



ANNUAL ASSESSMENT REPORT 2024

Academic Year 2023-24
Submitted October 2024

**FLINT HILLS
TECHNICAL
COLLEGE**

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“Assessment is today’s means of modifying tomorrow’s instruction.”
~Carol Ann Tomlinson, AALHE (2019)

EXECUTIVE SUMMARY

The office of Institutional Effectiveness in conjunction with the Assessment Committee present the annual assessment report for Flint Hills Technical College (FHTC) for the academic year 2024. This report highlights FHTC successes, challenges, and areas for improvement. This opportunity to reflect on the achievements that have been made and the challenges being faced allows all stakeholders of FHTC to gain greater understanding of the college as a whole.

Achievements of Note

Professionalism and Problem-Solving: Institutional Student Learning Outcomes (ISLOs) in Professionalism and Problem-Solving have shown consistent improvement over the past academic years, with scores increasing in both fall and spring semesters. Notably, Professionalism scored an average of 4.19 in Spring 2024, indicating high levels of student competence in ethical behavior, initiative, and personal responsibility.

Student Retention and Persistence: The institution has made strides in retaining students, with an average retention rate of 38% for CTE/CEP senior students. This marks a positive trend in student persistence across multiple programs.

Program-Level Success: Certain programs, such as Healthcare Administration (NSG) and Industrial Engineering (IET), have demonstrated strong performance in degree completion rates, reflecting the success of targeted instructional and support strategies.

Opportunities for Improvement of Note

Faculty and Staff Engagement: There has been a noticeable decline in faculty and staff participation in evaluations and ISLO assessments, with numbers decreasing from previous years. This trend may affect the robustness of the assessment data and indicates a need for renewed engagement strategies.

Course Completion Rates: While overall student performance has improved, certain areas still show higher withdrawal and failure rates. Addressing some targeted courses with higher than average non-success rates through enhanced academic support and curriculum adjustments will be critical.

Program Disparities: Some programs, such as Multimedia Design (MMD) and Computerized Machine Tool (MTE), continue to have lower degree completion rates compared to institutional averages. Targeted interventions may be necessary to address these gaps.

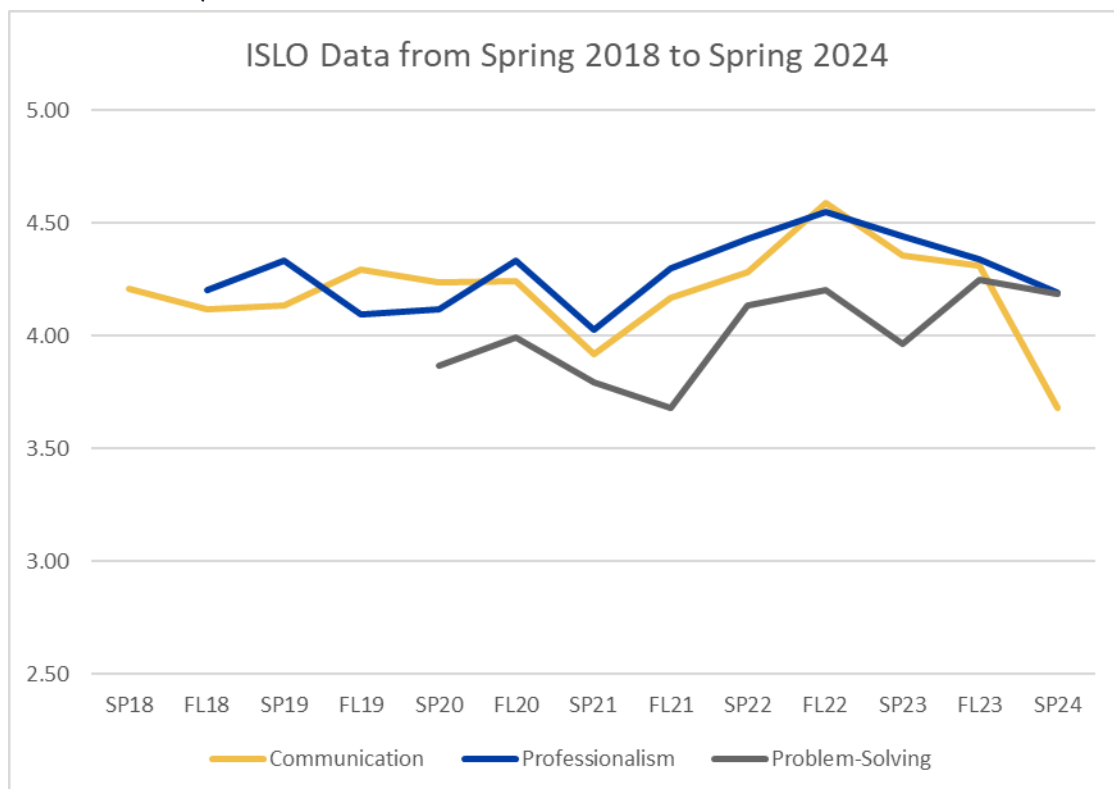
In summary, the '2024 Annual Assessment Report' underscores the institution's commitment to continuous improvement and excellence in education. By focusing on strategic enhancements in identified areas, the institution is well-positioned to further elevate student success and institutional performance in the coming years.

INSTITUTIONAL LEVEL ASSESSMENT

Institutional level assessment entails practices of collecting data across the whole of the institution. These practices help illuminate how well the institution is doing collectively to meet the stated mission, enhance student learning, and promoting student success. Utilizing a variety of metrics to form a cohesive picture of the institution's successes as well as areas for targeted improvement helps ensure continued success overall.

Institutional Student Learning Outcomes (ISLOs)

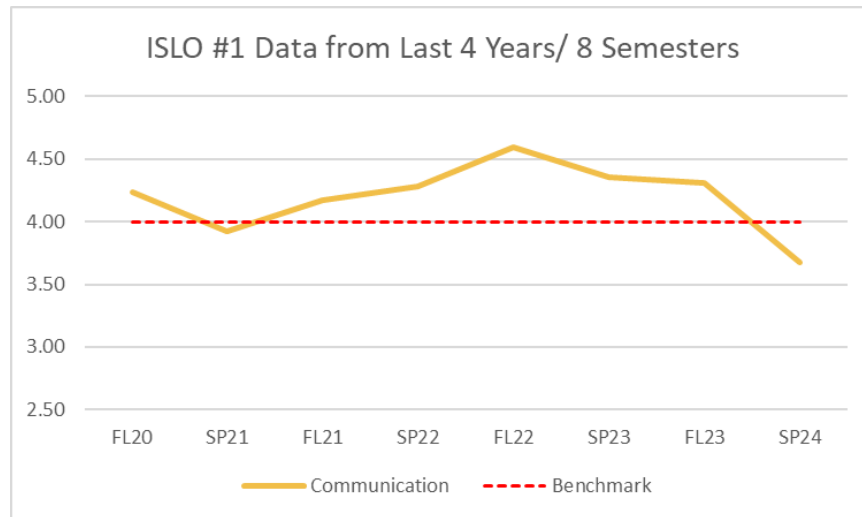
The Institutional Student Learning Outcomes (ISLOs) represent the core skills valued in the workplace that are not unique to any one field, reflected through the mission of a general education framework. These three identified skills are emphasized across the institution to increase student awareness and skill level. The data indicates that both instructional and non-instructional evaluators are utilizing the rubric in consistent ways.



ISLO evaluations are on a 5-point scale, with a five indicating excellence in the skill area, while a one represents low achievement in the skill area. The data illustrated above allows the review of the general average range of scores for all three ISLOs over time. Based on this illustration, students overall tend to fall between a 4.00 and 4.50 indicating slightly above average skill level. There was a noticeable drop in the average communication score for spring 2024. This will need to be monitored in future semesters.

- **ISLO #1 Students will be able to effectively communicate with a diverse group of learners.**

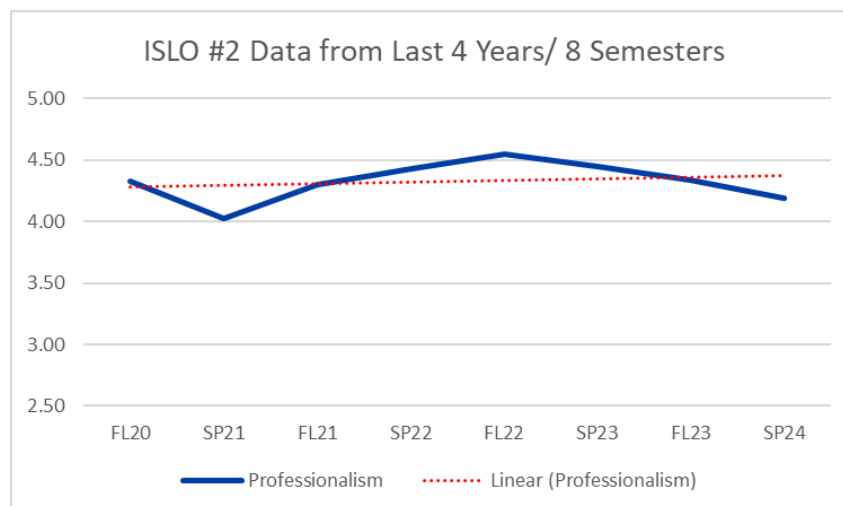
➤ **AY 2024 Benchmark Goal: ISLO 1 sustain overall average above 4.0. Not Met**



While the average ratings for ISLO #1 Communication have remained fairly consistent above the 4.00 benchmark, the spring collection indicated that students were not excelling at that same level. The rubric for ISLO #1 was reviewed by faculty and staff during the spring for any adjustments and/or updates to wording. The Assessment Committee determined, based on that feedback, that some clarifying words of scale be added to the rubric and that more specific training be provided to faculty and staff on ISLO evaluation processes.

- **ISLO #2 Students will demonstrate professionalism.**

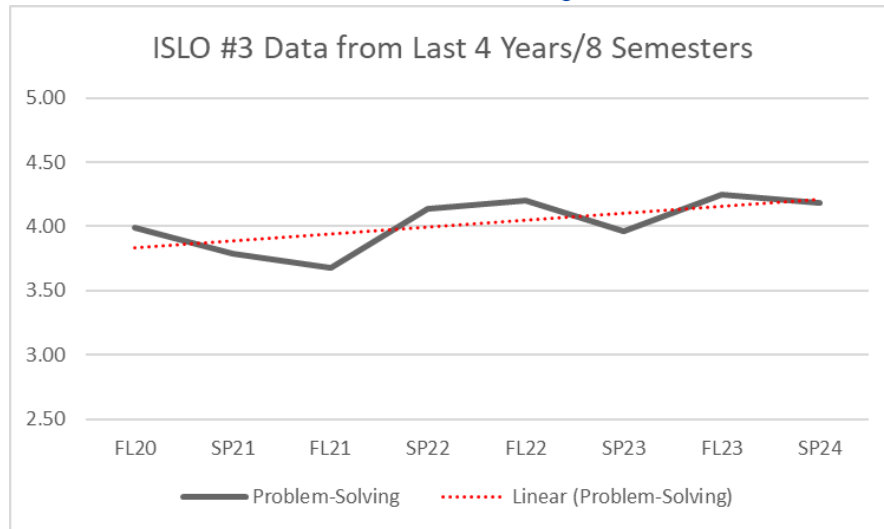
➤ **AY 2024 Benchmark Goal: ISLO 2 both fall and spring results within 0.2> standard deviation for overall average. Met**



	FL20	SP21	FL21	SP22	FL22	SP23	FL23	SP24
Professionalism	4.33	4.03	4.30	4.43	4.55	4.44	4.34	4.19
Standard Deviation	0.154	0.216	0.193	0.093	0.082	0.074	0.076	0.103

- **ISLO #3 Students will apply problem-solving skills.**

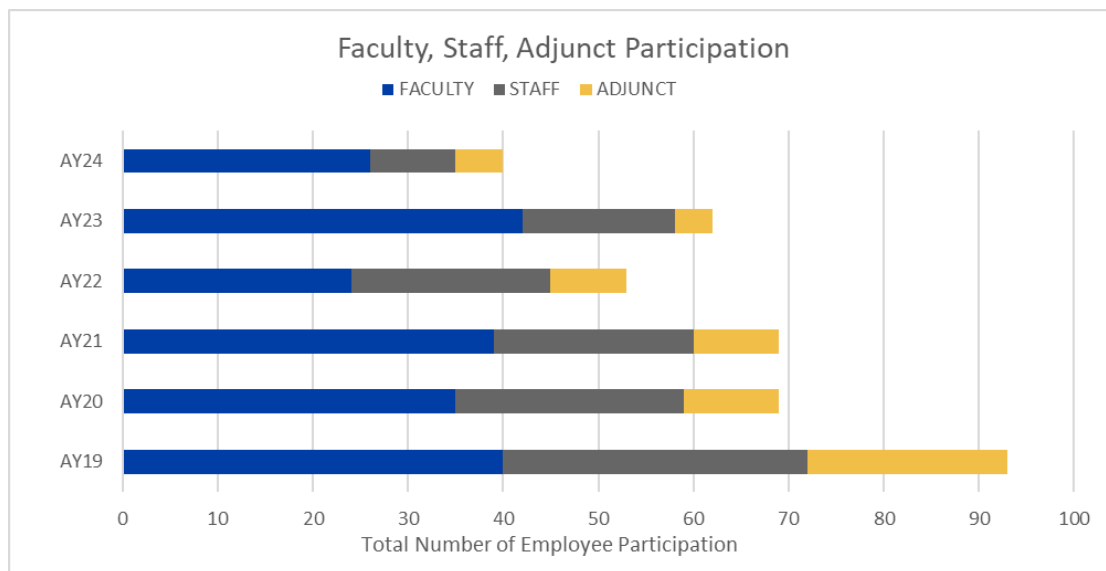
➤ **AY 2024 Goal: ISLO 3 both fall and spring results within 0.2> standard deviation for overall average.**



	FL20	SP21	FL21	SP22	FL22	SP23	FL23	SP24
Problem-Solving	3.99	3.79	3.68	4.13	4.20	3.96	4.25	4.18
Standard Deviation	0.087	0.141	0.079	0.322	0.049	0.171	0.201	0.043

- **Faculty, Staff, and Adjunct Participation**

➤ **AY 2024 Benchmark Goal: Yearly participation from faculty 60%+ (approximately 22 AY24); Staff 40%+ (approximately 18 AY24); Adjuncts 20%+ (approximately 6 AY24)**



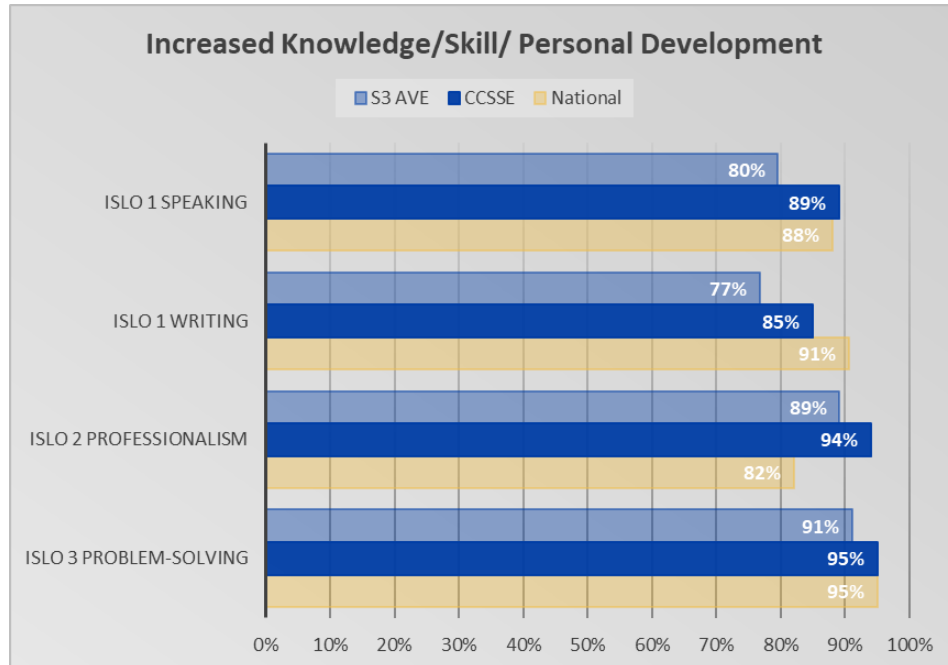
	AY19	AY20	AY21	AY22	AY23	AY24
FACULTY	40	35	39	24	42	26
STAFF	32	24	21	21	16	9
ADJUNCT	21	10	9	8	4	5

Although the total staff and faculty numbers have increased over the last few years, the data table indicates a declining participation from both faculty and staff. This correlates with a decline in total submissions.

- **Student Feedback on ISLO Emphasis**

➤ **AY 2024 Benchmark Goal:** To raise the spring average to above 90% for all areas. **Not Met**

Although the established goal was not met the national survey illustrates that there are consistent success areas in the knowledge growth of Institutional Student Learning Outcomes. There is a consistent trend in feeling less growth in communication skills overall.



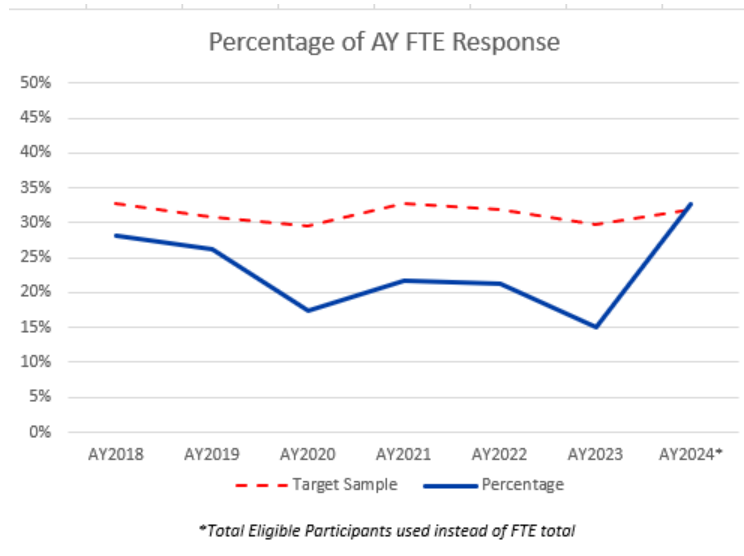
The above chart represents the overall response rate average for the internal student satisfaction survey (S3) over the last 4-years as compared to the results from the nationally normed Community College Survey of Student Engagement (CCSSE). The data indicates aligned results, though the percentages are above internal survey data, illustrating that students still feel less knowledge growth in communication skills overall. When looking at the comparison to national averages from CCSSE, it is clear that an area in which students are struggling is writing skills. As a college with a primarily “hands-on” focus, it is understandable that writing data trails the national community college averages. However, it is clear that FHTC exceeds national averages in the development of professionalism among students.

A further breakdown of the ISLO data is available in [Appendix A- Institutional Level Data](#).

Student Satisfaction Survey (S3)-

- Administer National Survey and receive an +80% return/completion rate. **Not Met**

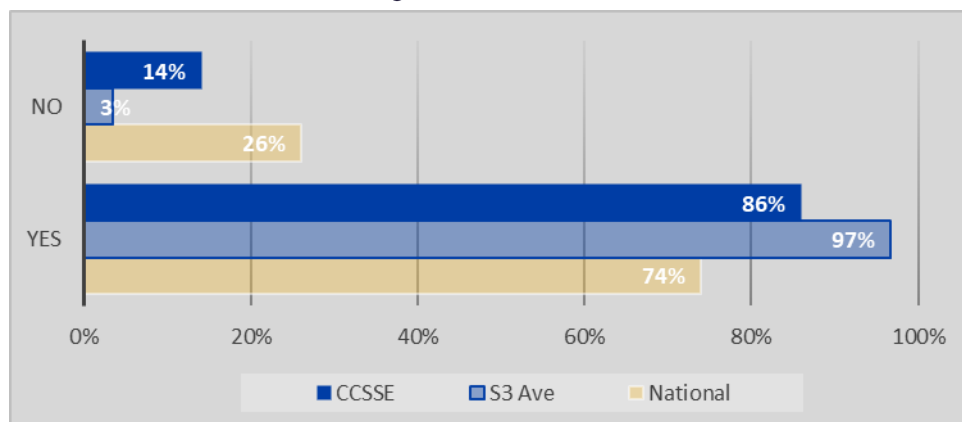
The Community College Survey of Student Engagement (CCSSE) is a nationally normed survey that was open to students 18 and older by March 1, 2024. There were 587 eligible students for participation in the survey and 191 responses were received. While the ambitious goal was not met, as illustrated below the response rate was higher than FHTC's internal trending average and exceeded the recommended target sample size.



- Review National Survey results and compare to internal survey trends. **Met**

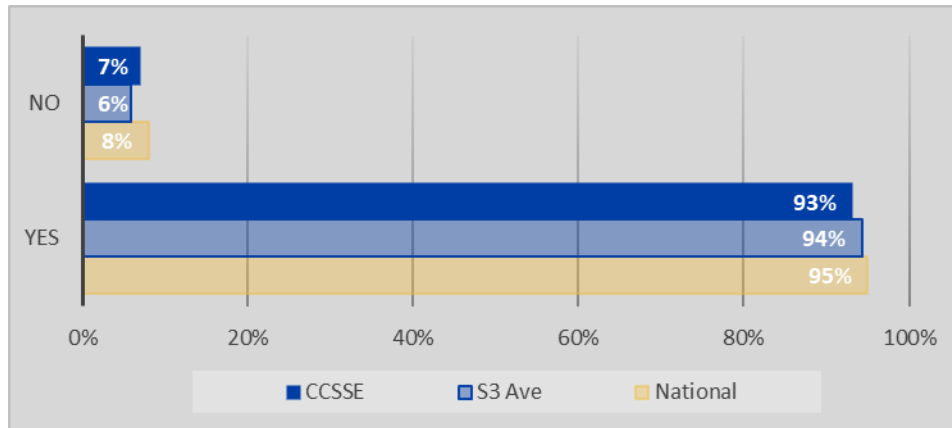
Looking at core questions from CCSSE that align with core questions on FHTC's internal survey it is clear that there are consistent results between the two collections of data. Additionally, when compared to national averages of other two-year colleges of similar size, FHTC preforms equally.

Q: How much does the college emphasize providing the support you need to help you succeed at this college? (CCSSE-9.b; S3-14.b)



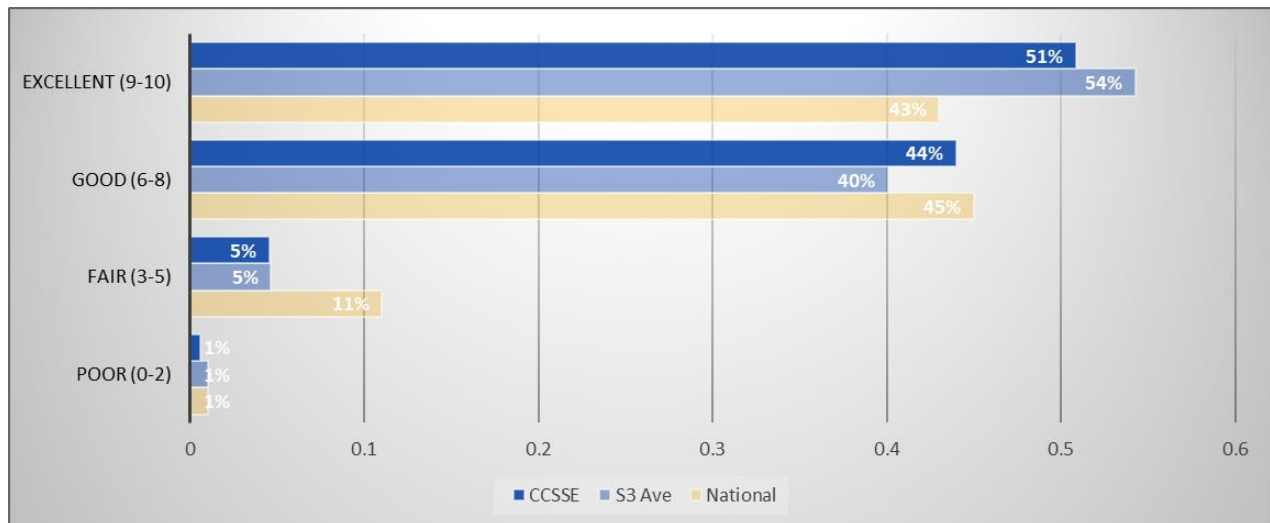
Although the comparison data indicates an 11% percentage shift, this is more likely due to the difference in phrasing on the different surveys. Regardless, the data still indicates that the majority of students feel like student success is a priority at FHTC.

Q: Would you recommend this college to a friend or family member? (CCSSE-35; S3-15.a)



The chart above illustrates that students predominately would recommend FHTC to family and friends. The results are on trend with other two-year colleges, and consistent with internal data collected.

Q: How would you evaluate your overall educational experience at this college? (CCSSE-36; S3-15.c)



Both internal averages and CCSSE results indicate that FHTC students are satisfied with the overall educational experience at FHTC consistently. The percentage of students who indicated an excellent overall experience exceeded the national averages.

➤ **Review and update Internal Student Satisfaction Survey. In Process**

The Assessment Committee will review the CCSSE results in more detail as compared with the internal student satisfaction survey. The committee will determine any adjustments that might need to be made to the internal survey, but based on the results it appears that the internal survey provides equivalent yearly insights that match/mirror those results received through the national survey. Based on the results, the committee will also determine if participating in a national survey every four-years, while collecting internal data in the years between meets the needs of the institution.

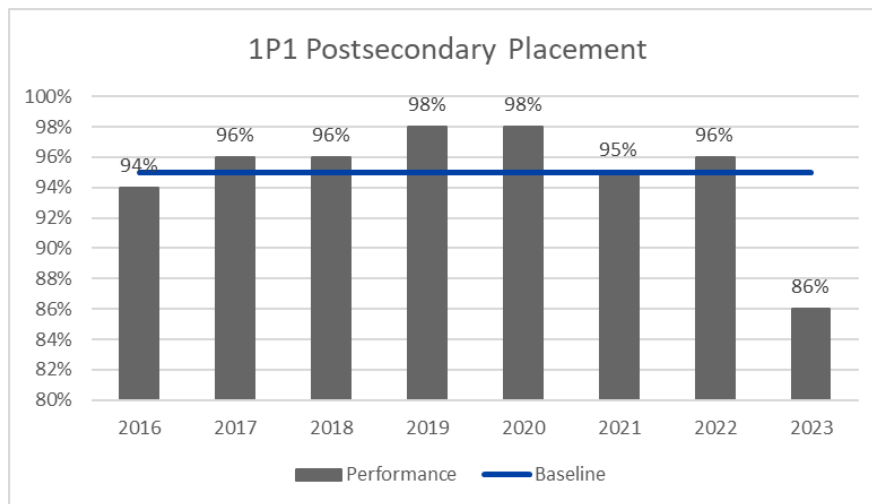
Perkins Core Indicators

The Carl D. Perkins Technical Education legislation and related funding mechanisms are directly focused on workforce development and technical education programs. Due to reporting cycles, the data is approximately one year behind. The data reflected below represents the most recent information. As part of the Kansas Perkins programs, three core indicators are identified:

- **1P1 Postsecondary Placement:** Percentage of CTE concentrators that continue education, advanced training, military service, or retained employment in the second quarter post-graduation.

➤ **Continued Goal: CTE retention average at or above 95% of the identified student population.**

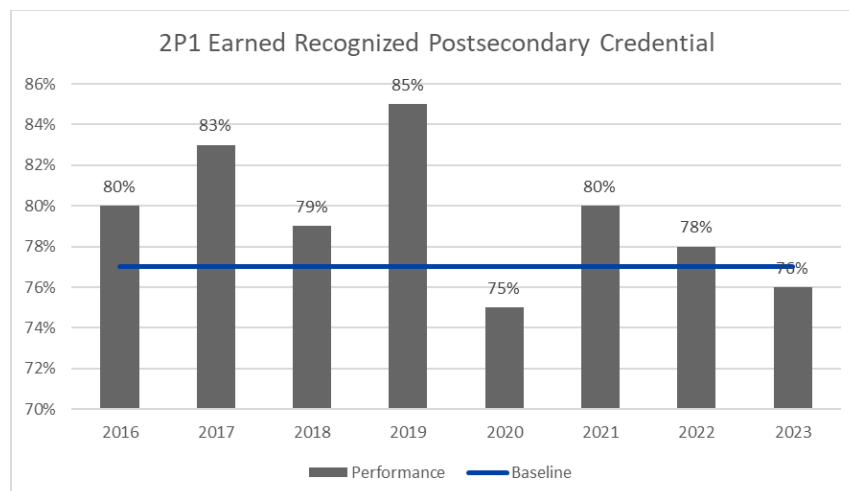
Not Met



- **2P1 Earned Recognized Postsecondary Credential:** Percentage of CTE concentrators who receive a recognized post-secondary credential during participation in or within 1 year of program completion

➤ **Continued Goal: CTE completion average at or above 77% of the identified student population.**

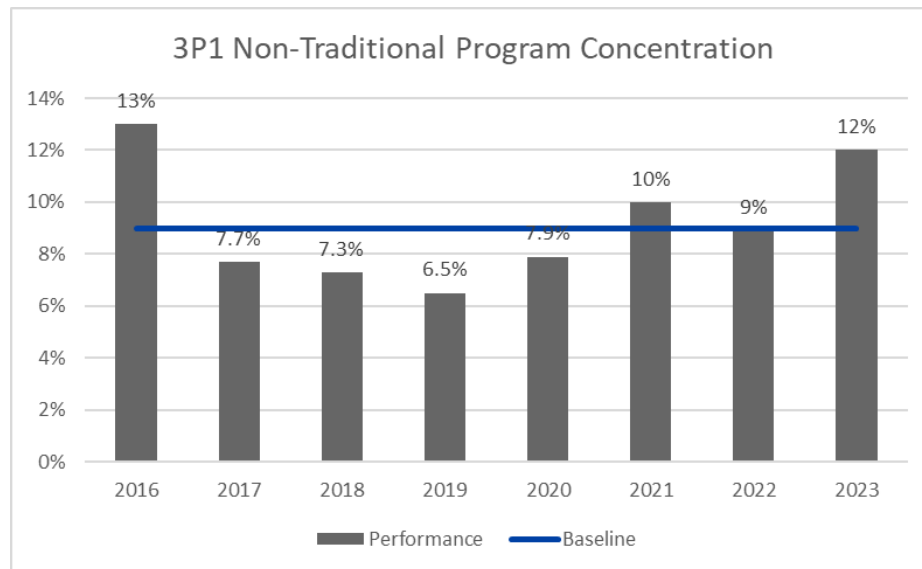
Not Met



- **3P1 Non-Traditional Program Concentration:** Percentage of CTE concentrators in programs of study that lead to non-traditional fields (based on gender).

Eight programs qualify for non-traditional enrollment based on gender. There has been a consistent increase over the last two years for the institution as a whole. However, there are specific programs that could benefit from a concerted effort to recruit more non-traditional program concentrators.

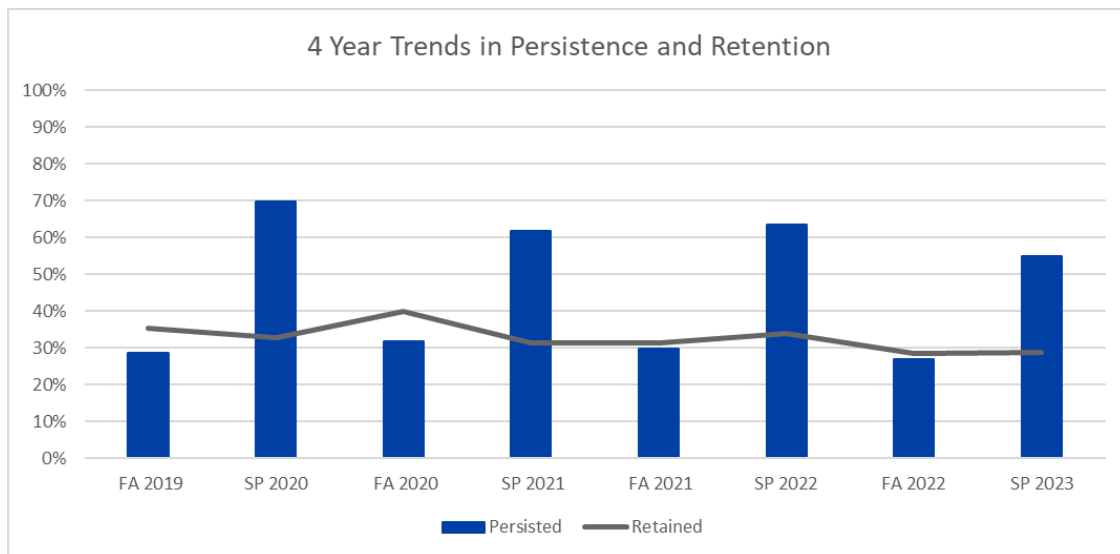
- **Continued Goal: CTE non-traditional concentrators average at or above 9% within the identified programs. Met**



Persistence, Retention, and Completion Trends

Persistence and Retention

FHTC define *persistence* as those students who enroll in subsequent semesters. It is natural therefore to have a lower percentage from spring to fall semesters than those between fall to spring. *Retention* is defined by FHTC as the percentage of students who enroll in the same semester in subsequent years, fall to fall or spring to spring. This helps the college track how many students, both part-time and full-time, are returning to complete various degree levels.



The data above indicates that overall the fall to spring persistence rate has been declining from a high of 70% to the last data point at 55%. When looking at this trend in comparison to course data on withdraw/fail rates, the decline does not seem to be from lack of success in courses nor an increase in degree attainment that would contribute to this decline. More targeted information would need to be collected from non-persisting/non-completing students to identify barriers.

Retention trends in comparison appear to be more consistent though have also slightly declined in the last reporting year. On average, 64% of the student headcount are part-time students, which means that each year, approximately 30-50% may be reaching an exit point.

Concurrent Enrollment Retention Data

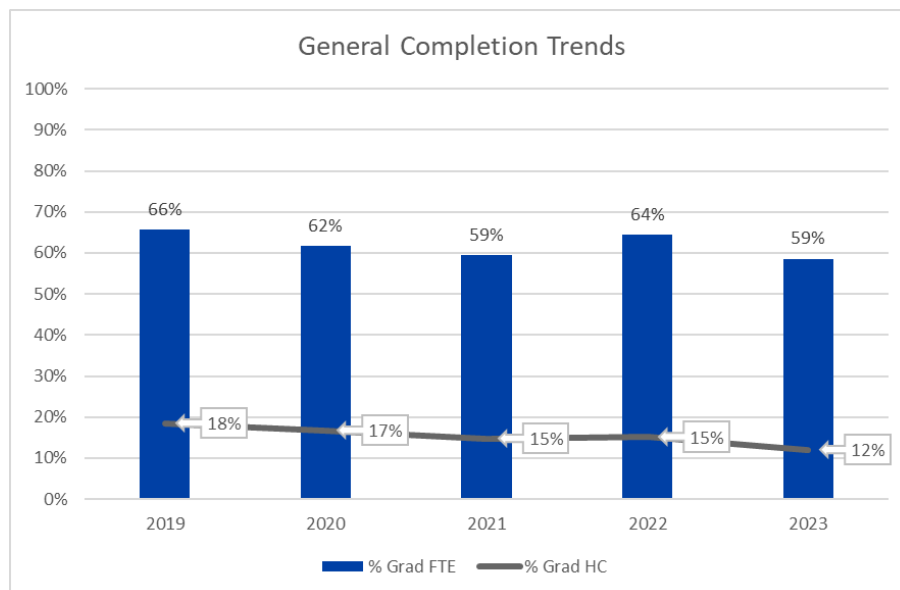
FHTC partners with an average of 15 area high schools annually to provide students with the opportunity to earn college credit. Students have the opportunity to come to the FHTC campus locations to take concurrent courses in a variety of programs which introduces them to the opportunities after high school. In addition to those classes, the partnerships also offer dual credit courses at the high school locations. There are a variety of approved technical education and general education classes available. FHTC has begun to look at the data on the return of those partnerships in getting more students to enroll post-high school with FHTC.

YEAR	# CEP/CTE	Count Seniors	% Seniors	Total # First Time Freshman	Former CEP/CTE	% w/ CTE/CEP	% of Senior CTE/CEP Retained
2020-FL	633	99	16%	126	36	29%	36%
2021- SP	319	53	17%	23	5	22%	9%
2021- FL	672	119	18%	146	60	41%	50%
2022- SP	313	54	17%	12	1	8%	2%
2022- FL	656	212	32%	124	63	51%	30%
2023- SP	479	130	27%	15	4	27%	3%
2023- FL	522	200	38%	126	51	40%	26%
2024- SP	439	152	35%	22	5	23%	3%
AVERAGE	504.125	127.375	25%	74.25	28.125	38%	22%

When looking at the overall averages it is clear from the data that primarily Juniors are taking dual credit courses at FHTC partnership high schools. There is obviously a benefit to these courses as on average close to 40% of our first-time freshman enter programs with credit from a high school partnership course.

Completion Total Overall

There are several factors to consider when looking at the following completion data. This does not filter down to the number of students that are taking full-time versus part-time course loads. This is a raw look at the total number of students enrolled, headcount (HC), and the Full-Time Equivalency (FTE), which is total credit hours enrolled divided by 15. Looking at these overall trends of capsule data provides the opportunity to see trends over time.



FHTC enrollment data includes multiple pathways in which students pursue higher educational credit. When looking at the data from the FTE/HC perspective it is important to remember that on average 77% of the student population are high school students. Ideally, the institution would like to consistently see these numbers closer to 70%FTE and 20%HC. Additional Breakdowns of Completion Data can be found in the Program Level Assessment Section.

SERVICE DEPARTMENTS- CO-CURRICULAR

At FHTC co-curricular assessment is linked to the service departments. As a small college without on-campus housing, dining, or athletics, most activities that support student learning are linked to staff departments. For this reason, co-curricular assessment is inextricably linked to staff and service departments. These areas are essential elements that support the overall student experience and fundamentally impact student learning at FHTC.

Service Department Review

➤ FY 2024 Goal: Collect data on finalized goals in all departments **In Process**

FHTC service department staff meet on November 20, 2023 to work through the co-curricular assessment process and collect data on identified outcomes. Due to several new changes in roles, department definitions, and personnel many changes and updates needed to be made. For established goals that were still accurate to the duties and process of the department, data was collected. For those goals that were no longer aligned to the department, updates and changes were made.

The next staff assessment day is scheduled for November 22, 2023. At that time, more intentional work will be done on the reporting and review process that is set to begin fall of 2025.

➤ FY 2024 Goal: Identify one specific measurable student learning outcome support event/service to fully assess in Spring of 2024. **Not Met**

This goal was not met during the 2023-2024 academic year. Although some departments were able to identify specific events that intentionally develop institutional student learning outcomes (ISLOs), targeted data was not collected for these events.

PROGRAM LEVEL ASSESSMENT

Program level assessment is primarily focused on determining if students have acquired the skills, knowledge, and training inherently promised for the field of study. This assessment encompasses both metrics on student achievement for program outcomes, degree attainment, and employment; as well as analyzes satisfactory resources that support the student learning process effectively.

Program Review

In the fall of 2017 FHTC undertook the process of developing a completely new Program Review Process. Program were divided up into three different cycles, and all programs have fully completed one full cycle. During this process several barriers have been brought to light including, but not limited to, access to data, understanding of the factors related to reporting and data collection, data reporting impacts to programs, and connection of institutional reporting and program specific data. Program review provides administration the opportunity for a deep performance evaluation taking in the whole of programmatic data. This helps with accountability and transparency between the administration and program instructors. All of this helps the institution with an emphasis in continuous improvement and building a sustainable culture of assessment.

- AY 2024 Goal: Final approval of Administrative Performance Evaluation forms for program review with clear expectations. **Met**

An overhaul of the forms associated with Program Review were successful and improved the overall process. The new evaluation form allows for clear categorization of approval based on a numerical scoring system.

- Met- Approved (17-21)
- Met with Concern- Targeted Areas for Improvement (11-16)
- Not Met- Improvement Plan (6-10)
- Not Met- Formal Review (1-5)

This will provide both program faculty and administration clear data informed results that guide institutional decision making in regard to programs.

Cycle I & II Programs

- AY 2024 Goal: Cycle I & II utilize updated forms to collect data for next cycle of review. **Met**

All Cycle I & II programs indicated that the new forms were easier to navigate and collect the specific data. Action plan tracking has been added to ensure follow through on targeted items. Each targeted goal from the previous evaluation is tracked so that progress or set backs can be discussed as part of the review and data collection process.

Example: Graphic Arts Technology Action Goal #1 (Cycle I)

Goal #1- Persistence, Retention, Completion	
GOAL	Increase persistence, retention and completion by 2% each year. Persistence FL17-SP21 Average: 82% Retention FL17-SP21 Average: 52% Completion FL17-SP21 Average: 33%
2021-22	Persistence YR Average: 77% ✗ Retention YR Average: 52% = Completion YR Average: 63% ✓
2022-23	Persistence YR Average: 82% = Retention YR Average: 73% ✓ Completion Average: 30% ✗
2023-24	Persistence YR Average: 85% ✓ Retention YR Average: 63% ✓ Completion YR Average:
2024-25	Persistence YR Average: Retention YR Average: Completion YR Average:

Cycle III Programs

- AY 2024 Goal: Cycle III five programs complete and submit Program Review Action Plans with strategically linked measurable goals for the next cycle. Met

All Cycle III programs set for review completed the review process. Meetings were held with key decision makers as part of the review process.

Automotive Program (AMT): Approval Record and Goals

Reviewer	Status	Notes
Assessment Committee	Met-Approved	18/21 Cycle III- AMT Assessment Committee Feedback
Decision Makers	Met-Approved	18/21 Decision Makers Program Review Form- AMT

1. Increase post-secondary enrollment by 8% over the next five years.
2. Investigate electric vehicle curriculum for future implementation into the program.
3. Increase non-traditional student enrollment by 4% in the next five years.

Computer Program Design (CPD): Approval Record and Goals

Reviewer	Status	Notes
Assessment Committee	Met-Approved	18/21 Cycle III- CPD Assessment Committee Feedback
Decision Makers	Met with Concer...	14/21 Decision Makers Program Review Form- CPD

1. Bring retention and completion up by 10% in three years.
2. The curriculum should be made more robust and challenging to accurately reflect the industry.

3. Creating some industry partnerships with local businesses. Particularly a “pipeline” to take students from entry level to experienced programmers

Computerized Machine Tool Engineering (MTE): Approval Record and Goals

Reviewer	Status	Notes
Assessment Committee	Met with Concern- Targ...	16/21 Cycle III- MTE Assessment Committee Feedback
Decision Makers	Met with Concern- Targ...	15/21 Decision Makers Program Review Form- MTE

1. Retain 1st year students to return to complete TC in 2nd year. Encourage all students to complete AAS. Recruitment of new students from HS as well as industry partners.
2. Create a logical sequence of courses through prerequisites so each course builds upon knowledge received from previous courses in the program, creating a better learning experience that reflects the world they are stepping into.
3. Update to modern equipment in the industry (CNC Machines and controllers). Replace manual machines to better quality more capable machines. Rearrange layout of shop to better utilize space, better reflect actual shop layout.

Network Technology (NET): Approval Record and Goals

Reviewer	Status	Notes
Assessment Committee	Met-Approved	21/21 Cycle III- NET Assessment Committee Feedback
Decision Makers	Met-Approved	21/21 Decision Makers Program Review Form- NET

1. Improve retention by 2% over a four-year period of time.
2. Stabilize the successful completion percentage of outcomes AAS2 so that the overall average over a four-year period is 75% which is higher than the last three-year percentage of 71%.
3. Increase the number of IT site visits (tours) and/or guest demonstration lectures from two per year to three per year.

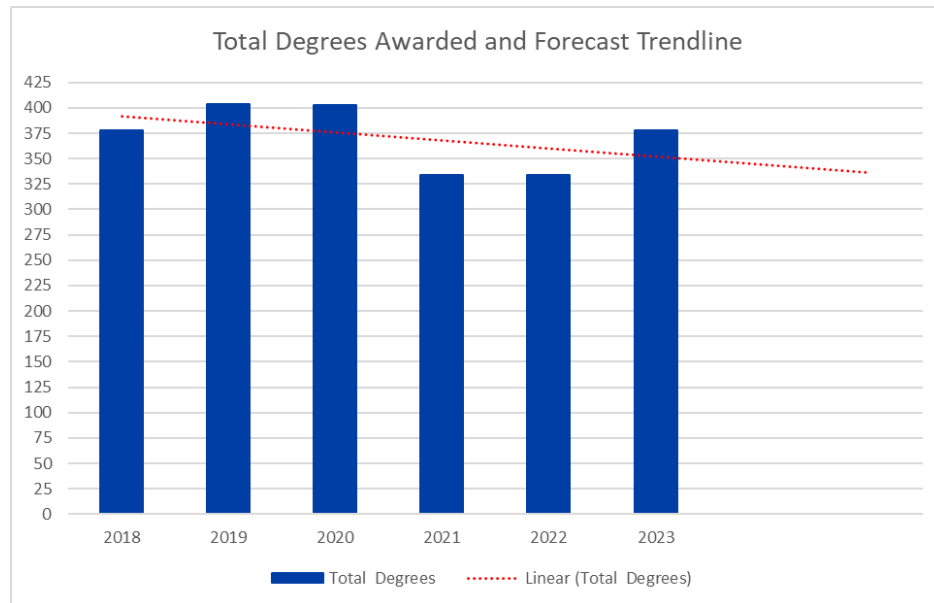
Practical Nursing/ Healthcare Administration & Management (NSG/HAM): Approval & Goals

Reviewer	Status	Notes
Assessment Committee	Met-Approved	20/21 Cycle III- NSG Assessment Committee Feedback
Decision Makers	Met with Concern-...	17/21 Decision Makers Program Review Form- NSG

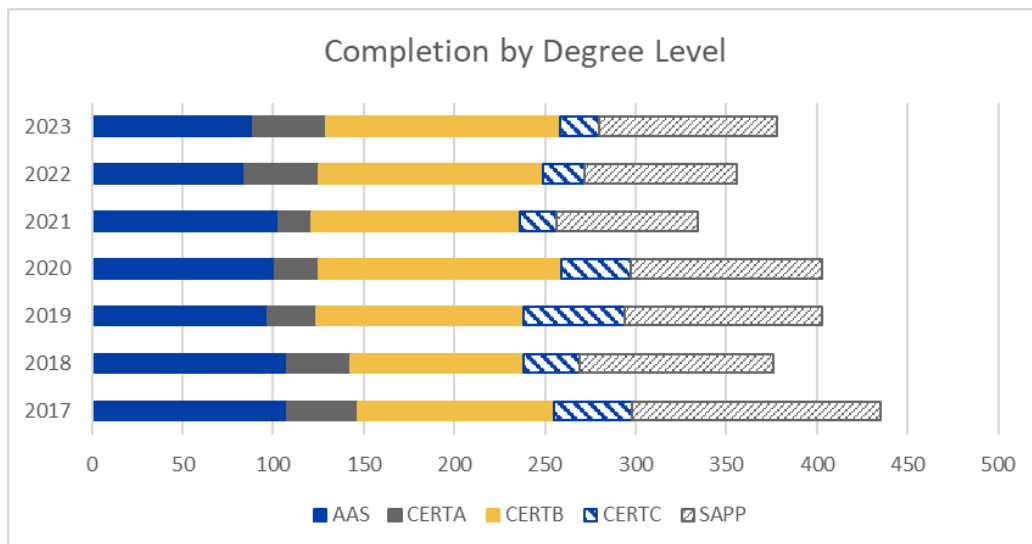
1. Increase student retention by 1% compared to the 2022-2023 academic school year.
2. Maintain 100% NCLEX PN pass rates for first time test takers/graduates of the program.
3. Increase diversity of student population within the practical nursing program by 1%.

Degrees & Certificates

Completion is one of the key metrics utilized as evidence of success. Based on the official data included in “KBOR Basic Count” reports, FHTC degree completion has been trending downward since 2016. The chart below shows the “Total Degrees Awarded” data along with a linear forecast line illustrating that if the trend continues, FHTC will drop from around 430 degrees awarded in 2016 to just over 325 degrees awarded estimated by 2026. Targeted efforts must continue in order to sustain or increase the degree completion rise found in the last year of the data shown.



Factors in these changes include, but are not limited to, program/curriculum changes and enrollment fluctuations. The chart below illustrates the breakdown by degree type (by Program Degree Completions Chart can be found in Appendix B: Degree Completion). The institution would be well served making a point to dig deeper to identify any existing barriers to degree completion and work to increase these numbers. AAS degrees average 26% of total degrees awarded, while Technical Certificates comprise 47%. The remainder are stand-alone certification courses.



- AY 2024 Goal: Degree enrolled students' completion total at or above 54%. **Not Met**

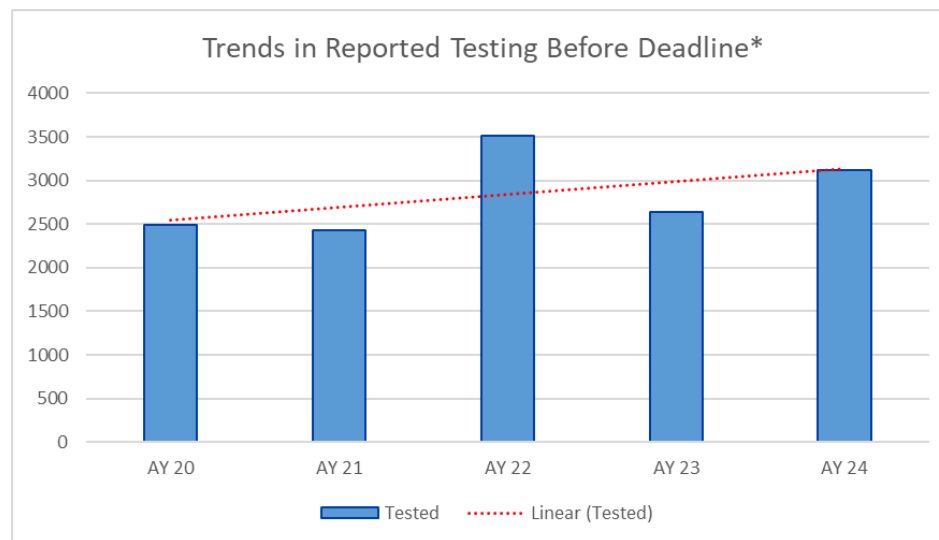
Based on the “KBOR Basic Count” data, FHTC increased the percentage of degree seeking students who completed.

Total Completions (Table 6b)/Student Levels (Table 3a)

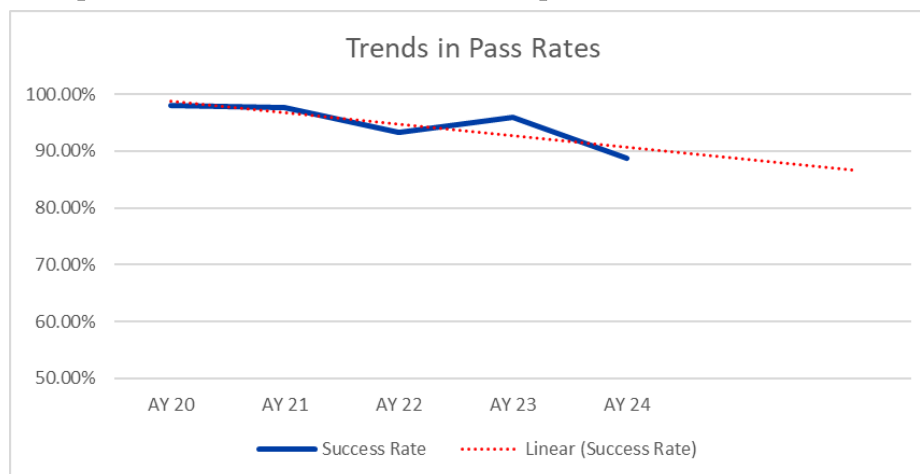
Percentage of degree seeking students enrolled who complete a degree

2016	2017	2018	2019	2020	2021	2022	2023
51%	61%	56%	43%	61%	47%	56%	51%

- AY 2024 Goal: Skill Certifications attempts above 1750 and success rate at or above 96%. **Not Met**



Although there were over 3000 certification tests taken by students during the academic year reported by the deadline, the pass rate fell this year to 98%. Trend lines show that as we have increase the number of tests, our pass rates have declined at a similar pace.



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

COURSE LEVEL ASSESSMENT

Course level assessment is the most traditional assessment level and has been practiced by faculty members since the foundation of the college. There are targeted areas of course assessment data that help create a more well-rounded picture of the students learning experience and provide powerful insights into how FHTC can best help students within the field of study find success.

Common Course Assessment

To ensure that students are receiving the same level of education across these courses, the college has been systematically adopting “common assessments (CA)” in targeted courses. Courses are targeted based on the following qualifiers:

- Part of the Concurrent Enrollment Program (CEP) as a General Education (GenEd) or Career and Technical Education (CTE) course at area high schools.
- Part of the KBOR Systemwide Transfer Portal with Kansas Core Outcome Group (KCOG) articulated outcomes.
- Multiple sections are offered which are assessed by more than a single faculty member.

➤ AY2024 Goal: Get full participation in the six CTE courses with implemented common assessments. **Met**

The shift in leadership structure that provides division chairs more dedicated time to assist faculty and follow up on key paperwork items has greatly benefitted the collection of common assessment data from the six courses that have implemented them.

➤ AY2024 Goal: All targeted courses develop a Common Assessment with full implementation by Fall 2024. **Not Met**

While progress continues to be made, the course level common assessment initiative is lagging in progress. Institutional priorities and time constraints have hindered the dedicated focus needed to develop more common assessments, specifically in technical concurrent courses.

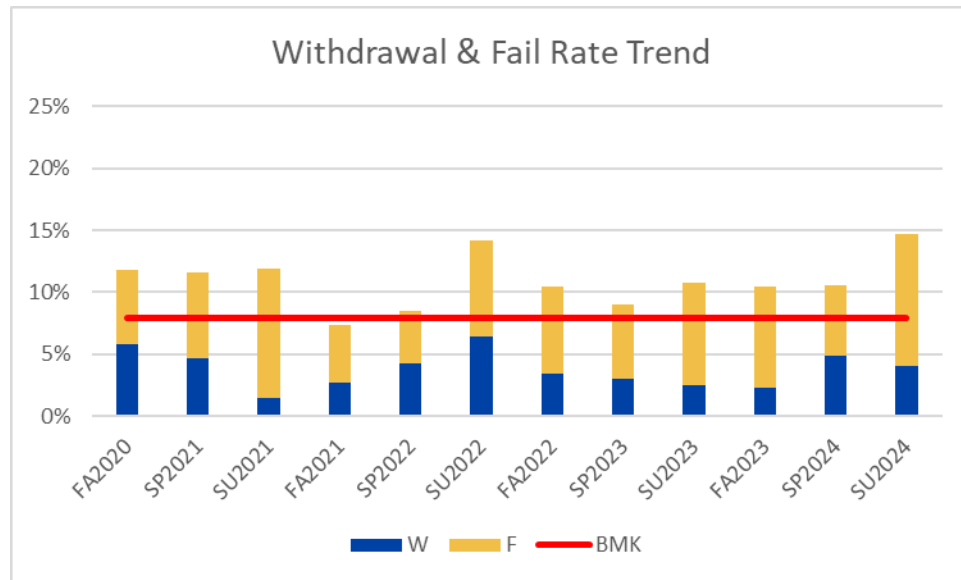
➤ AY2024 Goal: Have all applicable courses look at comparative data cross modalities for equitable levels of educational success. **In process**

The general education courses have long had common assessments established and have been through several rounds of “Closing the Loop” analysis where targeted improvements were developed for underperforming outcomes. The last two years have demonstrated score improvements across almost all general education courses. General Education instructors will be given updated results that will provide not only semester comparisons, but also instruction method comparisons.

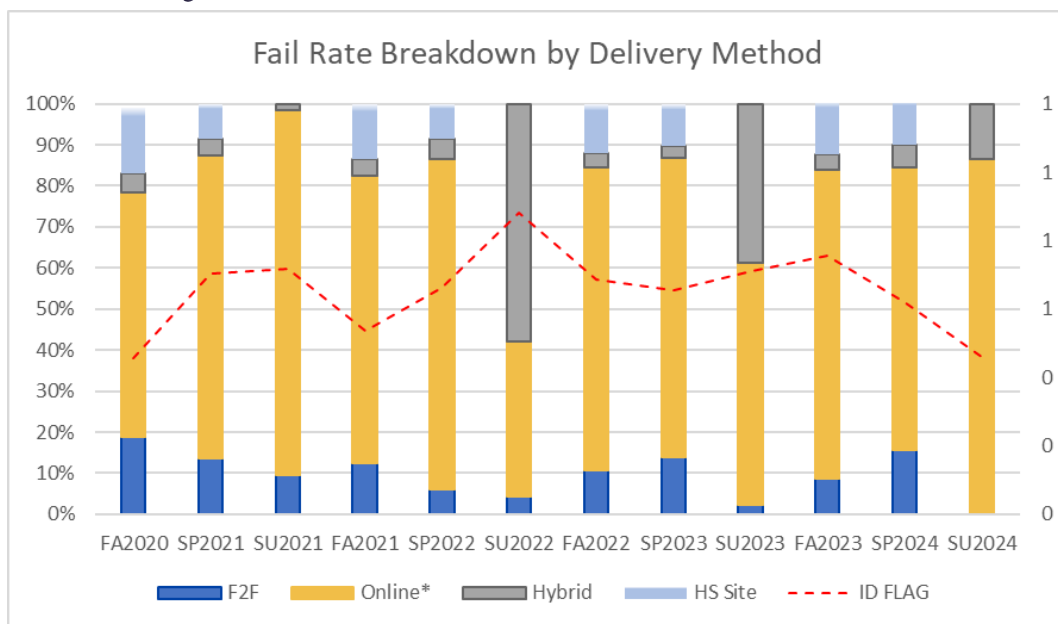
Withdrawal/ Failure Rates

The following charts utilize overall course enrollment data (duplicated students) to evaluate trends in the withdrawal and failure rates for the institution.

- AY2024 Goal: Continued monitoring of Withdraw, Fail, and Pass rates until at the 92.1% average established before spring 2019. **Not Met**



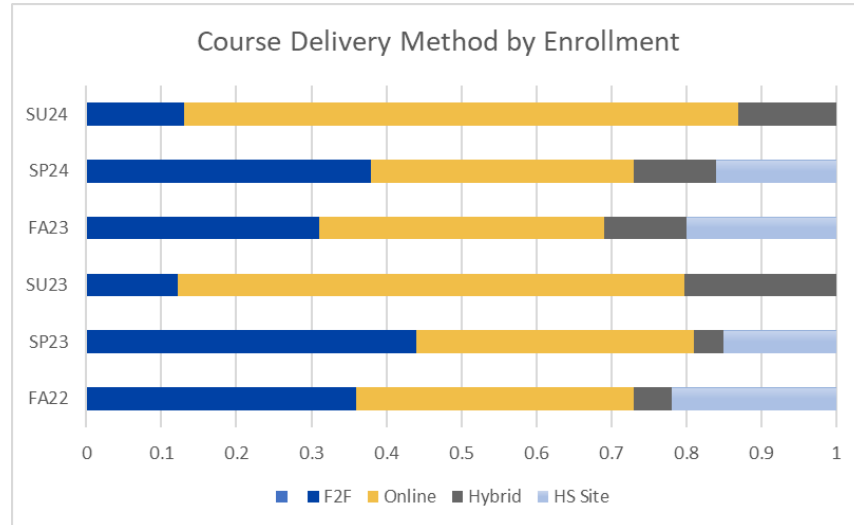
When looking at the trend in withdrawal and fail rates over the last four years (12 semesters) there is a clear spike in rates in the summer semesters. Additionally, these rates have not seen a decrease back to the pre-pandemic average of 8%. There may be many factors that are contributing to these continued rises, especially in fail rates. Isolating the percentage of failure by delivery method allowed the identification to two targeted courses.



The two identified courses (ID Flag) specifically make-up on average 54% of the failures per semester. These courses have a primarily online delivery method and the highest enrollment per single course (across multiple sections). With this specific identification, efforts can be made to further investigate

why these particular courses have such a large failure rate and what could possibly be done to lower these rates in future semesters.

When looking at the W-F-P rates of the institution it is also important to consider the distribution of delivery methods across the courses, as illustrated in the example below.



Although the failure rate indicates a higher percentage of the total failed grades come from online courses, those courses average almost 50% of total courses offered. Based on this data there tends to be a greater number of students taking online and high school dual credit courses, known as CEP/CTE (HS Site) in the fall semesters. While face-to-face (F2F) courses account for a greater percentage in the spring semester. Additionally, online delivery has been the largest method during the last two summers.

ACTION PLAN SUMMARY

Institutional Level

ISLO's

- **ISLO 1:** Increase the average professionalism score to 4.25 or higher across all semesters by the end of the 2025 academic year.
- **ISLO 2:** Increase the average professionalism score to 4.5 across all semesters by the end of the 2025 academic year.
- **ISLO 3** Achieve an average problem-solving ISLO score of 4.3 by end of AY 2025 through enhanced critical thinking modules integrated into core courses.
- **Participation in ISLOs:** Increase faculty and staff participation in ISLO assessments by 25% during AY2025.

Perkins Core Indicators

- Continued Goal: CTE retention average at or above 95% of the identified student population.
- Continued Goal: CTE completion average at or above 77% of the identified student population.
- Continued Goal: CTE non-traditional concentrators average at or above 9% within the identified programs.

Service Departments

- Begin development of peer-assisted study program, with the goal of improving course completion rates for underperforming student groups by 8%.
- Work with College Navigator position on targeted support strategies for first-year students, aiming to boost their retention rate by 10% by the end of the academic year.

Program Level Assessment

- Raise the degree completion rates in lower-performing programs by 10% through curriculum enhancements, targeted support services, or other identified strategies.
- Expand industry partnerships for programs with low completion rates, aiming to integrate 2 new job shadow, industry exploration, internship, or hands-on training opportunities.

Course Level Assessment

- Reduce the withdrawal and failure rates in targeted courses by 5% by implementing new curriculum strategies, personalized academic support, or other targeted interventions.
- Increase the overall retention rate of CTE/CEP senior students from 38% to 40% by Fall 2025 by strengthening academic partnerships between program faculty and CEP/CTE instructors.

APPENDIX A- INSTITUTIONAL LEVEL DATA

ISLO Data

General Breakdown of Evaluations

General Breakdown for AY2024 (Fall and Spring data Combined)

ISLO	INDICATOR	AVE	# Evals	# Faculty	# Staff	# Adjunct
COMMUNICATION	Contextual Language	4.14	287	213	12	62
COMMUNICATION	Listening	4.55	176	144	13	19
COMMUNICATION	Nonverbal	3.97	146	116	30	0
TOTAL COMMUNICATION EVALUATIONS		4.22	609	78%	9%	13%
PROFESSIONALISM	Ethical Behavior	4.33	171	166	5	0
PROFESSIONALISM	Initiative	4.22	116	114	2	0
PROFESSIONALISM	Personal Responsibility	4.24	180	153	9	18
TOTAL PROFESSIONALISM EVALUATIONS		4.27	467	93%	3%	4%
PROBLEM-SOLVING	PROCESS	4.06	415	371	6	38
TOTAL PROBLEM-SOLVING EVALUATIONS		4.06	415	89%	1%	9%

GRAND TOTAL EVALS	4.18	1491			
Unique Individuals		456	26	9	5
Difference from AY2022		(-60)	(-4)	(-4)	(+2)

The general overall breakdown of evaluations submitted in AY2024 indicates a decline in overall participation and submission. The average trend indicates that approximately 80% of FTE total students are being evaluated annually.

ISLO #1 Performance Indicator Breakdown- 4 Years

ISLO #1: Students will be able to effectively communicate with a diverse group of people as evidenced by:						
		5	4	3	2	1
Demonstrates the use of proper contextual language						
AY2021	TOTAL= 223 (48%) 4.2287 Average	102 (45%)	78 (35%)	37 (17%)	4 (2%)	2 (0.9%)
AY2022	TOTAL= 211 (42%) 4.11 Average	83 (39%)	81 (38%)	39 (19%)	4 (2%)	4 (2%)
AY2023	TOTAL= 260 (57%) 4.23 Average	127 (49%)	82 (31%)	38 (15%)	10 (4%)	3 (1%)
AY2024	TOTAL= 287 (47%) 4.14 Average	108 (38%)	124 (43%)	44 (15%)	10 (3%)	1 (0%)
Effective use of active listening traits						
AY2021	TOTAL= 149 (32%) 3.9597 Average	54 (36%)	48 (32%)	36 (24%)	9 (6%)	2 (1%)
AY2022	TOTAL= 181 (36%) 4.37 Average	97 (54%)	58 (32%)	20 (11%)	5 (3%)	0 (0%)
AY2023	TOTAL= 125 (27%) 4.60 Average	86 (69%)	29 (23%)	9 (7%)	1 (0.8%)	0 (0%)
AY2024	TOTAL= 176 (29%) 4.55 Average	115 (65%)	47 (27%)	10 (6%)	4 (2%)	0 (0%)
Awareness and proper use of nonverbal language						
AY2021	TOTAL= 89 (19%) 3.9326 Average	26 (29%)	37 (42%)	22 (25%)	2 (2%)	2 (2%)
AY2022	TOTAL= 116 (23%) 4.19 Average	46 (40%)	51 (44%)	15 (13%)	3 (3%)	1 (0.8%)
AY2023	TOTAL= 70 (15%) 4.40 Average	41 (59%)	20 (28%)	6 (9%)	2 (3%)	1 (1%)
AY2024	TOTAL= 146 (24%) 3.97 Average	48 (33%)	61 (42%)	21 (14%)	16 (11%)	0 (0%)

ISLO #2 Performance Indicator Breakdown- 4 Years

ISLO#2: Students will demonstrate professionalism as evidenced by the practice of:						
		5	4	3	2	1
Ethical Behavior						
AY2021	TOTAL= 85 (18%) 4.5059 Average	50 (59%)	31 (36%)	2 (2%)	1 (1%)	1 (1%)
AY2022	TOTAL= 133 (25%) 4.65 Average	95 (71%)	30 (23%)	8 (6%)	0 (0%)	0 (0%)
AY2023	TOTAL= 169 (31%) 4.79 Average	139 (82%)	27 (16%)	1 (0.6%)	1 (0.6%)	1 (0.6%)
AY2024	TOTAL= 171 (37%) 4.33 Average	93 (54%)	51 (30%)	17 (10%)	10 (6%)	0 (0%)
Taking Initiative						
AY2021	TOTAL= 104 (21%) 3.9712 Average	42 (40%)	28 (27%)	26 (25%)	5 (5%)	3 (3%)
AY2022	TOTAL= 138 (26%) 4.31 Average	78 (57%)	34 (25%)	17 (12%)	9 (6%)	0 (0%)
AY2023	TOTAL= 160 (30%) 4.04 Average	70 (44%)	47 (29%)	26 (16%)	13 (8%)	4 (3%)
AY2024	TOTAL= 116 (25%) 4.22 Average	54 (47%)	40 (34%)	16 (14%)	6 (5%)	0 (0%)
Personal Responsibility						
AY2021	TOTAL= 295 (61%) 4.1763 Average	136 (46%)	102 (35%)	35 (12%)	17 (5%)	5 (2%)
AY2022	TOTAL=251 (48%) 4.27 Average	136 (54%)	68 (27%)	25 (10%)	19 (8%)	2 (0.7%)
AY2023	TOTAL= 208 (39%) 4.48 Average	134 (64%)	49 (24%)	16 (7%)	8 (4%)	1 (0.5%)
AY2024	TOTAL= 180 (39%) 4.24 Average	95 (53%)	51 (28%)	20 (11%)	10 (6%)	4 (2%)

ISLO #3 Performance Indicator Breakdown- 4 Years

		5	4	3	2	1
Effectively applies problem-solving steps						
AY2021	TOTAL= 288 3.9306 Average	94 (32%)	109 (38%)	62 (22%)	17 (6%)	6 (2%)
AY2022	TOTAL= 452 3.90 Average	138 (31%)	180 (40%)	91 (20%)	32 (7%)	10 (2%)
AY2023	TOTAL= 371 3.96 Average	135 (36%)	124 (33%)	81 (22%)	25 (7%)	6 (2%)
AY2024	TOTAL= 415 4.06 Average	154 (37%)	172 (42%)	55 (13%)	26 (6%)	8 (2%)

APPENDIX B- PROGRAM LEVEL DATA

Degree Completion

Of the total degrees awarded, on average: 47% are Technical Certificates (A, B, & C); 28% are Stand Alone Programs (SAPP); and 26% are Associates (AAS).

The following data looks at the **total degrees granted** by the institution in an academic year and **the percentage from each level of degree and program**. This allows the college to look at degree completion in terms of where degree completions can be increased.

AAS DEGREES (at least 60 Credit Hours)

Program	Degree	Level	2016%	2017%	2018%	2019%	2020%	2021%	2022%	2023%	OVERALL AVE
AMT	Automotive Technology	AAS	1%	1%	1%	0%	1%	3%	0%	2%	1%
AT	Applied Technologies (Tech Studies)	AAS	0%	0%	1%	0%	0%	0%	1%	4%	0%
BUS	Business Technology	AAS	2%	2%	3%	1%	2%	3%	2%	11%	2%
CPD	Computer Program Design	AAS	1%	1%	2%	1%	1%	2%	1%	4%	1%
DNA	Dental Assisting	AAS	0%	0%	1%	0%	0%	0%	0%	1%	0%
EST	Emergency Service Technology	AAS	0%	0%	1%	0%	0%	1%	0%	1%	0%
GAT	Graphic Arts Technology	AAS	1%	1%	1%	2%	2%	2%	2%	6%	2%
HCA	Hospitality/ Culinary Arts	AAS	2%	2%	1%	0%	2%	1%	1%	2%	1%
HYG	Dental Hygiene	AAS	0%	4%	4%	4%	4%	4%	4%	16%	3%
IET	Industrial Engineering	AAS	4%	3%	3%	4%	3%	6%	5%	10%	4%
MMD	Multimedia Design	AAS	0%	0%	1%	0%	0%	1%	0%	1%	0%
MTE	Computerized Machine Tool	AAS	1%	1%	1%	0%	0%	1%	0%	3%	0%
NET	Network Technology	AAS	1%	2%	3%	2%	2%	2%	4%	12%	2%
NSG	Healthcare Administration	AAS	4%	3%	3%	4%	4%	3%	2%	12%	3%
PPT	Power Plant	AAS	4%	4%	4%	4%	2%	1%	1%	7%	3%
WLD	Welding Technology	AAS	0%	1%	1%	0%	1%	1%	1%	6%	1%
TOTAL AVERAGE BY LEVEL			23%	25%	29%	24%	25%	31%	22%	26%	26%

TECHNICAL CERTIFICATE A (At least 16 credit hours but less than 30)

Program	Degree	Level	2016%	2017%	2018%	2019%	2020%	2021%	2022%	2023%	OVERALL AVE
HOT	Health Occupations	CERTA	3%	4%	2%	2%	2%	2%	4%	48%	3%
PPT	Power Plant	CERTA	8%	5%	7%	4%	2%	2%	5%	52%	5%
TOTAL AVERAGE BY LEVEL			11%	9%	9%	7%	4%	4%	9%	6%	8%

TECHNICAL CERTIFICATE B (At least 30 credit hours but less than 45)

Program	Degree	Level	2016%	2017%	2018%	2019%	2020%	2021%	2022%	2023%	OVERALL AVE
AMT	Automotive Technology	CERTB	3%	3%	2%	4%	4%	7%	7%	19%	4%
BUS	Business Technology	CERTB	4%	3%	1%	3%	4%	2%	5%	14%	3%
CPD	Computer Program Design	CERTB	2%	2%	1%	0%	0%	0%	2%	10%	1%
DNA	Dental Assisting	CERTB	4%	3%	4%	6%	4%	3%	2%	13%	4%
EST	Emergency Service Technology	CERTB	0%	0%	0%	0%	1%	1%	0%	2%	0%
GAT	Graphic Arts Technology	CERTB	1%	2%	3%	2%	3%	3%	2%	2%	2%
HCA	Hospitality/ Culinary Arts	CERTB	1%	1%	2%	1%	1%	1%	2%	4%	1%
IET	Industrial Engineering	CERTB	4%	6%	8%	4%	9%	8%	6%	14%	6%
MMD	Multimedia Design	CERTB	0%	0%	1%	1%	1%	2%	1%	3%	1%
MTE	Computerized Machine Tool	CERTB	1%	2%	1%	2%	2%	1%	1%	2%	2%
WLD	Welding Technology	CERTB	3%	2%	3%	5%	5%	6%	7%	16%	5%
TOTAL AVERAGE BY LEVEL			24%	25%	25%	28%	35%	35%	35%	39%	30%

TECHNICAL CERTIFICATE C (At least 45 credit hours but less than 60)

Program	Degree	Level	2016%	2017%	2018%	2019%	2020%	2021%	2022%	2023%	OVERALL AVE
NSG	Practical Nursing	CERTC	11%	10%	8%	14%	9%	6%	6%	100%	9%

TOTAL AVERAGE BY LEVEL			11%	10%	8%	14%	9%	6%	6%	6%	9%
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STAND ALONE PROGRAM (SAPP- Industry Certificate Upon Completion)

Program	Degree	Level	2016%	2017%	2018%	2019%	2020%	2021%	2022%	2023%	OVERALL AVE
EST	EMT: Basic	SAPP	1%	2%	1%	0%	3%	1%	2%	4%	1%
EST	Advanced EMT	SAPP	0%	2%	2%	0%	1%	1%	0%	0%	1%
EST	Emergency Medical Responder	SAPP	0%	0%	0%	1%	1%	1%	0%	4%	0%
HHS	Nursing Aide	SAPP	17%	16%	20%	20%	12%	14%	18%	61%	17%
HHS	Home Health Aide	SAPP	5%	6%	4%	3%	4%	3%	5%	22%	4%
HHS	Medication Aide	SAPP	4%	2%	2%	3%	2%	4%	3%	8%	3%
HHS	Restorative Aide	SAPP	3%	4%	0%	0%	2%	0%	0%	0%	1%

TOTAL AVERAGE BY LEVEL			30%	31%	28%	27%	26%	23%	28%	24%	28%
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*Skills Certification

The data included below does not represent final reported numbers for the year. Only those certifications reported to the Dean of Enrollment by the end of June 2023.

2023-2024 (SU, FL, SP)

Program	Total Attempts	Passing	% Success
Automotive	1159	1041	90%
Business	65	62	95%
Dental Assisting	55	54	98%
HHS Certifications*	272	259	95%
Hospitality/Culinary	12	9	75%
Dental Hygiene	112	112	100%
TECH Certification^	1081	1081	100%
Nursing	53	52	98%
Power Plant	27	27	100%
Welding	282	67	24%
TOTAL	3118	2764	89%

*Includes certifications like CPR/First Aid, C.N.A, CMA, etc.

^OSHA Certifications primarily

APPENDIX C- SHARED GOVERNANCE

Assessment Committee Members AY 2024

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

- Joe Brazzle *Automotive Technology Instructor*
- Brenda Carmichael *Dean of Enrollment Management (Advisory)*
- Kim Dhority *Dean of Academics (Advisory)*
- Denise Gilligan *Director of Institutional Effectiveness (Advisory)*
- Ashley Johnson *Admissions Specialist*
- Lisa Kirmer *Executive Vice President of Student & Academic Affairs (Advisory)*
- Katherine Morgan *Dean of Health & Human Services/Director of Dental Programs*
- Kyle Sumpter *Network Technology Instructor*
- Elizabeth Thrailkill *Database Report Writer*
- Russell Thrailkill *Computer Program Design Instructor- Committee Chair*
- Sondra VanSickle *Allied Health Instructor*
- Colton Wellnitz *Information Technology Specialist*
- Casey Wilson *Multimedia Design Instructor*

Executive Team AY 2024

- Dr. Caron Daugherty *President/CEO*
- Lisa Kirmer *Executive Vice President of Student & Academic Affairs*
- Nancy Thompson *Vice President of Administrative Services/ Director of Human Resources*
- Mike Crouch *Vice President of Advancement*

A large, stylized tree graphic in a darker shade of blue, positioned on the left side of the page. The tree has a thick trunk and several large, rounded branches that spread out towards the top and right. The background is a solid medium blue.

FLINT HILLS TECHNICAL COLLEGE

3301 West 18th Avenue
Emporia, Kansas 66801

620.343.4600
800.711.6947

fhc.edu