

Pittsburg State University Performance Report 1st Year 1-01-2011 – 12-31-2011

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Regents System Goal D: Increase Targeted Participation/Access				
Institutional Goal 1: Increase ethnic and geographic diversity of student body for educational equity and enriched campus culture.				
Key Performance Indicator	3-Year History	Targets	Performance Outcome	Evaluation
1. Increase the number of new undergraduate Hispanic students enrolled	2007 = 40 2008 = 41 2009 = 40 Baseline = 40 (3-year average)	2011 = 45 2012 = 50 2013 = 56	2011= 75	Target Exceeded
2. Increase the number of diversity scholarships offered to Hispanic students	2007 = 23 2008 = 40 2009 = 51 Baseline = 38 (3-year average)	2011 = 55 2012 = 62 2013 = 70	2011= 61	Target Exceeded
3. Increase the number of new undergraduate domestic nonresidents enrolled	2007 = 368 2008 = 381 2009 = 392 Baseline = 380 (3-year average)	2011 = 400 2012 = 410 2013 = 420	2011= 419	Target Exceeded
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 2012 = 1 additional 2013 = 1 additional	2011= 11	Target Not Met, No Directional Improvement

NARRATIVE — 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 the fall semester is 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 University 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.

During the 2011 year, the University initiated several new programs to more effectively reach out to the Hispanic community. These included: (1) a Diversity Day event, held on campus last March with plans to continue annually; (2) a recruitment brochure targeted for diverse populations, a collaborative effort of the Office of Admission and the Office of Student Diversity Programs; (3) a database of TRIO program contacts at regional community colleges and high schools, who are now included in Admission Office communications about programs appropriate for their students; and (4) increased promotion of scholarship opportunities for AVID (Advancement for Individual Development) students. AVID is an in-school academic support program that prepares students for college success, placing academically average students in advanced classes. The program seeks to level the playing field for minority, rural, low-income and other students without a college-going tradition in their families.

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 for 2011 fall semester is 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 each, renewable up to four years, awarded to qualified students in addition to any other merit-based awards for which they qualify. Additional efforts were needed to develop and identify qualified 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 was prepared to invest additional resources and review scholarship criteria used for awarding diversity scholarships to encourage increased participation.

For the 2011 fall semester, Diversity Scholarship eligibility criteria were revised to incorporate a sliding scale of grade point average and ACT or SAT score and to recognize leadership and involvement. Previously, students were required to meet test score and GPA requirements for the PSU Academic Achievement Award before consideration for the Diversity Scholarship could be given. Additionally, a new PSU Foundation scholarship fund was made available to the Admission Office to use in attracting talented freshmen and transfer students. These financial resources, along with the increased outreach efforts described for Indicator 1 above helped us to achieve the target for 2011.

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 the fall semester is 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, the Western Interstate Commission for Higher Education projected that Kansas would see a 9.6% decrease in the number of high school graduates. Although not as severe, the states of Missouri and Oklahoma were projected to see a decline. To respond to this challenge, PSU began efforts to expand to new markets where there is potential to attract students. These efforts included expansion into Northwest Arkansas, promotion of the College of Technology to out-of-state students, and participation in the Department of Veterans Affairs Yellow Ribbon GI Education Enhancement Program. Expansion of recruiting territories is difficult, especially for a regional institution; however, even a limited incursion into new markets can bring additional geographic and ethnic diversity to the campus.

To achieve this target, Enrollment Management and Admission Offices engaged in collaborative efforts with University Marketing and Communication to increase marketing efforts in Southwest Missouri and Northwest Arkansas (the fastest growing area in the region) over the past year. The 2011 fall semester was also the first semester that students from Benton and Washington counties in Northwest Arkansas were eligible for the Gorilla Advantage Program, which allows them to attend PSU at resident tuition rates. Because of coordinated marketing and recruiting efforts and the expansion of the Gorilla Advantage, we saw a 17 percent increase in new freshmen from targeted counties in Southwest Missouri and enrolled twenty new freshmen from Northwest Arkansas, compared with four the previous fall semester. We also enrolled four veterans through the Yellow Ribbon Program, for which PSU provides matching funds to cover full nonresident tuition.

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

Data Collection: Number of international students by country who were enrolled as of the 20th day of 2011 fall semester were counted to determine achievement of the target.

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 affecting the diversity in the mix of international students. Selected countries currently having fewer than five students at PSU were targeted for enrollment growth, as well as other countries that might be characterized as new markets for PSU.

Thirteen specific countries had an average enrollment of at least 5 students over the 2007-2009 fall semesters. They are Brazil, China, Finland, Germany, India, 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 countries with an average of fewer than 5 students enrolled. We will focus on these countries in our international recruiting efforts. Target countries include Chile, France, Hong Kong, Kenya, Pakistan, Thailand, Turkey and Vietnam.

In failing to meet this target, three countries that had been in our baseline of thirteen had fewer than five student enrolled in the 2011 fall semester -- Japan, Malaysia and Russia. The drop in Japanese student enrollment represents a national trend and reflects a decline in population in Japan. The Russian number has been small at PSU, and Russia has not been a recent recruiting focus. We expect to improve on our Malaysian number with renewed efforts to recruit there.

We achieved the targeted enrollment of five in one new country -- France. This increase reflects results of new or renewed exchange agreements in France, along with increased interest in study in the U.S. among students from Western Europe.

To achieve our target in 2012, we will focus on countries where we have made recent inroads to move their enrollments to five or more. Recruiting trips will be made to Chile, Indonesia and Vietnam in the spring. We now have at least three students from each of these countries. We are also part of a consortium working on a project that could bring our first Libyan students to PSU in the fall.

Comments: A continuing thread throughout PSU'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.

Regents System Goal A: Efficiency/Effectiveness/Seamlessness				
Institutional Goal 2: Achieve meaningful improvement in persistence and achievement rates.				
Key Performance Indicator	3-Year History	Targets	Performance Outcome	Evaluation
1. Improve freshman to sophomore retention	2007 = 73.5% (743/1011) 2008 = 75.0% (764/1019) 2009 = 72.6% (729/1004) Baseline = 73.7% (3-year average)	2011 = 74.7% 2012 = 75.7% 2013 = 76.7%	2011= 72.5% (782/1079)	Target Not Met, No Directional Improvement
2. Increase number of Reverse Transfer Programs in Cooperation with Two-Year College Partners	New program so no baseline data exist.	2011 = 3 2012 = 6 2013 = 9	2011= 3	Target Met
3. Increase number of active participants in GRAD NOW degree completion program	2007: N/A 2008: 5 2009: 5	2011 = 10 2012 = 15 2013 = 20	2011= 12	Target Exceeded
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 2012 = \$7,500 2013 = \$10,000	2011= \$5,250	Target Exceeded

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 is reported. The 2011 indicator reflects number of 2010 freshmen who returned for fall 2011.

Targets: The key to meaningful improvement in student success is the first year of college for most students. Freshman to sophomore attrition accounts for roughly half of the students from a freshman cohort who eventually leave PSU without a degree. Increasing the freshman to sophomore retention should positively affect graduation rates. The 2010 ACT Institutional Data File indicated for PSU's institution type (public institutions awarding the masters or first professional as their highest degree), the national average for first to second year retention is 67.3%. Our three-year average freshman to sophomore retention rate for first-time, full-time freshmen was 73.7%. Nevertheless, we remain committed to the stretch objective of moving our percentage even higher. Long known for a student-centered environment and excellent teaching, we are in the process of complementing the efforts of our faculty by adding centralized academic support services over the next several years.

Several retention initiatives were piloted last spring and more fully implemented for the 2011-2012 academic year. Among these are (1) the addition of professional staff in the Writing Center, (2) increasing the number of Writing Center tutors and tutors in selected high enrollment general education courses, (3) increasing the number of First Year Programs peer mentors, and (4) providing academic success workshops for targeted groups of students. Just underway is the implementation of a retention management system that will be used to implement an early alert program for students not attending class or struggling academically in their first weeks on campus. Planned for the future is a Student Success Center physical space that will bring together existing support services in a centralized location and facilitate further refinement and expansion of programs such as those cited above. While some causes of attrition will always be outside the control of the institution, with these initiatives we expect to reverse the negative trend in retention and see directional improvement in the next year, or certainly before the end of this performance agreement.

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

Data Collection: The number of signed MOUs for 2011 is reported.

Targets: A reverse transfer agreement facilitates a degree completion process for transfers who earned significant credits at a community college. Students 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) are 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, result in the awarding of the associate's degree from the feeder institution, in most instances after one or two PSU semesters.

These agreements assist the two-year colleges in improving their graduation rates and add to the number of associate degree recipients in the state. Furthermore, students benefiting from the program 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.

Pittsburg State University has now entered into reverse transfer agreement with three Kansas community colleges -- Coffeyville, Ft. Scott and Hutchinson. Per these agreements, we will generate lists of students who meet hours-earned criteria beginning in the 2012 spring semester, and with the student's permission, send transcripts to their community college for assessment of eligibility for or progress toward an associate degree.

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

Data Collection: Number of students identified as "active" in GRAD NOW by their academic advisers during 2011 is reported. To be considered active, students

needed to have begun working on a completion plan - e.g., enrolled at PSU, removing incomplete grades, enrolled in work for transfer, etc. Having only contacted the Registrar about the program did not make one "active."

Targets: GRAD NOW was established in 2008 as 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 a collaboration 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. Participants 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).

While we are pleased to have exceeded our 2011 participation target with twelve students, we are even more pleased to note that six students who re-engaged with the University through the GRAD NOW initiative earned their bachelors degrees during the 2011 calendar year. The program is beginning to add to the number of degreed individuals in Kansas and the region as we had hoped.

Looking ahead, we plan to expand outreach efforts for GRAD NOW, by beginning to publicize the program through the University website, press releases and alumni publications. Also, university policies will continue to be reviewed to ensure that they do not create undue impediments to degree completion.

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

Data Collection: Calculated and reported the total scholarship dollars awarded to enrolled part-time students for 2011-2012 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, and addresses the Foresight 2020 objective of improving the percentage of young adult Kansans who hold degrees as well. Provision of scholarships for part-time students serves both their practical financial needs as well as recognizes and motivates their continued achievement. Given our relatively low tuition, scholarships at \$500 each will provide significant support towards students achieving their educational goals.

A first step to achieving this target was to change existing PSU scholarship policy, which did not include scholarship eligibility for part-time students. Students were selected for the scholarship based on hours earned and grade point average from among those earning honor roll recognition as part-time students. Academic honor roll recognition for part-time students is another recent policy change at PSU that recognizes the importance of part-time and nontraditional students.

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 focus 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.

Regents System Goal B: Improve Learner Outcomes				
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	3-Year History	Targets	Performance Outcome	Evaluation
1. Improve PSU seniors' scores on Level of Academic Challenge Benchmark on	2007 = 52.2 2008 = 52.5	2011 = 53.9 2012 = 54.5	2011 = 55.3%	Target Exceeded

the National Survey of Student Engagement (NSSE). (Direct)	2009 = 53.4 52.7 (2007-2009 average for seniors)	2013 = 54.9		
2. Improve students' mean scores on a writing skills assessment. (Direct)	Baseline established using the scores from assessment in 2010 spring semester = 5.72	2011 = 6.50 2012 = 6.75 2013 = 7.00	6.54	Target Exceeded
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 2012 = 350 2013 = 500	2011 = 248	Target Exceeded
4. Increase the number of students participating in study abroad experiences.	2008 = 94 2009 = 86 2010 = 111 Baseline = 97 (2008-2010 average)	2011 = 121 2012 = 136 2013 = 150	2011 = 126	Target Exceeded
5. Increase the number of students enrolled in the Freshman Experience (FE) course who demonstrate financial literacy. (Direct)	This new initiative has been an optional topic in the Freshman Experience course so no baseline data exist.	2011 = 60% 2012 = 70% 2013 = 80%	2011 = 69.9% (668/955)	Target Exceeded

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 were collected using the NSSE online data collection protocol. Administered in the 2011 spring semester to a sample of PSU freshmen and seniors, survey items are clustered to provide five "benchmark" scores. The benchmark that we chose 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
- Course work emphasizing Applying Theories or Concepts
- Working harder than you thought you could
- Campus environment emphasizes spending significant time studying and on academic work.

Pittsburg State University chose to address this benchmark because, among the five NSSE benchmarks, Level of Academic Challenge was the only one on which our seniors do not exceed the peer average. We also selected this benchmark because writing and related critical thinking skills are 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 serves as one of the ways that we gauge our progress. The 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 already improved each year since 2007. Faculty discussions on how more writing can be incorporated into a wide range of courses have been facilitated by the campus Writing Task Force, and discussions of previous NSSE results and findings have taken place as well. Adjustments in faculty expectations of students resulting from these discussions may indeed have affected student perceptions of their academic experiences.

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

Data Collection: The writing proficiency of approximately 80 students enrolled in two sections of MGMKT 444 “Legal and Social Environment of Business” was assessed through a writing assignment. The course selected for this indicator was chosen because it enrolls upper-division students from a wide range of majors across the University. Student writing was assessed using the 2010 version of the PSU Writing Rubric, and mean scores were calculated and reported.

Targets: Establishing a performance indicator based on writing proficiency is 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 was 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.

The assessment rubric was developed by the Writing Task Force, which was chaired by the Director and Assistant Director of Writing Across the Curriculum (who are also faculty members in the Department of English) and which included faculty, Department Chairs, and administrators from across the University. The rubric identifies the following key components of successful written communication: focus, development, use of sources, organization, style and editing. Each component within a student’s paper was scored on a three-level scale (9 = exceeds expectations, 7 = meets expectations, 1 = below expectations), and an overall mean for the paper was calculated.

For 2011, we exceeded the target and demonstrated the significant directional improvement that we had anticipated. Several issues identified during the 2010 pilot testing have been addressed in 2011 and contributed to this gain. In the final 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 the 2012 spring semester is reported.

Targets: Two years ago, the University began 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 was the first of our colleges to incorporate the student e-portfolio as an integral part of students' academic program and serves 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 in Education, 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 target represents 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 recorded the number of students participating in PSU-sponsored, credit-bearing study abroad experiences. She also recorded the number of PSU students who transfer study abroad credit from other institutions programs with her assistance. The targets are based on the combined number of students in all of these programs.

Targets: The established targets represent an increase in the total number of students studying abroad of 25% from the baseline year in 2011 and an additional 15% increase in the two subsequent years. Currently, fewer than 2% of students nationally study abroad. These targets would move the University above the current national average by 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 effect 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 participants bring back vital skills sought by potential employers.

The University has had faculty development grants and student scholarships in place for several years to encourage study abroad as a key component of campus internationalization. In reaching and exceeding our 2011 target, our students traveled on twelve PSU sponsored, faculty led programs to twelve different countries. Additionally, individual students traveled on exchange agreements or affiliated programs to six additional countries, several of these students received financial assistance from outside agencies.

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

Data Collection: The percentage of students enrolled in the Freshman Experience (FE) course in the 2011 fall semester who demonstrated financial literacy through an assessment instrument is reported.

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.

During the 2011 spring semester, the Director of First-Year Programs worked closely with a faculty member in the Department of Family and Consumer Sciences and the Director of Student Financial Assistance to develop the financial literacy module to be introduced into our FE course and to determine an appropriate assessment instrument for this indicator. The course module included a guest speaker from Consumer Credit Counseling Service (Springfield, MO). Budgeting and financing your education materials were prepared for follow up discussion in class sections. After review of assessment instruments available, a decision was made to develop an instrument in-house using PSU faculty expertise. Proficiency was defined as a score of 75% or higher on a thirty item assessment of learning outcomes.

Comments: In this the University's third performance agreement, we 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 continued 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. We include in this agreement not only a NSSE benchmark with several writing items, but we also assess 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.

Regents System Goal C: Improve Workforce Development				
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	3-Year History	Targets	Performance Outcome	Evaluation
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 2012 = 20 2013 = 30	2011 = 53	Target Exceeded
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 2012 = 2 additional 2013 = 2 additional	2011 = 1	Target Met
3. Increase the percentage of senior students in the "Jungle Journey" program who consider themselves to be "prepared" or "completely prepared" to	2010 - 68% (92/135)	2011 = 70% 2012 = 75% 2013 = 80%	2011 = 77.8% (14/18)	Target Exceeded

compete in the job market based on their learning through this program.				
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 2012 = 12 programs (cumulative) 2013 = 18 programs (cumulative)	15	Target Exceeded

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 enrollment data from the Office of the Registrar, we recorded the number of officially declared minors at the end of the 2011 fall semester.

Targets: Each of the new minors -- international teaching, urban education and public health -- received final curricular approval in the 2010 spring semester. When taken to complement a related major, each adds 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. Among the three programs, public health attracted the most students in its first full year with forty-eight. Many of these students are complementing their nursing degrees with the broader policy perspective this minor provides. The two programs linked to teacher education, urban education and international teaching, enrolled four students and one student, respectively, but we are confident that numbers in these minors will grow as new students are presented these options early in their academic programs.

Availability of these new minors will continue to 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, as recorded in Faculty Senate meeting minutes, is reported. The Performance Agreement annual progress reports 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, PSU 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, encourages 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.

In January 2011, the Faculty Sentate approved a new emphasis area within the Bachelor of Integrated Studies (BIS) degree -- Society, Sustainability and Resource Management. The BIS degree is designed to allow students to achieve occupational or academic goals that are not met by traditional majors and includes in the curriculum significant coursework from two or more departments or colleges. The emphasis in Society, Sustainability and Resource Management combines skills and knowledge gained from the study of biology, communication, geography and other social sciences. Graduates will be prepared to work in areas where ecological, social and political issues intersect such as in agencies and business that focus on environmental issues. At the end of the 2011 fall semester, five students had enrolled in the BIS with this new emphasis.

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

Data Collection: Senior students who participated in the Jungle Journey program were surveyed at the end of the 2011 spring semester to determine their perceived preparedness to enter the job market. Percentage of students describing themselves as "prepared" or “completely prepared” on a 4-point Likert scale was 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 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 was 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: Number of programs offered each year that are targeted to business and industry needs is reported.

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 previous performance agreement (2008-2010), a major initiative was the development of Bachelor of Applied Science articulation agreements with community and technical colleges. The current performance indicator extends the college’s expertise, facilities and resources to meet the continuing education needs of business and industry. Programs and targeted audiences were identified in close consultation with industry partners and the College’s industry advisory committees. Taking on this commitment has been a stretch for the College, as enrollment in undergraduate and graduate programs continues to outpace growth in faculty size, but these programs are viewed as an important part of the College's mission.

During the 2011 calendar year, the college hosted fourteen workshops or seminars in addition to the Four States Technology Conference. topics included:

Tilt-up Concrete Construction– three separate occasions -- for the Department of Commerce to provide process and safety instruction in the use of Tilt-up Panels in the construction of “big box” structures (80 participants).

Four States Regional Technology Conference – over 70 technical presentations and workshops in Automotive, Construction, Safety, Manufacturing, Electronics, Family and Consumer Sciences, and Graphics and Imaging (400 conference attendees).

Westar Building Operator Certification course- 5 separate occasions --for facilities managers/technicians (10-12 attendees each session).

Richard Weathers Automotive Seminar - Chrysler presented on new technologies found on Chrysler vehicles (approximately 25 attendees).

Electrical Contractors Re-Certification Workshop - 2 separate occasions - to provide licensed electrical contractors continuing education activities for maintaining their electrical licenses (30 and 92 attendees, respectively).

Contractors Licensing Workshop - two occasions -- to provide licensed general contractors continuing education activities for maintaining their contractor’s licenses

(60 attendees).

Investment Casting Specialist - Industry Certification Course - internationally recognized program includes curriculum covering casting design and development, gating, feeding and tooling, waxes and slurries, dewaxing and shell fire, melting and metallurgy, casting finishing and quality (limited to 30 participants).

Hands-on Introduction to Metalcasting - lecture and laboratory sessions for green sand, cold box, shell, no bake, permanent mold, lost foam, investment casting, and quality tests such as hardness, tensile strength and metallographic sample preparation (limited to 25 participants).

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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Recommendation and Comments