

Pittsburg State University Performance Report AY 2017						AY 2017 FTE: 6,690		
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Pittsburg State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase First to Second Year Retention Rates	1	2012 Cohort = 800/1,076=74.3% 2013 Cohort = 816/1,128=72.3% 2014 Cohort = 777/1,043=74.5% Baseline: 73.7%	73.7% (742/1,007)	↔				
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%	70.31% (2.1094/3)	↓				
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013 = (3+1+2+1)/4=1.8 AY 2014 = (2+2+1+2)/4=1.8 AY 2015 = (2+3+1+1)/4=1.8 Baseline: 1.8	1.5 (1+3+1+1/4)	↑				
4 Increase Credit Hours Completed through Distance Education	1	AY 2014 = 18,493 AY 2015 = 21,495 AY 2016 = 22,234 Baseline: 20,741	28,086	↑				
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013 = 113 (of 1,051) AY 2014: 127 (of 1,136) AY 2015: 153 (of 1,218) Baseline: 131	158 (of 1,231)	↑				
6 Increase Amount of Scholarship Funds Raised	3	AY 2013 = \$1,800,098 AY 2014 = \$2,232,575 AY 2015 = \$2,149,830 Baseline: \$2,060,834	\$3,638,791	↑				

Pittsburg State University Performance Report AY 2017

Indicator 1: Increase First to Second Year Retention Rates

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

Outcome/Results: PSU maintained the first to second year retention in AY2017 as compared to the baseline rate, which is significantly higher than the baseline for our previous performance agreement. Initiatives to address retention include: (1) an early alert program to identify and proactively intervene with students experiencing academic difficulties or not attending class during critical early weeks of the semester; (2) a Student Success Center within the Axe Library to increase visibility and coordination of student success programs and services such as tutoring in targeted courses; (3) use of a peer mentor telecounseling unit; (4) offering learning communities; and (5) implementation of a communication plan for freshman to promote intentional, right on time, contact with freshmen and to provide referrals and support to students as they make their transition to PSU.

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

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

Outcome/Results: PSU showed improvement in math rubric scores, but also increased DFWI rate, resulting in an overall decline in the General Education Math Index. The Department of Mathematics has been involved in on-going discussions with the leadership of the College of Art and Sciences in regard to student success in introductory courses in mathematics. A math faculty member was on sabbatical during AY 2017 studying potential strategies to improve performance in general education math courses, including the implementation of an "Early and Often" communication system, beginning fall 2017.

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

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

Outcome/Results: PSU improved its overall ranking compared to peer institutions. PSU ranks first in three out of four measures including fall-to-fall retention of

full-time first-time students, percentage of full-time faculty with terminal degrees, and total research and development expenditures compared to peer institutions with available comparative data. PSU ranks third in six-year graduation rate compared to peer institutions with available comparative data.

Indicator 4: Increase Credit Hours Completed through Distance Education

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

Outcome/Results: Distance education credit hours showed an impressive increase of 35% over baseline. Strategies to increase online enrollment have included: (1) increased promotion of the 19 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program in Business Administration with three emphases in Fall 2016; and (3) addition of 78 online classes across 27 disciplines, with 9 courses being in general education. PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2017, twelve faculty completed QM training.

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

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

Outcome/Results: Number of bachelor's degrees granted to domestic minorities showed a significant increase over baseline. Retention and degree completion initiatives continue to be centered on collaborative efforts among faculty advisors along with support from the area of Enrollment Management and Student Success, especially staff within The Office of Student Diversity and the office of Student Success Programs. These efforts include: (1) support and tools to navigate a campus environment and become involved in student organizations; (2) excellent academic advisement supported by annual advisor training; (3) campus-wide inclusive activities that support academic success such as Diversity Brown Bags; (4) mentoring activities wherein our upperclassmen promote awareness to an underclassman's own pathway to success; and (5) workshops for students on topics such as study skills, reading a textbook, and time management.

Indicator 6: Increase Amount of Scholarship Funds Raised

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

Outcome/Results: Amount of scholarship funds raised showed directional improvement, with a very impressive increase of \$1.58 million over baseline. The amount listed does not include an additional \$975,000 designated in planned gifts for scholarships that will be realized in the future. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families. To help fund that gap, the current capital campaign, Proven.Promise.PittState., has scholarships as one of its four areas of focus, through FY21.