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PRESIDENT'S OFFICE

KANSAS BOARD OF REGENTS

January 06, 2011

President Steve Scott  
Pittsburg State University  
1701 South Broadway  
Pittsburg KS 66762


Dear President Scott:

As we begin the new year, I am pleased to notify you that during its December meeting the Board approved Pittsburg State University's performance agreement, a copy of which is enclosed. The approved agreement covers the period from January 1, 2011 through December 31, 2013.

I am fully aware of the hard work you and your staff put into developing Pittsburg State University's performance agreement and hope the opportunity to enhance the quality of higher education in Kansas outweighs the difficult aspects of the process. Thank you, on behalf of the Board, for all you do to continually improve Kansas' excellent system of higher education.

I look forward to seeing you at the next Board meeting!

Sincerely,

  
Andy Tompkins  
President and CEO

Enclosure

\* LEADING HIGHER EDUCATION \*

## Memorandum of Agreement

### PERFORMANCE AGREEMENT

THIS PERFORMANCE AGREEMENT, by and between THE BOARD OF REGENTS OF THE STATE OF KANSAS (hereinafter the Board), Suite 520, 1000 S.W. Jackson, Topeka, Kansas 66612-1368, U.S.A. and Pittsburg State University (hereinafter the institution).

WITNESSETH:

WHEREAS, the Board is authorized to enter into reciprocal agreements regarding institutional performance/improvement; and


WHEREAS, the parties hereto are mutually desirous of entering into such an agreement with relation to institutional performance/improvement; and

WHEREAS, the parties agree that it is to their mutual benefit and interest to set forth the terms of their understanding and agreement in writing;

NOW THEREFORE, in consideration of the above premises and the individual and mutual promises of the parties hereinafter set forth, and for other good and valuable consideration it is hereby agreed by and between the parties hereto:

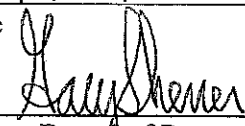
1. That the term of this agreement shall begin on the 1st day of January 2011, and terminate on the thirty-first day of December, 2013.
2. That the institution shall pursue the institutional goals and implement the institutional indicators described in the attached document "Performance Agreement Application and Reporting Form".
3. That the Board approved the "Performance Agreement Application and Reporting Form" referenced in Paragraph 2.
4. That the Board shall determine the level of the institution's compliance with the terms of the institutional Performance Agreement.
5. That the Board will determine the amount of new state funds to be received by the institution, taking into paragraph 4 and the funds available for distribution.
6. That the institution, if governed by the Board, shall follow all coordination and governance policies established by the Board; that the institution, if coordinated by the Board, shall follow all coordination policies established by the Board.
7. Any notices or other communications required or permitted to be given or delivered hereunder shall be in writing and shall be sufficiently given if delivered personally or sent by registered or certified mail, return receipt requested, postage

prepaid, to the parties at their addresses first appearing above, or at such other addresses as either party may from time to time designate to the other in writing, and such notice or other communication shall be deemed to be given as of the date it was personally delivered or deposited in the mail, as the case may be.

  
Institutional Signature

11/15/2010  
Date

President  
Title

  
Kansas Board of Regents Chairperson

12/16/2010  
Date

Pittsburg State University Performance Agreement – 2011-2013

| <b>Pittsburg State University</b>   | <b>Dr. Lynette Olson, Provost/VPAA</b>   | <b>620-235-4113, lolson@pittstate.edu</b>                         | <b>August 3, 2010</b>      |                   |
|---|--|---|----------------------------|-------------------|
| <b>Regents System Goal D: Increase Targeted Participation/Access</b>  |  |   |                            |                   |
| <b>Institutional Goal 1: Increase ethnic and geographic diversity of student body for educational equity and enriched campus culture.</b> |  |   |                            |                   |
| <b>Key Performance Indicator</b>  | <b>3-Year History</b>  | <b>Targets</b>  | <b>Performance Outcome</b> | <b>Evaluation</b> |
| 1. Increase the number of new undergraduate Hispanic students enrolled  | 2007 = 40<br>2008 = 41<br>2009 = 40<br>Baseline = 40 (3-year average)                          | 2011 = 45<br>2012 = 50<br>2013 = 56                               |                            |                   |
| 2. Increase the number of diversity scholarships offered to Hispanic students   | 2007 = 23<br>2008 = 40<br>2009 = 51<br>Baseline = 38 (3-year average)                          | 2011 = 55<br>2012 = 62<br>2013 = 70                               |                            |                   |
| 3. Increase the number of new undergraduate domestic nonresidents enrolled  | 2007 = 368<br>2008 = 381<br>2009 = 392<br>Baseline = 380 (3-year average)                      | 2011 = 400<br>2012 = 410<br>2013 = 420                            |                            |                   |
| 4. Increase the number of countries represented by 5 or more international students   | 13 - countries had average enrollment of at least 5 students over the 2007-2009 fall semesters | 2011 = 1 additional<br>2012 = 1 additional<br>2013 = 1 additional |                            |                   |

**INSTITUTIONAL GOAL 1: Increase ethnic and geographic diversity of student body for educational equity and enriched campus culture.**

**Key Performance Indicator 1: Increase number of new undergraduate Hispanic students enrolled**

**Data Collection:** Number of new undergraduate Hispanic students enrolled as of the 20th day of each fall semester will be reported.

**Targets:** As noted in Foresight 2020: A Strategic Agenda for Higher Education in Kansas, the Hispanic population represents only around 3% of the enrollment in the four-year institutions. Pittsburg State has also struggled to achieve a Hispanic population that is representative of the racial/ethnic makeup of the state's general population. While the Hispanic population makes up only 3% of the University's total enrollment, public school enrollment in our immediate service area continues to show a trend toward growth in minority enrollment and a drop in majority enrollment according to statistical data available on the Kansas State Department of Education website. More success in this area is crucial in order to sustain and grow our enrollment as well as address the needs of this expanding population.

We understand that increased outreach to the Hispanic community must be included in the strategy to reach our Hispanic enrollment goals. Efforts will be made to focus activities not only intended for prospective students, but also directed at their families. Activities will include pursuing presentation opportunities at community centers, churches, festivals and organizations that target the Hispanic population. In addition, the Offices of Admission and Student Diversity will work collaboratively to interact with Hispanic student organizations at the middle school, high school and community college level. In establishing this performance indicator, the University is committing to engage in new activities that will generate prospective students who would not have been identified through our on-going recruitment programs.

**Key Performance Indicator 2: Increase number of diversity scholarships offered to Hispanic students**

**Data Collection:** Number of diversity scholarships offered to new undergraduate Hispanic students each fall semester will be reported.

**Targets:** For many years, PSU has allocated funding for scholarships for American-Minority students and others who add to the diversity of the campus and learning environment. The diversity scholarships are \$1,000 scholarships, renewable up to four years, that are awarded to qualified students in addition to any other merit-based awards for which they qualify. These allocations have included a 12% increase in funds (\$80,000 set aside for new awards in 2010) over the last three years. However, additional efforts must be made to develop and identify scholarship opportunities specifically for Hispanic students. The National Survey of Latinos released in 2009 by the Pew Hispanic Center cited lack of financial support as a primary reason that Hispanic students do not pursue a college education. Compounding this barrier, many Hispanic families hesitate to take on any level of debt. In order to expand access for this growing population and ultimately increase Hispanic enrollment, PSU is prepared to invest additional resources and review scholarship criteria used for awarding diversity scholarships to encourage increased participation.

**Key Performance Indicator 3: Increase number of new undergraduate domestic nonresidents enrolled**

**Data Collection:** Number of new undergraduate domestic nonresidents enrolled as of the 20th day of each fall semester will be reported.

**Targets:** In September 2009, the PSU Enrollment Management Council completed a comprehensive report titled, "Meeting the Enrollment Management Challenge at Pittsburg State University." One challenge detailed in the report was the steady decline of high school graduates in our primary recruitment states of Kansas, Missouri and Oklahoma. From 2004-2005 to 2014-2015, it is projected by the Western Interstate Commission for Higher Education that Kansas will see a 9.6% decrease in the number of high school graduates. Although not as severe, the states of Missouri and Oklahoma are also projected to see a decline. To respond to this challenge, PSU has begun efforts to expand to new markets where there is potential to attract students. These efforts include expansion into Northwest Arkansas, promotion of the College of Technology to out-of-state students and participation in the Dept. of Veterans Affairs Yellow Ribbon GI Education Enhancement program, just to name a few. Expansion is complicated, especially for a regional institution; however, even a limited incursion can bring additional geographic and ethnic diversity to the campus.

**Key Performance Indicator 4: Increase number of countries represented by 5 or more international students**

**Data Collection:** Number of international students by country who are enrolled as of the 20th day of each fall semester will be reported.

**Targets:** Countries producing sustainable enrollments need to be increased, not only as a solid base for diversity, but also a driver of the total international enrollment growth at PSU in recent years. Countries enrolling fewer than 5 students each year risk not having a sustainable number from year to year, thus impacting the diversity of the mix of international students. Selected countries currently having fewer than five students at PSU will be targeted for enrollment growth, as well as other countries that might be characterized as new markets for PSU.

Thirteen specific countries have had an average enrollment of at least 5 students over the 2007-2009 fall semesters. They are Brazil, China, Finland, Germany, Japan, South Korea, Malaysia, Nigeria, Paraguay, Russia, Saudi Arabia and Taiwan. The targets established for this indicator call for us to add one new country each year from a list of countries with an average of fewer than 5 students enrolled. We will focus on these countries in our international recruiting efforts. Target countries will include Chile, France, Hong Kong, Kenya, Pakistan, Thailand, Turkey and Vietnam.

**Comments:** A continuing thread throughout Pittsburg State's participation in the Performance Agreement process has been inclusion of an institutional goal related to diversity. We continue to commit resources for both recruitment and success of domestic minority students and international students. We recognize the educational and cultural benefits that a diverse student body brings to the campus and community. Among these benefits, as noted in the Supreme Court's decisions in University of Michigan admission cases, are the breaking down of stereotypes, improving classroom learning through discussion from differing points of view, and better preparing students to live and work in a diverse society. With regard to domestic minorities, we further recognize that as a state-assisted institution, our mission is to serve all citizens, particularly of Kansas, but of the four-state area as well.

While the goal to expand access and diversity in the previous agreement (2008-2010) focused on minorities in general, indicators in support of the participation goal in the 2011-2013 agreement focus on the Hispanic population (cited in Foresight 2020 as underrepresented within Kansas higher education), as well as on building geographic diversity, nationally and internationally.

| <b>Regents System Goal A: Efficiency/Effectiveness/Seamlessness</b>                               |   |   |                            |                   |
|---|---|---|----------------------------|-------------------|
| <b>Institutional Goal 2: Achieve meaningful improvement in persistence and achievement rates.</b> |   |   |                            |                   |
| <b>Key Performance Indicator</b>  | <b>3-Year History</b>   | <b>Targets</b>                                      | <b>Performance Outcome</b> | <b>Evaluation</b> |
| 1. Improve freshman to sophomore retention  | 2007 = 73.5% (743/1011)<br>2008 = 75.0% (764/1019)<br>2009 = 72.6% (729/1004)<br>Baseline = 73.7% (3-year average)              | 2011 = 74.7%<br>2012 = 75.7%<br>2013 = 76.7%        |                            |                   |
| 2. Increase number of Reverse Transfer Programs in Cooperation with Two-Year College Partners     | New program so no baseline data exist.  | 2011 = 3<br>2012 = 6<br>2013 = 9                    |                            |                   |
| 3. Increase number of active participants in GRAD NOW degree completion program                   | 2007: N/A<br>2008: 5<br>2009: 5   | 2011 = 10<br>2012 = 15<br>2013 = 20                 |                            |                   |
| 4. Increase amount of scholarship funds awarded to degree-seeking, part-time students             | No baseline data exist. Current criteria for university-wide scholarship programs have restricted awards to full-time students. | 2011 = \$5,000<br>2012 = \$7,500<br>2013 = \$10,000 |                            |                   |

**NARRATIVE — INSTITUTIONAL GOAL 2: Achieve meaningful improvement in persistence and achievement rates.**

**Key Performance Indicator 1: Improve freshman to sophomore retention**

**Data Collection:** Percentage of first-time, full-time freshmen enrolled on the 20th day of the fall semester who are also enrolled on the 20th day of the next fall semester will be calculated. The 2011 indicator reflects number of 2010 freshmen who return for fall 2011, etc.

**Targets:** The key to meaningful improvement in student success is the first year of college for most students. At PSU, the three-year average freshman to sophomore retention rate for first-time, full-time freshmen is 73.7%. The freshman to sophomore attrition rate is thus 25.6%, which accounts for roughly half of the students from a first-time, full-time freshmen cohort who leave PSU without a degree. Increasing the freshman to sophomore retention should positively affect graduation rates.

The ACT Institutional Data File, 2010, indicates that by institution type (public institutions awarding the masters or first professional as their highest degree), PSU has continued to exceed the national average of 67.3% for freshmen to sophomore retention rates, but we are committed to the stretch objective of moving our percentage even higher. Long known for a student-centered environment and excellent teaching, we plan to complement the efforts of our faculty by adding centralized academic support services over the next several years. A Student Success Center will bring together existing support services in a centralized location and add nationally recognized retention strategies that have not previously been implemented on our campus in a systematic way. Among these retention strategies will be early alert, learning communities, peer mentoring, availability of tutoring across a broader range of courses, and targeted workshops based on student needs.

**Key Performance Indicator 2: Increase number of reverse transfer programs in cooperation with two-year college partners**

**Data Collection:** The number of signed MOUs at the end of each calendar year will be reported.

**Targets:** A reverse transfer agreement facilitates a degree completion process for transfers who earned significant credits at a community college. Students will use credits they earn toward the BA or BS at PSU to also complete their AA or AS degree. For example, a student transferring from a community college to PSU with 55 hours might be able to earn the AA or AS degree by transferring five to ten hours earned at PSU back to the community college. Memoranda of understanding (MOUs) will be entered into with community colleges that pledge cooperation in identifying high hour transfers or potential transfers to PSU and setting in place mechanisms that, with student consent, will result in the awarding of the associate's degree from the feeder institution, in most instances after one or two PSU semesters.

These agreements will assist the two-year colleges in improving their graduation rates and will add to the number of associate degree recipients in the state. Furthermore, students benefiting from the program will receive significant, formal recognition of academic achievement in the midst of their work toward the bachelors degree, and we expect that this will motivate them to persist and complete their PSU academic program.

**Key Performance Indicator 3: Increase number of active participants in GRAD NOW degree completion program**

**Data Collection:** Number of students contacted regarding the program identified as "active" by their academic advisers during each calendar year will be reported. To be considered active, students will need to have begun working on a completion plan - e.g., enrolled at PSU, removing incomplete grade, enrolled in work for transfer. Having only contacted the Registrar about the program would not make one "active."

**Targets:** GRAD NOW, which was established in 2008, is an initiative to reach out to students in good academic standing who left the university several hours short of earning the bachelors degree. Five students were actively engaged in the program in 2008 and 2009. Most often, a change in personal circumstances made it impossible for the individual to remain a full-time, resident student. The program is collaborative between the Office of the Registrar and the academic colleges. Students are identified by the Registrar's Office, approved by the academic departments, and then contacted about the program. Those who choose to participate or further explore the option will work with an academic adviser to determine the feasibility of various ways to complete remaining requirements (e.g., on campus, online, independent study or transfer credit from another institution). We plan to expand outreach efforts for GRAD NOW during the course of this agreement, no longer relying solely on mailing information to individual students, but beginning to publicize the program through the University website, press releases and alumni publications. Also, university policies will be reviewed to ensure that they do not create undue impediments to degree completion. While increasing active participants by five per year, the goal is a stretch because we anticipate extensive consultations by existing staff with twenty-five to thirty potential GRAD NOW participants to generate these five. This program will improve graduation rates as well as add to the number of degreed individuals in Kansas and the region.

**Key Performance Indicator 4: Increase amount of scholarship funds awarded to degree-seeking, part-time students**

**Data Collection:** Calculate the total scholarship dollars awarded to enrolled part-time students for each academic year.

**Targets:** This indicator recognizes the changing demographics within higher education and the PSU student population. The indicator complements GRAD Now and reverse transfer indicators under this goal, as well as addressing the Foresight 2020 objective of improving the percentage of young adult Kansans who hold degrees. Provision of scholarships for part-time students is expected to serve both the practical financial needs of part-time students as well as serve as a means to recognize and motivate achievement among these students. Given our relatively low tuition, scholarships at \$500 each will provide significant support towards students achieving their educational goals.

Current PSU policy does not provide for part-time students to receive scholarships. Therefore, a first step to achieving this indicator will be a change in policy. We also hope that these scholarships, allocated from existing university funds, will stimulate private giving directed toward scholarships for nontraditional students in the future.

**Comments:** The range of indicators supporting the goal of improving persistence and achievement indicate the University's willingness to address the issue of degree completion in multiple ways. Indicator I focuses primarily on traditional students; Indicator II on the transfer student; and Indicators III & IV will likely have the greatest effect on the adult and young adult learner as defined in Foresight 2020. Each of these indicators is a stretch not only because many factors, internal and external to the University affect persistence, but also, to achieve them will require continued collaborative efforts across University departments, and in some cases, with other institutions.

| <b>Regents System Goal B: Improve Learner Outcomes</b>  |   |   |                            |                   |
|---|---|---|----------------------------|-------------------|
| <b>Institutional Goal 3: Prepare PSU students for success in an increasingly diverse and competitive global society through quality curricular and co-curricular experiences.</b> |   |   |                            |                   |
| <b>Key Performance Indicator</b>  | <b>3-Year History</b>   | <b>Targets</b>                            | <b>Performance Outcome</b> | <b>Evaluation</b> |
| 1. Improve PSU seniors' scores on Level of Academic Challenge Benchmark on the National Survey of Student Engagement (NSSE).<br>(Direct)  | 2007 = 52.2<br>2008 = 52.5<br>2009 = 53.4<br>52.7 (2007-2009 average for seniors)                           | 2011 = 53.9<br>2012 = 54.5<br>2013 = 54.9 |                            |                   |
| 2. Improve students' mean scores on a writing skills assessment.<br>(Direct)  | Baseline established using the scores from assessment in 2010 spring semester = 5.72                        | 2011 = 6.50<br>2012 = 6.75<br>2013 = 7.00 |                            |                   |
| 3. Increase the number of College of Education students using e-portfolios to demonstrate successful completion of curricular requirements.                                       | 140 students in 2010, first year of program, serves as baseline.  | 2011 = 200<br>2012 = 350<br>2013 = 500    |                            |                   |
| 4. Increase the number of students participating in study abroad experiences.   | 2008 = 94<br>2009 = 86<br>2010 = 111<br><br>Baseline = 97 (2008-2010 average)                               | 2011 = 121<br>2012 = 136<br>2013 = 150    |                            |                   |
| 5. Increase the number of students enrolled in the Freshman Experience (FE) course who demonstrate financial literacy.<br>(Direct)  | This new initiative has been an optional topic in the Freshman Experience course so no baseline data exist. | 2011 = 60%<br>2012 = 70%<br>2013 = 80%    |                            |                   |

**NARRATIVE — INSTITUTIONAL GOAL 3: Prepare PSU students for success in an increasingly diverse and competitive global society through quality curricular and co-curricular experiences.**

**Key Performance Indicator 1: Improve PSU seniors' scores on Level of Academic Challenge Benchmark on the National Survey of Student Engagement (NSSE).**

**Data Collection:** NSSE data are collected using the NSSE online data collection protocol. Administered each spring to a sample of PSU freshmen and seniors, survey items are clustered to provide five "benchmark" scores. The benchmark that we have chosen to address, level of academic challenge, emphasizes "the importance of academic effort and setting high expectations for student performance." The score range for this benchmark is 1-100 with nearly all institutional scores ranging 15-85.



**Targets:** The “academic challenge” benchmark is based on the following 11 NSSE items

- Preparing for class
- Number of assigned textbooks, books, or book-length packs
- Number of writing papers by length (3 separate items)
- Course work emphasizing Analysis
- Course work emphasizing Synthesis
- Course work emphasizing Making Judgments
- Coursework emphasizing Applying Theories or Concepts
- Working harder than you thought you could
- Campus environment emphasizes spending significant time studying and on academic work.

We have chosen to address this benchmark because among the five NSSE benchmarks Level of Academic Challenge is the only one on which PSU seniors do not exceed the peer average. We have selected this benchmark because writing and related critical thinking skills are such an integral part of several items that comprise the benchmark. PSU’s pathway to HLC accreditation in 2013 includes a focus on writing across the curriculum and using this benchmark as a performance indicator will serve as one of the ways that we gauge our progress on this pathway. Our targets call for us to move the benchmark average by 0.50 each year from 2009. This is an ambitious goal in that our score on this benchmark has improved each year since 2007.

**Key Performance Indicator 2: Improve students’ means scores on a writing skills assessment.**

**Data Collection:** The writing proficiency of approximately 160 students enrolled in the course, “Legal and Social Environment of Business” will be assessed through a writing assignment. This course was selected because it enrolls upper-division students from a wide range of majors across the University. Student writing assignments will be evaluated based on a rubric that addresses key components of effective written communication and scored on a three-level scale ( 9 = exceeds expectations, 7 = meets expectations, 1 = below expectations). Student mean scores will be calculated and reported.

**Targets:** Written communication is one of the critical skills most often cited for success in the workplace by employers and our business and industry advisory groups. Always a priority in our educational programs, we have moved to make the development of writing skills an even more visible and focused initiative going forward. Establishing a performance indicator based on writing proficiency is but one of several ways the University has committed to writing improvement. For example, writing is the primary focus in our assessment of the core of our general education curriculum, a critical element in our “Pathway” to Higher Learning Commission (HLC) reaccreditation. Additionally, writing improvement has been targeted as one of the broad goals in the assessment of critical thinking skills for AACSB (business colleges) reaccreditation. Finally, a Writing Task Force with campus-wide representation has been established by the Provost to examine the existing structure of writing instruction at PSU and to propose effective changes to this instruction that are in keeping with our institutional goals of quality education linked to effective, formative assessment. Given the commitment of our College of Business to address improvement of writing skills in a substantive way, their collaboration with the Writing Task Force on this indicator provides an excellent opportunity to develop a model for writing improvement in the disciplines that can be used throughout the University.

For this indicator, we expect significant directional improvement in the first year of the agreement as we already have plans to address issues identified through pilot testing undertaken to establish the baseline. In the following two years of this agreement, we anticipate that improvement will be more incremental.

**Key Performance Indicator 3: Increase the number of College of Education students using e-portfolios to demonstrate successful completion of curricular requirements.**

**Data Collection:** Number of students submitting e-portfolios to document completion of curriculum requirements at end of each spring semester will be counted and reported.

**Targets:** In the past year, the University has begun using a web-based subscription service for data management and electronic-portfolio development that provides an environment for creating, sharing, saving, storing, and publishing documents. The College of Education is the first of our colleges to incorporate the student e-portfolio as an integral part of students' academic program and will serve as a model across campus. For selected courses in the sequence toward licensure, the e-portfolio is the means by which students collect and arrange artifacts, provide examples of growth, showcase achievements, reflect on their work, and store a variety of media. For example, the teacher education students' e-portfolios will include lesson plans, a diversity project, a personal philosophy statement, and teaching materials developed in their professional semester. Students set up these portfolios in their first course, Explorations, and continue to add content throughout their program. Assessment of student learning in these courses is heavily dependent upon the quality of materials created and stored within the e-portfolio.

Using e-portfolios condenses the collection of data and reduces the quantity of paper and resources consumed by hard copy portfolios compiled in binders. Because the portfolio is created on the Internet, the author may access and update content at any time, thus maintaining a personal data warehouse. Students have the option to provide web-based links to any of their portfolios for viewing, and they may send those links to prospective employers. The ability to develop a high quality electronic portfolio is a skill that will be especially helpful, if not essential, for entry into a growing number of career fields. The targets represent aggressive movement toward all faculty and students in teacher education programs using e-portfolio accounts for the purpose of assessment of student learning.

**Key Performance Indicator 4: Increase the number of students participating in study abroad experiences.**

**Data Collection:** The PSU study abroad coordinator will record the number of students participating in PSU-sponsored, credit-bearing study abroad experiences. She will also record the number of PSU students who enroll for and transfer study abroad credit from other institutions programs with her assistance. The targets reflect the combined number of students in all these programs.

**Targets:** The targets represent an increase of 25% from the baseline year in 2011 and an additional 15% increase in the two subsequent years in the total number of students studying abroad. Currently, fewer than 2% of students nationally study abroad. The targets we have established would move the University above the current national average in 2013.

The Study Abroad program contributes to the university's mission by creating extraordinary opportunities for students to achieve a broad and interactive international perspective. Study abroad is a catalyst for student development and growth that has a long term impact on students' academic, personal, and career success. Through study abroad, students gain invaluable skills related to critical thinking, problem solving, cross cultural effectiveness, goal orientation, and leadership. In most instances, when out of their comfort zone, facing unfamiliar challenges, they become more flexible, more self aware, more resilient, and more tolerant than they would have been with only an on-campus experience. They learn when to be independent and when to be interdependent. Study abroad returnees bring back vital skills sought by potential employers.

**Key Performance Indicator 5: Increase the number of students enrolled in the Freshman Experience (FE) course who demonstrate financial literacy.**

**Data Collection:** Count the number of students each fall who demonstrate financial literacy through an appropriate assessment instrument and report that number as a percentage of all students enrolled in the FE course. Approximately 1,000 new freshmen enroll in this course each academic year.

**Targets:** Financial literacy is a critical skill that will prepare students for a satisfying and successful life in and out of the workplace. Introducing financial literacy in a meaningful way in the freshman year will allow them to bring these skills to bear as they manage the critical financial aspects of their collegiate careers, which include issues like use of credit cards, student loans and choices about personal budgeting issues. Such considerations are especially critical for our student population where over two thirds currently receive need-based student aid.

Over the next year FE leaders will work with faculty in consumer sciences to review and identify an appropriate assessment instrument for this indicator. As a result of this review, several different assessment instruments will be piloted. Depending on the outcome of pilot testing, a decision will be made to use an instrument already available or to develop such an instrument in-house using PSU faculty expertise.

**Comments:** In this, the University's third performance agreement, we have broadened our approach to student learning outcomes to include not just the skills learned within specific academic programs or courses, but to add measures reflecting out of class experiences that prepare students for productive lives as citizens and professionals as well. In several instances, we continue to build upon student competencies developed through indicators from the previous experiences. For example, we introduced the International Knowledge and Experience Program in the last agreement. In this agreement, we continue to highlight our internationalization efforts and focus on a specific component of that program, study abroad. Research indicates that study abroad is one of the most powerful learning experiences available to college students. From the previous agreement, we continue our emphasis on writing. This time we include not only a NSSE benchmark with several writing items, but we also undertake an assessment of writing proficiency of students in our business curriculum. The e-portfolio item focuses on assisting students in developing the skills needed to secure employment and advance in their professions, certainly important skills needed by new graduates in the current economy.

| <b>Regents System Goal C: Improve Workforce Development</b>  |  |   |                            |                   |
|--|--|---|----------------------------|-------------------|
| <b>Institutional Goal 4: Promote the development of curricular emphases and continuing education programs that address critical needs within the Kansas economy and at the same time enhance students' competitiveness in the marketplace.</b> |  |   |                            |                   |
| <b>Key Performance Indicator</b>   | <b>3-Year History</b>                      | <b>Targets</b>  | <b>Performance Outcome</b> | <b>Evaluation</b> |
| 1. Increase the number of students who have declared newly created academic minors focused on specific needs within the economy and society (viz., international teaching, urban education and public health).                                 | New initiative. No baseline data exists.   | 2011 = 12<br>2012 = 20<br>2013 = 30                               |                            |                   |
| 2. Increase the number of new majors, minors, certificates and emphasis areas within degree programs developed to address critical needs in the Kansas economy.  | No baseline data exist for this indicator. | 2011 = 1 additional<br>2012 = 2 additional<br>2013 = 2 additional |                            |                   |
| 3. Increase the percentage of senior students in the "Jungle Journey" program who consider themselves to be "prepared" or "completely prepared" to compete in the job market based on their learning through this program.                     | 2010 - 68% (92/135)                        | 2011 = 70%<br>2012 = 75%<br>2013 = 80%                            |                            |                   |

|   |   |   |  |  |
|---|---|---|--|--|
| 4. Increase the number of workshops, seminars and other training and professional development opportunities offered for business and industry through the College of Technology | 3 programs offered in calendar year 2010 will serve as baseline for this indicator. | 2011 = 6 programs<br>2012 = 12 programs (cumulative)<br>2013 = 18 programs (cumulative) |  |  |
|---|---|---|--|--|

**NARRATIVE — INSTITUTIONAL GOAL 4: Promote the development of curricular emphases and continuing education programs that address critical needs within the Kansas economy and at the same time enhance students' competitiveness in the marketplace.**

**Key Performance Indicator 1: Increase the number of students who have declared newly created academic minors focused on specific needs within the economy and society (viz., international teaching, urban education and public health).**

**Data Collection:** Using data available through the Registrar, we will record the number of officially declared minors at the end of each fall semester of each plan year.

**Targets:** Each of these new minors in this indicator -- international teaching, urban education and public health -- was developed in the past year and approved in the 2010 spring semester. These minors, when taken to complement a related major, add greater breadth and depth to students' specialized knowledge, making the students better prepared to confront critical issues in their chosen profession and to meet societal or industry needs. They serve as the most recent examples of curriculum innovation that will better equip our student with the skills and credentials to not only gain employment, but then make positive contributions in their chosen professions. Newly developed programs usually come from faculty initiatives, but must also have administrative support for successful implementation.

Availability of these new minors will be publicized in multiple ways including email messages to students and academic advisers, information posted on websites and bulletin boards and dissemination of information to students enrolled in selected courses.

**Key Performance Indicator 2: Increase the number of new majors, minors, certificates and emphasis areas within degree programs developed to address critical needs in the Kansas economy.**

**Data Collection:** The number of curriculum modifications -- new majors, minors, certificates and emphasis areas -- developed to address needs of the Kansas economy that become available to students will be reported. We will count the number of such actions approved by the Faculty Senate each year as recorded in meeting minutes. In our annual progress reports on the Performance Agreement, we will include not only the number of approved program changes, but also a description of each.

**Targets:** As evident by the programs targeted in the first indicator for this goal, Pittsburg State continually develops academic emphases that not only address needs within the Kansas economy, but also prepare our students for an increasingly competitive job market for college graduates. We are committed to supporting recently added programs in Indicator 1, and Indicator 2 signifies that the University, through an Academic Affairs initiative, will encourage academic departments to continue collaborations for creative interdisciplinary and multidisciplinary approaches to curriculum development as new options are added over the course of this agreement.

**Key Performance Indicator 3: Increase the percentage of senior students who consider themselves to be "completely prepared" to compete in the job market after participating in the "Jungle Journey" program.**

**Data Collection:** Senior students who are participants in the Jungle Journey program will be surveyed to determine their perceived preparedness to enter the job market. Percentage of students describing themselves as "completely prepared," highest level on a 4-point Likert scale, will be calculated and reported.

**Targets:** Jungle Journey is a professional career development program available to students majoring in the business disciplines. The program is designed to help the students gain greater self awareness and provide them skills and experiences they need to bridge the gap between college and career. In their individual Jungle Journeys, students focus on preparing to find a first professional position and managing the transition from college to life after college. The program for each student includes a series of workshops and activities, some of which are mandatory and some optional (with a minimum number of optional activities required). Program elements include career assessments, resume development, interview skills, exposure to arts and cultural events, and discussion groups on topics pertinent to students' successful transition from college to career. Students who complete the program are provided a solid foundation for their transition to the professional workplace because they have had opportunities to explore options and plan for them before leaving campus.

This indicator is designed to assess the degree to which students believe the program is effective in meeting its stated goals.

**Key Performance Indicator 4: Increase the number of workshops, seminars and other training and professional development opportunities offered for business and industry through the College of Technology**

**Data Collection:** Report the number of programs offered each year that are targeted to business and industry needs.

**Targets:** The College of Technology has been a model for aligning programs with critical needs in Kansas, as well as in the national economy. In the current performance agreement (2008-2010), a major initiative that supports the needs of the economy was the development of a Bachelor of Applied Science degree articulation agreements with community and technical colleges. This performance indicator furthers our commitment, extending the college's expertise, facilities and resources to meet the continuing education needs of business and industry. Programs to be developed and audiences to be targeted will be identified in close consultation with industry partners and the College's very active industry advisory committees. Taking on this commitment is a stretch for the College's faculty, as enrollment in undergraduate and graduate programs continues to outpace growth in faculty size, but is seen as an important part of the College's mission.

**Comments:** The indicators under this goal reflect the University's continuing focus on its economic development mission. Newly created and yet to be developed curricular initiatives have the dual purpose of meeting critical needs in the economy and society while also opening up new areas of opportunity and providing a competitive edge for our graduates. While the previous agreement focused solely on academic programs and career development opportunities for current students, this agreement includes an aggressive indicator to further economic development by extending the unique resources of the Kansas Technology Center to business and industry through continuing education programs tailored to meet specific industry needs along with indicators that prepare students to transfer their skills to the workplace.

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**Summary of changes from the previous approved performance agreement**

Goal A in this agreement focuses on retention, degree completion, and scholarships for part-time students. Goal A in the previous agreement dealt with the alignment with secondary schools and two-year institutions. Goal D in the previous agreement focused on the recruitment and retention of minority students while Goal D in this agreement focuses on the recruitment of Hispanic students, nonresident students and international students. Goals B and C are significantly different from the previous agreement.

**Response to any Board comments on the previous approved performance agreement 2008-2010**

The Board Academic Affairs Standing Committee commends the institution on the quality of its 2008-2010 performance agreement.

**Recommendation and Comments**

The Board Academic Affairs Standing Committee commends the institution on the quality of its 2011-2013 performance agreement. Staff recommends approval of the three-year performance agreement.