

Pittsburg State University Performance Report AY 2016

Fall 2016 FTE: 6,717

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	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1. Increase First to Second Year Retention Rates	1	2009 cohort = 70.1% (693/988) 2010 cohort = 71.0% (764/1,076) 2011 cohort = 67.6% (776/1,148) Baseline: 69.5%	72.3% (816/1,128)	↑	74.5%	↑	74.8% (782/1,045)	↑
2. Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA)	2	AY 2011 = 95.8% (1,067/1,114) AY 2012 = 100.2% (1,117/1,115) AY 2013 = 97.7% (1,092/1,118) Baseline: 97.9%	101.1% (1,135/1,123)	↑	97.6% (1,088/1,115)	↓	101.5% (1,134/1,117)	↑
3. Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2009 = 2.5 AY 2010 = 1.5 AY 2011 = 2.3 Baseline: 2.1	1.8	↑	1.8	↑	1.8	↑
4. Increase Credit Hours Completed through Distance Education	1	AY 2011 = 10,535 SCH AY 2012 = 11,802 SCH AY 2013 = 15,333 SCH Baseline: 12,557 SCH	18,493	↑	21,495	↑	22,234	↑
5. Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2011 = 96 of 988 AY 2012 = 83 of 1,113 AY 2013 = 113 of 1,051 Baseline: 97	127 of 1,136	↑	153 of 1,218	↑	163 of 1,179	↑
6. Increase Amount of Scholarship Funds Raised	3	AY 2011 = \$2,232,575 AY 2012 = \$2,303,580 AY 2013 = \$1,800,098 Baseline: \$2,112,084	\$2,014,240	↓	\$2,149,830	↑	\$3,343,165	↑

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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 2013 to Fall 2014). 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.

Outcome/Results:

First to second year retention showed directional improvement, representing a significant increase of over 5.0% from baseline during the AY 2016 year. PSU has invested significantly in increasing first to second year retention rates, including partnering with the John H. Gardner Institute to implement a comprehensive Retention Performance Management project. This initiative directly targets retention of first year students and involves close collaboration between Academic Affairs and Student Life to develop an integrated approach to student retention involving both academic/curricular areas and social/co-curricular aspects of the first year experience. Other ongoing initiatives include: (1) an early alert program, using a retention management system, 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 of five learning communities (Communication, Family & Consumer Sciences, General Biology, Music, and Calculus I); 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 Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA+)

Description: This is a value-added indicator for the CLA+ total score expressed as a percentage of seniors' actual CLA+ score to their expected performance. This score takes into account how close the average PSU senior score is to what would be expected, given entering academic ability and the average PSU freshman score. The CLA+ is a national, standardized test of college students' skills in analyzing and evaluating information, solving problems, and writing effectively. During this 90-minute online test, students read information about a realistic situation, make decisions that can be supported by appropriate information, and write cohesive arguments, justifying their positions with information.

Outcome/Results:

AY 2016 scores on the CLA+ show directional improvement, with a close to 4% increase over baseline. Most notably, two Performance Task areas contributed to the increase in mean scores on the CLA+, specifically Writing Effectiveness and Writing Mechanics. This improvement connects to prior year increases in scores reported by faculty using the PSU Writing rubric in the areas of writing assignment "development" and "editing." As well as ongoing use of assessment data to improve General Education outcomes, one additional strategy to impact student writing effectiveness was faculty training by the Center for Teaching, Learning, and Technology (CTLT) on the creation and use of scenario-based test questions and case studies as effective assignments to improve student writing abilities.

Indicator 3: 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 faculty with terminal degrees, and research expenditures.

Outcome/Results:

PSU maintained overall high ranking compared to peer institutions. PSU ranks first in percentage of full-time faculty with terminal degrees and total research and development expenditures compared to peer institutions with available comparative data. PSU ranks second in fall retention rate and third in six-year graduation rates 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 (SCH) completed through online courses. Using the credit hour metric allows 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.

Outcome/Results:

Distance education credit hours showed directional improvement, with close to double the number of credit hours in AY 2016 compared to baseline. The online environment has always been competitive and it is more so now than ever before. PSU has allocated resources and implemented numerous strategies to increase online enrollment. The strategies implemented 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; and (3) addition of 81 online new classes across 26 disciplines, with 5 courses being in general education. Furthermore, faculty training in online instruction is at the core of this initiative, and PSU has developed an eLearning Academy incorporating Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2106, twelve faculty completed the eLearning Academy's 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, 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 directional improvement, with 163 students receiving degrees in AY 2016 compared to 97 at baseline. We have seen an overall increase in our domestic minority enrollment over the past five fall terms and AY 2016 represents another record number of minority graduates. Retention and completion initiatives have centered on collaborative efforts among the Office of Student Diversity, Student Success Programs, and faculty advisors in the academic programs. These efforts have included: (1) our Office of Student Diversity providing support and tools to navigate a university environment while providing opportunities for leadership and involvement in campus life; (2) inclusive activities that support academic success and excellent academic advisement; (3) early academic alert program; and (4) mentoring activities.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator tracked success in increasing funding available for student scholarships, with the specific metric being 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.

Outcome/Results:

Amount of scholarship funds raised showed directional improvement, with an impressive increase of over \$1.2 million over baseline. PSU remains committed to reducing the financial burden for our students and their families. Scholarships is one of the four areas of focus for our capital campaign, Proven.Promise.PittState., which will conclude in fiscal year 2018. The amount listed does not include an additional \$571,000 secured in planned giving for scholarships that will be realized in the future.