

Pittsburg State University Performance Report 2013

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Pittsburg State University	Foresight Goals	3yr History	2011		2012		2013		2013 Outcome
Goal D: Increase Targeted Participation/Access									
Increase ethnic and geographic diversity of student body for educational equity and enriched campus culture.									
	2		Target	Actual	Target	Actual	Target	Actual	
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	93	↑
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	100	↑
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	442	↓
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	13	↑
Goal A: Efficiency/Effectiveness/Seamlessness									
Achieve meaningful improvement in persistence and achievement rates.									
	3		Target	Actual	Target	Actual	Target	Actual	
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%	74.3% (800/1076)	↑
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	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	24	↑

	Foresight Goals	3yr History	2011		2012		2013		2013 Outcome
	3		Target	Actual	Target	Actual	Target	Actual	
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	\$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.									
	4		Target	Actual	Target	Actual	Target	Actual	
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	*105% *Score not comparable-see text	↑
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	6.90	↔
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	441	↑
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	140	↑
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%	91.9% (926/1008)	↑

	Foresight Goals	3yr History	2011		202		2013		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	92	↑
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	↑
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%	95% (16/17)	↑
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)	31	↑

Pittsburg State University Performance Report 2013

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 Third Annual Report*, Hispanics represented only 6.2% 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. The number of scholarships offered has almost doubled during the course of this agreement. Hispanic enrollment at PSU in the 2013 fall semester stood at 311, or 4.00% of the student body. This compares with 2.3% in fall 2007. Clearly, significant progress has been 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. In addition, PSU obtained KBOR approval to offer the Gorilla Edge program (150% of resident tuition), effective fall 2013. Though we did not meet directional improvement in 2013, we did exceed the 2013 target. As we gain greater visibility in these areas through our marketing and recruiting efforts, we expect to see an increase in non-resident enrollment.

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 made directional improvement in 2013 by adding 5 or more students from three countries, France, Germany, and Venezuela, while one, Finland, fell from the list. Maintaining and increasing international enrollments has become a greater challenge as more institutions nationwide have intensified their international recruiting efforts. To continue to address this challenge, 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.

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 saw a negative trend on this indicator in both of the first two years of this agreement, and continued to analyze data to try to identify the characteristics of students with academic potential but prone to dropout. We are pleased to have seen a significant improvement in 2013. We have continued 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 Student Success Programs' peer mentors, (4) telecounseling services, and (5) academic success workshops for targeted groups of students. In 2012, we 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, our Student Success Center, a state of the art facility, opened within the Library, bringing together existing support services and providing much greater visibility for academic support services on campus going forward.

Indicator #2 - Pittsburg State University has now entered into reverse transfer agreements with nine Kansas community colleges - Coffeyville, Ft. Scott and Hutchinson in 2011 - Garden City, Dodge City and Johnson County in 2012 - Kansas City Kansas, Labette and Neosho in 2013. Additionally in 2013, agreements were signed with Northeastern Oklahoma A&M and Ozarks Technical Community College in Missouri.

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 a 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 again exceeded our participation target and continue to see results in completion and not just participation. Six students earned their bachelors degrees in 2011, eight more degrees were awarded in 2012, and nine are anticipated in 2013.

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 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 - In 2013, NSSE was revised, and no longer provides a Level of Academic Challenge Score. New results in NSSE are not directly comparable to past results due to changes in both scales provided and methods of scoring. NSSE recommends comparison of scores to peer institutions in order to examine trends over time. The 2013 score reported for this indicator reflects the four areas identified by NSSE as most closely related to the previous Level of Academic Challenge score: Higher-Order Learning; Reflective and Integrative Learning; Learning Strategies; and Quantitative Reasoning. Our students showed directional improvement in that they scored higher than students at peer institutions (105% of the peer institutions' scores on the most closely related academic challenge items vs 97% of peer institutions' scores on the Level of Academic Challenge in 2011).

Indicator #2 - The writing proficiency of undergraduate business students enrolled in two sections of MGMKT 444 “Legal and Social Environment of Business” was assessed through a writing assignment. The PSU Writing Rubric was used to score student work on six components of successful written communication: focus, development, use of sources, organization, style, and editing. Although no directional improvement was noted, scores were comparable to the previous year, sustaining the 21% gain in student performance over the course of this agreement.

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 - We are pleased to report directional improvement and to have achieved our highest study abroad participation on record. There were eight faculty led trips on three continents in 2013, and three individuals gained student teaching experience abroad. We were most pleased this past year that 28 students among our 140 participants went on individual study abroad experiences, which are in general longer and more in-depth programs.

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. Student Success 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 over 90% of students demonstrated financial literacy 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 other two programs attract fewer students, but we anticipate that these minors will grow as new students are presented these options early in their academic programs. Collectively, there has been a 776% increase in enrollment in these minors from 2011 to 2013.

Indicator #2 - One new minor and one new area of emphasis were added during 2013. The Minor in Innovation Engineering provides students with the tools necessary to identify potential new ventures, create marketable concepts, connect with potential target markets, and to follow through and commercialize the product, service, or activity. The Fraud Examination emphasis is offered by the Justice Studies program in conjunction with the Department of Accounting. It is patterned after requirements of the nationally recognized Certificate in Fraud Examination and addresses expected increase in demand for persons in this field.

Indicator #3 - In their Jungle Journeys, students prepare to find a first professional position and manage 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 2013 calendar year, the College hosted 31 workshops or seminars with topics ranging from metal casting to construction certifications or recertifications to auto service technician continuing education. In addition to the School of Construction and Kansas Center for Construction Advancement, sponsors for these continuing education initiatives have included Ford Motor Corporation, the Gates Foundation, Adobe Software, and the American Foundry Society.