

Pittsburg State University Performance Report AY 2015

Fall 2015 FTE: 6,771

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	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 Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase First to Second Year Retention Rates	2009 cohort = 70.1% (693/988) 2010 cohort = 71.0% (764/1,076) 2011 cohort = 67.6% (776/1,148) Baseline: 69.5%	72.3% (816/1,128)	↑	74.5%	↑		
2	Increase Seniors' Actual Total Score as a Percentage of Their Expected Total Score on the Collegiate Learning Assessment (CLA)	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%	101.1% (1,135/1,123)	↑	97.6% (1,088/1,115)	↓		
3	Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	AY 2009 = 2.5 AY 2010 = 1.5 AY 2011 = 2.3 Baseline: 2.1	1.8	↑	1.8	↑		
4	Increase Credit Hours Completed through Distance Education	AY 2011 = 10,535 SCH AY 2012 = 11,802 SCH AY 2013 = 15,333 SCH Baseline: 12,557 SCH	18,493	↑	21,495	↑		
5	Increase Number of Bachelor's Degrees Granted to Domestic Minorities	AY 2011 = 96 of 988 AY 2012 = 83 of 1,113 AY 2013 = 113 of 1,051 Baseline: 97	127 of 1,136	↑	153 of 1,218	↑		
6	Increase Amount of Scholarship Funds Raised	AY 2011 = \$2,232,575 AY 2012 = \$2,303,580 AY 2013 = \$1,800,098 Baseline: \$2,112,084	\$2,014,240	↓	\$2, 149,830	↑		

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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 2013 to fall 2014). 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.

Outcome/Results: First to second year retention showed a significant increase of 5.0% from baseline during the AY 2015 year. PSU has implemented a number of initiatives to positively impact first to second year retention rates. These include: (1) an early alert program, using a retention management system, to identify and proactively intervene with students experiencing academic difficulties or not attending class during critical early weeks of the semester; (2) establishment of 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 of five learning communities; and (5) implementation of a communication plan for freshman to promote intentional, right on time, contact with freshmen and to provide referrals and support to students as they make their transition to PSU.

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

Description: This is 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.

Outcome/Results: AY 2015 scores on the CLA+ are essentially unchanged from baseline, with a minimal 0.03% decline. In recent years, PSU has conducted a close examination of the General Education curriculum that is measured by the CLA+ which resulted in multiple recommendations being implemented. Faculty teaching General Education courses developed rubrics for measuring course embedded assessments to more intentionally align with the CLA+ outcomes. Emphasizing interpretation, analysis and evaluation, these rubrics assess students' critical reasoning and explanatory skills mirroring the type of test items found in the CLA+. These changes have impacted curriculum revisions as well as resource allocation to purposefully improve those general education skills valued by PSU, including development and implementation of a general education critical thinking course in AY 2015.

Indicator 3: 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 faculty with terminal degrees, and research expenditures.

Outcome/Results: PSU continues to rank first in percentage of full-time faculty with terminal degrees and total research and development expenditures compared to peer institutions with available comparative data. PSU ranks second in fall retention rate and six-year graduation rates compared to peer institutions with available comparative data.

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 (SCH) completed through online courses. Using the credit hour metric allows 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.

Outcome/Results: It is widely understood that PSU must become more aggressive in the highly competitive online environment and resources have been allocated and strategies have been implemented to increase online enrollment, resulting in an impressive increase of more than 70% over baseline in total credit hours completed through Distance Education for AY 2015. These strategies have included: (1) increased promotion of the 19 existing online programs through billboards, social media, and targeted advertisements; (2) addition of one new online graduate degree program, an MS degree in Technology, and five new online certificate programs (Autism Spectrum Disorders, Reading, School Library, Teaching English to Speakers of Other Languages, and Technology Integration); and (3) addition of 51 online courses, across 28 disciplines (including nine general education courses). Furthermore, faculty training in online instruction is at the core of this initiative, and PSU has developed an eLearning Academy incorporating Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY 2105, 10 faculty completed the eLearning Academy's 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, this indicator shifts the focus to student success and completion, a logical next step.

Outcome/Results: We have seen an overall increase in our domestic minority enrollment over the past four fall terms, with a record number of graduates in AY 2015. This represents more than 50% increase in number of bachelor's degrees granted to domestic minorities over baseline. Retention and completion initiatives have centered on collaborative efforts among the Office of Student Diversity, Student Success Programs, and faculty advisors in the academic programs. These efforts have included: (1) our Office of Student Diversity providing support and tools to navigate a university environment while providing opportunities for leadership and involvement in campus life; (2) inclusive activities that support academic success and excellent academic advisement; (3) early academic alert program; and (4) mentoring activities.

Indicator 6: Increase Amount of Scholarship Funds Raised

Description: This indicator tracked success in increasing funding available for student scholarships, with the specific metric being 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.

Outcome/Results: We showed directional improvement over baseline in cash gifts received in AY 2015. PSU remains committed to reducing financial burden for our students and their families. This is evidenced by related financial data: 1) although not included in the metric of cash gifts, during AY 2015 an additional \$450,000 was raised in planned gifts for scholarships, which will be realized at a future date; 2) \$4,410 recipient-designated scholarship money was received directly into Student Financial Assistance in AY 2015 (this type of scholarship cannot be received by the PSU Foundation as it is not a tax-deductible gift); and 3) we concluded the Pathways to PSU Scholarship Campaign at the end of FY14 and exceeded the goal of \$12 million by raising \$13.1 million, including cash and planned gifts. Securing financial support for our students continues to be a priority at PSU and increasing the amount of scholarships for students is a component of our upcoming University Strategic Plan. Thus, we anticipate a further increase in the amount of scholarship funds raised in upcoming years.

Staff Comments and Recommendation:
