

Johnson County Community College Performance Report AY 2015

Fall 2015 FTE: 11,510

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	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase Student Success: Success rate after 2 years reported for each cohort.	2008: 60.7% 2009: 61.4% 2010: 57.3% Baseline: 59.8%	58.6%	↓	57.4% (AY 2012)	↓		
2	Increase the Number of Certificates & Degrees Awarded	2010: 2,102 2011: 2,513 2012: 2,588 Baseline: 2,401	2,934	↑	3,286 (AY 2015)	↑		
3	Increase the Percent of graduates employed in KS one year after graduation	AY2010: 1015/1935=52.5% AY2011: 1166/2345=49.7% AY2012: 1195/2371=50.8 Baseline: 3376/6651=50.8%	52.8% 1232/2335	↑	59.4% 1514/2548 (AY 2014)	↑		
4	Increase First to second year retention rates of first-time, degree-seeking, non-college ready student population	2009: 660/1288 51.2% 2010: 955/1744 54.8% 2011: 696/1377 50.5% Baseline: 2311/4409 52.4%	54.7% 617/1128	↑	55.9% 667/1192 (FL14 Cohort)	↑		
5	Increase First to second year retention rates of first-time, full-time college ready student population	2009: 360/589 61.1% 2010: 384/656 58.5% 2011: 322/484 66.5% Baseline: 1066/1729 61.7%	66.3% 411/620	↑	66.8% 443/663 (FL14 Cohort)	↑		
6	Increase Three-year graduation & transfer rates of first-time, full-time, degree-seeking students	2007: 583/1408 41.4% 2008: 650/1405 46.3% 2009: 597/1521 39.3% Baseline: 1830/4334 42.2%	42.1% 618/1467	↓	39.8% 547/1374 (FL 2012 Cohort)	↓		

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Indicator 1: Increase Student Success

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

Outcome/Results: In fall 2013 the College developed Key Performance indicators to measure the organization's overall progress toward increasing student success. At the same time the college developed its Strategic Plan for AY2014 – AY2017. Goal one within the Strategic Plan is to increase student success by improving student satisfaction, retention, persistence, graduation and transfer rates. JCCC's AY15 performance compared to the baseline and previous year is down slightly. The measure within is based off the student cohort that started prior to current initiatives in place to improve student success. The taskforce for Goal 1 Task 2 (Enhance student success by integrating academic offerings, advising, and student resources) of our plan have worked to identify more efficient and effective ways to support student success. The taskforce has recommended that JCCC focus on access and connectedness as it relates to the following: Increase student access to counseling; Create a guided experience for students and create a guided self-advising experience. Student Success and Engagement focused on implementing improvements to the advising process in 2015-2016. Special focus was given to creating guided pathways for students. As a result, we have transitioned six Success Advocates from part-time to full-time. The Success Advocates will be assigned student cohorts as their workload, and will follow up with students assist with their overall success – specifically retention and completion.

Indicator 2: Increase the Number of Certificates & Degrees Awarded

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

Outcome/Results: Indicator 2 shows positive outcome compared to the baseline. As the college continues to pursue action projects to increase student retention and graduation rates as described in the narrative to indicator 1, the number of certificates and degrees awarded will increase. In addition to work being done to improve student success overall, JCCC continues to implement an auto graduation project. The project included auditing records of students who are not currently enrolled, have attended here within the last two years, and are 100% complete in their degree or certificate program. This catches the students who left without applying for graduation and anyone who meets requirements by transferring back coursework from their four year school. In Spring 2012, JCCC went live with first auto graduation pilot. Audited completers in the AA Liberal Arts degree only. We used an opt-in method which yielded very poor results. In Spring 2014, JCCC went live with a revised auto graduation study. Using an opt-out method, 214 additional students received a degree. Spring 2015, JCCC expanded project further to include all degrees and certificates offered by the college. Through this process, an additional 143 degrees/certificates were awarded.

Indicator 3: Increase the Percent of Students Employed

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

Outcome/Results: Indicator 3 increased in AY15 compared to the previous years. The Career Development Center has increased its offerings to support our students' pursuit for employment. Interactive tools for students have been developed to provide easy access to job advertisements, interviewing skills, and resume tools. JCCC hired a professional who continues to focus on improving the transfer experience for our students and continues to advance our articulation and reverse transfer agreements with other Kansas higher education institutions.

Indicator 4: Increase First to Second Year Retention Rates of Non-College Ready Student Population

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

Outcome/Results: Indicator is up compared to the baseline. The College continues to develop a strategy to improve overall student retention. Additionally, the work being done related to Guided Pathways (Indicator 1), along with the development of predictive analytics will continue to improve our efforts and response related to student retention. Efforts have been made to ensure degree-seeking students take entrance exams and are placed in the classes that will support their current educational level. The goal is to provide non-college ready students with the educational opportunities needed to achieve college readiness. JCCC's academic affairs branch is reviewing placement practices, and identifying processes to provide students with early feedback about their performance. JCCC has developed the "Supplemental Instruction Embedded Tutors" program. The program embeds peer mentors in JCCC classes to model effective learning behaviors. Embedded tutors host meetings outside of class meeting times during which students obtain additional learning skills. An Early Alert program was created and serves as an intervention tool to communicate and reach out to students.

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

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

Outcome/Results: Indicator is up compared to the baseline. The strategy for this indicator aligns with efforts pursued to improve Indicators 1 and 4. Additionally, in academic year 2015, one of the task teams associated with Goal 2 of our Strategic Plan – demonstrate increased agility in responding to stakeholder needs continued to expand the number of online course to increase flexibility in student schedules and explored the creation of a new online college. Through the Strategic Plan task teams recommendations related to being more intentional in our efforts to support student success are beginning to be developed. As mentioned in Indicator 1, Student Success and Engagement division will focus on implementing improvements to the advising process with focus on creating guided pathways for students.

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

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

Outcome/Results: Indicator declined from the baseline. It is worth noting the student cohort being reported on began before many of the strategies currently in place had started. JCCC is optimistic that the work being done through the Strategic Plan and Key Performance Indicators will have a positive impact on future graduation rate reports. Strategies for this indicator align with our retention efforts referenced in indicators 1, 4 and 5, and include efforts to increase our overall graduation rates.

Staff Comments and Recommendation: