

Pittsburg State University Performance Agreement 2014-2016

FTE:

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Date: 15 Aug 2013

University Name Here	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase First to Second Year Retention Rates	1	2009 cohort = 70.1% (693/988) 2010 cohort = 71.0% (764/1,076) 2011 cohort = 67.6% (776/1,148) Baseline: 69.5%						
2 Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA)	2	AY 2011 = 95.8% (1,067/1,114) AY 2012 = 100.2% (1,117/1,115) AY 2013 = 97.7% (1,092/1,118) Baseline: 97.9%						
3 Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2009 = 2.5 AY 2010 = 1.5 AY 2011 = 2.3 Baseline: 2.1						
4 Increase Credit Hours Completed through Distance Education	1	AY 2011 = 10,535 SCH AY 2012 = 11,802 SCH AY 2013 = 15,333 SCH Baseline: 12,557 SCH						
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2011 = 96 (of 988) AY 2012 = 83 (of 1,113) AY 2013 = 113 (of 1,051) Baseline: 97						
6 Increase Amount of Scholarship Funds Raised	3	AY 2011 = \$2,232,575 AY 2012 = \$2,303,580 AY 2013 = \$1,800,098 Baseline: \$2,112,084						

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Indicator 1: Increase First to Second Year Retention Rates

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 2012 to fall 2013). 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. Improving on this indicator will lead to improvement on another Goal I indicator, six year graduation rate. We have put in place a number of proactive initiatives to affect first year student success. These include an early alert system, peer mentoring, tutoring in targeted courses, learning communities facilitated through the freshman experience course, and the opening of a Student Success Center within the Axe Library to increase visibility and coordination of student success programs and services.

Indicator 2: Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA)

PSU will track a value-added indicator for the CLA total score expressed as a percentage of seniors' actual CLA score to their expected performance. This score takes into account how close the average PSU senior score is to what would be expected, given entering academic ability and the average PSU freshman score. The CLA is a national, standardized test of college students' skills in analyzing and evaluating information, solving problems, and writing effectively. During this 90-minute online test, students read information about a realistic situation, make decisions that can be supported by appropriate information, and write cohesive arguments, justifying their positions with information. A current University task force is focused on how to assess and improve critical thinking skills, and the CLA will serve as an important measure of our success. To ensure that PSU seniors continue to achieve at or above their expected CLA scores, the University formed three task forces - writing, mathematics (quantitative reasoning) and critical thinking, to improve performance on those skills. As these recommendations of the groups are implemented into the curriculum, it is expected that they will positively affect CLA scores.

Indicator 3: Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers

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 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. University initiatives are directed toward improving the University's performance on all four measures. University retention initiatives that will improve graduation rates have been addressed previously in this document. A number of initiatives within

colleges and departments also focus on degree completion for their majors. The polymer chemistry initiative and the development of the Doctor of Nursing Practice degree offer great promise for increased research funding.

Indicator 4: Increase Credit Hours Completed through Distance Education

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. Over the span of this agreement, PSU will market the twelve current online degree programs to increase enrollment, expand individual course offerings so that students can complete all general education courses online and add at least one undergraduate and one graduate program for complete online delivery.

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

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. Retention and completion initiatives will center on collaborative efforts among the Office of Student Diversity, Student Success Programs and faculty advisors in the academic programs. These efforts will include careful attention to major selection, course placement and curriculum planning, as well as proactive measures to encourage success in the classroom and beyond. Examples of these efforts include early alert, academic advising, degree checks, financial aid workshops, and mentoring.

Indicator 6: Increase Amount of Scholarship Funds Raised

This indicator will track success in increasing funding available 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*, is underway to make available increased financial assistance to deserving students. The campaign goal is to raise \$12 million in scholarship endowments to increase expendable private scholarship funding. Among students targeted to qualify for these funds are transfers from two-year institutions, high-achieving freshmen, domestic students wishing to study abroad, juniors and seniors with 3.0-3.5 GPAs, and students from diverse ethnic backgrounds.