

# Assessment Report for Academic Year 2020

**FLINT HILLS  
TECHNICAL  
COLLEGE**

This document highlights the growing assessment practices of Flint Hills Technical College (FHTC). The report includes data that has been collected at various levels of the institution and presents them in one annual report. Foundational elements of the institution-wide assessment process for FHTC are still in development. Once all processes have been implemented and data has been collected, FHTC will have a much greater understanding of areas of success and areas where growth or improvement is needed. This affords the institution the opportunity to reference, explore, and utilize the information to make data driven decisions that benefit the students and stakeholders of Flint Hills Technical College.

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# I. Overall Four-Year Assessment Implementation Plan

In the fall of 2016, a four-year plan was developed for the implementation and realignment of assessment protocols at Flint Hills Technical College. There are two distinct groups working on these goals, the Assessment Committee and the Assessment Academy Team (see *Appendix A* for list of members). The Assessment Committee has oversight of the overall four-year plan, (*Table 1*) which encompasses all of the assessment alignment goals of the institution. The Assessment Academy Team has specifically led the institution in establishing, implementing and assessing the three institutional learning outcomes, their assessment rubric tools and reporting of data to internal and external stakeholders.

	FALL 2016	SPRING 2017	SUMMER 2017	FALL 2017	SPRING 2018	SUMMER 2018	FALL 2018	SPRING 2019	SUMMER 2019	FALL 2019	SPRING 2020	SUMMER 2020	
<b>Institutional Level</b>										Begin Drafting of Academic Master Plan: Utilizing Collected Data Thus Far			
								Begin Drafting of Facilities Master Plan: Utilizing Collected Data Thus Far		Finalize a 5 Year Facilities Master Plan: Utilizing Collected Data Thus Far			
				Strategic Plan: Target Action Identified	Implement and Document Progress on Action Items		Implement and Document Progress on Action Items			Utilizing Incoming Data from Re-aligned assessment practices to develop new strategic plan for next 5 years			
	ISLO Development	ISLO #1 Articulation and Measurement		ISLO #1 Measurement Beta Test	ISLO #1 Implementation/ Data Collection		ISLO #1 Data Collection			ISLO #1 Data Collection			
					ISLO #2 Articulation and Measurement		ISLO #2 Measurement Beta Test	ISLO #2 Implementation/ Data Collection		ISLO #2 Data Collection			
								ISLO #3 Articulation and Measurement		ISLO #3 Measurement Beta Test	ISLO #3 Implementation/ Data Collection		
								Research & Development Employee Satisfaction Survey		Find Off-Site Administration?		Launch?	
		Student Satisfaction Survey- In House Development		S3: Beta Test	Student Satisfaction Survey: Administer to Current Students		Student Satisfaction Survey: Administer to Current Students		Data Analysis and Planning	Student Satisfaction Survey: Administer to Current Students		Data Analysis and Planning	
<b>Program Level</b>	Program Review Purpose and Process Developed			Cycle I: (5 Programs) Implementation and Alignment Phase			Cycle I: Year two Data Collection			Cycle I: Year three Data Collection			
							Cycle II: (6 Programs) Implementation and Alignment Phase			Cycle II: Year two Data Collection			
										Cycle III: (6 Programs) Implementation and Alignment Phase			
<b>Service Department Level</b>				Service Department Review Purpose and Process Developed			Cycle I: Year one Implementation			Cycle I: Year two Data Collection			
										Cycle II: Year one Implementation			
<b>Course Level</b>				Cycle I: (5 Programs) Course Outcomes Alignment and Review									
							Cycle II: (6 Programs) Course Outcomes Alignment and Review						
										Cycle III: (6 Programs) Course Outcomes Alignment and Review			
	Completed		Progress Made (but not complete)		Delayed								

As the four-year table illustrates through the green highlighting, great progress has been made in the assessment goals. The yellow boxes indicate progress on several core areas, but full implementation has not yet been achieved. At the institutional planning level (Academic Master Plan, Facilities Master Plan, and New Strategic Plan) the pandemic impact in Spring of 2020 delayed timeline implementations. The plans are still in progress and timelines are being adjusted to complete these core documents within the next calendar year. The item that has been delayed indefinitely is the Employee Satisfaction Survey. The third-party provider that was originally intended to be used is no longer an option. More research will need to be completed before the institution can proceed with this item.

At the program, department, and course level, specific groups have encountered hurdles in the implementation of processes. As these hurdles are encountered, faculty and staff are determining the best methods to adjust processes in a way that makes sense to achieve the overall goal of assessment. Assessment in these levels of the institution are, and will continue to be, a work in progress as we move into the next phase of long-term planning.

## II. Course Level Assessment

Collecting aligned outcome data for Kansas Core Outcomes Group (KCOG), Concurrent Enrollment Partnership (CEP), or Career and Technical Education (CTE) courses is an ongoing goal, and the following are targeted elements from the Annual Assessment Report for AY 2019:

- 1.) Targeted meetings for Biology, Anatomy & Physiology, English Composition II, and College Algebra to develop action plans addressing identified opportunities for improvement. Implement based on identified timeline in action plan. *Met this Goal*
- 2.) Data collected from launched common assessments for 8 identified program courses. *Not Met*
- 3.) Aligned common assessments in development for 8-10 identified program courses. *Not Met*
- 4.) Develop system for consistency in certification reporting. *Progress Has been made*

### *General Education*

Over the last four years the General Education department has successfully implemented common assessments in all of the courses that are currently offered on campus, in partnership high schools, and online. Utilizing these common assessments allows General Education faculty to ensure that all students are receiving an equitable level of education across the institution and target areas that can be improved upon. Last year was the first year in which trends in outcome achievement could be properly reviewed in several courses.

That analysis and review illustrated that there were problem areas in General Biology, Human Anatomy & Physiology, English Composition II, and College Algebra. Based on this information, faculty of these courses were offered the opportunity to collaboratively look at the data and determine the best course of action to raise achievement on targeted problem areas. Each course had changes made to the test, review material, or curriculum. Data collected in the last calendar year show early signs of successful changes that have in fact generally raised student performance in these problem areas (*Appendix B TBL B.1, TBL B.2, TBL B.9, TBL B.12*). Data will continue to be collected in the coming semesters to ensure that this trend continues.

The continued monitoring of the data has also indicated that there are two courses in which data will need to be reviewed in more detail. The Human Pathophysiology course is relatively new and has had lower enrollment than other science courses (*Appendix B TBL B.4*). Appropriate faculty will need to look more closely at Outcome #9 to determine if there is a way to increase student achievement. The other course that should be reviewed by appropriate faculty is Interpersonal Communication (*Appendix B TBL B.11*). Outcome #5 seems to be warranting more detailed analysis of the data based on the trends over time.

The other courses (*Appendix B TBL B.3, B.5, B.6, B.7, B.8, B.10, B.13, & B.14*) illustrate that there are no clear discernable trends to indicate closer review. Overall, outcome achievement in these courses consistently falls in the acceptable range of success. However, all of the data will be shared with General Education Faculty to also encourage collaboration between faculty in areas of success as well as struggle. Additionally, it is important to note that overall spring numbers do not indicate any significant impact to student achievement in General Education courses.

## Program Courses and Certifications

FHTC developed and passed through committee the “Common Assessment Development Procedure” that articulates courses in which development and employment of a common assessment are needed. These courses are targeted for two specific reasons: (1) They are part of the Kansas Core Outcomes Group (KCOG) for transfer agreement across institutions of Higher Education in Kansas and/or (2) They are taught both on campus and as part of our Career and Technical Education (CTE) programs in partnership high schools.

This initiative has been slow in development and implementation. While there are currently nine courses that have developed outcomes aligned assessments, the consistent implementation and reporting has not happened. This will be an ongoing project and key point of focus in the next four-year assessment plan that is developed for the institution. The long term goal is to be able to review these courses utilizing these aligned assessments to ensure equity of education across the institution, identify areas of success, and target areas for improvement in ways similar to what has been implemented in the General Education courses.

The institution has consistently collected certification data at the program level which often reflects specific success at the course level in several programs. This data collected at the end of AY2020 indicates that the comprehensive reporting of certification tests, as well as certification test options provided to students increase each year. While a consistent method of collection is still in process, it is clear that FHTC students continue to succeed on certification testing across the institution at a consistent rate.

\*\*Note that in the table below, total tests represent a collection provided by the assessment reporting deadline each year and does not represent a *finalized* collection of certification testing numbers.

Total Tested	Pass	AY 2018 % of Success	Total Tested	Pass	AY 2019 % of Success	Total Tested	Pass	AY 2020 % of Success
660	629	95%	1434	1326	92%	2108	2053	97%

A core goal in the coming years will be collecting and looking at trend data on certification testing at the program level. These efforts are ongoing in development as the best collection and reporting methods are developed in conjunction with the Institutional Research department as required for state and federal reporting practices.

### III. Program Review

The overall ongoing goal for AY2020 is that all programs will have all elements complete or partially complete before the end of the academic year. The following are targeted elements from the Annual Assessment Report for AY 2019:

- 1.) All programs will have a finalized “Curriculum Map” utilizing the “I = Introduced, P= Practiced, M= Mastery” labeling process. *Met Goal*
- 2.) All programs will have determined data collection methods or points for Program Level Outcomes (PLO). *Not Met in all Programs*
- 3.) All program faculty will participate in “Group Assessment Development” day. *Met Goal*

In January 2020, core program faculty gathered for the first “Professional Development- Assessment Day” to look at core elements more closely. The main focus during the meeting was to get updated Curriculum Maps completed for each program that better tracked skill progression and course sequencing. Although several faculty discovered problem spots that they are working on, all of the programs were able to get a working document completed. As part of this process, faculty also reviewed and updated (as appropriate) course and program learning outcomes. This was a core piece of connecting course learning outcomes (CLO) to program level outcomes (PLO) and up to the ISLOs.

The Program Review Document was also briefly reviewed in an attempt to get further progress for all programs on completion relative to the cycle of implementation. Next year’s “Professional Development- Assessment Day” will focus more time on gathering information for the Program Review process. The implementation of the Program Review process has been slow going and has hit a few road blocks during implementation, but progress continues to be made, which is illustrated in the chart here:

	Start Year	YEAR ONE							YEAR 2						YEAR 3					YEAR 4						REPORT SUBMITTED		
		Curriculum Map	Outcome Data Pt	YR 1 Mission	YR 1 Faculty-Staff	YR 1 Curriculum	YR 1 Facilities	YR 1 Assurance	YR 1 Feedback	YR 2 Mission	YR 2 Faculty-Staff	YR 2 Curriculum	YR 2 Facilities	YR 2 Assurance	YR 2 Feedback	YR 3 Faculty-Staff	YR 3 Curriculum	YR 3 Facilities	YR 3 Assurance	YR 3 Feedback	YR 4 Mission	YR 4 Faculty-Staff	YR 4 Curriculum	YR 4 Facilities	YR 4 Assurance		YR 4 Feedback	YR 4 Action Plan
<b>CYCLE I</b>		2017/2018							2018/2019						2019/2020					2020/2021						FL21		
BUS	Fall 2017																											
DNA	Fall 2017																											
EST	Fall 2017																											
GAT	Fall 2017																											
IET	Fall 2017																											
<b>CYCLE II</b>		2018/2019							2019/2020						2020/2021					2021/2022						FL22		
HCA	Fall 2018																											
HOT	Fall 2018																											
HYG	Fall 2018																											
IMD	Fall 2018																											
PPT	Fall 2018																											
WLD	Fall 2018																											
<b>CYCLE III</b>		2019/2020							2020/2021						2021/2022					2022/2023						FL23		
AMT	Fall 2019																											
CPD	Fall 2019																											
MTE	Fall 2019																											
NET	Fall 2019																											
NSG	Fall 2019																											
<b>LEGEND</b>				Completed									Partially or Refinement Needed								None Entered							



## IV. Service Department Review

The overall ongoing goal for AY2020 is that the service department review process will continue to develop with the second year of the cycle. The following are targeted elements from the Annual Assessment Report for AY 2019:

- 1.) 'Cycle A' Departments will better complete the data collection process that has been started and customize the reports to fit the department's needs. *Not Met in All Departments*
- 2.) 'Cycle B' Departments will be identified and begin the process of developing the report documentation. *Not Met in All Departments*

The Service Department Review continues to struggle in regard to implementation and progress. A major contributing factor to the slow progress is the dedicated time needed by both department staff and the Director of Assessment to sit down and craft the unique department collection document. This is an element that is completely new to the institution and the learning curve is proving to be steep. There are isolated departments that have been very successful in the implementation and collection process, but there are several departments that have not begun. Much of the data cannot be finalized until after the close of the fiscal year, which also impacts the completion table.

This will be another area that will need to receive some dedicated time and attention in the next four-year assessment plan. Efforts are ongoing and the goal in the coming calendar year is that more progress will be made. The current level of completion is reflected in the following chart:

		YEAR 2						YEAR 3					YEAR 4					REPORT SUBMITTED										
	Start Year	GOAL SETTING	YR 1 Mission	YR 1 Staff	YR 1 Support	YR 1 Resources	YR 1 Assurance	YR 1 Feedback	YR 2 Mission	YR 2 Staff	YR 2 Support	YR 2 Resources	YR 2 Assurance	YR 2 Feedback	YR 3 Mission	YR 3 Staff	YR 3 Support		YR 3 Resources	YR 3 Assurance	YR 3 Feedback	YR 4 Mission	YR 4 Staff	YR 4 Support	YR 4 Resources	YR 4 Assurance	YR 4 Feedback	YR 4 Action Plan
<b>CYCLE A</b>		2018/2019						2019/2020					2020/2021					2021/2022					FL22					
Library	Fall 2018																											
Human Resources	Fall 2018																											
Foundation	Fall 2018																											
Marketing	Fall 2018																											
Student Affairs	Fall 2018																											
<b>CYCLE B</b>		2019/2020						2020/2021					2021/2022					2022/2023					FL23					
Admission	Fall 2019																											
Business Office	Fall 2019																											
Information Systems (IT)	Fall 2019																											
Institutional Research & Assessment	Fall 2019																											
<b>CYCLE C</b>		2020/2021						2021/2022					2022/2023					2023/2024					FL24					
Maintenance/ Custodial	Fall 2020																											
Financial Aid	Fall 2020																											
Student Services	Fall 2020																											
Adult Education	Fall 2020																											
Executive Administration	Fall 2020																											
<b>LEGEND</b>			Completed							Partially or Refinement Needed						Not Entered												

## V. Institutional Student Learning Outcomes (ISLO)

As the institution continues to develop and collect data, the overall goal is to continue moving forward with the last year of the original 4-year plan. The following are targeted elements from the Annual Assessment Report for AY 2019:

- 1.) Target first year and second year courses in each program for ISLO #2 data collection. *Met Goal*
- 2.) Finalize the measurement for ISLO #3 and test. *Started- delayed due to COVID-19*
- 3.) Increase participation and completion of Institutional Level Assessment practices (ISLO use and Student Satisfaction Survey-*see next section*) *Not met- impacted by COVID-19*
- 4.) Re-evaluate and plan the next cycle of assessment in preparation for various accreditation visits and reports. *In Process*

In the fall of 2016, a team of eight faculty and staff members began the four-year process of HLC's Assessment Academy. As part of that group, the team began to focus on the overall institutional assessment practices. Previous to this academy, the institution had focused on "Core Abilities" through several different ideations that continued to be burdensome and not as effective as hoped. The academy team, utilizing these core skills, worked to develop a better process for institutional assessment in a staged process. As the team begins the final wrap up of the academy and this project, great strides have been made in the focus and use of institutional assessment practices.


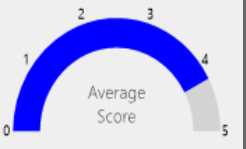
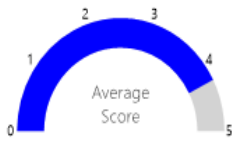
Data has been collected over the last three years as the team stair stepped the three targeted ISLO's into practice with faculty and staff institution wide. Looking at data collected during AY2020, it is important to note that the dramatic shift to remote learning in March 2020 due to the COVID-19 pandemic has impacted the collection cycle. Though the returns were lower than would have been ideal, there was still a good data set collected on ISLO 1 & 2 (*Appendix C TBL C.1*). In contrast, ISLO 3 was still in development and testing phase. The testing phase will be extended into AY2021 to ensure that the selected measurement tool is effective and applicable within the institution overall.

Data is also reviewed in regard to the frequency of evaluations on a unique student. Students can be evaluated on each of the core performance indicators for the core ISLO area. Ideally students, will be evaluated on the overall three core skills a minimum of two times during their tenure at FHTC. When looking at the break down of the evaluations in regard to unique students evaluated as compared to the number of unique evaluators (staff/faculty), a clear picture of institution wide integration appears (*Appendix C TBL C.2*). The ratio of students evaluated by a single unique faculty/staff versus those evaluated by more than one unique evaluator has been a 55/45 ratio in the previous two years. This year the ratio was 64/36 which may be a result of the shift to remote learning. This data will need to be compared to what is collected in the coming years (barring any additional impact from the pandemic) to see if that was the case this year.

The subsequent sections look at each ISLO individually and the overall results based on the data that has been collected since the measurement for each was implemented institution wide.

## ISLO #1- Communication

Students will be able to effectively communicate with a diverse group of people as evidenced by: Demonstrate use of proper contextual language; Effective use of active listening traits; and Awareness and proper use of non-verbal language.

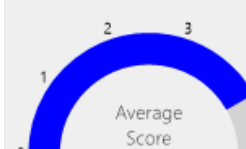

ISLO	Fall 2017/Spring 2018		Fall 2018/ Spring 2019		Fall 2019/Spring 2020	
	Rating	FHTC Overall Scale	Rating	FHTC Overall Scale	Rating	FHTC Overall Scale
Comm	4.2134		4.2279		4.2475	

The measurement tool developed and approved by faculty and staff was first utilized in a testing period during AY 2018. The following year- faculty targeted courses in which it was most appropriate to measure these skills during both the first and second year of program coursework. Staff is asked to evaluate students they have contact with during a targeted “Assessment Week” that comes mid semester both fall and spring. Over the two years that targeted data has been collected on this institutional level assessment, the overall average has stayed fairly consistent.

The performance indicator breakdown for ISLO #1 (*Appendix C TBL C.3*) illustrates consistent distribution of core areas evaluated and score spread. Based on this data, it appears that the measurement tool is being applied effectively and will continue to provide good information for students in the process of refining communication skills.

## ISLO #2- Professionalism

Students will demonstrate professionalism as evidenced by the practice of ethical behavior, initiative, and personal responsibility.

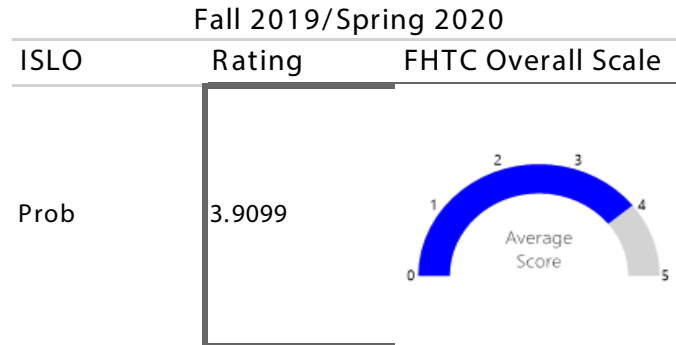
ISLO	Fall 2018/ Spring 2019		Fall 2019/Spring 2020	
	Rating	FHTC Overall Scale	Rating	FHTC Overall Scale
Prof	4.1739		4.1186	

The measurement tool developed and approved by faculty and staff was first utilized in a testing period during AY2019. In the fall of 2019, faculty targeted courses in which it was most appropriate to measure these skills during both the first and second years of a program course. As with ISLO 1, staff is asked to evaluate students they have contact with during a targeted “Assessment Week” during the mid-semester each fall and spring. This is the first full year of data has been collected on this institutional level assessment and mirrors the baseline data established in the testing phase.

The performance indicator breakdown for ISLO #2 (*Appendix C TBL C.4*) illustrates consistent distribution of core areas evaluated. However, there are some clear variances of score distribution compared to the baseline data collected during the testing phase. This could reflect the difference in the targeted application of the measurement tool or reflect a different make-up of the core student body. This will need to be reviewed as more data is collected in coming years to identify trends versus anomalies.

### ISLO #3- Problem-Solving

Students will effectively apply problem-solving steps.



The measurement tool for ISLO #3 proved to be more challenging in the development phase. Faculty and staff met in the fall of 2019 to work on articulating the expectations of students in regard to problem-solving. However, more time was needed for consideration and final wording selection. The faculty and staff met again before the spring 2020 semester and worked to finalize the measurement tool. The field was narrowed to three different options which faculty and staff voted on anonymously at the beginning of February.

All faculty and staff were asked to test out the measurement tool selected during the remaining months of the 2020 school year. However, when the switch to remote learning occurred, faculty and staff were informed that the testing period would be extended into the next academic year. Some data was submitted on this ISLO, but it was a greatly limited collection representing only 19% of faculty and 11% of staff. The performance indicator breakdown for the limited data that was collected on ISLO 3 (*Appendix C TBL C.6*) is included. However, the testing phase of the implementation of this measurement tool will be extended into the AY2021 school year to ensure that the measurement can be applied institution wide on a consistent and effective basis.

## VI. Student Satisfaction

The following are targeted elements from the Annual Assessment Report for AY 2019:

- 3.) Increase participation and completion of Institutional Level Assessment practices (Student Satisfaction Survey). *Not Met (Though COVID-19 Transition Survey had a high return)*

FHTC implemented an in-house student satisfaction survey in the Spring 2018. The survey was opened to all students that first semester in order to achieve a base line for the questions included. In the subsequent semesters, first year students (including high school partnership courses) were targeted during the fall collection period and second year students (post high school) were targeted in the spring collection period. This is done so that comparison analysis can be reviewed in regard to initial impressions versus outgoing impressions.

Submitted Spring 2018	158 Surveys	38% FTE	19% HC
Submitted Fall 2018	90 Surveys	13% FTE	6% HC
Submitted Spring 2019	71 Surveys	16% FTE	7% HC
Submitted Fall 2019	89 Surveys	11% FTE	4% HC
Submitted Spring 2020*	25 Surveys	5% FTE	2% HC

### \*COVID-19 Transition Student Survey

Submitted Spring 2020	182 Surveys	38% FTE	18% HC
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\*Due to the unexpected emergency situation that developed in March of 2020 the normal collection of the Student Satisfaction Survey was interrupted and not pushed through normal methods. The survey was opened to students and all students were notified the survey was available for them to complete, but the focus quickly transitioned to the collection of feedback on the unexpected transition. A survey on the specific topic of COVID-19 Transition was pushed out to students at the end of the spring semester. Core satisfaction information from that survey is included here.

The “COVID-19 Transition Student Survey” focused on three core areas, (1) Communication Satisfaction during the transition, (2) Remote & Virtual Learning Components, and (3) Personal Impacts and Access to Resources. The data collected in this survey combined with survey results about the transition from FHTC employees (both faculty and staff) were provided to the administrative team for review, immediate action as appropriate, and future planning considerations. The level of satisfaction students felt during the transition is directly related to core areas reviewed in the Annual Assessment report and are important to include in that reflection.

Students were asked about the communication level provided to them during the initial transition phase just after spring break (*Appendix D TBL D.1*) and the subsequent weeks of implementation through the end of the semester (*Appendix D TBL D.2*). The results indicated that just over half of the students who responded felt that the institution provided excellent communication during both of these phases. Moreover, only 15% indicated that the communication was overwhelming or lacking. The remaining students indicated the communication was adequate. This is a positive element for the institution to keep in mind for future planning. Making sure that solid communication plans are in place can help ensure satisfaction with in our student population.

In regard to the results from the standard “Student Satisfaction Survey” as collected in the fall and spring a clear trend is beginning to emerge from the results collected over the five semesters. These results indicate that overall FHTC maintains a solid level of satisfaction among the student population. Although there will always be room for growth and improvement, the fairly consistent results seem to indicate that current practices provide a strong impression. Students are asked to rate the school using a standard 10point rating scale (0= lowest; 10=highest). The average has consistently fallen in the 8point range over all five semesters (*Appendix D TBL D.3*).

To further confirm this level of satisfaction the students are also asked if they would recommend FHTC to friends or family members. The data over the last five semesters has consistently indicated overwhelmingly that they would (*Appendix D TBL D.4*). The third question provided that also speaks to student satisfaction focuses on the value the student feels they are receiving. Students are asked to rate the value of the education they are receiving to the financial/time investment they are making. Students have again consistently indicated that they feel they are receiving something of equal or greater value (*Appendix D TBL D.5*).

The rest of the student satisfaction survey questions are broken down and reported out to the specific groups that can most benefit from the information provided, as well as those who can enact needed change based on the results. The reports provide overall trends as well as specific categorized commentary that was provided on the survey. The reports are filed and distributed at the beginning of each fall.

It will be interesting to review and compare data collected in the next calendar year to how these initial trends compare to the next cycle of data given the current situation with COVID-19. As a hands on institution, any forced closure that results from outbreaks that have or may happen will most assuredly impact the overall satisfaction FHTC students feel in general. However, if the institution can continue to provide clear communication with stakeholders, that will go a long way to ensure that students still feel that the institution is trying to make every effort to do what is in the best interest of the student body as a whole.

## VII. Strategic Plan Update: Progress in AY2020

While every strategic point is an ongoing goal for the strategic plan, the following are targeted elements from the Annual Assessment Report for AY 2019:

- 1.) Goal 1.3.2 File server consolidation and streamlined collaborative drives for IT *Not fully met-some progress*
- 2.) Goal 1.3.5 Develop a ticket system for data needs and data report creation to track and identify ongoing reporting needs across the institution. *Met Goal*
- 3.) Goal 2.1.1 Finalize partnership opportunities with Ottawa and Abilene High Schools *Met Goal*
- 4.) Goal 2.1.3 Launch Jr. Wrangler Rally spring 2020 to increase recruitment efforts for middle school students as part of the Career and Technical Education Pathways development with Kansas Department of Education. *Not Met Due to COVID-19*

The 2019-2020 Academic Year marks the end point of the strategic plan articulated in 2015. Core institutional representatives have already begun working on the next strategic plan that will usher FHTC into the next five years. Looking over the culmination of activity associated with each of the articulated strategic plan points from 2015, much progress has been made to meet the core goals. However, there is still much to continue to work on in order to improve organizational efficiency and stability, facilitate institutional growth, and enhance student success.

*Appendix F* highlights specific action steps by strategic plan point. Many of these steps are ongoing processes that have been developed within the institution to help foster a culture of growth and success at FHTC. These will continue on long past the culmination of this particular strategic plan. The action steps indicate a commitment to moving the institution forward into the next phase of growth and opportunity.

There are clearly elements that continue to need attention and priority when looking over the action steps. Continued investment and maintenance of our informational technology infrastructure will be a priority. The recent impact from COVID-19 illustrated that need even more acutely. It is also clear that there is a desire to expand the college to be able to offer a more traditional college setting, but core investment and space needs have proven to be a barrier that must be examined more closely and thoughtfully before moving forward.

Overall, the 2015-2020 Flint Hills Technical College Strategic Plan had many elements that helped guide the institution forward and clear action steps were taken. This information will be an important foundational element as the next strategic plan begins to take shape in committee.

## VIII. Action Plan Progress and Update

Based on the AY2020 data and analysis the following is an articulation of the next action steps recommended for AY2021.

### *Course Level:*

The following goals have been identified based on the data provided in this report as areas of opportunity and improvement:

- 1.) Continued consistent collection of General Education Outcomes data to continue identifying areas of success and address areas of improvement.
- 2.) Program Course Common Assessment development and consistent implementation of identified courses.
- 3.) Consistent system for certification reporting that aligns with state and federal reporting needs.

### *Program Level:*

The following goals have been identified based on the data provided in this report as areas of opportunity and improvement:

- 1.) Continue refinement of Curriculum Mapping and learning outcomes (CLO/PLO) articulation.
- 2.) Align Institutional Program Review with 3<sup>rd</sup> party accreditation needs in identified programs.
- 3.) Further the data collection process for all programs.

### *Service Department Level:*

The following goals have been identified based on the data provided in this report as areas of opportunity and improvement:

- 1.) Work with departments to identify timelines that better align with department review needs.
- 2.) Collaboration between Director of Assessment and Department groups to create a better system for each department.

### *Institutional Outcomes:*

The following goals have been identified based on the data provided in this report as areas of opportunity and improvement:

- 1.) Develop the next 4-year assessment plan by the Assessment Committee.
- 2.) Continue beta testing and finalization of ISLO #3 in AY2021
- 3.) Continued collection of ISLO #1 & #2 data and development of appropriate analysis and reporting process.
- 4.) Continued collection of satisfaction data and discussion about when to utilize a national survey for comparison.

### *Strategic Plan:*

The following goals have been identified based on the data provided in this report as areas of opportunity and improvement:

- 1.) Development of the 2020-2025 Strategic plan utilizing assessment data collected to better inform goal setting.



## Appendix A Assessment Teams

### Assessment Committee Members AY 2020

The assessment committee at FHTC is comprised of both faculty and staff members.

Brenda Carmichael	<i>Dean of Enrollment Management</i>
Kat Dorcas	<i>Marketing</i>
Don Eusey	<i>Business Technology Instructor</i>
Leann Garcia	<i>General Education Instructor</i>
Denise Gilligan	<i>Director of Information Resources and Assessment (Advisory)</i>
Cindy Hernandez	<i>Database Report Writer (Advisory)</i>
Lisa Kirmer	<i>Vice President of Student Services/ Financial Aid Director (Advisory)</i>
Steve Loewen	<i>Vice President of Instructional Services (Advisory)</i>
Lori Moore	<i>Business Technology Instructor, Arts and Information Technology Division Chair</i>
Patricia Parks	<i>Practical Nursing Instructor</i>
Carol Porter	<i>Administrative Assistant Foundation</i>
Adam Starr	<i>Network Technology Instructor</i>
Chris Wilson	<i>Industrial Engineering Technology Instructor</i>

### Assessment Academy Team AY 2020

Brenda Carmichael	<i>Dean of Enrollment Management</i>
Jeff Devilbiss	<i>Power Plant Technology Instructor</i>
Kim Dhority	<i>Dean of Instructional Services/ Instructional Design Center Director</i>
Denise Gilligan	<i>Director of Information Resources and Assessment</i>
Monica Graves	<i>Director of Dental Assisting &amp; Instructor, Health &amp; Human Services Division Chair</i>
Lisa Kirmer	<i>Vice President of Student Services/ Financial Aid Director</i>
Steve Loewen	<i>Vice President of Instructional Services</i>
Lori Moore	<i>Business Technology Instructor, Arts and Information Technology Division Chair</i>

### Executive Team AY 2020

Dean Hollenbeck	<i>President/CEO</i>
Mike Crouch	<i>Vice President of Advancement</i>
Lisa Kirmer	<i>Vice President of Student Services/ Financial Aid Director</i>
Steve Loewen	<i>Vice President of Instructional Services</i>
Nancy Thompson	<i>Vice President of Business Services</i>

# Appendix B Course Level Assessment

## GENERAL EDUCATION COURSES

All core outcome data collected from General Education level courses are classified using the following parameters for successful achievement:

Meets=70% or higher	Warning=50-69%	Concern=49% or lower
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**TABLE B.1 General Biology**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)							
				#1	#2	#3	#4	#5	#6	#7	#8
BI 100/101	GENERAL BIOLOGY	01/08/2018	05/16/2018	90%	85%	80%	73%	76%	78%	79%	18%
BI 100/101	GENERAL BIOLOGY	05/29/2018	07/15/2018	92%	68%	44%	54%	54%	71%	47%	25%
BI 100/101	GENERAL BIOLOGY	08/13/2018	12/19/2018	90%	82%	83%	74%	72%	85%	89%	25%
BI 100/101	GENERAL BIOLOGY	01/07/2019	05/17/2019	78%	70%	81%	59%	63%	83%	73%	47%
6/2019 Closing the Loop Analysis and Action Plan- Test Questions for outcome # 8 Were Changed											
BI 100/101	GENERAL BIOLOGY	05/28/2019	07/18/2019	96%	98%	78%	71%	92%	79%	88%	79%
BI 100/101	GENERAL BIOLOGY	08/20/2019	12/19/2020	87%	83%	80%	85%	72%	87%	86%	72%
BI 100/101	GENERAL BIOLOGY	01/13/2020	05/13/2020	88%	85%	77%	84%	71%	86%	83%	64%

**TABLE B.2 Human Anatomy & Physiology**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)																	
				#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18
BI 202/203	ANATOMY & PHYSIOLOGY	01/08/2018	05/16/2018	70%	85%	68%	59%	53%	78%	59%	71%	83%	52%	72%	84%	70%	89%	49%	79%	64%	67%
BI 202/203	ANATOMY & PHYSIOLOGY	05/29/2018	07/15/2018	71%	81%	71%	67%	69%	83%	67%	60%	69%	43%	76%	79%	67%	86%	45%	79%	60%	76%
BI 202/203	ANATOMY & PHYSIOLOGY	08/13/2018	12/19/2018	56%	69%	76%	57%	60%	72%	64%	48%	66%	49%	61%	82%	70%	79%	46%	61%	46%	67%
BI 202/203	ANATOMY & PHYSIOLOGY	01/07/2019	05/17/2019	74%	90%	59%	56%	67%	67%	59%	46%	77%	38%	67%	82%	64%	77%	46%	69%	49%	59%
BI 202/203	ANATOMY & PHYSIOLOGY	05/28/2019	07/03/2019	72%	75%	67%	61%	68%	73%	64%	48%	71%	46%	78%	88%	60%	79%	57%	65%	60%	65%
8/2019 Closing the Loop Analysis and Action Plan- Test Questions were adjusted and curriculum review elements added																					
BI 202/203	ANATOMY & PHYSIOLOGY	08/20/2019	12/19/2020	72%	76%	75%	67%	71%	72%	67%	67%	70%	68%	84%	76%	78%	60%	60%	66%	78%	
BI 202/203	ANATOMY & PHYSIOLOGY	01/13/2020	05/13/2020	86%	92%	92%	83%	86%	100%	86%	86%	94%	78%	86%	92%	89%	78%	81%	78%	86%	

**TABLE B.3 Microbiology**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT				
				#1	#2	#3	#4	#5
BI 205/ 206	MICROBIOLOGY	01/08/2018	05/16/2018	50%	83%	81%	74%	74%
BI 205/ 206	MICROBIOLOGY	05/29/2018	07/15/2018	96%	100%	89%	95%	79%
BI 205/ 206	MICROBIOLOGY	08/13/2018	12/19/2018	51%	72%	67%	63%	73%
BI 205/ 208	MICROBIOLOGY	01/07/2019	05/17/2019	47%	70%	53%	60%	70%
BI 205/ 208	MICROBIOLOGY	05/28/2019	07/03/2019	67%	75%	92%	77%	94%
BI 205/ 208	MICROBIOLOGY	08/20/2019	12/19/2020	73%	86%	71%	82%	79%
BI 205/ 208	MICROBIOLOGY	01/13/2020	05/13/2020	74%	83%	83%	79%	79%

**TABLE B.4 Human Pathophysiology**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT									
				#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
BI 207	HUMAN PATHOPHYSIOLOGY	01/08/2018	05/16/2018	67%	67%	50%	53%	50%	67%	33%	67%	33%	67%
BI 207	HUMAN PATHOPHYSIOLOGY	05/29/2018	07/15/2018	87%	80%	94%	77%	88%	90%	88%	92%	53%	90%
BI 207	HUMAN PATHOPHYSIOLOGY	05/29/2018	07/15/2018	66%	70%	80%	62%	70%	70%	80%	87%	60%	60%
BI 207	HUMAN PATHOPHYSIOLOGY	01/07/2019	05/17/2019	86%	67%	100%	80%	100%	100%	50%	67%	0%	67%
BI 207	HUMAN PATHOPHYSIOLOGY	05/28/2019	07/18/2019	67%	83%	89%	77%	84%	86%	91%	88%	64%	74%
BI 207	HUMAN PATHOPHYSIOLOGY	08/20/2019	12/19/2020	82%	83%	88%	65%	100%	63%	75%	75%	50%	83%
BI 207	HUMAN PATHOPHYSIOLOGY	01/13/2020	05/13/2020	74%	87%	90%	78%	80%	95%	100%	87%	20%	93%

**TABLE B.5 Chemistry**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)										
				#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11
CH 125/126	CHEMISTRY	01/08/2018	05/16/2018	61%	64%	74%	78%	72%	67%	69%	89%	80%	70%	78%
CH 125/126	CHEMISTRY	08/13/2018	12/19/2018	56%	47%	75%	42%	73%	80%	82%	86%	74%	84%	78%
CH 125/126	CHEMISTRY	01/07/2019	05/17/2019	50%	63%	33%	0%	0%	17%	60%	88%	60%	100%	50%
CH 125/126	CHEMISTRY	07/08/2019	08/02/2019											
CH 125/126	CHEMISTRY	08/20/2019	12/19/2020	76%	70%	75%	58%	82%	88%	87%	92%	80%	73%	83%
CH 125/126	CHEMISTRY	01/13/2020	05/13/2020											

**TABLE B.6 Physical Science**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)						
				#1	#2	#3	#4	#5	#6	#7
PS 101	PHYSICAL SCIENCE	01/08/2018	05/16/2018	83%	81%	79%	78%	72%	81%	89%
PS 101	PHYSICAL SCIENCE	05/29/2018	07/15/2018	63%	83%	72%	73%	71%	79%	75%
PS 101	PHYSICAL SCIENCE	08/13/2018	12/19/2018	81%	88%	87%	69%	58%	76%	94%
PS 101	PHYSICAL SCIENCE	01/07/2019	05/17/2019	79%	95%	86%	74%	57%	81%	90%
PS 101	PHYSICAL SCIENCE	05/28/2019	07/18/2019	100%	100%	75%	80%	100%	67%	100%
PS 101	PHYSICAL SCIENCE	08/20/2019	12/19/2019							
PS 101	PHYSICAL SCIENCE	01/13/2020	05/13/2020	95%	100%	85%	84%	87%	80%	93%

**TABLE B.7 English for Technical Professionals**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)					
				#1	#2	#3	#4	#5	#6
EG 100	ENGLISH FOR THE TECH	08/13/2018	12/19/2018	85%	84%	75%	Class room Observation		
EG 100	ENGLISH FOR THE TECH	01/07/2019	05/17/2019	42%	67%	63%	Class room Observation		
EG 100	ENGLISH FOR THE TECH	05/28/2019	07/18/2019	100%	86%	73%	Class room Observation		
EG 100	ENGLISH FOR THE TECH	08/20/2019	12/19/2020	79%	83%	71%	Class room Observation		
EG 100	ENGLISH FOR THE TECH	01/13/2020	05/13/2020	88%	64%	90%	Class room Observation		

**TABLE B.8 English Composition I**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)				
				#1	#2	#3	#4	#5
EG 103	ENGLISH COMPOSITION I	01/08/2018	05/16/2018	71%	63%	83%	100%	100%
EG 103	ENGLISH COMPOSITION I	05/29/2018	07/15/2018	78%	93%	90%	100%	100%
EG 103	ENGLISH COMPOSITION I	08/14/2018	12/19/2018	83%	90%	88%	98%	97%
EG 103	ENGLISH COMPOSITION I	01/07/2019	05/17/2019	82%	100%	87%	100%	100%
EG 103	ENGLISH COMPOSITION I	05/28/2019	07/18/2019	83%	88%	86%	100%	100%
EG 103	ENGLISH COMPOSITION I	08/20/2019	12/19/2020	76%	93%	86%	99%	98%
EG 103	ENGLISH COMPOSITION I	01/13/2020	05/13/2020	84%	97%	90%	100%	91%

**TABLE B.9 English Composition II**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)			
				#1	#2	#3	#4
EG 104	ENGLISH COMPOSITION II	01/08/2018	05/16/2018	68%	59%	81%	55%
EG 104	ENGLISH COMPOSITION II	11/14/2018	12/19/2018	67%	70%	74%	72%
EG 104	ENGLISH COMPOSITION II	01/07/2019	05/17/2019	75%	59%	79%	67%
EG 104	ENGLISH COMPOSITION II	05/28/2019	07/18/2019				
EG 104	ENGLISH COMPOSITION II	08/20/2019	12/19/2019	83%	43%	100%	17%
8/2019 Closing the Loop Analysis and Action Plan- Test Questions were redesigned for clarity							
EG 104	ENGLISH COMPOSITION II	08/20/2019		61%	63%	80%	63%
EG 104	ENGLISH COMPOSITION II	01/13/2020	05/13/2020	75%	74%	88%	88%

**TABLE B.10 Public Speaking**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)	
				#1	#2
SP 100	PUBLIC SPEAKING	01/08/2018	05/16/2018	86%	82%
SP 100	PUBLIC SPEAKING	08/13/2018	12/19/2018	88%	73%
SP 100	PUBLIC SPEAKING	01/07/2019	05/17/2019	83%	79%
SP 100	PUBLIC SPEAKING	01/07/2019	05/17/2019	86%	74%
SP 100	PUBLIC SPEAKING	08/20/2019	12/19/2019	94%	77%
SP 100	PUBLIC SPEAKING	01/13/2020	05/13/2020	92%	83%

**TABLE B.11 Interpersonal Communication**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)					
				#1	#2	#3	#4	#5	#6
SP 200	INTERPERSONAL COMM	01/08/2018	05/16/2018	81%	71%	83%	76%	67%	82%
SP 200	INTERPERSONAL COMM	05/29/2018	07/15/2018	83%	83%	93%	78%	90%	68%
SP 200	INTERPERSONAL COMM	05/29/2018	07/15/2018	83%	76%	96%	79%	65%	79%
SP 200	INTERPERSONAL COMM	05/29/2018	07/15/2018	81%	85%	67%	58%	60%	81%
SP 200	INTERPERSONAL COMM	05/29/2018	07/15/2018						
SP 200	INTERPERSONAL COMM	08/20/2019	12/19/2019	72%	53%	77%	67%	50%	70%
SP 200	INTERPERSONAL COMM	01/13/2020	05/13/2020	76%	81%	89%	75%	67%	75%

**TABLE B.12 College Algebra**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)	
				#1	#2
	COLLEGE ALGEBRA	01/08/2018	05/16/2018	71%	63%
	COLLEGE ALGEBRA	05/29/2018	07/15/2018	52%	46%
	COLLEGE ALGEBRA	08/13/2018	12/19/2018	63%	58%
	COLLEGE ALGEBRA	01/07/2019	05/17/2019	70%	68%
8/2019 Closing the Loop Analysis and Action Plan- Test Questions were redesigned for clarity					
	COLLEGE ALGEBRA	01/07/2019	05/17/2019	63%	83%
	COLLEGE ALGEBRA	08/20/2019	12/19/2019	84%	74%
	COLLEGE ALGEBRA	01/13/2020	05/13/2020	72%	68%

**TABLE B.13 Introduction to Psychology**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)								
				#1	#2	#3	#4	#5	#6	#7	#8	#9
PY 100	Introduction to PSYCHOLOGY	01/08/2018	05/16/2018	0%	0%	78%	77%	77%	90%	88%	79%	92%
PY 100	Introduction to PSYCHOLOGY	05/29/2018	07/15/2018	0%	0%	76%	90%	86%	86%	79%	76%	86%
*****New Fully Aligned Test Covering All Outcomes Launched Fall of 2019*****												
PY 100	Introduction to PSYCHOLOGY	08/13/2018	12/19/2018	79%	88%	76%	75%	70%	80%	68%	83%	79%
PY 100	Introduction to PSYCHOLOGY	01/07/2019	05/17/2019	81%	88%	72%	75%	68%	75%	72%	83%	71%
PY 100	Introduction to PSYCHOLOGY	01/07/2019	05/17/2019	100%	100%	88%	98%	92%	100%	100%	97%	95%
PY 100	Introduction to PSYCHOLOGY	08/20/2019	12/19/2019	90%	87%	81%	83%	79%	88%	85%	88%	84%
PY 100	Introduction to PSYCHOLOGY	01/13/2020	05/13/2020	92%	95%	88%	84%	77%	85%	89%	88%	91%

**TABLE B.14 Introduction to Sociology**

Course Code	Course Title	Begin Date	End Date	OUTCOME ALIGNMENT (*KCOG)						
				#1	#2	#3	#4	#5	#6	#7
SO 100	Introduction to SOCIOLOGY	08/13/2018	12/19/2018	TEST Developed for Spring launch						
SO 100	Introduction to SOCIOLOGY	01/07/2019	05/17/2019	81%	81%	75%	68%	74%	80%	85%
SO 100	Introduction to SOCIOLOGY	05/28/2019	07/18/2019	68%	72%	60%	57%	40%	60%	60%
SO 100	Introduction to SOCIOLOGY	08/20/2019	12/19/2019	95%	97%	68%	69%	83%	77%	86%
SO 100	Introduction to SOCIOLOGY	01/13/2020	05/13/2020	91%	96%	70%	76%	71%	78%	83%

## Appendix C ISLO

TABLE C.1 General Breakdown of Evaluations

ISLO	INDICATOR	AVE	# Students	# Faculty	# Staff	# Adjunct
COMMUNICATION	Contextual Language	4.18	234	10	9	5
COMMUNICATION	Listening	4.37	123	8	5	1
COMMUNICATION	Nonverbal	4.40	95	8	6	0
TOTAL COMMUNICATION EVALUATIONS		4.48	452			
PROFESSIONALISM	Ethical Behavior	4.77	74	6	3	0
PROFESSIONALISM	Initiative	3.79	141	11	11	0
PROFESSIONALISM	Personal Responsibility	4.07	245	12	8	5
TOTAL PROFESSIONALISM EVALUATIONS		4.10	460			
PROBLEM-SOLVING	PROCESS	3.90	111	7	4	0
TOTAL PROBLEM-SOLVING EVALUATIONS		3.90	111			
GRAND TOTAL EVALS		4.16	1023			
Unique Individuals			417	26	16	10

TABLE C.2 Frequency of Evaluation

NUMBER OF UNIQUE EVALUATORS	TOTAL NUMBER OF EVALUATIONS ON A SINGLE UNIQUE STUDENT														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
9															
8															
7															
6								1							
5											1				
4				2	1		1	1	1	3					
3			36	5	2	5			5						
2		41	14	8	17	2	1	5							
1	173	49	29	9	5										

**TABLE C.3 ISLO 1 Performance Indicator Breakdown**

SLO #1: Students will be able to effectively communicate with a diverse group of people as evidenced by:						
808 Evaluations AY18 643 Evaluations AY19 452 Evaluations AY20		5	4	3	2	1
Demonstrates the use of proper contextual language	~Employs appropriate medium for intended message	~Employs applicable medium for intended message	~Medium used is not ideal for intended message	~Medium used is not effective for intended message	~Medium used is inappropriate for intended message	
	~Vocabulary is appropriate	~Vocabulary is mostly appropriate	~Vocabulary is sometimes appropriate	~Vocabulary is barely appropriate	~Vocabulary is wholly inappropriate	
	~Use of proper grammar and/or spelling is consistent	~Use of proper grammar and/or spelling mostly consistent	~Use of proper grammar and/or spelling generally consistent	~Use of proper grammar and/or spelling not consistent	~Rare use of proper grammar and/or spelling	
	~Sentences flow naturally	~Sentences flow fairly naturally with only a few errors	~Sentences flow relatively smoothly	~Sentences are choppy and hard to follow	~Incomplete sentences, mostly brief statements	
	~Easy to follow and makes sense	~Somewhat easy to follow and makes sense	~Not easy to follow and sort of makes sense	~Hard to follow and makes little sense	~Impossible to follow and makes no sense	
AY2018	TOTAL= 363 (44%) 4.2259 Average	173 (48%)	122 (34%)	49 (13%)	15 (4%)	4 (1%)
AY2019	TOTAL= 332 (51%) 4.2259 Average	148 (45%)	124 (37%)	47 (14%)	13 (4%)	0 (0%)
AY2020	TOTAL= 234 (52%) 4.1880 Average	110 (47%)	68 (29%)	47 (20%)	8 (3%)	1 (0.004%)
Effective use of active listening traits	~Accurately follows directions when completing work/tasks	~Mostly follows directions when completing work/tasks	~Generally follows directions when completing work/tasks	~Occasionally follows directions when completing work/tasks	~Rarely follows directions when completing work/tasks	
	~Practices active listening consistently	~Practices active listening frequently	~Practices active listening most of the time	~Practices active listening inconsistently	~Rarely practices active listening	
	~Responds appropriately consistently	~Responds appropriately most of the time	~Responds appropriately generally	~Responds appropriately sometimes	~Responds appropriately rarely	
	~Questions are applicable to information covered	~Questions are mostly applicable to information covered	~Questions are generally applicable to information covered	~Questions are sometimes applicable to information covered	~Questions are rarely applicable to information covered	
	~Works to clarify misunderstanding	~Attempts to clarify misunderstanding	~Acknowledges misunderstanding	~Barely indicates misunderstanding	~Never acknowledges a misunderstanding	
AY2018	TOTAL= 268 (33%) 4.3060 Average	129 (48%)	97 (36%)	38 (14%)	3 (1%)	1 (0.003%)
AY2019	TOTAL= 200 (31%) 4.2950 Average	103 (51%)	59 (30%)	32 (16%)	6 (3%)	0 (0%)
AY2020	TOTAL= 123 (27%) 4.3792 Average	56 (56%)	33 (27%)	15 (12%)	5 (4%)	1 (0.008%)
Awareness and proper use of nonverbal language	~Good and consistent eye contact	~Mostly good and consistent eye contact	~Generally good and frequent eye contact	~Eye contact was made infrequently	~Very little or highly inappropriate eye contact	
	~Appropriate volume and tone consistently	~Frequently appropriate volume and tone	~Appropriate volume and tone is employed most of the time	~Volume and tone is very inconsistent	~Highly inappropriate volume and tone	
	~Uses body language to clarify communication	~Uses body language which helps the communication	~Uses body language in the communication	~Uses body language that muddles communication	~Uses body language that confuses intended communication	
	~Uses clear diction	~Uses mostly clear diction	~Uses generally clear diction	~Uses unclear diction	~Uses unclear diction or mumbles throughout	
	~Appropriate display of feelings/emotion consistently	~Frequent appropriate display of feelings/emotion	~Appropriate display of feelings/emotion most of the time	~Feelings/emotion occasionally displayed inappropriately	~Wholly inappropriate display of feelings/emotion	
AY2018	TOTAL= 177 (22%) 4.0807 Average	63 (36%)	72 (41%)	36 (20%)	6 (3%)	0 (0%)
AY2019	TOTAL= 111 (17%) 3.8918 Average	38 (34%)	36 (32%)	24 (22%)	13 (12%)	0 (0%)
AY2020	TOTAL= 95 (21%) 4.4000 Average	51 (54%)	33 (35%)	9 (9%)	2 (2%)	0 (0%)

**TABLE C.4 ISLO 2 Performance Indicator Breakdown**

ISLO#2: Students will demonstrate professionalism as evidenced by the practice of:						
616 Evaluations AY19 460 Evaluations AY20		5	4	3	2	1
	<b>Ethical Behavior</b>	Almost always uses resources honestly and/or ethically.	Regularly uses resources honestly and/or ethically.	Occasionally uses resources honestly and/or ethically.	Rarely use resources honestly and/or ethically.	Almost never uses resources honestly and/or ethically.
		Almost always respects other's perspectives.	Regularly respects other's perspectives.	Occasionally respects other's perspectives.	Rarely respects other's perspectives.	Almost never respects other's perspectives.
		Almost always respects the rights of others.	Regularly respects the rights of others.	Occasionally respects the rights of others.	Rarely respects the rights of others.	Almost never respects the rights of others.
		Almost always follows set guidelines, rules, and/or procedures.	Regularly follows set guidelines, rules, and/or procedures.	Occasionally follows set guidelines, rules, and/or procedures.	Rarely follows set guidelines, rules, and/or procedures.	Almost never follows set guidelines, rules, and/or procedures.
AY2019	TOTAL=81 (13%) 4.4815 Average	47 (58%)	29 (36%)	2 (2%)	3 (4%)	0 (0%)
AY2020	TOTAL= 74 (16%) 4.7703 Average	61 (82%)	10 (14%)	2 (3%)	1 (1%)	0 (0%)
	<b>Initiative</b>	Almost always on task without prompting or redirecting.	Regularly on task rarely needing prompting or redirecting.	Occasionally needs prompting or redirecting to stay on task.	Rarely on task and regularly needs prompting or redirecting.	Almost never on task and Almost always needs prompting or redirecting.
		Almost always actively participates or contributes.	Regularly actively participates or contributes.	Occasionally participates or contributes.	Rarely participates or contributes.	Almost never participates or contributes.
		Almost always demonstrates positive leadership skills.	Regularly demonstrates positive leadership skills.	Occasionally demonstrates positive leadership skills.	Rarely demonstrates positive leadership skills.	Almost never demonstrates positive leadership skills.
		Almost always takes the initiative to seek out answers/ solutions.	Regularly takes the initiative to seek out answers/ solutions.	Occasionally takes the initiative to seek out answers/ solutions.	Rarely takes the initiative to seek out answers/ solutions.	Almost never takes initiative to seek out answers/ solutions.
AY2019	TOTAL= 189 (31%) 4.2222 Average	87 (46%)	66 (35%)	28 (15%)	7 (4%)	1 (0.005%)
AY2020	TOTAL= 141 (31%) 3.7943 Average	42 (30%)	54 (38%)	27 (19%)	10 (7%)	8 (6%)
	<b>Personal Responsibility</b>	Almost always meets attendance expectations.	Regularly meets attendance expectations.	Occasionally meets attendance expectations.	Rarely meets attendance expectations.	Almost never meets attendance expectations.
		Almost always meets task completion expectations.	Regularly meets task completion expectations.	Occasionally meets task completion expectations.	Rarely meets task completion expectations.	Almost never meets task completion expectations.
		Almost always accepts responsibility and consequences for actions.	Regularly accepts responsibility and consequences for actions.	Occasionally accepts responsibility and consequences for actions.	Rarely accepts responsibility or consequences for actions.	B lames others and does not accept responsibility for actions.
		Almost always has a neat and appropriate appearance.	Regularly has a neat and appropriate appearance.	Occasionally has a neat and appropriate appearance.	Rarely has a neat or appropriate appearance.	Almost never has a neat or appropriate appearance.
		Almost always takes ownership for learning/work.	Regularly takes ownership for learning/work.	Occasionally takes ownership for learning/work.	Rarely takes ownership for learning/work.	Almost never takes ownership of learning/work.
AY2019	TOTAL= 346 (56%) 4.3150 Average	186 (54%)	100 (29%)	46 (13%)	11 (3%)	3 (0.008%)
AY2020	TOTAL=245 (53%) 4.0734 Average	105 (43%)	78 (32%)	43 (18%)	13 (5%)	6 (2%)

**TABLE C.5 ISLO 3 Performance Indicator Breakdown**

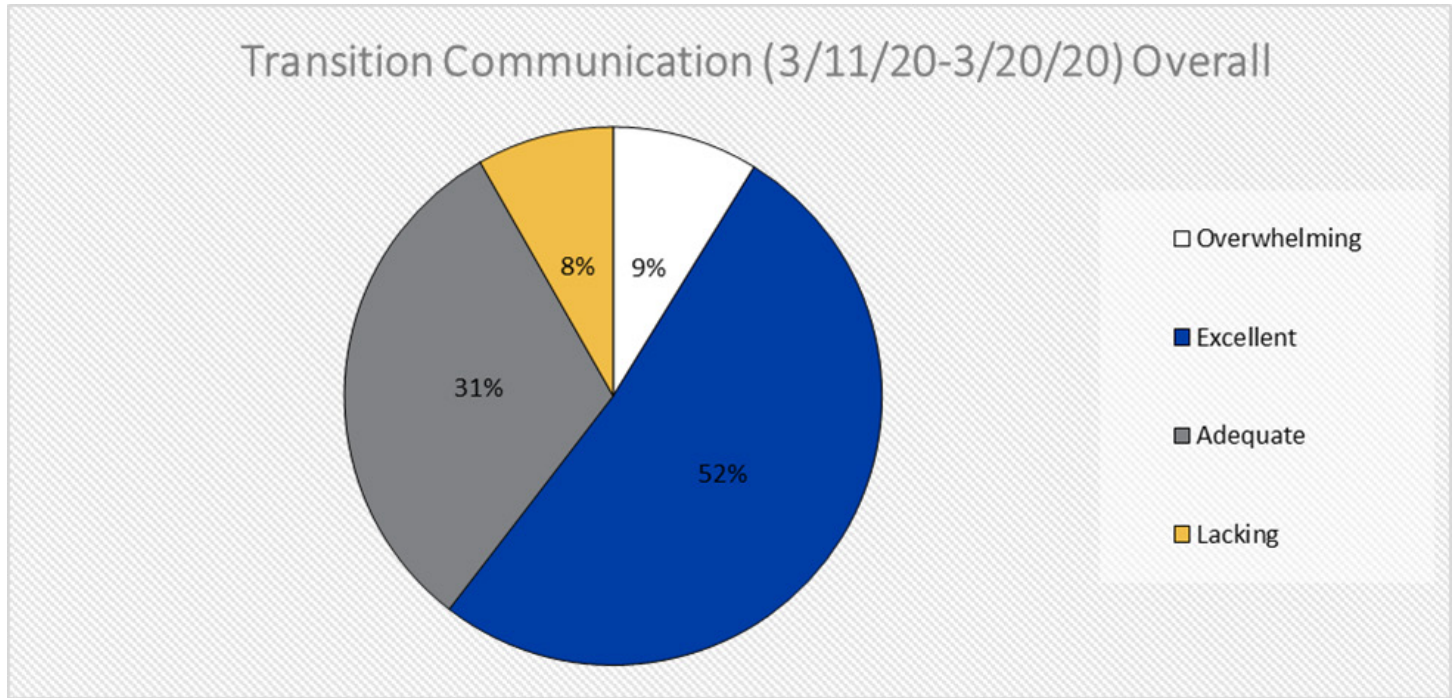
ISLO #3: Student will apply problem-solving skills.						
111 Evaluations AY20		5	4	3	2	1
	<b>Effectively applies problem-solving steps</b>	Student can accurately and clearly define the problem.	Student can accurately identify the problem but struggles to clearly define it.	Student can define the problem but do not account for all factors involved.	Student can identify there is a problem but cannot recognize all factors or elements of the problem.	Student struggles to identify a problem exists.
		Student effectively works to utilize multiple perspectives to identify knowledge needed to address problem.	Student attempts to utilize multiple perspectives to identify knowledge needed to address problem.	Student can identify knowledge needed to address problem but struggles to consider all perspectives.	Student does not seek out outside information and proceeds as if outside knowledge is not needed in the process.	Student does not think through or identify knowledge needed before attempting to solve.
		Student effectively evaluates and process all possible solutions in order to achieve most appropriate solution.	Student addresses various possible solutions but lacks evaluation of the effectiveness.	Student articulates reasonable but ineffective solutions that demonstrate lack of full awareness of problem.	Student is not able to consider all possible solutions or effectively evaluate ideas.	Student cannot completely articulate solutions or can only suggest implausible or irrelevant concepts.
		Student effectively implements solution that addresses identified problem.	Good understanding of how to implement solutions but unable to articulate in a clear manner.	Can summarize the solution but unable to logically and clearly follow through or enact.	Clearly misunderstands the process and is unable to work effectively towards a solution.	No clear understanding of what to do or how to attempt to process or solve the problem.
	Student reflects on the effectiveness of the implemented solution in order to find greater success in the future.	Student can effectively reflect upon the process but lacks full awareness of areas to improve.	Student somewhat reflects on the process but lacks ability to be critical of own performance.	Student does not take the time to consider how to be more effective or learn from the process.	Student has little or no self-awareness of the importance of reflection and self-critique to improve/ learn.	
AY2020	TOTAL= 111 3.9099 Average	35 (32%)	39 (35%)	29 (26%)	8 (7%)	0 (0%)



## Appendix D Student Satisfaction

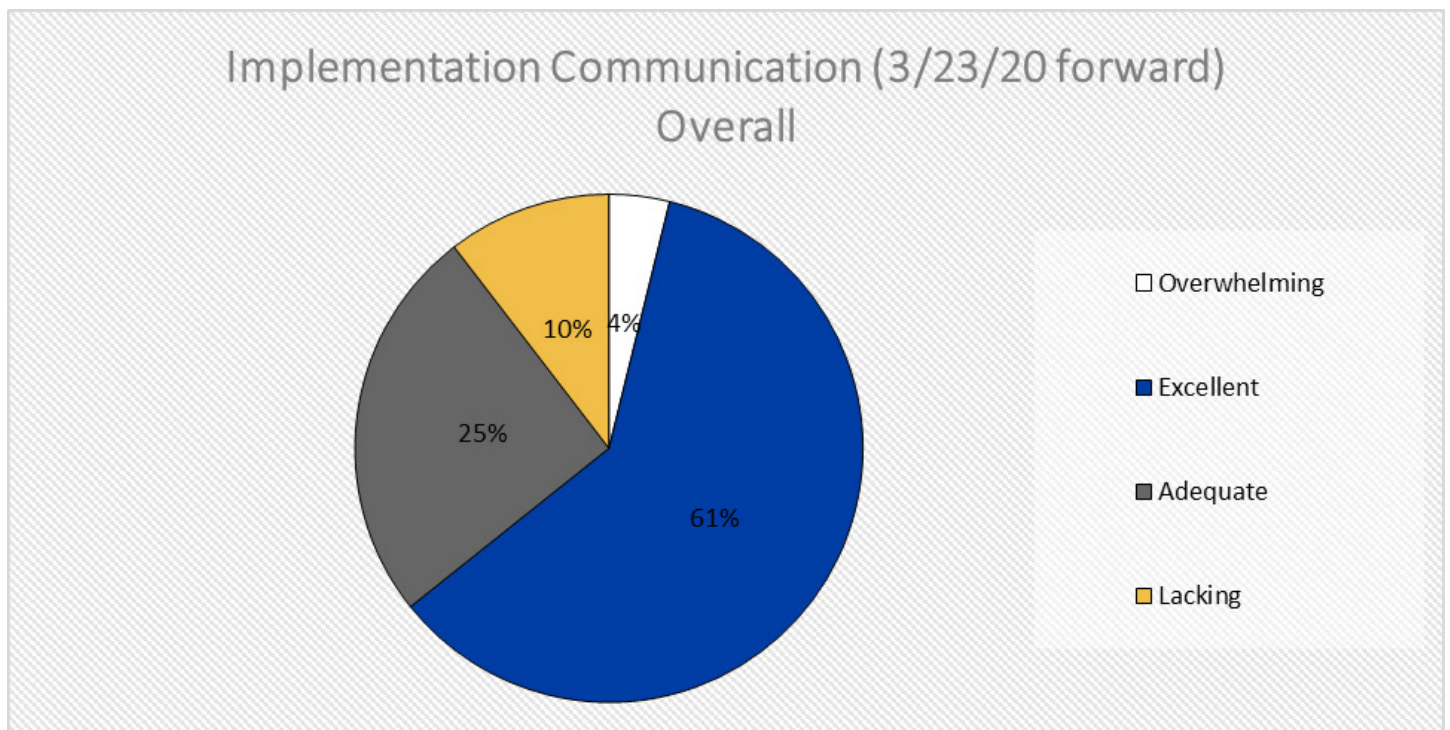
**TABLE D.1 COVID-19 Transition Communication**

*How would you rate FHTC's communication level during the initial transition from on campus to remote learning (March 11-20)?*



**TABLE D.2 COVID-19 Implementation Communication**

*How would you rate FHTC's faculty and staff communication level during the subsequent weeks after the initial transition (March 23rd to current)?*



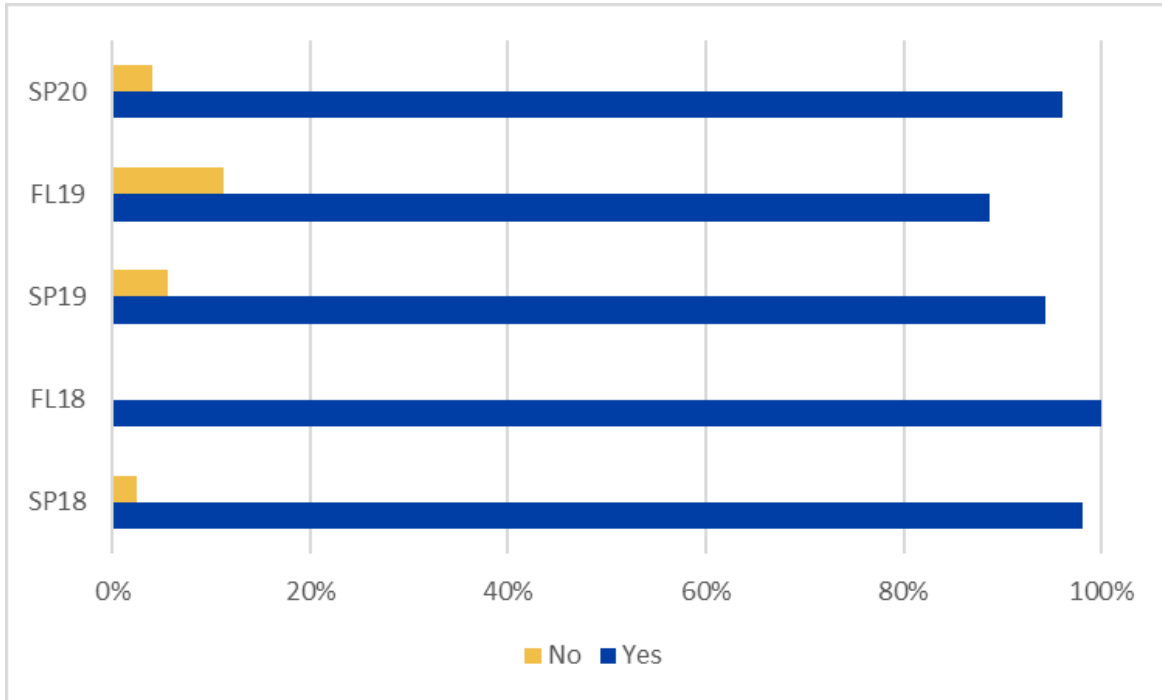
**TABLE D.3 Overall Satisfaction**

*On a scale of 0-10 (10 being the highest), what is your overall rating of satisfaction at FHTC to date?*

<b>SP18</b>	8.62	<b>SP19</b>	8.19	<b>SP20</b>	8.56
<b>FL18</b>	8.86	<b>FL19</b>	8.10		

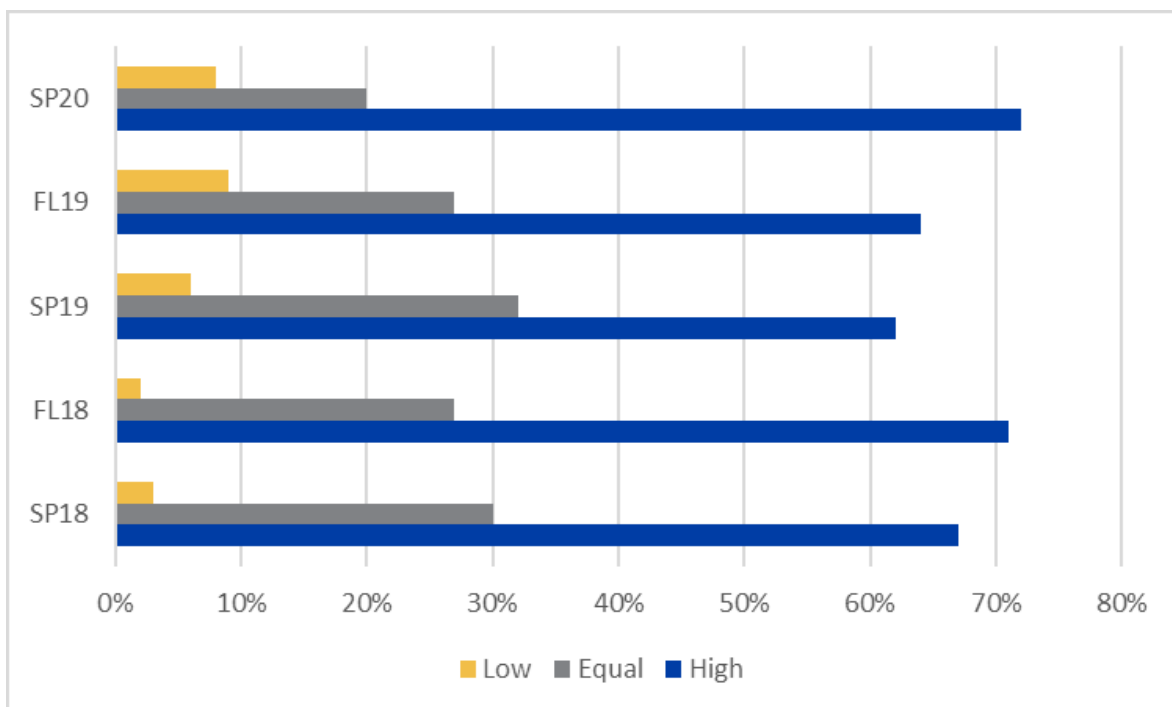
**TABLE D.4 Recommend FHTC**

*Would you recommend taking courses through FHTC to friends or family members?*



**TABLE D.5 Value of FHTC**

*Please select the level of value you feel you are getting for your investment at FHTC.*



## Appendix F Strategic Plan Update Action Steps by Goal

Goal 1: Improve Organizational Efficiency and Stability		Completion Dates
<b>Strategy 1: Maximize and prioritize use of resources-physical, financial, human</b>		
<b>Assessment Committee</b>	<p>1. Revamp review process for instructional programs utilizing both institutional and state/federal requirements</p> <ul style="list-style-type: none"> <li>- Cycle I programs completed Curriculum maps- refined CLO/PLO as appropriate. Working on PLO Assessment data point collection articulation- Updated Program Review collections</li> <li>-Cycle II programs completed Curriculum maps- refined CLO/PLO as appropriate. Working on PLO Assessment data point collection articulation- Updated Program Review Collections</li> <li>-Cycle III programs completed Curriculum maps- refined CLO/PLO as appropriate. Working on PLO Assessment data point collection articulation</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<b>Assessment Committee</b>	<p>2. Develop review process for co-curricular services utilizing both institutional and state/federal requirements.</p> <ul style="list-style-type: none"> <li>-Cycle A- Continued collection of information.</li> <li>-Cycle B- Time constraints impeded the initial implementation process.</li> </ul>	<p>Ongoing</p> <p>Delayed</p>
<b>Institutional Effectiveness Committee</b>	<p>3. Develop review process for physical resources utilizing both institutional and state/federal requirements.</p> <ul style="list-style-type: none"> <li>-Maintenance request digital form for tracking and completion Notifications is being utilized to track resource and labor needs.</li> </ul>	2019/2020
<b>Strategy 2: Strengthen the sense of community at the college to foster unity and collaboration.</b>		
<b>Executive Team</b>	<p>1. Improve internal communications.</p> <ul style="list-style-type: none"> <li>-General effort to continue to improve communication and transparency across the institution.</li> <li>-COVID-19 Meetings about transitions and expectations for stay-at-home orders. Procedures were also emailed to all faculty/staff members. Post Transition Survey indicated 94% of faculty and 100% of staff respondents felt communication was adequate/excellent during the transition.</li> <li>-Faculty meet virtually weekly during stay-at-home period of Spring Semester</li> <li>-Student Services meet virtually twice a week during initial transition then moved to weekly</li> <li>-Business Office meet by phone weekly during stay-at-home orders</li> <li>-Foundation staff meet virtually weekly during stay-at-home orders</li> <li>-Executive staff meet virtually weekly during stay-at-home orders</li> <li>-Budget meeting was held virtually and all faculty and staff were invited to attend. FY21 Budget and Insurance updates were included in the discussion</li> <li>-Monthly Newsletter emailed to all students and employees from marketing department and includes a monthly update from the President</li> </ul>	<p>Ongoing</p> <p>3/2020</p> <p>3/2020-6/2020</p> <p>3/2020-6/2020</p> <p>3/2020-6/2020</p> <p>3/2020-6/2020</p> <p>3/2020-6/2020</p> <p>5/12/2020</p> <p>Ongoing during AY</p>
<b>Executive Team</b>	<p>2. Build trust in the decision-making process.</p> <ul style="list-style-type: none"> <li>-Instructional Leaders Group assisted in Perkins Request Allocations for AY21</li> <li>-Held a Virtual Budget Meeting- all employees invited to attend</li> <li>-Held individual budget discussion meetings with each program and department</li> <li>-Use of Maintenance and IT request digital form for tracking and completion notification</li> </ul>	<p>5/2020</p> <p>5/12/2020</p> <p>Spring 2020</p> <p>Ongoing</p>
<b>Executive Team</b>	<p>3. Improve camaraderie among employees.</p> <ul style="list-style-type: none"> <li>-Back to school "Thank You" incentive packet given to all employees; 2 Contests for "deploying" Wrangler Thank You Cards</li> <li>-Recognized Years of Service employees at professional development</li> <li>-Off-Site Winter lunch with raffled hams</li> <li>-Rapid response by the IT Department for COVID-19 Stay at Home order providing computers and support</li> </ul>	<p>8/2019</p> <p>8/2019</p> <p>12/2019</p> <p>3/2020</p>
<b>Strategy 3: Formalize a process for data collection, sharing, use, analysis, and reporting for increases efficiency and strategic decision making.</b>		
<b>Institutional Reporting</b>	<p>1. Create an all-inclusive list of current reports including content and deadlines.</p> <ul style="list-style-type: none"> <li>-IR has a running calendar of reporting deadlines for KBOR, National Student Clearinghouse; IPEDS; and Certification reporting</li> <li>-Director of Assessment has developed "Assessment Calendars" specific to each program</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>
<b>Information Technology Department</b>	<p>2. Create data repository for data sharing.</p> <ul style="list-style-type: none"> <li>-Google Drive Training provided during Professional Development- Expanded use-just over 100 shared drives created/in use</li> <li>-Increased use of MyFHTC Forms has consolidated and streamlined the collection and communication of data need. Currently 65 forms in use or in production</li> <li>-File Server consolidation and streamlined collaborative drives goal for IT- Currently at 3 dedicated servers hosting file</li> </ul>	<p>2019/2020</p> <p>Ongoing</p> <p>GOAL</p>

<b>Information Technology Department</b>	<p>3. Grant access as needed.</p> <ul style="list-style-type: none"> <li>-P Drive permission change requests under 5- indicating that permissions are appropriately set</li> <li>-Approval tracks on forms and reporting access- 25 different approval tracks</li> <li>-SQL Reports have been increased: 4-Student; 7-Faculty; 7-Employee; 9-Supervisor; 2-Advisor</li> </ul>	<p>2019/2020 Ongoing Ongoing</p>
<b>Institutional Reporting/ Assessment</b>	<p>4. Determine missing data points, develop a mechanism for documenting data needs and assigning collection work, begin collecting data, and file into the existing repository.</p> <ul style="list-style-type: none"> <li>-IR and Director of Assessment continue to work on identifying data information needs. Training continues with Faculty and Staff on where to access the information or request additional needed information.</li> </ul>	Ongoing
<b>IR/ Assessment/ IT Department</b>	<p>5. Create institutional research plan that accounts for all data collection needs of the college.</p> <ul style="list-style-type: none"> <li>-Identifying data needs is ongoing and reports are being created and shared with stakeholders as appropriate when possible.</li> <li>-Increased use of forms submitted through MyFHTC portal is highlighting data needs</li> <li>-IT ticket system for data and report inquiries created and launched- 241 Tickets opened/ 214 resolved</li> </ul>	<p>Ongoing Ongoing MET-Ongoing</p>
<b>Strategy 4: Identify and develop potential areas of new funding.</b>		
<b>Executive Team</b>	<p>1. Identify and follow through on grant funding opportunities.</p> <ul style="list-style-type: none"> <li>-Requested and approved for \$50,000 from Lyon County Commission for HHS Division</li> <li>-Applied and approved for CARES funding in response to COVID-19: Half to support impacted students, half to support institutional impact.</li> </ul>	<p>Spring 2020 4/2020</p>
<b>Foundation</b>	<p>2. Increase corporate and industry sponsorship.</p> <ul style="list-style-type: none"> <li>-2020 Gala Corporate Sponsorships up by \$5,600; Gala funds overall FY18= \$117K; FY19= \$95K; FY20=\$100K</li> <li>-Corporate donations for COVID-19 Wrangler Relief fund</li> </ul>	<p>5/2020 3/2020-5/2020</p>
<b>Foundation</b>	<p>3. Increase FHTC Foundation support.</p> <ul style="list-style-type: none"> <li>-HCA renovation funding FY18= \$500K; FY19= \$1.2M; FY20= \$1.8M</li> <li>-Funding for COVID-19 Wrangler Relief Fund= \$18K</li> <li>-Funding secured for DNA lab space remodel and equipment</li> <li>-Funding secured for NSG Birthing simulator purchase</li> </ul>	<p>Ongoing 3/2020-5/2020 2/2019 2/2019</p>
<b>Goal 2: Facilitate Institutional Growth</b>		<b>Completion Dates</b>
<b>Strategy 1: Increase Enrollment</b>		
<b>Career Consortium</b>	<p>1. Expand outreach and CEP sites.</p> <ul style="list-style-type: none"> <li>-Abilene and Ottawa signed articulation agreements and began course offerings</li> <li>-Louisburg will be added in 2020/2021</li> <li>-Peaslee Site officially closed</li> <li>-Attending the KACTE and CTE Conference to promote partnerships</li> <li>-Adding a second instructor for Garnett Automotive Program</li> </ul>	<p>2019/2020 GOAL 7/2019 2/2020 Summer 2020</p>
<b>Instructional Design</b>	<p>2. Expand the number of courses and/or programs delivered in alternative formats.</p> <ul style="list-style-type: none"> <li>-Due to COVID-19 Many Spring courses moved rapidly to Online Content; Crash Course Training was provided to faculty which 53% post transition survey respondents indicated was effective/very effective.</li> <li>-Weekly ongoing training sessions and training videos for LMS content development was provided by the Instructional Design Director</li> <li>-Preparedness plans for fall of 2020 include encouraging faculty to prepare/plan online content for courses due to ongoing COVID-19 concerns.</li> <li>-Instructional Design director is continuing to provide training videos, one on one training, and support throughout the summer for LMS content additions</li> </ul>	<p>3/2020 3/2020-5/2020 5/2020- ongoing Ongoing</p>
<b>Admissions</b>	<p>3. Increase recruitment activities.</p> <ul style="list-style-type: none"> <li>-Utilized texting App to better connect and communicate with prospective students (especially after COVID-19 Impact)</li> <li>-Booth Set-Ups 39 Planning Fairs (+7); 13 (+6 planned but canceled for COVID-19) Career Fairs (+6); 8 PT conferences (-2); 18 (+4 planned but canceled for COVID-19) General Events (-6)</li> <li>-ESSDAK</li> <li>-On Campus Tours- 512 students from 14 High Schools; 60 High School Visits</li> <li>-Moved Wrangler Rally to October (558); Jr. Wrangler Rally for Spring had 658 signed up- canceled due to COVID-19</li> <li>-2 Prospective Students attend "The Cut" Competition</li> <li>-Virtual High School Visits (Zoom)- 3</li> <li>-Utilizing Google Duo for virtual campus visits</li> </ul>	<p>2019/2020 2019/2020 11/2019 2019/2020 MET- Planning for AY21 10/2019 Spring 2020 Spring 2020</p>

<b>Student Services</b>	<p>4. Identify and focus on unreached populations.</p> <ul style="list-style-type: none"> <li>-Worked with SE Kansas Works for Drive Through/ Virtual Job Fair</li> <li>-Worked with Chamber of Commerce displaced workers- 2 Companies</li> </ul>	<p>5/2020 Fall 2019</p>
<b>Student Services</b>	<p>5. Determine and respond to community need.</p> <ul style="list-style-type: none"> <li>-Career Fair canceled by COVID-19</li> <li>-2<sup>nd</sup> Annual Student Engagement Fair Held- 14 Vendor Non-Profit Groups Attended</li> <li>-Continue visibility within the community through partnership events- <i>Food Truck at several community events; Emporia Arts Center Performance Series student ticket partnership; Community Baby Shower participation of Health Students; Emporia Polar Plunge</i></li> </ul>	<p>4/2020 8/2020 2019/2020</p>
<b>Strategy 2: Create new and strengthen existing partnerships.</b>		
<b>Career Consortium</b>	<p>1. Increase presence at area high schools.</p> <ul style="list-style-type: none"> <li>-Hosted Professional Development for CTE/Dual credit instructors- FY19=25; FY20=27 (+2) Attendees</li> <li>-Actively using Adjunct CEP/CTE Google Team drive for document submission and completion</li> <li>-Utilizing CEP/CTE checklist for expected FHTC elements for clearer communication</li> <li>-Developing a stronger liaison relationship between program faculty and partnership high school faculty teaching CTE courses</li> </ul>	<p>8/2019 Ongoing Ongoing Ongoing</p>
<b>Executive Team</b>	<p>2. Increase articulation and transferability agreements.</p> <ul style="list-style-type: none"> <li>-Added three High School articulation agreements: Abilene, Ottawa, Garnett</li> <li>-Working on 2+2 Articulation Agreements with ESU for GAT, IMD</li> </ul>	<p>2019/2020 Ongoing</p>
<b>Executive Team</b>	<p>3. Increase industry partnerships.</p> <ul style="list-style-type: none"> <li>-Added several Industry Partners in the development and funding of the Wrangler Student Crisis Fund intended for students impacted by COVID-19 that did not meet federal funding guidelines.</li> <li>-FHTC Admissions Representative now on Emporia Chamber of Commerce Board</li> <li>-Two FHTC Representatives severed on the "Road to Recovery" team for Emporia</li> <li>-Additional Industry support for Garnett Automotive Center and program</li> </ul>	<p>Spring 2020 1/2020 5/2020 2019/2020</p>
<b>Strategy 3: Expand student life activities.</b>		
<b>Institutional Effectiveness</b>	<p>1. Determine the feasibility of athletic programs and implement as resources allow.</p> <ul style="list-style-type: none"> <li>-IEC Committee voted to Table this strategic item due to lack of funding and resources. It was determined to be unfeasible during this strategic plan period.</li> </ul>	<p>10/2018</p>
<b>Institutional Effectiveness</b>	<p>2. Determine need and feasibility of room and board options.</p> <ul style="list-style-type: none"> <li>-FY19=311; FY20= 177 Page views for the Libguide Housing Page; FY19=168; FY20=71</li> <li>-Asset Clicks (listing services)</li> <li>-Student satisfaction data indicates FY19= 63% FY20=67% of student respondents did not have a housing concern. FY19=25%; FY20=16% indicated it is "somewhat" of a concern. FY19=11%; FY20=16% indicated a great concern.</li> <li>-The COVID-19 Student Transition Survey also asked about impact to housing concerns less than 10% of respondents indicated that housing was an issue.</li> </ul>	<p>2019/2020 2019/2020 Spring 2020</p>
<b>Student Services</b>	<p>3. Increase student activity and amenity offerings.</p> <ul style="list-style-type: none"> <li>-Partnered with Emporia Arts Council for free student tickets for 4 different shows (2 canceled due to COVID-19)</li> <li>-Lunch Hour Activities offered on Main Campus 5 /4 Canceled due to COVID-19 (-3); Activities offered beyond or outside of the lunch hour 5/5 canceled due to COVID-19 (-1)</li> <li>-Spirit Week moved to Virtual Format: 8 Posts; Ave. Post Reach 1173; Ave. Post Engagement 210</li> <li>-Virtual Spring Commencement due to COVID-19: <ul style="list-style-type: none"> <li>*Grad Photos Submitted 86;</li> <li>*FB posts featuring grads 5; Ave Post Reach 3050; Ave Post Engagement 675</li> <li>*YouTube Ceremony 648 Views; 19% Full Video; 45% 8 Minute Ave. (student name slides start at about the 8 minute mark)</li> </ul> </li> </ul>	<p>2018/2019 2018/2019 4/2020 5/16/2020</p>
<b>Strategy 4: Strengthen our public image.</b>		
<b>Instructional Services</b>	<p>1. Amend academic calendar to reflect traditional college start dates in fall and spring for beginning AY 16-17.</p> <ul style="list-style-type: none"> <li>-17 Week (FA/SP) and 11 Week (SU) semester calendar set for FY21 and approved by Board of Trustees on 10/14/19</li> </ul>	<p>10/14/2019</p>

<b>Marketing</b>	<p>2. Increase awareness of our programs, graduates' successes, and earning potential.</p> <p>-Increase Social Media presence:  Facebook- +333 Followers, +897 engagements, -53 posts;  Twitter- +47 followers, +10 engagements, -3 tweets;  Instagram- +157 Followers, -724 engagements, -33 posts, +92 Stories  Snapchat- Event filters 135 Uses/ 6.3K views, Community Filter 3.7K uses/ 113.8K views (+400/+13.8K)  LinkedIn- +75 followers, +28 engagements, +2 posts  YouTube- 0 new videos posted, +407 views, +69.4 hours of watch time, +13 subscribers</p> <p>-FY18= 15; FY19=18; FY20=15 Press releases</p> <p>-Online Ad targeting search history and location- Streaming Radio Ad=2 (30,684 Impressions/ 0.3% CTR); Banner Ads=5 (744,900 Impression/ 0.18% CTR); Trueview/YouTube Ads= 4 (78,226 impressions/ 31.78% CTR); Misc. Online Ad=2</p>	<p>2019/2020</p> <p>2019/2020</p> <p>2019/2020</p> <p>2019/2020</p>
<b>Foundation</b>	<p>3. Increase awareness of College and Foundation events in local and social media.</p> <p>-8/2019 Held Alumni &amp; Friends event at the Lyon County Fair (2<sup>nd</sup> Year)</p> <p>-10/2018 "The Cut" competition FY18= 125 Attendance/ \$1800; FY19=124 Attendance/ \$1132; FY20 112 Attendance/ \$1425</p> <p>-2019/2020 Distinguished Alumni Award in 5<sup>th</sup> Year</p> <p>-Hired New Alumni/Annual Fund Coordinator</p> <p>-Converted New Donor management Software- includes ability to use Social Media to track involvement of donors/alumni</p>	<p>8/2019</p> <p>10/2019</p> <p>2018/2019</p> <p>12/2019</p> <p>12/2019</p>
<b>Instructional Leaders</b>	<p>4. Increase participation in community organizations.</p> <p>-Employee self-reported participation and involvement with community organizations, groups, events, projects, or other service activities. FY18 38 Employees/ 100 Organizations; FY19= 45 Employees/ 190 organizations; FY20 44 Employees/ 215 Organizations</p> <p>-Student opportunities for engagement and activities. FY18 17 Events/ 6 on campus groups; FY19 40 Specific events/ 8 on campus groups; FY20 41 Specific Events/ 11 student groups</p> <p>-Held the 2<sup>nd</sup> Engagement Fair 8/28/2019 to introduce students to various on-campus and community opportunities.</p>	<p>FY20</p> <p>FY20</p> <p>8/2019</p>
<b>Goal 3: Enhance Student Success</b>		<b>Completion Dates</b>
<b>Strategy 1: Improve retention and completion rates.</b>		
<b>Student Services Committee/ Advising</b>	<p>1. Develop and implement student at-risk plan.</p> <p>-Monthly meetings between Dean of Enrollment and academic advisors</p> <p>-Instructor concern form is now fully electronic for tracking and communication ease. All parties involved receive electronic notifications and updates.</p>	<p>Ongoing</p> <p>Ongoing</p>
<b>Admissions/ Registration</b>	<p>2. Develop and implement strategic enrollment policies.</p> <p>-Revised Multiple Measure matrix for enrollment requirements</p> <p>-Adjusted Admission Testing Requirements in response to COVID-19 Impacts on students</p> <p>-Removed enrollment deposit requirement for Fall semester in response to COVID-19 Impacts on students</p> <p>-Moved to Virtual Enrollment in response to COVID-19 Impacts</p>	<p>Fall 2019</p> <p>Spring 2020</p> <p>Spring 2020</p> <p>Spring 2020</p>
<b>Admissions/ Advising</b>	<p>3. Improve student advising.</p> <p>-Apply Kansas at Emporia High School</p> <p>-Advising Day at Emporia High School – Helped 64 students with admissions process, second day in April was cancelled due to Covid-19</p> <p>-Parent Night at Emporia High School – 9 families</p> <p>-Schedule Accuplacer testing for our AMT Garnett high schools in January 2020. We had 32 students test over a two-day period.</p> <p>-Met with Superintendents from the Garnett area about the AMT program to help improve on schedules</p>	<p>10/2019</p> <p>2019/2020</p> <p>2019/2020</p> <p>2019/2020</p> <p>2019/2020</p>
<b>Strategy 2: Improve teaching and instruction.</b>		
<b>Professional Development Committee</b>	<p>1. Increase pedagogical professional development offerings by one per semester.</p> <p>-2 (-1) Pedagogical offerings for faculty at Fall Professional Development</p> <p>-2 (-2) Pedagogical offerings for faculty Spring Professional development</p> <p>-Assessment Professional Development Day held for all Program Faculty focused on Learning Outcomes and curriculum mapping of outcomes and skills development 99% Participation</p> <p>-Crash Course Training in LMS for COVID-19 Transition- 5 Specialty Session Offered</p> <p>-Weekly LMS integration and development tips during C19 transition provided</p>	<p>8/13/2019</p> <p>1/10/2020</p> <p>1/9/2020</p> <p>3/2020</p> <p>3/2020-5/2020</p>
<b>V.P. of Instruction</b>	<p>2. Increase participation in pedagogical professional development offerings by 10% per year or a total of 75% of MA faculty participation.</p> <p>-100% of MA faculty were involved in pedagogical professional development offerings</p>	<p>2019/2020</p>

<b>Professional Development Committee</b>	<p>3. Showcase best practices of existing faculty.</p> <ul style="list-style-type: none"> <li>-KCTE conference faculty participation</li> <li>-During weekly virtual faculty meeting after stay-at-home transitions, faculty were invited to share best practices and/or things that were helping with the sudden transition</li> </ul>	<p>2/2020</p> <p>3/2020-5/2020</p>
<b>Library/ Instructional Design</b>	<p>4. Create pedagogical best practices repository- searchable resources for faculty.</p> <ul style="list-style-type: none"> <li>-Libguide Faculty Lounge 341 Views (23% Increase)</li> <li>-Many new training videos have been added to the LMS Faculty Lounge</li> </ul>	<p>2020</p> <p>3/2020-ongoing</p>
<b>Strategy 3: Improve student outcome attainment.</b>		
<b>Assessment Committee</b>	<p>1. Identify student learning outcomes for each program.</p> <ul style="list-style-type: none"> <li>-All programs updated and/or affirmed CLO/PLOs.</li> <li>-Continue to target data collections points within each program for outcome achievement tracking and analysis.</li> </ul>	<p>Completed 1/2020</p> <p>Ongoing</p>
<b>Assessment Academy Team</b>	<p>2. Develop and implement data collection, analysis, and reporting process for student learning outcomes.</p> <ul style="list-style-type: none"> <li>-Process for program level collection of outcomes data is done. Targeted data collection ongoing.</li> <li>-2 of 3 ISLO data collection processes completed. Reference Annual Assessment Report Section V, Appendix C for details</li> <li>-Course Level Common Assessment outcome data collection is ongoing in development. Reference section II and Appendix B of Annual Assessment report for details.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<b>Assessment Committee</b>	<p>3. Identify and implement improvement strategies as needed.</p> <ul style="list-style-type: none"> <li>-General Education target courses based on assessment data will meet to identify improvement based on trend outcomes data collected (Section II, Appendix B)</li> <li>-Working on refinement of Course Evaluations to provide better and useable feedback to faculty.</li> </ul>	<p>5/2020-8/2020</p> <p>Ongoing</p>



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