

## Pittsburg State University Performance Report 2012

### **GOAL D – Targeted Participation and Access – PSU Goal: Increase ethnic and geographic diversity of student body.**

Indicators #1 and #2 - As noted in *Foresight 2020 Second Annual Report*, Hispanics represented only 5% of the enrollment in the four-year institutions in 2011, while the State of Kansas Hispanic population was 11%. PSU is committed to continuing to move our Hispanic enrollment to be more representative of the racial/ethnic makeup of the state. Additional efforts have been taken to develop and identify qualified Hispanic students and extend scholarship offers. Hispanic enrollment at PSU in the 2012 fall semester stood at 288, or 3.95% of the student body. This compares with 2.3% in fall 2007. Clearly, progress is being made.

Indicator #3 - One challenge the University faces in meeting its enrollment goals is the projected decline in the number of high school graduates in rural areas in our primary recruitment area. To respond, PSU continues to expand strategically into new markets where there is potential to attract students. We have been aided in this effort by the expansion of the Gorilla Advantage to Northwest Arkansas beginning in 2011, by continued recruiting for the College of Technology in targeted out-of-state markets and by the increase in PSU programs participating in the Midwest Student Exchange Program.

Indicator #4 - Through this indicator we have sought to diversify our sources of international students, both to enrich the campus environment and to neutralize the effects that political or economic disruptions in specific regions may have on our enrollments. We saw no change in performance for the 2012 year. Two new countries were added to those meeting the criterion of five students, Vietnam and Kazakhstan, but two dropped below five, France and Germany. Maintaining and increasing international enrollments has become a greater challenge than ever as more institutions nationwide have intensified their international recruiting efforts. To achieve directional improvement in 2013, we have instituted enhanced scholarship opportunities for new international students and created a better social media presence. A strategic international recruiting team meets weekly to monitor international applications and enrollment and determine where new opportunities for enrollment growth exist. For example, we are now actively recruiting in Latin America.

### **GOAL A – Efficiency/Effectiveness/Seamlessness – PSU Goal: Achieve meaningful improvement in persistence and achievement rates.**

Indicator #1 - First to second year attrition accounts for roughly half of the students from a freshman cohort who eventually leave PSU without a degree. We have seen a negative trend on this indicator in both of the first two years of this agreement, and have continued to analyze data to try to identify the characteristics of students with academic potential but prone to dropout. We then seek to direct whatever resources available toward these students. We continue to implement and refine retention initiatives. Among initiatives in place since 2011 are (1) increased professional staff in the Writing Center, (2) increased number of tutors in selected high enrollment general education courses, (3) increased number of First Year Programs peer mentors, and (4) academic success workshops for targeted groups of students. In 2012 we have implemented a retention management system used to create an early alert program for students not attending class or struggling academically in their first weeks on campus. In fall 2013, a Student Success Center that will bring together existing support services will open in the Library and facilitate further refinement and expansion of programs, as well as provide much greater visibility for academic support services on campus.

Indicator #2- Pittsburg State University has now entered into reverse transfer agreements with six Kansas community colleges -- Coffeyville, Ft. Scott and Hutchinson in 2011 and Garden City, Dodge City and Johnson County in 2012.

Indicator #3-GRAD NOW was established as an initiative to reach out to students in good academic standing who left the university several hours short of earning the bachelors degree. Participants work with an academic adviser to determine ways to complete remaining requirements (e.g., on campus, online, independent study or transfer credit from another institution). We are pleased to have exceeded our 2012 participation target and see results in completion and not just participation. Six students earned their bachelors degrees during the 2011 calendar year and eight more degrees were awarded in 2012.

Indicator #4- 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 adults who hold degrees.

### **GOAL B – Learner Outcomes – PSU Goal: Prepare students for success in an increasingly diverse and competitive global society through quality curricular and co-curricular experiences.**

Indicator #1 - The “academic challenge” benchmark is based on eleven National Survey of Student Engagement (NSSE) items such as number of assigned textbooks, number of papers required by length (3 separate items), etc. Among the five NSSE benchmarks, Level of Academic Challenge was the only one on

which our seniors did not exceed the peer average. We realized achieving the target would be a stretch as our scores on the benchmark did improve for several years leading up to this agreement, and performance on the indicator decreased slightly from 2011. PSU's pathway to HLC accreditation included a focus on writing across the curriculum, and we have used this benchmark as one of the ways that we have gauged progress. Faculty discussions on how more writing can be incorporated into a wide range of courses have been facilitated by Writing Task Force, and discussions of previous NSSE results and findings continue to take place among faculty and academic administrators as well. Adjustments in faculty expectations of students resulting from these discussions may reverse this trend for 2013.

Indicator #2 - The writing proficiency of approximately 75 students enrolled in two sections of MGMKT 444 "Legal and Social Environment of Business" was assessed through a writing assignment. 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 identifies the following key components of successful written communication: focus, development, use of sources, organization, style and editing.

Indicator #3 - 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.

Indicator #4 - The established targets represented an ambitious increase in the total number of students studying abroad. While we experienced a slight decrease in our number of students studying abroad in 2012, we still believe our program remains a leader among such programs in regional universities nation-wide. Nine faculty led trips to eight countries on three continents highlighted the year, and a student teaching experience took place in Australia. Not counted in our reported numbers were trips abroad by the university's choir and the volleyball team. We anticipate directional improvement in 2013 with over 120 students already committed to study abroad in the calendar year.

Indicator #5 - Introducing financial literacy in the freshman year allows students to bring these skills to bear as they manage the critical issues like use of credit cards, student loans and personal budgeting choices. Such considerations are especially critical when over two-thirds of our students receive need-based aid. First-Year Programs, Family and Consumer Sciences and Financial Assistance developed a financial literacy module for our Freshman Experience course. This module has been well received by students, and we anticipate near 100% success in 2013.

**GOAL C- Workforce Development – PSU Goal: 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.**

Indicator #1 - The international teaching, urban education and public health minors, when taken to complement a related major, better prepare students to confront critical issues in their chosen profession and to meet societal or industry needs. Among the three programs, public health attracts the most students, many of whom are complementing nursing degrees. The two programs linked to teacher education attract fewer students, but we anticipate that these minors will grow as new students are presented these options early in their academic programs.

Indicator #2 - Two new programs were approved by the Kansas Board of Regents in 2012, both in the College of Technology. The B.S. in Technology and Workforce Learning is the University's first fully online bachelor's degree completion program. The target market for this program, which can be completed in three years, is the community college graduate with an AA or AS degree. Students may emphasize either human resources or leadership and supervision. The program currently enrolls 12 students. The environmental and safety management degree, approved by the Kansas Board of Regents in December 2012, is designed to produce a variety of industry safety professionals. Effective date for the safety degree is the 2013 fall semester.

Indicator #3 - In their Jungle Journeys, students prepare to find a first professional position and managing the transition from college to life after college. The program for each student includes activities such as career assessments, resume development, interview skills, and exposure to arts and cultural events.

Indicator #4 - The College of Technology has been a model for aligning programs with critical needs in Kansas, as well as in the national economy. This indicator extends the college's expertise, facilities and resources to meet the continuing education needs of business and industry. Programs and targeted audiences are identified in close consultation with industry partners and the College's industry advisory committees. During the 2012 calendar year, the college hosted 25 workshops or seminars in addition to the Four States Technology Conference. Topics range from metal casting to construction certifications or recertifications to auto service technician continuing education. In addition to School of Construction and Kansas Center for Construction Advancement, sponsors for these continuing education initiatives have included Ford Motor Corporation, the Gates Corporation, Adobe Software and the American Foundry Society.

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Pittsburg State University	Foresight Goals	3yr History	2011		2012		2013		Outcome
Goal D: Increase Targeted Participation/Access									
Increase ethnic and geographic diversity of student body for educational equity and enriched campus culture.									
	<b>2</b>		Target	Actual	Target	Actual	Target	Actual	Choose One
1. Increase the number of new undergraduate Hispanic students enrolled.		2007 = 40 2008 = 41 2009 = 40 Baseline = 40 (3-yr avg)	45	75	50	84	56		↑
2. Increase the number of diversity scholarships offered to Hispanic students.		2007 = 23 2008 = 40 2009 = 51 Baseline = 38 (3-yr avg)	55	61	62	84	70		↑
3. Increase the number of new undergraduate domestic nonresidents enrolled.		2007 = 368 2008 = 381 2009 = 392 Baseline = 380 (3-yr avg)	400	419	410	448	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	1 add'l	11	1 add'l	11	1 add'l		↔
Goal A: Efficiency/Effectiveness/Seamlessness									
Achieve meaningful improvement in persistence and achievement rates.									
	<b>3</b>		Target	Actual	Target	Actual	Target	Actual	Choose One
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-yr avg)	74.7%	72.5% (782/1079)	75.7%	69.24% (799/1154)	76.7%		↓
2. Increase number of Reverse Transfer Programs in Cooperation with Two-Year College Partners		New program so no baseline data exist.	3	3	6	6	9		↑
3. Increase number of active participants in GRAD NOW degree completion program.		2007: N/A 2008: 5 2009: 5	10	12	15	21	20		↑

	Foresight Goals	3yr History	2011		2012		2013		Outcome
4. Increase amount of scholarship funds awarded to degree-seeking, part-time students.		No baseline data exists. University-wide scholarship programs have restricted awards to full-time students.	\$5,000	\$5,250	\$7,500	\$7,500	\$10,000		↑
Goal B: Improve Learner Outcomes									
Prepare PSU students for success in an increasingly diverse and competitive global society through quality curricular and co-curricular experiences.									
	<b>4</b>		Target	Actual	Target	Actual	Target	Actual	Choose One
1. Improve PSU seniors' scores on Level of Academic Challenge Benchmark on the National Survey of Student Engagement (NSSE). (Direct)		2007 = 52.2 2008 = 52.5 2009 = 53.4 52.7 (3 yr avg for seniors)	53.9%	55.3%	54.5%	54.4%	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	6.50	6.54	6.75	6.90	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.	200	248	350	302	500		↑
4. Increase the number of students participating in study abroad experiences.		2008 = 94 2009 = 86 2010 = 111 Baseline = 97 (3 yr avg)	121	126	136	116	150		↓
5. Increase the number of students enrolled in the Freshman Experience course who demonstrate financial literacy. (Direct)		This new initiative has been an optional topic in the Freshmen Exp. course. No baseline data exist.	60%	69.9% (668/955)	70%	78.7% (792/1006)	80%		↑

	Foresight Goals	3yr History	2011		202		2013		Outcome
Goal C: Improve Workforce Development									
Promote the development of curricular emphases & continuing ed programs that address critical needs within the Kansas economy & at the same time enhance students' competitiveness in the marketplace.									
	5		Target	Actual	Target	Actual	Target	Actual	Choose One
1. Increase the number of students who have declared newly created academic minors focused on specific needs within the economy & society (viz., international teaching, urban education & public health).		New initiative. No baseline data exists.	12	53	20	57	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.	1 add'l	1	2 add'l	2	2 add'l		↑
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)	70%	72.7% (8/11)	75%	89.5% (17/19)	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.		2010: 3 programs	6	15	12 programs (cumulative)	25	18 programs (cumulative)		↑