Pittsburg State University Performance Report AY 2018								AY 2018 FTE: 6,456
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Pittsburg State University	Foresight Goals	**3 yr History**	**AY 2017 (Summer 2016, Fall 2016, Spring 2017)**		**AY 2018 (Summer 2017, Fall 2017, Spring 2018)**		**AY 2019 (Summer 2018, Fall 2018, Spring 2019)**	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
*1 Increase First to Second Year Retention Rates	1	Fall 12 Cohort = 800/1,076=74.3% Fall 13 Cohort = 816/1,128=72.3% Fall 14 Cohort = 777/1,043=74.5% Baseline: 2,393/3,247 = 73.7%	73.7% (742/1,007)	↔	75.1% (740/986)	↑		
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%	70.31% (2.1094/3)	↓	71.93% (2.1578/3)	↓		
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013 = (3+1+2+1)/4=1.8 AY 2014 = (2+2+1+2)/4=1.8 AY 2015 = (2+3+1+1)/4=1.8 Baseline: 1.8	1.5 (1+3+1+1/4)	↑	2.0 (2+3+1+2/4)	↓		
4 Increase Credit Hours Completed through Distance Education	1	AY 2014 = 18,493 AY 2015 = 21,495 AY 2016 = 22,234 Baseline: 20,741	28,086	↑	30,484	↑		
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013 = 113 (of 1,051) AY 2014 = 127 (of 1,136) AY 2015 = 153 (of 1,218) Baseline: 131	158 (of 1,231)	↑	157 (of 1,182)	↑		
6 Increase Amount of Scholarship Funds Raised	3	AY 2013 = $1,800,098 AY 2014 = $2,232,575 AY 2015 = $2,149,830 Baseline: $2,060,834	$3,638,791	↑	$5,574,431	↑		

*Updated 7-17-18

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Indicator 1: Increase First to Second Year Retention Rates
**Description**: An ongoing indicator in our performance agreements has been first to second year retention. The retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester who returned and were enrolled on the 20th day of the next fall semester (e.g., fall 2016 to fall 2017). PSU has been and continues to be a predominantly residential campus that enrolls a significant number of traditional aged, direct from high school students. We include this indicator because both nationally and at PSU, approximately half of new first-year students who do not graduate from the institution leave during or after their first year. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to develop a comprehensive plan to increase student retention, initially targeting freshmen success and first to second year retention rates.
**Outcome/Results:** First to second year retention showed directional improvement from the baseline. Examples of specific student success initiatives include: (1) an early alert program to identify and proactively intervene with students experiencing academic difficulties or not attending class during critical early weeks of the semester; (2) a Student Success Center within the Axe Library to increase visibility and coordination of student success programs and services such as tutoring in targeted courses; (3) use of a peer mentor telecounseling unit; (4) offering learning communities (Communication, General Biology, Principles of Biology I, and Calculus I); (5) a communication plan to promote intentional, right on time contact with freshmen and to provide referrals and support to students; and (6) a first year experience course to promote learning about resources for college success and engagement with peers, including use of a trained peer mentor assigned to help students connect with each other, find co-curricular activities of interest, and model behavior appropriate for the focused and successful college student.

Indicator 2: Increase Success in Student Learning: General Education Math Index
**Description**: PSU will track level of success in meeting our math general education student learning objective: _Demonstrate the ability to formulate and solve problems using the tools of mathematics_. Because math general education courses tend to have a higher rate of withdrawal and incompletes compared to many other general education courses, this index measures the two primary variables for student achievement in general education math courses, specifically, completion of the course with a passing grade and scoring at the Meets or Exceeds Expectations level on the department's standing assessment rubric. The index is calculated as a percentage of the passing rate in general education math courses combined with the mean rubric score. The math rubric was developed in 2012 by a campus-wide task force. In addition, rate of drops, failing grades, withdrawals, and incompletes, (DFWIs) in required general education courses is one of the strongest predictors of degree completion at PSU. Math is targeted initially as it has one of the highest student enrollments along with one of the lowest rates of success of all general education courses at PSU.
**Outcome/Results:** Although PSU showed slight improvement over AY 2017, the General Education Math Index remains below baseline. PSU showed improvement in math rubric scores, especially in the area of Analysis/Synthesis which measures a student's ability to convert relevant information into various mathematical forms and to apply mathematical generalizations, principles, theories, or rules to real world problems. The course passing rate also increased but is not yet returned to the baseline level. In order to positively impact this indicator, the Department of Mathematics is expanding the use of the "Early and Often" communication system using email to reach every student with a series of personalized messages. The department is also increasing access to course-specific tutoring through requiring graduate teaching assistants (GTA) to maintain a portion of their office hours in the tutoring center as well as assigning more GTA and adjunct tutoring hours during the weeks leading up to major exams. Finally, distinctive instructional goals have been developed by the department for each of the general education math courses.

Indicator 3: Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers
**Description:** To determine relative rank among five peers (those institutions considered to be comparable in enrollment, location, resources, student profile, etc.), four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., IPEDS, NSF), and the institutions were ranked on each variable. An average rank was then computed to establish the baseline. The four quality measures are: first to second year retention, six-year graduation rate, percentage of full-time faculty with terminal degrees and research expenditures. Responding to a charge from the Kansas Board of Regents, the University has gone through a thoughtful, data informed process to develop sets of both peer and aspirant institutions by which to benchmark

progress on a number of quality measures.

Outcome/Results: PSU showed a slight decline in overall ranking compared to peer institutions, from 1.8 at baseline to 2.0 for AY 2018. PSU continues to rank first in research and development expenditures compared to peer institutions with available comparative data and third in six-year graduation rate compared to peer institutions. Despite seeing an increase in fall-to-fall retention of full-time first-time students, PSU fell from first to second ranking compared to peer institutions due to a relatively larger increase in retention rate for one of our peer institutions. PSU fell from first to second ranking in percentage of full-time faculty with terminal degrees compared to peers, the result of a deliberate decision to hire more part-time faculty as a strategy to address continued financial pressures.

Indicator 4: Increase Credit Hours Completed through Distance Education

Description: This indicator assesses growth in distance education opportunities for students by tracking semester credit hours completed through online courses. Using the credit hour metric will allow us to account for expansion of both individual course offerings and degree programs. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location or who find online courses their preferred way of learning. It is widely understood that PSU must become more aggressive in the highly competitive online environment. Resources have been allocated and strategies developed to support expansion of online offerings. Faculty professional development and training in online instruction is at the core of this initiative.

Outcome/Results: Distance education credit hours showed an impressive increase of 47% over baseline. Strategies to increase online enrollment have included: (1) increased promotion of the 20 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program MSN Nursing (Education) in Fall 2017 and one new online certificate in History in Spring 2018; and (3) addition of 57 online classes across 21 disciplines. PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2018, 16 faculty completed QM training.

Indicator 5: Increase Number of Bachelor's Degrees Granted to Domestic Minorities

Description: This indicator tracks increases in the number of degrees awarded to domestic minority students, whether students started at PSU or matriculated at another institution and transferred to us. In recent performance agreements, our focus has been on access as measured by increases in applications and headcount enrollment of domestic minorities. Our enrollment has increased significantly as we strive to mirror the demographic profile of the state. Though we will continue outreach efforts to attract more domestic minority students to the University, this indicator shifts the focus to student success and completion, a logical next step.

Outcome/Results: Number of bachelor's degrees granted to domestic minorities was well above the established baseline. Retention and degree completion initiatives continue to be centered on collaborative efforts among faculty advisors along with support from the area of Enrollment Management and Student Success, especially staff within the Office of Student Diversity and the Office of Student Success Programs. These efforts include: (1) support and tools to navigate a campus environment and become involved in student organizations; (2) excellent academic advisement supported by annual advisor training; (3) campus-wide inclusive activities to support academic success, such as Diversity Brown Bags; (4) mentoring activities from upperclassmen; and (5) academic skills workshops.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator will track success in fundraising for student scholarships. The specific metric is cash gifts (i.e. planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families. A three-year scholarship campaign, *Pathways to PSU*, concluded on June 30, 2014. The campaign goal was to raise $12 million for new scholarships; the total raised was $13.1 million. The current capital campaign, Proven.Promise.PittState., also has a scholarship component; to raise an additional $8 million for scholarships through FY18.

Outcome/Results: Amount of scholarship funds raised showed directional improvement, with a very impressive increase of $3.51 million over baseline. The amount listed does not include an additional $345,000 documented in FY18 that are designated in planned gifts for scholarships to be realized in the future.