8% AY 2014: 119/147 = 81.0% AY 2015: 103/131 = 78.6% **Baseline: 334/434 = 77.0%**	95/116 = 81.9%	↑		
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013: 71/112 = 63.4% AY 2014: 53/88 = 60.2% AY 2015: 113/139 = 81.3% **Baseline: 237/339 = 69.9%**	76/96 = 79.2%	↑		
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013: 1,629/21 = 77.6% AY 2014: 1,628/21 = 77.5% AY 2015: 1,657/21 = 78.9% **Baseline: 4,914/63 = 78.0%**	1,732/21 = 82.5%	↑		

Neosho County Community College Performance Report AY 2020

Indicator 1: Three-year graduation rates of college ready cohort

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

Result: The AY 2020 data demonstrates that NCCC exceeded the goal established for this baseline. In the last two years, the Director of The Learning Center at NCCC has established weekly or biweekly update emails sent to all advisors that include relevant information such as changes in class schedules, opportunities for trainings, and deadline reminders for graduates. This simple activity has positively affected our success in this goal.

Indicator 2: Increase student performance on assessment of student learning for analytical thinking

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

Result: During the previous three years, NCCC had failed to meet the baseline established for this goal, so we are so proud to be able to provide this data that results in an arrow pointing up! The baseline was exceeded for AY 2020. Last year, we reported the addition of two new positions at the college to increase instructional and assessment support. These two new staff members have been integral in guiding faculty members toward mechanisms to improve student success related to analytical thinking.

Indicator 3: Increase pass rate of third-party credentials and WorkKeys (if applicable)

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

Result: NCCC has performed above the baseline for this goal for AY 2020. There has been some faculty turnover is some of these CTE programs; however, the staff in Workforce Development maintain a commitment to ensure these opportunities are provided to students. There is a strong, coordinated effort in this area to encourage the completion of third-party credentials and to appropriately document the results.

Indicator 4: Strengthen student performance in developmental writing

Description: NCCC will increase student academic success in developmental writing. With fluctuating enrollment trends, a continuation of this indicator is necessary to build a data set more appropriate to analyze and respond to the results. Successful completion of the Pre-Composition (ENGL 100) course must be emphasized.

NCCC will seek to increase student success from baseline data of the pre-composition historical data (AY 13-15). The percentage reported is based on the number of students who achieved a grade of A, B, or C (numerator) out of all students who enrolled in the course (denominator).

Result: The baseline for this goal was surpassed in AY 2020. NCCC has worked hard to update and implement an appropriate placement policy to ensure that the right students are placed into this course. Pre-Composition at NCCC is taught both in full semester, sixteen-week sections and in half semester, eight-week sections. In the latter option, students transition to college level English in the second eight weeks. Our strong, consistent faculty member teaching these courses over the last several years has now retired, so moving forward we are dedicated to ensure that our new faculty member is just as committed to student success.

Indicator 5: Strengthen student performance in college level English after completing developmental writing

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

Result: We are pleased to report another goal exceeding the baseline associated with developmental education at NCCC. The appropriate placement policy and the strong foundation that students receive in Pre-Composition sets them up for success in this college level coursework.

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

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

Result: The baseline for this goal was exceeded for AY 2020, again suggesting that NCCC students are engaged in successful learning and effective transfer of credits to other institutions. The course learning outcomes represent the core of our educational process. The faculty members at NCCC are committed to documenting continuous improvement associated with each of these learning outcomes.

Neosho County Community College Performance Report AY 2019							AY 2019 FTE: 1,217	
Contact Person: Sarah Robb		Phone and email: 620-432-0302; sarah_robb@neosho.edu					Date:6/15/2020	
Neosho County Community College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase total number of certificates and degrees awarded as indicated in KHEDS	1	AY 2013 =1,137 AY 2014 = 899 AY 2015 = 935 Baseline: 990	806	↓	901	↓	820	↓
2 Increase student performance on assessment of student learning for analytical thinking	2	AY 2013 = 78% (317/404) AY 2014 = 80% (279/347) AY 2015 = 78% (287/368) Baseline: 79% (883/1,119)	75% (270/360)	↓	75% (290/385)	↓	72% (242/335)	↓
3 Increase pass rate of third-party credentials and WorkKeys (if applicable)	2	AY 2013 = 96% (619/642) AY 2014 = 97% (554/573) AY 2015 = 94% (361/384) Baseline: 96% (1,534/1,599)	96% (371/385)	↔	99% (1033/1036)	↑	97% (864/894)	↑
4 Strengthen student performance in developmental writing	1	AY 2013 = 72% (112/156) AY 2014 = 81% (119/147) AY 2015 = 79% (103/131) Baseline: 77% (334/434)	82% (102/125)	↑	81% (76/94)	↑	86% (86/100)	↑
5 Strengthen student performance in college level English after completing developmental writing	1	AY 2013 = 63% (71/112) AY 2014 = 60% (53/88) AY 2015 = 81% (113/139) Baseline: 70% (237/339)	79% (79/100)	↑	85% (64/75)	↑	79% (64/81)	↑
6 Increase student success with system wide transfer core outcomes through assessment of student learning process	1	AY 2013 = 78% (1,629/21) AY 2014 = 78% (1,628/21) AY 2015 = 79% (1,657/21) Baseline: 78% (4,914/63)	80% (1685/21)	↑	81% (1543/19)	↑	79% (1506/19)	↑

Salina Area Technical College Performance Report AY 2020					AY 2020 FTE: 478 Date: 7/6/2021	
Contact Person: Denise Hoeffner Phone: 785-309-3110 email: denise.hoeffner@salinatech.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase the three-year graduation rates of college ready cohort	1	AY 2013: 83/136 = 61.0% AY 2014: 91/148 = 61.5% AY 2015: 84/129 = 65.1% **Baseline: 258/413 = 62.5%**	57/84 = 67.9%	↑		
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation	2 *KBOR Data*	AY 2012: 410/552 = 74.3% AY 2013: 418/541 = 77.3% AY 2014: 346/422 = 82.0% **Baseline: 1,174/1,515 = 77.5%**	303/408 = 74.3%	↓		
3 Increase the wages of students hired	2	2013: $27,516 2014: $19,930 2015: $21,912 **Baseline: $23,119**	$25,594	↑		
4 Increase the number of college-level credit hours completed by concurrently-enrolled students	1	AY 2013: 1,247 AY 2014: 1,851 AY 2015: 2,310 **Baseline: 1,803**	5,735	↑		
5 Increase the number of students completing programs in high demand occupations in Kansas	2	AY 2013: 64 AY 2014: 73 AY 2015: 67 **Baseline: 68**	334	↑		
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	AY 2013: 49/57 = 86.0% AY 2014: 35/47 = 74.5% AY 2015: 82/121 = 67.8% **Baseline: 166/225 = 73.8%**	54/76 = 71.1%	↓		

Salina Area Technical College Performance Report AY 2020

Indicator 1: Increase the three-year graduation rates of college ready cohort

Description: The mission of Salina Area Technical College is to meet employment needs by providing a diverse community of learners. Our goal is to not only obtain more students but to retain them after enrollment. We have implemented an Early Alert system and continue to communicate the importance and advantage of AAS degree completion to students. All students meet formally with their advisor at least once per semester and informally, many times. To determine the baseline for this indicator, three years' worth of Overall Graduation Rates were taken from the college's IPEDS Grad Rates Within 150% Survey.

Result: These data were provided by KBOR. KBOR used the Overall Graduation Rate within 150% of normal time as submitted on the 2018-19 IPEDS Graduation Rate Survey, which was based on our Fall 2015 entering cohort of full-time, first-time, degree/certificate-seeking students. Our graduation rate was 67.9%, which is above our baseline of 62.5%, so we met the goal of this indicator. One of the strategies we use to maintain a high three-year graduation rate is our Early Alert system which our faculty use to notify designated staff members of students who are struggling academically, missing too many classes, etc. A designated staff member then reaches out to the student to help pinpoint the problem, provide possible solutions, and connect them with on-campus and community resources. Another strategy is that the Enrollment Specialist (advisor) reaches out to students with any midterm or final grades below a "C". Additionally, when a student withdraws from the college, the advisor presents the student with options for completing the Technical Certificate or degree.

Indicator 2: Increase percent of students employed or transferred in Kansas one calendar year after graduation

Description: Every SATC program has its own industry-based advisory board that guides the program instructors as to the best employment skills for the graduates. The valued opinions of the advisory board members give college faculty and instructional staff the information they need to ensure students are learning the necessary skills to find and keep employment in Kansas. SATC also works with the area KansasWorks office to develop and promote mini job fairs in the community and at the college each spring. This indicator coincides with Salina Tech's strategic plan on several levels by matching the goals of improving visibility and perception, by enrollment growth, and most importantly, by providing quality instruction that meets community needs. To determine the baseline for this indicator, three years' worth of historical data were taken from KBOR and Kansas Department of Labor (KDOL).

Result: KBOR provided the data for this indicator. Of our 408 completers, a year after graduation, 303 (74.3%) of them were either employed in Kansas or had transferred to another Kansas institution. This is down slightly from our baseline of 77.5%. Thus, we did not meet this indicator. However, it is important to note that Salina Tech was the top performer among its peers for all three years measured on the AY19 Performance Reports. As compared with the other nine two-year Kansas public institutions who measured this indicator during AY17 – AY19, Salina Tech was about 20% higher than the average each year. In fact, Salina Tech scored 9 – 11% higher than the second-place institution for each of these three years. So, while we may not have scored better than our own baseline, we have set the bar very high and we believe we have met "sustained excellence" for this indicator. SATC's faculty work closely with the Learning Resource Center to assist students in developing resumes, cover letters, and applying for jobs. Faculty work with their advisory council members and area employers to help students find positions after graduation, and many times, internships during the program. Area employers post job openings for graduates on our website at https://www.salinatech.edu/student-job-opportunities/. The college hosts a Job Fair and Mock Interview Day every March. If a student plans to transfer to another Kansas educational institution after SATC, the advisor guides him/her on how to send a transcript, review course transfers, and contact the other institution.

Indicator 3: Increase the wages of students hired

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

Result: These data were provided by KBOR. Our students' wages were $25,594, up from our baseline wages of $23,119, so we met the goal for this indicator. We are proud of our graduates' wages. We continue to offer programs in high-demand, high-wage occupations. In this way, we help to meet the community needs for graduates in these areas while also providing our graduates with a great prospect of finding employment at or before graduation. We expect our students' wages to continue to increase due to our new programs such as Practical Nursing and Associate Degree Nursing (which lead to LPN and RN credentials respectively).

Indicator 4: Increase the number of college-level credit hours completed by concurrently-enrolled students

Description: Salina Area Technical College places significant emphasis on overall enrollment as part of our strategic plan. The college has invested significant time and effort partnering with local and area high schools to expose students to career and technical education. We continue to develop and implement new partnerships and agreements. For this indicator, three years of historical data were taken from KHEDS Academic Year Collection files. These data represent college-level credit hours successfully completed (with grades of A, B, C, or P) by concurrently-enrolled students.

Result: In AY20, our concurrently-enrolled students successfully completed 5,735 college credit hours, far surpassing our baseline of 1,803 credit hours. We are delighted with our success! Through our marketing/recruitment strategies, high school partnerships, and offering a special tuition rate for high school students taking general education classes, we consistently see growth in this area. An ever-increasing number of first-time undergraduates are enrolling in their college of choice with many college credits, industry credentials, Technical Certificates, and sometimes even AAS degrees already completed!

Indicator 5: Increase the number of students completing programs in high demand occupations in Kansas

Description: The mission of Salina Area Technical College is to meet employment needs of the region. Every program at SATC has its own industry-based advisory board that guides the program instructors regarding the best employment skills for graduates. SATC has collaborated with the area Kansas Works office to hold mock interviews on campus each spring. Additionally, SATC has formed partnerships with business and industry for customized, individualized trainings. Each year, we identify the high-demand programs for this indicator by using the most recent annual data compiled by the Kansas Department of Labor. The link to the KDOL high demand occupations is: https://klic.dol.ks.gov/gsipub/index.asp?docid=403. From this list of high-demand occupations, we exclude those occupations which require an award beyond an associate degree. Once we identify the high-demand occupations which are represented by our college's programs, we pull the number of completions by our students in our KHEDS Completions file. Each completer is only counted once, regardless how many awards he/she completed in the AY.

Result: The most recent KDOL list of high-demand occupations shows that all our programs except Certified Medication Aide, Associate Degree Nursing ("Registered Nurses"), Technical Studies, and Auto Collision Repair meet the definition of high-demand occupations. NOTE: The KDOL list states that Registered Nurses need a bachelor's degree to be considered in high demand. Therefore, we excluded our Associate Degree Nursing graduates.

Indicator 6: Increase the percentage of degree/certificate-seeking, non-college-ready students who complete and/or are retained for the next AY

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

Result: Of the 76 degree/certificate-seeking, non-college ready students who were enrolled during 2018-19, 54 of them (71.1%) completed their programs or returned in 2019-20. This is down slightly from our baseline of 73.8%, so we did not meet this goal. Salina Tech's Early Alert program helps students whose faculty have reported them as struggling academically. Students can take advantage of services on and off campus. Services provided include organizational and time management, counseling services, quiet study and testing spaces, and tutoring. Salina Adult Education teachers teach alongside SATC faculty in post-secondary general education courses like Technical Math, which is required in many of our programs. Students with low placement scores are encouraged to seek assistance from SAEC's skill building classes in math, reading, and writing prior to starting courses at SATC.

Salina Area Technical College Performance Report AY 2019							AY 2019 FTE: 464	
Contact Person: Denise Hoeffner		Phone and email: 785-309-3110, denise.hoeffner@salintech.edu					Date: 7/27/2020	
Salina Area Technical College	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the three-year graduation rates of college ready cohort.	1	Fall 09 Cohort: 61% (83/136) Fall 10 Cohort : 61.5% (91/148) Fall 11 Cohort : 65.1% (84/129) *Baseline: 62.5% (258/413)	76.5%** (127/166)	↑	69.9% (100/143)	↑	76.2% (77/101)	↑
2 Increase percent of students employed or transferred in Kansas one calendar year after graduation.	2	2012: 74.3% (410/552) 2013: 77.3% (418/541) *2014: 82.0% (346/422) *Baseline: 77.5% (1,174/1,515)	82.6% (319/386)	↑	78.6% (298/379)	↑	76.1% (286/376)	↓
3 Increase the wages of students hired.	2	2013: $27,516 2014: $19,930 2015: $21,912 Baseline: $23,119	$26,168	↑	$23,508	↑	$25,923	↑
4 Increase the number of college-level credit hours completed by concurrently-enrolled students.	1	2013: 1,247 2014: 1,851 2015: 2,310 Baseline: 1,803	3,688	↑	4,390	↑	5,726	↑
5 Increase the number of students completing programs in high demand occupations in Kansas	2	2013: 64 2014: 73 2015: 67 Baseline: 68	78	↑	309	↑	353	↑
6 Increase the percentage of degree/certificate-seeking, non-college-ready students who complete their program and/or are retained for the next academic year	1	2013: 85.9% (49/57) 2014: 74.5% (35/47) 2015: 67.8% (82/121) Baseline: 73.8% (166/225)	84.9% (62/73)	↑	62.0% (119/192)	↓	70.2% (106/151)	↓

*Updated 7/10/2018 **Updated 8/2/2019

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2020					**AY 2020 FTE: 3,306 Date: 7/20/2021**	
Contact Person: Scott Lucas Phone: 316-677-9535 email: slucas@wsutech.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 869 AY 2014: 1,085 AY 2015: 1,153 **Baseline: 1,036**	1,789	↑		
2 Increase the number of graduates in programs identified as high wage, high demand occupations in our region of Kansas	2	AY 2016: 146 AY 2017: 192 AY 2018: 305 **Baseline: 214**	343	↑		
3 Increase number of third party technical credentials earned	2	AY 2013: 827 AY 2014: 857 AY 2015: 880 **Baseline: 855**	1,098	↑		
4 Increase the percentage of students who complete developmental Reading, English, or Math courses with a grade of "C" or higher	1	AY 2013: 646/1,004 = 64.3% AY 2014: 731/1,130 = 64.7% AY 2015: 340/612 = 55.6% **Baseline: 1,717/2,746 = 62.5%**	68.3% (218/319)	↑		
5 Increase number of Hispanic/Latino students enrolled in post-secondary education	1	AY 2013: 432 AY 2014: 548 AY 2015: 577 **Baseline: 519**	1,518	↑		
6 Increase percent of high school students successfully completing courses	1	AY 2013: 601/663 = 90.6% AY 2014: 1,456/1,624 = 89.7% AY 2015: 1,988/2,166 = 91.8% **Baseline: 4,045/4,453 = 90.8%**	94.7% (3,620/3,821)	↑		

Wichita State University Campus of Applied Sciences and Technology
Performance Report AY 2020

Indicator 1: Increase number of certificates and degrees awarded

Description: WSU Tech will increase the number of students earning a certificate or an associate degree award. WSU Tech will focus on increasing the number of students who earn certificate/degrees by improving completion rates of programs through targeting specific retention/completion efforts for identified programs.

Result: In AY 2020, WSU Tech continued to experience growth in enrollment due to strategic planning efforts. This goal of growth in enrollment is ultimately to get more students to the finish line of graduation. The total number of certificates/degrees awarded in AY 2020 was 1,789, 753 over a baseline of 1,036. In AY 2020, resources were put in place to assist students in completing their program and entering the job market. Although AY 2020 marked the decline of employment in aviation manufacturing employment due to the Boeing 737 Max production slowdown and ultimate halt, there were still employment opportunities in fall 2019. The impact of these programs resonates in overall Technical Certificate (CERTA for 16-29 hours, CERTB for 30-44 hours, and CERTC for 45-59 hours) graduates of 825 with 299 of 338 CERTA completers coming from aviation manufacturing programs. There were 487 CERTB or CERTC completers with increases over the prior year in Surgical Technology and Aviation Powerplant. AAS graduates increased over AY 2019 numbers to 213 from 185 including first-time Veterinary Nursing completions. Short-term program completers (programs under 16 hours), primarily in health care, accounted for 751 awards.

Indicator 2: Increase the number of graduates in programs identified as high wage, high demand occupations in Kansas

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

Result: The total number of graduates from programs identified as high wage, high demand occupations was 129 over baseline, with 343 total graduates in AY 2020. Of the 343, 313 were from Aviation programs, Aviation Manufacturing graduates accounted for 160 and Aviation Maintenance graduates for 153. The 30 graduates from the other programs were slightly lower than previous years. For AY 2020 and implemented in AY 2021, WSU Tech continued to look at retention and completion efforts based on the slight decline or no growth in these programs. Both HVAC and Industrial Machine Mechanics schedules were redesigned to better fit with working students' schedules. Efforts to increase Administrative Office Technology options also increased with the addition of a new Technical Certificate award level.

Indicator 3: Increase Number of third-party technical credentials

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

Result: WSU Tech along with several third-party entities awarded 1,098 individual students technical credentials in AY 2020, an increase of 243 over the baseline. Health care licenses and certifications were the majority. Manufacturing and Aviation had the second most including OSHA, FAA Airframe and Power Plant, NIMS (Machining), and AWS (Welding). Applied Technologies saw an increase with the addition of opportunities in Automotive and Construction. In total, 1,582 KBOR-approved credentials were earned in AY 2020. WSU Tech students continue to earn third-party industry, verified credentials via the National Coalition of Certification Centers (NC3). For the fourth year in a row, WSU Tech was awarded the Dennis Iudice award for awarding the second most NC3 credentials in the world. In calendar year 2020 (Jan 1-Dec 30, 2020), WSU Tech students earned 3,104 credentials via NC3, and of those, only 54 are KBOR-approved credentials. If these NC3 credentials are combined with the KBOR approved credentials it would show that WSU Tech students earned over 4,600 credentials.

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

Result: In AY 2020, 218 students out of 319 (68.3%) successfully completed a Reading, English, or Math developmental education course with a grade of C or higher. This is an increase over the baseline and over the previous year's figure. More advanced developmental Math courses did not have significant change but one course still had below baseline percentages. The most significant change in math was the impact of the adjusted math developmental education, utilizing the NROC EdReady Math program to assist with Math Fundamentals. It has been successful in updating and assisting short-term program students with successfully meeting the math test out requirements and preparing them in career programs. WSU Tech continues to plan and redesign math developmental education with changes to more advanced Math that was paused due to the pandemic for AY 2020. English-related developmental courses remained relatively unchanged with regards to success rates.

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

Result: The total number of Hispanic/Latino students hit an all-time high in AY 2020 with 1,518 total enrolled students. This is almost a 1,000 student increase over baseline. According to KHEStats, the five-year change for WSU Tech Hispanic/Latino students is 162.7% and the one-year growth over 2019 was 7.1%. This demographic now accounts for 18% of the total student population. In 2015, that percentage was a little over 10%. For 2020 both adult and dual-credit student populations saw increases in Hispanic/Latino students. Aviation and Manufacturing programs along with Practical Nurse were areas of growth for adults. Aviation pathway, Carpentry, Welding, and short-term Health saw increases for high school students. WSU Tech continues to leverage community partners such as Goodwill NexStep and has expanded partnerships with USD 259 and other local schools to provide opportunities for Hispanic/Latino students.

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

Result: A higher percentage of high school students successfully completed their courses in AY 2020 than the three-year average baseline. 3,620 of the 3,821 (94.7%) high school students who attended WSU Tech for college credit passed their courses. Not only did the percent of students being successful increase, the total number of high school students increased in AY 2020. This not only included continued focus and growth in Excel in CTE, but expansion and partnerships with Concurrent Enrollment partners in General Education courses. WSU Tech works with over 35 area high schools. In AY 2020, before and amid the shutdown, WSU Tech continued to build relationships and offer support to high school concurrent enrollment instructors as well as continued to provide advising and assistance to high school students enrolled in classes on WSU Tech's campus. Adjustments were made to instructional areas, enrollments, and grading opportunities.

Wichita State University Campus of Applied Sciences and Technology Performance Report AY 2019							AY 2019 FTE: 3,425	
Contact Person: Scott Lucas/ Pam Doyle		Phone and email: 316-677-9535; slucas@wsutech.edu / pdoyle@wsutech.edu					Date: 8/6/2020	
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	↑	2,027	↑
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)	↓	2.16 (4,382/2,027) (Decrease is a positive)	↑
3 Increase number of third party technical credentials earned.	2	2013: 827 2014: 857 2015: 880 Baseline: 855	923	↑	902	↑	880	↑
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)	↑	61.5% (268/436)	↓
5 Increase number of Hispanic/Latino students enrolled in post-secondary education.	1	2013: 432 2014: 548 2015: 577 Baseline: 519	964	↑	1,148	↑	1,417	↑
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)	↑	92.1% (3,259/3,539)	↑
*Updated 7/2019								

Emporia State University Performance Report AY 2020					**AY 2020 FTE: 4,934** **Date: 6/30/2021**	
Contact Person: George Arasimowicz Phone: 620-341-5171 email: garasimo@emporia.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students	1 (Cohort KBOR data)	Fall 2012 Cohort: 438/601 = 72.9% Fall 2013 Cohort: 485/668 = 72.6% Fall 2014 Cohort: 530/732 = 72.4% Baseline: 72.6% Selected Top Three Peers 2014 Avg. **Baseline: 76.7% Gap: 4.1%**	524/675 = 77.6% Top 3 Peers 2020 Avg. = 76.3% Gap = -1.3	↑		
2 Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students	2 (KBOR data)	Fall 2009 Cohort: 275/660 = 41.7% Fall 2010 Cohort: 270/616 = 43.8% Fall 2011 Cohort: 256/575 = 44.5% **Baseline: 801/1,851 = 43.3%**	(Fall 2014 Cohort) 339/732 = 46.3%	↑		
3 Increase Scholarship Funds raised	3	FY 2013: $2,565,418 FY 2014: $2,883,190 FY 2015: $2,733,495 **Baseline: $2,727,368**	$3,113,656	↑		
4 Increase enrollment for undergraduate traditional students ages 24 and younger	1	AY 2013: 3,203 AY 2014: 3,306 AY 2015: 3,355 **Baseline: 3,288**	2,876	↓		
5 Increase performance of students on institutional assessments: core mathematical skills	2	Analytical Reasoning Skills Mean Score AY 2015: (n=106) 2.6 AY 2016: (n=127) 3.0 AY 2017: (n=122) 2.9 **Baseline: 2.8**	2.9 (n=102)	↑		
6 Increase student credit hours (SCH) completed through Distance Education	1	AY 2013: 33,834 AY 2014: 36,173 AY 2015: 38,558 **Baseline: 36,188**	53,363	↑		

Emporia State University Performance Report AY 2020

Indicator 1: Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students

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

Result: ESU continues to improve our record-setting retention rates. Programs and initiatives that continue to contribute to this improvement include: The Academic Center for Excellence and Success (peer tutoring, embedded tutoring in select general education courses, success coaching, and academic workshops), a first-year students Peer Mentoring program, a First-Generation organization with a First-Gen Learning Community, intentional outreach communication with students (texting and social media), and increases in campus-wide professional advising. ESU also engages the entire campus community in retention efforts. One vehicle is the Retention Action Team, a committee with campus-wide representation which engages in planning and implementing retention improvement strategies.

Indicator 2: Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students

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

Result: The continuous annual improvement in our six-year graduation rate reflects our institution-wide emphasis on advising, academic support, using the degree-works software to assist students in academic planning and scheduling, reducing major programs of study to the minimal 120-hour credit limits, and the integration of student success support services throughout the educational experience.

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

Result: During the 2020 fiscal year, 57% of all non-deferred giving was restricted for student financial aid. This represents the highest percentage of giving to student scholarships over the five-year reporting period. We attribute this to Emporia State's marketing and advancement efforts which have shared stories of individual students' success and their gratitude for private scholarship support; and which have thanked donors for their role in maintaining ESU's low rate of student loan debt. Recent national conversations around student loan debt may also have inspired some donors to direct their giving to student scholarships.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger

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

Result: Like many institutions nationally, ESU is struggling with changing student demographics and society's perception and value of higher education. Regardless, strategies that we are implementing to combat those challenges include: increased partnerships (ex. Hispanic Development Fund and Hispanics of Today and Tomorrow), contracting a 3rd party marketing firm for large-scale marketing initiatives, implementation of a more dynamic admissions recruitment platform, more opportunities to visit campus (daily visit, Saturday Spotlight, Twilight Thursday, Black & Gold signature events) and collaborating with academic departments to engage with prospective students for their majors.

Indicator 5: Increase performance of students on institutional assessments: core mathematical skills

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

Result: The initial random sample from 17 sections of College Algebra resulted in 136 students selected, which was narrowed to 102 based on students' participation in all 4 exams used in the evaluation. The overall mean score was 2.9/4.0. The Representation and Application category scores were both 2.7/4.0. The Interpretation skills score was 3.3/4.0 and the Calculation score was 3.0/4.0. Our findings showed that the representation and application scores were highly correlated, so we are combining improvement strategies by linking converting words into algebraic expressions with applications skills matching the conversion exercises. This approach should lead to improvements in both categories. Interpretation skills was a key focus from this past year, and the adaptations to the worksheet appear to be productive. However, we did discontinue the use of the flipgrid application due to low impact and grading inefficiencies. The calculation score remained constant, and students appreciated the online gaming approach to integrating competition into the classroom learning experience. Next year we will focus on improving overall student scores in the Representation and Application categories.

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. ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

Result: The increase in student credit hours (SCH) can be attributed to a variety of initiatives to increase our online presence and to better serve Kansas citizens who are placebound and in need of distance education options. At the undergraduate level, we created a General Studies option and expanded our general education online options so students could fulfill all program requirements in that modality. At the graduate level, we followed three strategies to meet the needs of placebound Kansas students: 1) the creation of four 18-hour certificates to serve the needs of teachers who fell short of Higher Learning Commission (HLC) requirements for graduate level specialization to teach dual degree courses or community college level courses; 2) the creation of new professional programs to meet areas of shortage within the state, including an Elementary Education program that allows career changers to access a master's degree and licensure, a Nursing program with concentrations in administration and teaching targeted to nurses working in rural hospitals, and an Information Technology program to train cybersecurity workers throughout the state; 3) developed accelerated online programs (AOP) to allow teachers and business professionals more flexible course dates (7-week blocks with 6-starts per year) to align with their busy lives. Our masters' programs in Accountancy, Business Administration, Curriculum and Instruction, and Educational Administration are our fastest growing graduate programs.

Emporia State University Performance Report AY 2019							AY 2019 FTE: 4,891	
Contact Person: David Cordle		Phone and email: dcordle@emporia.edu; 620-341-5171					Date: 8/6/2020	
Emporia State	**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%	↑	76.7% (503/656) Gap = 0.0%	↑
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	↓	2.45	↓
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	↑	$2,557, 223	↓
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	*3,249	↓	*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	2.9 (n=122)	↑	2.8 (n=141)	↔	3.0 (n=121)	↑
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	↑	42,988	↑
*Data corrected by institution 5/11/2020. **Updated metrics and baselines Spring 2017								

Fort Hays State University Performance Report AY 2020					**AY 2020 FTE: 10,430** **Date: 7/14/2021**	
Contact Person: Sangki Min Phone: 785-628-4540 email: s_min2@fhsu.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates	1 *KBOR data*	Fall 2012 Cohort: 621/949 = 65.4% Fall 2013 Cohort: 659/981 = 67.2% Fall 2014 Cohort: 669/975 = 68.6% **Baseline: 1,949/2,905 = 67.1%**	732/935 = 78.3%	↑		
2 Increase number of degrees awarded	1 *KBOR data*	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 **Baseline: 3,267**	3,941	↑		
3 Increase percent of online degree programs for which FHSU ranks higher in U.S. News World Report as compared to KBOR peers	3	AY 2013: 37/40 = 92.5% AY 2014: 38/40 = 95.0% AY 2015: 38/40 = 95.0% **Baseline: 113/120 = 94.2%**	37/40 (92.5%)	↓		
4 Increase number of students (age 25 and above) enrolled	1	AY 2013: 5,084 AY 2014: 5,468 AY 2015: 5,836 **Baseline: 5,463**	5,695	↑		
5 Increase number of degrees awarded in STEM fields	2 *KBOR data*	AY 2013: 451 AY 2014: 447 AY 2015: 443 **Baseline: 447**	648	↑		
6 Increase Credit Hours completed through distance education	1	AY 2013: 129,686 AY 2014: 135,172 AY 2015: 144,900 **Baseline: 136,586**	186,451	↑		

Fort Hays State University Performance Report AY 2020

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

Result: FHSU's performance on this indicator shows continuous improvement over the last several years and improvement over the baseline. This steady increase can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen in the first year. FHSU has taken substantive actions including the First-Year Experience Program, Living Learning Communities, and an Early Alert System (Starfish). These programs helped the first-year transition of Freshmen. FHSU will continue the strategies including, but not limited to: implementing co-requisite remediation for high DFWI courses (grades of D, F, Withdrawal, or Incomplete), improving diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, using Predictive Analytics Reporting (PAR) - student-success intervention measurement tool, and utilizing the learning communities for the second year students.

Indicator 2: Increase number of degrees awarded

Description: This indicator is the number of degrees awarded during an academic year, including undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. Foresight 2020 has its focus on the concerted push to matriculate a larger number of Kansans through quality workforce-focused programs. At FHSU, a great number of graduates come from in-demand programs with immediate workforce application (i.e., teacher education, nursing, business, information networking, and justice studies). Student completion through FHSU Online (formerly the Virtual College) continues to be a key strategic focus for the institution.

Result: The number of degrees awarded have improved over the baseline and increased significantly from the last year, setting a record number of degrees awarded. FHSU continues to expand its focus on student retention and graduation. The University has also added process improvements for enrollment and program completion to better serve international students.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by U. S. News World Report as compared to KBOR peers

Description: This indicator is the percent of degree programs for which FHSU ranks higher in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs) as compared to the approved KBOR peer list.

Result: Though AY20 was down compared to the baseline, it was still up from the previous year. The indicator increased from 34/40 (85%) to 37/40 (92%) last year. FHSU finished 2nd among our peers in the online MBA, online Graduate Education, and online Bachelor's categories, and 1st in online Master's in Nursing this year. FHSU was able to maintain higher rankings compared to our peers last year. FHSU reviews the methodology of U. S. News World Report rankings and looks for ways to improve our program delivery. FHSU offers several high-quality, low-cost Bachelor's degree programs that provide rich academic offerings in an online delivery mode specifically designed for adult learners. Also contributing 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 and transfer support services, and more.

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

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

Result: The number of students (age 25 and above) enrolled was maintained above the baseline. FHSU has added several process improvements to better serve adult learners, including the expansion of our professional advising and the number of workforce-focused degree programs available online. We strategically add and expand high-demand programs.

Indicator 5: Increase number of degrees awarded in STEM fields

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

Result: The number of degrees awarded in STEM fields increased by more than one hundred from the previous year and increased even greater over the baseline. FHSU will continue to implement the initiatives designed to increase the STEM degrees awarded. One such initiative is the Kansas Academy of Mathematics and Science (KAMS) program that 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. FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participate in undergraduate research projects. The current Strategic Enrollment Plan has initiatives for growing enrollment in the Werth College of Science, Technology, and Mathematics.

Indicator 6: Increase Credit Hours completed through distance education

Description: This indicator is an FY count of the number of credit hours successfully completed through our Virtual College, now FHSU Online. FHSU continues to make great advances in distance education. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade. Moving this indicator is possible through a comprehensive online course development process which assures adherence to high levels of academic quality in the online environment.

Result: FHSU continues to make significant advances in distance education with an increased number of online credit hours completed again last year. Increasing this indicator was possible through a comprehensive online course development process, which assures a high level of academic quality in the online environment.

Fort Hays State University Performance Report AY 2019							AY 2019 FTE: 10,376	
Contact Person: Sangki Min		Phone and email: 785.628.4540, s_min2@fhsu.edu					Date: 6/1/2020	
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)	↑	75.2% (718/955)	↑
2. Increase number of degrees awarded	1	AY2013: 3,340 AY2014: 3,252 AY2015: 3,208 Baseline: 3,267	3,419	↑	3,874	↑	3,796	↑
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)	↑	85.0% (34/40)	↓
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	↑	6,136	↑	5,935	↑
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447	567	↑	540	↑	541	↑
6. Increase SCH completed through distance education	2	AY2013: 129,686 AY2014: 135,172 AY2015: 144,900 Baseline: 136,586	166,669	↑	175,713	↑	182,062	↑

University of Kansas and University of Kansas Medical Center Performance Report AY 2020					**KU AY 2020 FTE: 22,209 KUMC AY 2020 FTE: 2,904 Date: 7/13/2021**	
Contact Person: Jean Redeker Phone: 785-864-1025 email: jredeker@ku.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Number of Certificates and Degrees Awarded (KU/KUMC)	1 *KBOR data*	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) **Baseline: 6,475**	6,059 + 864 = 6,923	↑		
2 Increase First to Second Year Retention Rates (KU)	1 *KBOR data*	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% **Baseline: 9,417/11,743 = 80.2%**	3,492/4,082 = 85.5%	↑		
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9th FY 2014: 9th FY 2015: 9th **Baseline: 9th**	9th	↔		
4 Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)	2 *KBOR data*	AY 2013: 2,374/6,631 = 35.8% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281= 36.3% **Baseline: 6,993/19,425 = 36.0%**	2,657/6,923 = 38.4%	↑		
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: $33.6 mil FY 2017: $33.6 mil FY 2018: $36.4 mil **Baseline: $34.5 mil**	$41.9 mil	↑		
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 **Baseline: 461**	530	↑		
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 **Baseline: 3,582**	3,864	↑		

University of Kansas and University of Kansas Medical Center Performance Report AY 2020

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

Result: During AY 2020, the university awarded 6,923 degrees/certificates exceeding the baseline by 7 percent. Growth can be attributed to increased awards in STEM fields which is detailed in indicator 4 – in addition to growth in non-STEM areas. Growth in non-STEM areas include the advanced standing master of social work program which is designed for those with a bachelor of social work degree, growth in the master of science in education in special education via moving it to an online format, and the 2013 creation of the bachelor of science in exercise science and the bachelor of science in sport management.

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

Result: KU has significantly increased first-year retention and for AY 2020 the rate of 85.5% (Fall 2018 cohort retained for Fall 2019) is well above the baseline of 80.2%. KU's division of Academic Success expanded use of its student success technology, Jayhawk GPS, allowing academic advisors to perform outreach campaigns for students at various points in the year including campaigns focused on enrollment for the upcoming semester, outreach to students who have not engaged with advising during the semester, and students on academic probation. Students who had appointments through Jayhawk GPS had increased academic improvement as measured by GPA increases from spring to fall 2019 compared to general population for all undergraduate classifications.

The Undergraduate Advising Center launched the Exploratory Pathways program in 2018 to meet students at their point of interest in broad areas and to assist them in finding their academic path and explore the opportunities of the university without losing progression towards a timely graduation. About 60% of students declared their major interest by the end of their first year. KU also found that 63% students who enrolled in 1-2 exploratory courses during their first semester indicated they had identified their major by second semester. First-Year and/or Exploratory course subjects were directly linked to declared major 58% of the time.

As part of the regular processes of continuous improvement, the institution also upgraded its student information system (SIS) to improve/enhance the student-user experience and implemented enhancements to financial aid software. These were designed to help facilitate student success by transforming the delivery of the student financial aid process to make financial aid easy, mobile and personalized by simplifying and streamlining the FAFSA verification process, creating greater cost transparency through the use of an enhanced net price calculator and delivering personalized digital award notifications to students.

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

Result: KU's total research and development expenditures ranking held steady for another year in an extremely competitive funding environment. We continue to work to highlight the important research done at KU and to enhance our national reputation. We are also increasing research development training, outreach and networking across our campuses to optimize KU's competitiveness for awards from a variety of sources; further developing areas of historic and emerging strength that align with federal research and development priorities; and continuing to diversify the sources from which we pursue and secure research funding to help mitigate future volatility in the federal funding landscape.

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

Result: For AY 2020, 38.4% of the 6,923 degrees and certificates awarded were in STEM fields. This exceeds the baseline by 2.4 percent. Part of this growth can be attributed to the Engineering Initiative. In AY 2020, KU's School of Engineering awarded 534 degrees as part of the Initiative – the highest number of awards of any year of the Initiative. The bachelor of science in nursing (BSN) is another area of growth when measured from the baseline. This growth can be attributed to offering the BSN degree at KUMC's Salina campus and also growth in the Community College Nursing Partnership – a partnership KUMC has with multiple community colleges. The program allows students to stay in their local community while simultaneously pursuing both the Associate Degree in Nursing (ADN) from the community college and BSN from KUMC. After completing the program, students are awarded both an ADN and a BSN, and are eligible to take the National Council Licensing Exam (NCLEX).

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

Result: In fiscal year 2020, KU Endowment provided $160.7 million to KU thanks to alumni and friends who generously invested in students, faculty, programs, and research. Of that $160.7 million, $41.9 million went to student support and scholarships. In addition, during FY 2020 donors established 79 new endowed permanent funds for student scholarship and support. Endowed funds deliver long-term investments to secure continuing success in supporting students.

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

Result: The medical center graduated 530 students from entry-level health career programs during the 2019-20 academic year. This is 15% higher than our baseline. Of note, the School of Nursing's Community College Partnership Program has doubled its number of graduates in the last two years due to increased interest in the program and the addition of new community college partner institutions.

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

Result: There were 3,864 IPE participants in the 2019-20 academic year, exceeding the baseline by 8% despite the challenges and limitations brought on by COVID-19. While several programs were cancelled due to the pandemic, a brand-new simulation program of a geriatric patient was able to begin at the Zamierowski Institute for Experiential Learning, involving students in medicine, pharmacy, physical therapy, and occupational therapy.

University of Kansas Performance Report AY 2019							AY 2019 FTE: 22,409	
Contact Person: Barbara Bichelmeyer		Phone and email: 785-864-4904/ bichelmeyer@ku.edu					Date: 6/23/2020	
University of Kansas	**Foresight Goals**	**3yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	*AY 2013 5,974 AY 2014 5,771 AY 2015 5,587 Baseline: 5,777	5,909	↑	6,037	↑	6,093	↑
2. Increase First to Second Year Retention Rates	1	AY2013 80.0% (2,989/3,736) AY2014 80.5% (3,191/3,964) AY2015 80.1% (3,237/4,043) Baseline: 80.2% (9,417/11,743)	83.0% (3,491/4,204)	↑	83.7% (3,456/4,129)	↑	86.1% (3,551/4,126)	↑
3. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	*AY2013 29.9% (1,789/5,974) AY2014 29.0% (1,675/5,771) AY2015 29.6% (1,654/5,587) Baseline: 29.5% (5,118/17,332)	29.9% (1,765/5,909)	↑	29.9% (1,807/6,037)	↑	30.4% (1,853/6,093)	↑
**4. Total Research & Development Expenditures Rankings among Regents Approved Peers	3	FY 2012 9th FY 2013 9th FY 2014 9th Baseline: 9th			9th	↔	9th	↔
**5. U.S. News & World Report Graduate Programs in Top 25 of Rankings	3	Spring 2014 24 Spring 2015 22 Spring 2016 23 Baseline: 23			45	↑	43	↑
6. Increase Level of Philanthropic Support	3	FY 2013 $169 M FY 2014 $162 M FY 2015 $220 M Baseline: $183.7 M	$171.7 M	↓	$185.8 M	↑	$257.9 M	↑

*Updated 6/27/2018
**6/20/2018 – BAASC approved new indicators for 4 and 5 for AY 18 and AY 19 reporting.

University of Kansas Medical Center Performance Report AY 2019							AY 2019 FTE: 2,904
Contact Person: Robert Klein		Phone and email: 913-588-1258; rklein@kumc.edu					Date: 7/8/2020
University of Kansas Medical Center	**Foresight Goals**	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698	738	↑	772	↑	829	↑
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6% (1,875/2,093)	90.2% (666/738)	↑	90.3% (697/772)	↑	91.0% (754/829)	↑
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 26	21	↓	21	↓	20	↓
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179	198	↑	209	↑	203	↑
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3,304/6,786) CY 2013: 49.1% (3,269/6,652) CY 2014: 51.0% (3,152/6,134) Baseline: 49.6% (9,725/19,572)	51.7% (3,236/6,264)	↑	47.0% (3,335/7,098)	↓	47.0%** (3,335/7,098)	↓
6. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1,779 AY 2014: 1,963 AY 2015: 2,970 Baseline: 2,237	3,175	↑	3,705	↑	3,773	↑
*January 2019 – BAASC approved the removal of commercialization and entrepreneurship indicator. **BAASC approval is requested to repeat data value – see Narrative								

Wichita State University Performance Report AY 2020					AY 2020 FTE: 11,898 Date: 7/7/2021	
Contact Person: Kaye Monk-Morgan Phone: 316-978-3010 email: kaye.monk@wichita.edu	**Foresight Goal**	**3 yr. History**	**Reporting AY 2020 (SU19, FA19, SP20)**		**Reporting AY 2021 (SU20, FA20, SP21)**	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1 *KBOR data*	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 **Baseline: 3,003**	3,222	↑		
2 Increase the percent of STEM degrees conferred	2 *KBOR data*	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% **Baseline: 3,192/9,010 = 35.4%**	1,114/3,222 = 34.6%	↓		
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2013: $25,306,000 ranking: 1 AY 2014: $28,797,000 ranking: 1 AY 2015: $29,146,000 ranking: 1 **Baseline: $27,750,000 ranking: 1**	$74,551,000 Ranking: 1	↑		
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2013: 269 AY 2014: 301 AY 2015: 302 **Baseline: 291**	425	↑		
5 Increase the first to second year retention rate of first- time, full-time freshmen	1 *KBOR data*	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% **Baseline: 2,859/3,882 = 73.6%**	1,213/1,602 = 75.7%	↑		
6 Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY 2016: 825 AY 2017: 860 AY 2018: 890 **Baseline: 858**	987	↑		

Wichita State University Performance Report AY 2020

Indicator 1: Increase number of certificates and degrees awarded

Description: Wichita State uses a campus-wide, multi-pronged, collaborative approach (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded. This work is overseen and monitored by the Office of Student Success, which includes a student success coach assigned to each college. Results will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.

Result: **MET - The number of certificates and degrees totaled 219 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Committee continues to focus on retention strategies and support to encourage completion.

Indicator 2: Increase the percent of STEM degrees conferred

Description: Several initiatives are underway to increase the number of STEM discipline graduates. WSU is the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. This funding has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. The Fairmount College Science and Math Education Center oversees and operates initiatives to encourage enrollment in the natural sciences. This measure will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

Result: **NOT-MET - STEM degrees were a third of all earned degrees and 0.8% below the baseline.** Academic programs continue to foster integration into both the academic and social aspects of the college experience. Efforts to increase applied learning and research experiences have been implemented. Tutoring and academic support services continue and, in some cases, have been enhanced. The new focus on digital transformation and the accompanying academic programs should help performance rebound.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry

Description: Enhancing industry-based research is one of the focuses of WSU's strategic plan. According to the National Science Foundation (NSF), WSU again ranked No. 4 in the nation with $105 million, a $48 million increase from 2018, including both industry and federally funded programs. Additionally, Wichita State has held its position as the top university in the country for industry-funded aeronautical Research & Development (R&D) with a total of $74 million (according to NSF's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. For this indicator data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

Result: **MET-** The 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 expended $74,551,000 in research and development this year, up from last year and $46,801,000 more in than the baseline. Access to the new crash dynamics lab has yielded new research opportunities for National Institute for Aviation Research. The dean of the Graduate School and Associate Vice President for Research and Technology, continues work on enhancing the faculty productivity using new supports and expectations.

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

Description: WSU is the most diverse public university in the state. Our goals are to recruit and retain a student body that is reflective of the community we serve, and work towards a higher degree completion rate among underrepresented minority (URM) graduates. To that end, WSU will: 1) Provide special outreach to

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

Result: **MET - WSU awarded 134 more certificates to URM's over the baseline of 291 this year**. Recruitment along the I-35 corridor continues to result in growth in the diversity of the student body. Outreach programs such as TRIO/ GEAR UP, the Fuse and a new partnership with Wichita Public Schools that supports high achieving Black and Hispanic male students continue to encourage students to attend college, preferably at Wichita State. Continued refinement of high impact practices, including applied learning efforts that are paid opportunities to earn-while-you-learn, and scholarships that focus on need are helping improve college affordability.

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

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

Result: **MET- WSU's first to second year retention rate for this reporting cycle is two (2) percent higher than the baseline of 73.6% at 75.7%**. Success coaches in each of the academic colleges 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.

Indicator 6: Increase number of certificates and degrees awarded to First-Generation students

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

Result: **MET - WSU awarded 129 more certificates/degrees to first-generation students over the baseline of 858.** This number continues to grow because of recruitment efforts to engage this population and university service expansion to support retention and graduation. Several offices and functional areas are coordinating efforts to create a campus culture of celebration, increase awareness of the needs, and elevate support services of first generation students.

Wichita State University Performance Report AY 2019							AY 2019 FTE: 11,700	
Contact Person: Rick Muma		Phone and email: 316.978.5761, richard.muma@wichita.edu					Date: 7/2/2020	
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	↑	3,083	↑
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)	↑	36.2% (1,115/3,083)	↑
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	↑	$74,472,000 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	↑	402	↑
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)	↓	71.5% (1,162/1,626)	↓
**6. Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY2016: 825 AY2017: 860 AY2018: 890 Baseline: 858					943	↑

*Updated 7/20/2018
**Replacement indicator approved January 2020

Discuss Academic Program Information **Daniel Archer**
VP Academic Affairs

Summary

This issue paper identifies program information and academic affairs costs savings that the Board has expressed an interest in reviewing this Fall.

August 31, 2021

Background

With decreased enrollments, declining state support, and a growing number of higher education critics, there are increasing internal and external pressures to produce alternative revenue streams, increase efficiencies, strengthen student affordability, enhance academic quality, and increase graduation rates. Knowing that these challenges will persist, it is understood that the Board wishes to reexamine many traditional practices and discuss strategies that will promote innovation and/or enhance cost-effectiveness.

When looking at academic affairs-related efficiencies, it is understood that the Board wishes to review the following:

1. current data on 5-year average enrollments for all programs at each state university (KBOR's Data, Research, and Planning unit will provide 5- year averages for AY 2016 through AY 2020);
2. university enrollment trends for AY 2016 to AY 2020 (KBOR's Data, Research, and Planning unit will provide this);
3. the number of programs added for AY 2016 through 2020 (KBOR's Academic Affairs will review files for the last five years and will provide BAASC these numbers);
4. the number of programs eliminated and/or merged for AY 2016 through AY 2020;
5. the costs savings associated with each program that was eliminated and/or merged for AY 2016 through AY 2020 (the universities will provide this information); and
6. list of other significant cost savings generated by academic affairs for AY 2016 through 2020 [(e.g., travel budget reductions, supply reductions, not refilling positions, etc.) the universities will provide this information].

Discuss Changing Board Policy Definition of the Baccalaureate Degree **Daniel Archer**
VP Academic Affairs

Summary

Current Board policy requires a student to complete at least 60 hours from a baccalaureate granting university to earn a baccalaureate degree. While this has been Board policy since 2002, in 2019, the Board approved a pilot program that has allowed the University of Kansas Edwards campus to accept more than 60 hours from Johnson County Community College. Given the success of this pilot, the Board has expressed an interest in changing the existing policy to create opportunities to reduce time to degree and increase baccalaureate completion. Background information and the proposed policy amendment are detailed herein. Provided that BAASC approves the proposed amendments, this item will be placed on the September 15-16, 2021 Board agenda for consideration.

August 31, 2021

Background

History of Baccalaureate Degree Definition Policy

At its May 2002 meeting, the Board adopted a recommendation by the Council of Chief Academic Officers that baccalaureate degrees have a minimum of 60 credit hours from institutions that have a majority of degree conferrals at the baccalaureate level as well as 45 upper division hours. In September 2018, the University of Kansas (KU) and Johnson County Community College (JCCC) proposed changing this definition of the baccalaureate degree to improve the transfer of students from JCCC to the KU Edwards campus. At its March 2019 meeting, the Board approved an amendment to the policy, allowing for more flexibility for students transferring from JCCC to KU Edwards Campus. Per Board policy, Ch. III, 9.2.e.,

> *"The University of Kansas Edwards campus may have transfer agreements with Johnson County Community College that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. The University of Kansas and Johnson County Community College shall report annually to the Board Academic Affairs Standing Committee on the number and type of programs subject to transfer agreements entered into pursuant to this exception, the number of Johnson County Community College students transferring in more than 60 hours into such programs, and their success."*

On August 1, 2019, Johnson County Community College (JCCC) and the University of Kansas Edwards Campus (KUEC) entered into a partnership agreement to execute the proposed Transfer Policy Pilot project approved by the Board.

The pilot has yielded positive results since its implementation in Fall 2019. As of March 19, 2021, 324 students transferring from JCCC to KUEC were eligible for this program. Some of the highlights include:

- 93.5% of the enrolled students from spring 2020 enrolled in fall 2020 courses at KU;
- 89.4% of the enrolled students from fall 2020 enrolled in spring 2021 courses at KU;
- Average JCCC GPA of all participants = 3.17 (*Fall 2020 data*);
- Average KU GPA of all participants = 3.24 (*Spring 2021 data*); and
- In Spring 2020, Summer 2020, and Fall 2020, a total of 28 students using the flexibility afforded in this pilot completed a baccalaureate degree at KUEC.

If the policy is amended, there are some baccalaureate programs in which it will likely be feasible to transfer and apply more than 60 hours from two-year colleges. These programs would include General Studies/Interdisciplinary degrees (degrees in which several courses from two or more disciplines are applied to award a degree), RN-BSN Nursing degrees (this is designed for students who earned an applied associate degree in nursing and are seeking a baccalaureate in nursing), and degree programs that have flexible concentrations (Organizational Leadership and Learning, Public Administration, American Sign Language, Biotechnology, some art programs, etc.).

Conversely, there are also some programs in which it will be difficult to transfer and apply more than 60 hours from two-year colleges. Such programs include social work, kinesiology, education, and many STEM areas.

Lastly, there are three transfer issues that should be noted. First, today there is not as much flexibility to include free electives in baccalaureate degrees. In AY 17, the Board required universities to reduce the total number of credit hours for the baccalaureate degree to 120 credit hours. Based on this change, many free electives were eliminated from baccalaureate degree program requirements. As a result, most baccalaureate degrees are generally now composed of a general education area and a major area (and sometimes a minor area). There is often very limited flexibility to transfer and apply courses outside of these two to three areas.

Second, some programs have very rigid programmatic accreditation standards that require students to complete a high volume of major-specific courses at the institution awarding the baccalaureate degree.

Third, some baccalaureate programs are highly sequential – students have to acquire requisite knowledge in one or more courses during one semester that is applied in subsequent semesters – and are arranged in a way in which some courses are only offered during certain semesters. These programs are often based on all students in the major following a four-semester sequence encompassing the fall and spring semesters of the junior and senior year. If a student transfers to the university outside of this sequence, it may inadvertently add time to degree completion because certain courses may not be offered during specific semesters, and some students may not have completed all the course prerequisites that are necessary to advance in the program.

Recommendation

While applying more than 60 hours from non-baccalaureate institutions will not work for every program, it will apply in multiple programs and, in turn, support the Board's commitment to increasing affordability. Board staff recommends that BAASC approves the proposed amendments.

(2) "Baccalaureate degree" means a degree:

(a) Requiring the equivalent of at least four academic years of full-time postsecondary study consisting of courses totaling a minimum of 120 semester credit hours in the liberal arts, sciences or professional fields.

(b) ~~Incorporating in its program design the equivalent of two or more academic years of full-time study consisting of courses totaling a minimum of 60 semester credit hours from institutions that have a majority of degree conferrals at or above the baccalaureate level, and a minimum of 45 semester credit hours in upper division courses. Institutions are not permitted to make programmatic exceptions, except as authorized in paragraph 2(e). Institutions may make a limited number of exceptions from the 60 hour requirement for individual students, up to a maximum of 6 hours~~. Incorporating in its program design a minimum of 45 semester credit hours in upper division courses from institutions that have a majority of degree conferrals at or above the baccalaureate level.

(c) The degree shall require distinct specialization, i.e., a "major," which should entail approximately the equivalent of one academic year of work in the main subject plus one academic year in related subjects, or two academic years in closely related subjects within a liberal arts interdisciplinary program.

~~(d) The equivalent of the first two academic years of full-time study (associate degree programs ordinarily require 64, but in some cases may extend up to 72, semester credit hours) may be from institutions that have a majority of degree conferrals below the baccalaureate level.~~

~~(e) The University of Kansas Edwards campus may have transfer agreements with Johnson County Community College that make programmatic exceptions to the requirement that a minimum of 60 semester credit hours be from institutions that have a majority of degree conferrals at or above the baccalaureate level. The University of Kansas and Johnson County Community College shall report annually to the Board Academic Affairs Standing Committee on the number and type of programs subject to transfer agreements entered into pursuant to this exception, the number of Johnson County Community College students transferring in more than 60 hours into such programs, and their success.~~