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ACADEMIC PROGRAM ENVIRONMENTAL SCAN
INSTITUTIONAL REPORT

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INSTITUTIONAL REPORT

1. Executive Summary

This institutional report synthesizes and provides a comprehensive analysis of enrollment and retention data trends across Pittsburg State University's colleges, schools, and programs. Data sources include the KBOR 20th Day Reports, faculty input provided during campus-wide meetings with academic program units, and academic leadership survey responses from Deans, School Directors, and Department Chairs. To enhance and complement these internal data sources, this report also includes external demand data, representing student demand for Pitt State Academic program degrees and employer market demands for graduates with particular academic skills and general degree program backgrounds. This external data is critical to our identity as a regional institution and guides our efforts to prioritize the educational needs of students and strengthen our community and region through the transformative power of education. As summarized below, feedback from faculty and academic leaders reveals unique opportunities and challenges to achieve our institutional mission:

- **Enrollment & Recruitment**: Need for enhanced program messaging, marketing, updated facilities, and strategic recruitment.
- **Program Innovation and Interdisciplinary Collaboration**: Emphasis on revising curricula aligned with student interests and market needs; expansion into interdisciplinary, online, and graduate programs; shared and flexible use of resources and partnerships across colleges and programs.
- **Marketing and Recruitment**: Desire to enhance websites, expand outreach strategies, strengthen communication about program value, and clarify degree pathways.
- **Infrastructure and Safety**: Insufficient and outdated lab space, classrooms, limited building safety measures, and inadequate technology.
- **Advising and Mentorship**: Confusion over advising responsibilities, turnover among advisors, and desire to enhance mentorship and improve student retention.
- **External Funding & Grants**: A significant gap exists in resources, expertise, and time to pursue funding opportunities effectively.
- **Faculty Support and Resources**: Address salary compression, provide development funds, and enhance efforts to attract qualified faculty candidates.
- **Innovative and High-Quality Instruction:** Include student-centered, cutting-edge and industry informed, experiential learning opportunities in course and program redesign.

Understanding and responding appropriately to the report findings is essential to our institutional mission: **Making Life Better Through Education**. The emerging data trends reveal core guideposts for implementing an academic program plan that prioritizes high student demand programs, targets high impact curricular and instructional revisions, supports innovative program expansion and creation, and identifies strategic enrollment, recruitment, and retention strategies. This report outlines an environmental scan of each college, providing a foundation upon which to develop and implement a unified vision for strategic growth and program excellence, leveraging the faculty and staff talents across campus to meet future demands of students, surrounding partners, and communities. Following a comprehensive analysis of the data, this

report concludes with a summary of key findings and opportunities emerging from the extensive data collection and analysis.

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2. Introduction

This institutional report will serve as a compelling catalyst and guide for the development of an **Academic Program Plan [The Plan]** to achieve our essential purpose and educational mission at **Pittsburg State University**. This report emerged and evolved through a data rich and iterative process elevating an array of perspectives from internal and external stakeholders. Data includes critical workforce demand across the region and Kansas in addition to students' actual demand for academic programs. **The Plan** will evolve from this data to provide an operational, as well as visionary and forward-thinking guide for curriculum development, experiential student learning opportunities, and innovative design of a distinct and integrated curriculum that transforms our students and community through high-quality educational experiences.

By setting a course of action that is future oriented, proactive, and student-centered, Pitt State will be prepared for an uncertain higher education landscape. Through the incorporation of community, workforce, and student responsive practices, **The Plan** will build upon campus capacity, faculty strengths to achieve alignment with student demands while acknowledging the evolving opportunities/needs of external stakeholders across our surrounding region, Kansas, and increasingly global communities.

As detailed below, this institutional report presents a comprehensive summary of enrollment and retention data across Pittsburg State University's colleges, schools, and programs. Additional details are provided to document and describe the extensive efforts to collect a wide range of data from faculty in small-group academic unit meetings, academic leaders, including deans, school directors, and department chairs. To enhance and complement these internal and primarily qualitative data sources, this report also incorporates external data, such as student applications for admission to Pitt State Academic programs and employer market demands for graduates with particular academic skills and general degree program backgrounds.

Given our mission as a regional institution that prioritizes the educational needs of students and seeks to strengthen our community and region through the transformative power of education, we value the perspectives of internal and external stakeholders. Our stakeholders' interests are integral to the continued success and fulfillment of the educational mission at **Pittsburg State University**. In conclusion, this institutional report provides a comprehensive summary of key findings and emerging opportunities based on the extensive data collection and analysis.

2.1 Purpose and Scope of the Report
- Document current enrollment and retention trends across all academic units.
- Identify opportunities for sustaining excellence, fostering innovation, and pursuing high demand academic program growth.
- Establish a foundational understanding of essential institutional and regional data to inform strategic actions for improving recruitment, retention, and program viability.

2.2 Methodology and Data Sources [KBOR Institutional Data]
- **KBOR 20th Day Enrollment and Retention Data [2024 and 2025 Factbooks]**: Official enrollment and degree completion statistics providing a snapshot of enrollment, retention and completion by program.
- **Provost Listening Tour [Fall 2024]**: Qualitative feedback from faculty regarding departmental needs and concerns.
- **Departmental Reports**: Internal data on course offerings, graduation rates, and demand.
- **Leadership Surveys [Spring 2025]:** Feedback from Deans, School Directors, and Department Chairs across all academic units on campus.
- **Institutional Effectiveness and Assessment Data:** Internal data on courses and credit hour productions, program costs and contributions.
- **Student Demand:** submitted applications, online applicant interest and inquiry, recruitment efforts and feedback.
- **Kansas Department of Labor [Spring 2025]**: Statewide and regional data on high demand jobs and salaries in the southeast Kansas region.

2.3 Institutional Context
As a mid-size regional public university, we serve a predominantly regional undergraduate student population, including first-generation students, international students, and working adults. We have a number of thriving graduate and online degree completion programs. Balancing affordability and high-quality education is central to our mission, requiring careful allocation of resources and strategic partnerships. Growing research opportunities for students and faculty while continuing to strengthen our partnerships with community members, industry partners, and alumni supporters are essential commitments and responsibilities of Pitt State.

3. Overview of University-Wide Enrollment Trends

3.1 Key Observations across campus [Faculty and Leadership]
- **Overall Enrollment Fluctuations**: While some programs maintain stable or slightly growing enrollments (e.g., Nursing), others face significant declines (e.g., Education, English & Modern Languages).
- **Graduate Program Pressures**: Several departments cite limited faculty capacity and resource constraints as barriers to expanding graduate enrollment.
- **Emerging Fields**: Data Science with an AI emphasis, stackable degree options, and health-related professions have surfaced as areas of interest across multiple colleges.

3.2 Cross-Cutting Findings and Opportunities
- **Findings**: Faculty workload challenges, resource limitations, outdated lab facilities, and salary compression.
- **Opportunities**: Online program expansion, degree completion programs, graduate programs, interdisciplinary certificates, and stronger industry partnerships.

4. Overview of Colleges: Degree Programs, Enrollment Trends, and Retention

4.1 College of Arts & Sciences [COAS] Enrollment Trends

20/WF	21/WF	22/WF	23/WF	24/WF
1,852	1,740	1,630	1,633	1,744

21/SP	22/SP	23/SP	24/SP	25/SP
1,735	1,592	1,519	1,545	1,625

COAS Freshman Retention & Graduation Rates (KBOR Data)

W/F Term	New Students	Spring Enrollment	Fall Enrollment	4 Years Graduation	5 Years Graduation	Total Graduation
17/WF	**348**	312 [90%]	266 [76%]	138 [40%]	186 [53%]	207 [59%]
18/WF	**343**	310 [90%]	267 [78%]	147 [43%]	187 [55%]	200 [58%]
19/WF	**329**	292 [89%]	246 [75%]	144 [44%]	185 [56%]	187 [57%]
20/WF	**293**	253 [86%]	227 [77%]	145 [49%]	163 [56%]	163 [56%]
21/WF	**288**	253 [88%]	211 [73%]	N.A.	N.A.	N.A.
22/WF	**295**	265 [90%]	234 [79%]	N.A.	N.A.	N.A.
23/WF	**309**	279 [90%]	241 [78%]	N.A.	N.A.	N.A.

4.1.1 Faculty Count and Salaries by College, School and/or Department

College/School/Department	Non-Tenure Earning	Tenure Earning	Total Faculty [Full-time]	Total Sum Faculty Salary
College of Arts & Sciences	**40**	**87**	**127**	**$8,093,285.84**
Art	3	2	5	**$265741.09**
Biology	2	10	12	**$815,940.06**
Chemistry	1	7	8	**$610,097.90**
Communication	3	6	9	**$468,697.96**
English and Modern Languages	5	13	18	**$1,156,664.71**
History, Philosophy Social Sciences	7	16	23	**$1,357,447.45**
Mathematics and Physics	6	11	17	**$1,067,377.89**
Music	4	9	13	**$760,164.25**
Irene Ransom Bradley Nursing	9	13	22	**$1,591,154.53**

4.1.2 Art Enrollment and Retention
- Undergraduate enrollments are steady but limited by studio capacity.
- Graduate program is on hiatus, though potential exists for an online MFA.

Art Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Art BFA	37	47	46	54	48
*Total Enrollment	37	47	46	54	50

Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	3	1 [33%]	1 [33%]	1 [33%]
21 WF	7	6 [85%]	6 [85%]	N.A.
22 WF	8	6 [75%]	6 [75%]	N.A.
23 WF	13	13 [100%]	13 [100%]	N.A.

*Art BFA Degree is the only major offered, recently added five certificate options for each emphasis area.

Key Findings and Opportunities
- **Facilities & Safety**: Limited weekend access and aging studio equipment.
- **Interdisciplinary Collaboration**: Bridge fine arts, graphic design and communication.
- **Curricular and Philosophical Concerns**: Maintaining fine arts principles in digital/graphic design curricula.
- **Career Preparation**: Emphasize AI and creative thinking for future job markets.

Faculty Proposed Initiatives
- Investigate potential for online MFA with specialized tracks (e.g., digital media, interdisciplinary arts).
- Strengthen collaboration with CCOT's graphic design programs, potentially reinstating cross-listed courses.
- Improve weekend studio access and safety protocols.

4.1.3 Biology Enrollment and Retention
- Steady undergraduate enrollment with interdisciplinary ties (Art, Nursing, Statistics).
- Limited graduate expansion due to heavy faculty teaching loads.

Biology Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Biology BS	302	308	282	265	250
Biology MS	14	14	13	9	10
Biology BMT MedTech	8	3	0	0	0
Total Enrollment	**336**	**325**	**333**	**274**	**297**

Biology Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**84**	73 [86%]	66 [78%]	44 [52%]
21 WF	**86**	75 [87%]	59 [68%]	N.A.
22 WF	**69**	64 [97%]	56 [81%]	N.A.
23 WF	**77**	68 [88%]	62 [80%]	N.A.

Key Findings and Opportunities
- **Resource Needs**: New equipment, scholarships, and endowed professorships.
- **Recruitment and Enrollment**: Building alumni engagement and pathways for health professions.
- **Workload and Faculty Support**: Need for flexible contracts to pursue large grants.
- **Graduate Program Growth**: Constrained by faculty capacity.

Faculty Proposed Initiatives
- Develop targeted alumni outreach for scholarships and equipment funding.
- Explore partnerships with local health organizations for paid internships.
- Implement flexible workload arrangements to support grant writing and graduate mentoring.

4.1.4 Chemistry Enrollment and Retention
- Declining nationwide enrollment, influenced by ROI concerns.
- Students' academic challenges affect success in classroom.

Chemistry Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Chemistry BS	54	58	41	41	45
Polymer Chem MS	9	11	14	29	15
Chemistry MS	3	5	8	5	3
Polymer Chem BS	11	5	7	7	9
Total Enrollment	**79**	**80**	**71**	**82**	**72**

Chemistry Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**15**	12 [80%]	12 [80%]	7 [46%]
21 WF	**17**	15 [88%]	13 [76%]	N.A.
22 WF	**13**	11 [84%]	11 [84%]	N.A.
23 WF	**13**	12 [92%]	10 [76%]	N.A.

Key Findings and Opportunities
- **Advisory Council & Strategic Planning**: Forming an Advisory Council to explore a shift in focus.
- **Emerging Focus Areas**: Textiles, bio-engineering, sustainability.
- **Lab Space & Grant Competitiveness**: Insufficient lab space limits research capacity.
- **Undergraduate Research & Curriculum Flexibility**: Potential for research projects to replace some traditional lab courses.

Faculty Proposed Initiatives
- Develop a textiles emphasis in collaboration with industry partners.
- Expand lab facilities or implement scheduling solutions to maximize existing space.
- Integrate research-based learning to enhance student engagement and grant readiness.

4.1.5 Communication Enrollment and Retention
- Seven emphasis areas with a collaborative teaching model.
- High teaching loads hamper faculty capacity to recruit.

Communication Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Communication Certif.	3	3	1	2	5
Communication BS	153	142	130	125	116
Communication MA	18	16	11	16	16
Total Enrollment	**183**	**167**	**144**	**143**	**137**

Communication Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**16**	14 [87%]	14 [87%]	7 [43%]
21 WF	**19**	17 [89%]	14 [73%]	N.A.
22 WF	**16**	15 [93%]	14 [87%]	N.A.
23 WF	**21**	17 [80%]	16 [76%]	N.A.

Key Findings and Opportunities
- **High School Pipelines**: Potential for growth but limited by faculty bandwidth.
- **Research & Innovation Barriers**: IRB complexities and high AI integration costs.
- **Higher Education Stability**: Concerns about long-term viability of academic programs.

Faculty Proposed Initiatives
- Streamline IRB processes for classroom-based research.
- Seek funding for AI-driven technology and communication labs.
- Create faculty release time for student recruitment and outreach efforts.

4.1.6 English & Modern Languages Enrollment and Retention
- Declines attributed to the 120-credit hour KBOR mandate.
- Student demand for language degree majors have declined dramatically.

English and Modern Languages Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
English BA	36	31	40	46	45
English MA	12	13	12	11	10
*Total English Enrollment	**48**	**44**	**52**	**57**	**55**
Modern Language BA	34	28	31	29	22
French Cert	0	0	1	1	4
Spanish Cert	0	0	2	4	6
Total Modern Languages	**34**	**28**	**34**	**34**	**32**
**Total Department	**116**	**91**	**96**	**94**	**87**

*Does not include BSE or Certificates that were phased out and no longer enrolling students.
**Includes all majors, certificates, and phased out BSE and Certificate programs in English and Modern Languages.

English and Modern Language Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**11**	8 [72%]	8 [72%]	3 [27%]
21 WF	**9**	9 [100%]	9 [100%]	N.A.
22 WF	**9**	9 [100%]	9 [100%]	N.A.
23 WF	**9**	8 [88%]	8 [88%]	N.A.

Key Findings and Opportunities
- **Program Shifts**: Reduced minors in English and Languages.
- **Growth Areas**: Technical Writing, Research, Professional Writing, Sustainability.
- **Resource Needs**: Dedicated Technical Writing instructor, internships.
- **Program Changes**: Discontinued Writing to Learn program.

Faculty Proposed Initiatives
- Hire a Technical Writing specialist to serve both COAS and CCOT needs.
- Develop internship pipelines with local industries for professional writing.
- Promote interdisciplinary minors in Sustainability and Education.

4.1.7 History, Philosophy, and Social Sciences (HPSS) Enrollment and Retention
- Low enrollment in certificate programs and overall declining student interest.
- Online programming for master's students has potential for increasing enrollment but requires intentional faculty support with recruiting and answering student inquiries in a timely and thoughtful manner.

HPSS Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Criminal Justice	75	66	85	86	100
Geo Poly Sci BS	N.A.	14	37	47	46
History BS	N.A.	15	48	71	66
History MA	32	42	46	39	40
Social Work	97	81	79	73	57
Total Enrollment	350	336	336	333	344

NOTE: Numerous programs merged recently so low enrollment numbers are not included herein.

HPSS Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**40**	32 [80%]	26 [65%]	16 [40%]
21 WF	**44**	40 [90%]	31 [70%]	N.A.
22 WF	**47**	42 [89%]	33 [70%]	N.A.
23 WF	**39**	36 [92%]	32 [82%]	N.A.

Key Findings and Opportunities
- **Certificate Program Challenges**: Cross-college collaboration difficulties.
- **Advising & Mentorship**: High advisor turnover and unclear faculty role in advising.
- **Faculty Workload & Compensation**: Salary concerns and limited capacity for graduate expansion.
- **Social Work Accreditation**: Ensuring compliance amid anticipated growth.
- **Faculty Opportunity**: Faculty expressed willingness and interest in learning about stackable courses.

Faculty Proposed Initiatives
- Centralize certificate marketing to clarify stackable pathways.
- Increase faculty involvement in advising or mentorship for better student awareness.
- Review faculty compensation models for graduate-level instruction.

4.1.8 Integrated Studies Enrollment and Retention

Integrated Studies [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20/WF	2	1	1	1
21/WF	1	1	1	1
22/WF	0	0	0	N.A.
23/WF	0	0	0	N.A.

All Certificates have Low and Declining Enrollment

	20/WF	21/WF	22/WF	23/WF	24/WF
Sustainability	0	0	1	1	0
Sustain Ldrshp.	1	3	1	1	0
Women Gender St.	0	0	0	0	1

*No students enrolled or graduated across all Integrated Studies programs in 2017 and 2018

Key Findings and Opportunities
- Program identity and relevance unclear to prospective students.
- Potential to serve adult learners or interdisciplinary students.

Faculty Proposed Initiatives
- Discontinue program and merge components and/or classes with other programs.
- Explore rebranding in future after in-depth review of student interest related to interdisciplinary programs.

4.1.9 Math & Physics Enrollment and Retention
- Physics remains small but serves as a feeder into Computer Science.
- Declining interest in Math Education.

Math Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Computer Science BS	N.A.	N.A.	12	45	67
Math BS	17	18	25	26	35
Math MS	4	8	8	9	5
Total Math Enrollment	49	59	54	84	108

Math Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**8**	8 [100%]	7 [87%]	6 [75%]
21 WF	**6**	6 [100%]	6 [100%]	N.A.
22 WF	**14**	11 [78%]	11 [78%]	N.A.
23 WF	**21**	19 [90%]	13 [61%]	N.A.

Physics Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Materials Science MS	4	5	3	5	20
Physics BS	12	9	13	10	13
Physics MS	2	3	3	3	2
Total Enrollment	22	19	20	19	35

Physics Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**4**	3 [100%]	1 [25%]	0
21 WF	**2**	2 [100%]	1 [50%]	N.A.
22 WF	**4**	4 [100%]	4 [100%]	N.A.

23 WF	1	1 [100%]	1 [100%]	N.A.

Key Findings and Opportunities
- **Faculty Development**: One full-time CS faculty; faculty need in Data Science and AI.
- **Student Academic Preparedness**: Declining math skills among incoming students.
- **Scheduling & Burnout**: Calls to reinstate a fall break.
- **Enrollment Decline**: Fewer math education majors.

Faculty Proposed Initiatives
- Formalize a Data Science track with cross-departmental collaboration.
- Provide math boot camps or co-requisite supports for underprepared students.
- Investigate feasibility of a fall break to mitigate burnout.

4.1.10 Music Enrollment and Retention

Music Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Music BM	12	13	41	55	70
Music MME	15	15	21	9	11
Total Music Enrollment	86	80	80	73	85

Music Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**15**	13 [86%]	13 [86%]	3 [20%]
21 WF	**13**	13 [100%]	12 [92%]	N.A.
22 WF	**19**	17 [89%]	14 [73%]	N.A.
23 WF	**25**	20 [80%]	17 [68%]	N.A.

Key Findings and Opportunities
- **Program Innovation and Development:** Expand the musical theater program. Potential for graduate enrollment growth if market to music teachers through online opportunities.
- **Collaboration Campus-wide:** Pursue opportunities to enhance collaboration with the Bicknell Center for the Arts and to develop programs across colleges and programs [KCOB, Art, English, Communication].
- **Online Degree Opportunities:** Develop fully online undergraduate and graduate certification and degree programs for K-12 music and theater educators.

Faculty Proposed Initiatives
- **Program Development Support:** Consider offering summer compensation for program/course/degree development, service, grant writing; e.g. Music therapy, Music recording, or other collaborative programs across campus.
- **Collaborative Programs:** Pursue arts administration (with KCOB and art department), technical training, certifications and degrees in A/V production, recording, etc. (with communication), entrepreneurship in music (with KCOB, art, communication, GIT, etc.) and songwriting (in collaboration with English department).
- **Lesson Fees:** Consider charging student fees for individualized instruction.
- **Bicknell Collaboration:** Seek opportunities to enhance collaboration with the Bicknell Center for the Arts.

4.1.11 Nursing Enrollment and Retention
- High demand; plans to increase capacity from 95 to 120 students [approved].
- National nursing shortage driving program expansion.

Nursing Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Adv Practice Nursing Fam DNP	59	52	46	39	42
Nursing BSN	494	455	413	425	479
Nursing MSN	24	24	18	16	22
*Total Enrollment	577	531	477	480	554

* Includes new Leadership DNP Degree in first cycle.

Nursing Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	102	94 [92%]	84 [82%]	62 [60%]
21 WF	86	71 [82%]	61 [70%]	N.A.
22 WF	101	91 [90%]	81 [80%]	N.A.
23 WF	96	91 [94%]	75 [78%]	N.A.

Key Findings and Opportunities
- **Faculty & Staffing**: Need more GTAs, faculty, and leadership for simulation.
- **Financial Challenges**: Preceptor compensation, additional grant funding.
- **DNP Transition**: Potential to move from MSN to DNP pending resources.
- **Reputation**: Strong employer interest, high-quality graduates.

Faculty Proposed Initiatives
- Secure additional grant funding to expand SIM Center and hire more GTAs.
- Offer competitive stipends for clinical preceptors and exploring external partnerships.
- Develop a phased plan for DNP implementation.

4.2 Kelce College of Business (KCOB) Enrollment Trends

20/WF	21/WF	22/WF	23/WF	24/WF
1,051	1,145	1,106	1,070	**1,148**

21/SP	22/SP	23/SP	24/SP	25/SP
1,034	919	828	902	928

Graduate Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Accounting MPAcc	5	4	9	3	6
Business Admin MBA	352	357	388	281	359
Total Enrollment	365	368	302	285	365

Undergraduate Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Accounting BBA	125	108	108	109	109
Bus Econ BBA	28	35	30	23	23
Bus Studies BBA	N.A.	N.A.	1	46	82
CIS / Data Science BBA	86	69	67	48	27
Finance BBA	118	116	104	105	108
Management BBA	216	221	231	208	196
Marketing BBA	172	182	188	167	178
*Total Enrollment	786	777	804	785	783

*Includes Certificates and phased out Intl. Business (BBA)

KCOB: Freshman Retention & Graduation Rates (KBOR Data)

W/F Term	Freshman Student (New)	Spring Enrollment	Fall Enrollment	4 Years Graduation	5 Years Graduation	Total Graduation
17/WF	109	101 [93%]	89 [82%]	38 [35%]	55 [50%]	61 [56%]
18/WF	113	101 [89%]	83 [73%]	45 [40%]	62 [55%]	63 [56%]
19/WF	90	83 [92%]	66 [73%]	39 [43%]	47 [52%]	48 [53%]
20/WF	84	80 [95%]	69 [82%]	48 [57%]	51 [61%]	51 [61%]
21/WF	92	81 [88%]	68 [73%]	15 [16%]	N.A.	N.A
22/WF	103	90 [87%]	81 [79%]	N.A.	N.A.	N.A.
23/WF	125	117 [94%]	101 [81%]	N.A.	N.A.	N.A.

Key Findings and Opportunities
- **Interdisciplinary Collaboration**: Partnerships with Construction Management, AI degrees [possible collaboration with Math Dept. faculty], HRD.
- **Experiential Learning**: Internships, client projects, faculty externships.
- **Market-Driven Programs**: Online HRD, data science integration, micropolitan initiatives. Introduced accounting pathways and specialized tracks with online option.
- **Enrollment Challenges**: Public perceptions and student attitudes about higher education, have been shifting which could negatively impact future enrollment.

Faculty Proposed Initiatives
- Expand interdisciplinary programs (e.g., AI + Business Analytics).
- Enhance marketing efforts to highlight experiential learning outcomes.
- Strengthen relationships with local and regional industries for real-world projects and internships.

4.2.1 Faculty Count and Salaries by College, School and/or Department

College/School/Department	Non-Tenure Earning	Tenure Earning	Total Faculty [Full-time]	Total Sum Faculty Salary 2025-2026
Kelce College of Business	**10**	**16**	**26**	**$2,409,037.82**
Kelce School of Business [Grad + Undergrad]	10	16	26	**$2,409,037.82**

4.3. College of Education [COE] Enrollment Trends

20/WF	21/WF	22/WF	23/WF	24/WF
1,509	1,367	1,366	1,275	1,234

21/SP	22/SP	23/SP	24/SP	25/SP
1,416	1,294	1,242	1,189	1,142

COE: Freshman Retention & Graduation Rates (KBOR Data)

W/F Term	Freshman Student (New)	Spring Enrollment	Fall Enrollment	4 Year Graduation	5 Year Graduation	Total Graduation
17/WF	126	116 [92%]	101 [80%]	51 [40%]	71 [56%]	77 [61%]
18/WF	118	103 [90%]	87 [78%]	48 [43%]	65 [55%]	70 [58%]
19/WF	126	113 [87%]	94 [75%]	58 [46%]	67 [53%]	67 [53%]
20/WF	105	96 [91%]	80 [76%]	52 [50%]	57 [54%]	57 [51%]
21/WF	121	110 [90%]	96 [79%]	17 [14%]	N.A.	N.A.
22/WF	160	146 [91%]	122 [76%]	N.A.	N.A.	N.A.
23/WF	141	129 [91%]	108 [77%]	N.A.	N.A.	N.A.

4.3.1 Faculty Count and Salaries by College, School and/or Department

College/School/Department	Non-Tenure Earning	Tenure Earning	Total Faculty [Full-time]	Total Sum Faculty Salary 2025-2026
College of Education	**10**	**38**	**47**	**$2,985,087.77**
Health, Human Performance, Recreation	0	9	9	**$572,212.79**
Psychology and Counseling	3	8	11	**$621,265.55**
Teaching and Leadership	7	20	27	**$1,700,762.80**

Health, Human Performance, and Recreation (HHPR) Enrollment and Retention

Health, Human Performance, Recreation Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Coach Cert	0	2	2	1	0
Dance Cert	0	1	1	1	0
Exercise Science BS	88	89	112	123	139
HHPR MS	56	55	51	49	50
Hospitality Mgmt Cert	2	0	0	1	2
Physical Ed BSE	67	53	61	39	44
Recreation BS	110	100	89	96	81
Total Enrollment	**323**	**300**	**316**	**310**	**318**

** Total does not include newly created certificate, Sport Management [2 majors in 24 WF]

HHPR Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**26**	23 [88%]	18 [69%]	7 [26%]
21 WF	**29**	28 [97%]	25 [86%]	N.A.
22 WF	**38**	35 [92%]	30 [86%]	N.A.
23 WF	**49**	46 [94%]	40 [82%]	N.A.

Key Findings and Opportunities
- **Graduate Assistantships**: Low stipends limit recruitment.
- **Research and Grant Support**: Limited access to research databases and funding.
- **Faculty and Student Recruitment**: Need specialized faculty (e.g., dance, physical education).
- **Infrastructure and Marketing**: Website and program information are unclear.

Faculty Proposed Initiatives
- Increase GA stipends to attract high-quality graduate students.
- Seek external grant funding for research and database access.
- Collaborate with Athletics for cross-departmental programming.
- Redesign program webpages for clearer marketing.

Psychology & Counseling Enrollment and Retention
- Steady interest: future success depends on accreditation support and faculty hires.

Psychology and Counseling Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Behavior Analysis	2	2	2	0	1
Psychology BA	73	65	68	68	63
Psychology BS	148	162	180	163	158
Psychology MS	54	52	58	57	61
School Counsel MS	22	20	24	16	13
School Psych EDS	9	9	2	2	6
Total Enrollment	**308**	**310**	**334**	**306**	**302**

Psychology and Counseling Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**30**	26 [87%]	24 [80%]	17 [57%]
21 WF	**42**	34 [81%]	29 [69%]	N.A.
22 WF	**45**	39 [87%]	33 [73%]	N.A.
23 WF	**43**	41 [95%]	33 [77%]	N.A.

Key Findings and Opportunities
- **Accreditation**: Requires specific faculty-to-student ratios.
- **Marketing**: Degree promotion needed to highlight diverse career options.
- **Innovation**: Desire to pursue research and grants.

Faculty Proposed Initiatives
- Launch targeted marketing campaigns emphasizing career versatility.
- Introduce flexible teaching loads to enable grant-writing and research initiatives.

Teaching & Leadership (TCHL) Enrollment and Retention

- Declining interest in teaching careers; competition from lower-cost institutions.

Teaching & Leadership Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Adv Studies Ldrshp EDS	22	16	13	23	22
Education MS	6	9	12	10	17
Education Ldrshp MS	80	49	47	60	45
*Ed Tech MS	64	57	26	24	16
Elem Ed K-6 BSE	146	124	127	109	136
Elem Ed Unified BSE	98	115	126	136	126
Reading MS	45	43	25	24	23
Special Ed Teaching MS	80	71	61	45	34
Teaching MA	171	135	119	83	67
Teaching MS	31	26	29	25	18
*Total Enrollment	812	690	646	584	545

* Includes 8 certificates (not listed due to low enrollment and some were created too recently to share data

Teaching & Leadership Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	36	34 [94%]	27 [75%]	18 [50%]
21 WF	39	37 [95%]	32 [82%]	N.A.
22 WF	71	66 [93%]	54 [76%]	N.A.
23 WF	38	32 [84%]	28 [74%]	N.A.

Key Findings and Opportunities

- **Faculty Overloads**: Heavy reliance on K-12 adjuncts for online courses.
- **Website & Branding**: Outdated site, slow curriculum updates, and poor recruitment.
- **Financial Incentives**: Tuition discounts or scholarships to attract graduate students.
- **Partnerships**: TASN recognition and potential for professional development programs.

Faculty Proposed Initiatives
- Redesign the website to accurately reflect program offerings and requirements.
- Streamline curriculum updates to stay responsive to K-12 needs.
- Offer tuition discounts or partnerships with local districts to attract graduate students.
- Expand para-to-teacher pipelines and secondary education restructuring.

Family & Consumer Sciences Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Early Childhood Unified BSE	N.A.	23	21	22	25
Family/Consum Science BS	38	20	44	56	48
*Total Enrollment	69	70	74	79	73

*Includes phased out Family & Consumer Science BSE programs.

FCS Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	13	13 [100%]	11 [85%]	10 [77%]
21 WF	11	11 [100%]	10 [91%]	N.A.
22 WF	6	6 [100%]	5 [83%]	N.A.
23 WF	12	11 [92%]	8 [67%]	N.A.

*Family & Consumer Sciences Faculty are in the TCHL Department and participated in that faculty feedback session.

DRAFT 8.21.25

4.4 Crossland College of Technology [CCOT] Enrollment Trends

Key Findings and Opportunities
- **Faculty Overloads & Resource Shortages**: Large class sizes, limited technology.
- **Communication Gaps**: Need for transparent decision-making and better event coordination.
- **Strong Job Placement**: High industry demand for graduates.

Faculty Proposed Initiatives
- Increase faculty lines to reduce overloads and ensure quality instruction.
- Improve internal communication channels (e.g., centralized event calendar).
- Create and offer certifications (OSHA) to enhance student employability.

20/WF	21/WF	22/WF	23/WF	24/WF
1,508	1,476	1,518	1,538	1,416

21/SP	22/SP	23/SP	24/SP	25/SP
1,379	1,395	1,444	1,422	1,241

CCOT: Freshman Retention & Graduation Rates (KBOR Data)

W/F Term	Freshman Student (New)	Spring Enrollment	Fall Enrollment	4 Years Graduation	5 Years Graduation	Total Graduation
17/WF	**234**	214 [91%]	176 [75%]	81 [35%]	110 [47%]	127 [54%]
18/WF	**220**	200 [91%]	177 [80%]	89 [40%]	125 [57%]	132 [60%]
19/WF	**214**	190 [89%]	159 [74%]	94 [44%]	117 [55%]	117 [55%]
20/WF	**211**	180 [85%]	162 [77%]	99 [47%]	103 [49%]	103 [49%]
21/WF	**227**	207 [91%]	178 [78%]	N.A.	N.A.	N.A.
22/WF	**218**	199 [91%]	173 [79%]	N.A.	N.A.	N.A.
23/WF	**238**	223 [94%]	195 [82%]	N.A.	N.A.	N.A.

4.4.1 Faculty Count and Salaries by College, School and/or Department

College/School/Department	Non-Tenure Earning	Tenure Earning	Total Faculty [Full-time]	Total Sum Faculty Salary 2025-2026
Crossland College of Technology	**10**	**56**	**66**	**$5,340,798.79**
Automotive and Engineering Technology	3	20	23	$1,937,656.29
Construction	2	16	18	$1,455,037.95
Technology and Workforce Learning	5	20	25	$1,948,104.55

School of Automotive and Engineering Technology Enrollment and Retention

      Automotive Technology
      Engineering Technology

Automotive Technology Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Auto Serv Tech AAS	35	35	36	37	41
Auto Serv Tech BST	125	133	146	154	144
Auto Tech BAS	23	30	28	18	17
Total Enrollment	**188**	**202**	**214**	**217**	**211**

Automotive Technology Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**40**	31 [78%]	25 [63%]	19 [63%]
21 WF	**60**	50 [83%]	42 [70%]	N.A.
22 WF	**62**	52 [84%]	45 [73%]	N.A.
23 WF	**66**	61 [92%]	50 [78%]	N.A.

Key Findings and Opportunities
- **Salary Compression**: New hires outpacing existing faculty pay.
- **Program Strengths**: Caterpillar-branded diesel program, strong industry ties.
- **Online Growth**: 2+2 BAS degrees hindered by structural credit requirements.
- **Safety & Space**: Class size limited to ~20, future expansions in Hybrid/EV.
- **Cross-Disciplinary Partnerships**: Work with KCOB for automotive business aspects.

Faculty Proposed Initiatives
- Implement salary review and equity adjustments to retain experienced faculty.
- Streamline credit hour policies for online 2+2 BAS degrees.
- Expand micro-certificates (e.g., hydraulics, EV tech) to meet industry demand.
- Improve website and marketing for CCOT programs.

Engineering Technology Enrollment and Retention

Engineering Technology Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Elect Eng Tech BSET	44	49	48	42	37
Eng Tech MET	44	38	50	78	76
Manuf. Eng Tech BSET	35	31	36	34	33
Mech Eng Tech BSET	122	95	78	82	64
Plastics Eng Tech BSET	77	81	75	60	51
Total Enrollment	**323**	**327**	**311**	**322**	**282**

Engineering Technology Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**40**	31 [77%]	28 [70%]	12 [30%]
21 WF	**48**	45 [93%]	33 [68%]	N.A.
22 WF	**41**	38 [92%]	35 [85%]	N.A.
23 WF	**50**	47 [94%]	35 [70%]	N.A.

Key Findings and Opportunities
- **Enrollment Declines**: National trend in engineering technology.
- **Faculty Shortages**: Retirements in manufacturing, no dedicated graduate director.
- **Curriculum Expansion**: AI integration, potential renaming of master's program.
- **Recruitment & Outreach**: Website, social media, alumni engagement.

Faculty Proposed Initiatives
- Prioritize faculty hires in manufacturing and a director for the master's program.
- Develop AI and advanced manufacturing courses to attract new students.
- Improve web presence and leverage alumni networks for recruitment.

School of Construction Enrollment and Retention

School of Construction Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Construction Eng Tech BSET	41	37	39	35	35
Construction Mgmt BST	336	335	337	325	336
Electrical Technology AAS	29	33	29	32	33
Electrical Technology Cert.	25	25	22	23	26
Environmental Safety Mgmt BST	41	39	34	31	23
Interior Design BS	45	53	54	61	68
Technology [CMCET] BAS	11	8	8	7	10
*Total Enrollment	528	530	523	514	531

*Total Enrollment includes additional certificates not listed

Construction Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	89	81 [91%]	75 [84%]	51 [57%]
21 W	95	90 [94%]	83 [87%]	N.A.
22 WF	78	75 [96%]	61 [78%]	N.A.
23 WF	94	88 [93%]	84 [89%]	N.A.

School of Technology & Workforce Learning (TWL) Enrollment and Retention

Technology & Workforce Learning Degree Majors

Degree	20 WF	21 WF	22 WF	23 WF	24 WF
Career /Tech Ed BSC	13	23	40	46	50
Graphic Comm BST	188	136	139	132	131
Technology MS	82	84	92	135	54
Technology BAS	2	3	1	0	0
Workforce Dev BS	40	48	63	58	58
Total Enrollment	**295**	**326**	**364**	**385**	**292**

Technology & Workforce Learning Retention [%] New Freshman Students

Start Term / Students		Enrolled Following Spring	Enrolled Following Fall	Graduated within 4 Years
20 WF	**11**	10 [90%]	9 [82%]	7 [64%]
21 W	**9**	7 [78%]	5 [55%]	N.A.
22 WF	**13**	12 [92%]	10 [77%]	N.A.
23 WF	**10**	9 [90%]	8 [80%]	N.A.

Key Findings and Opportunities
- **Enrollment Challenges**: On-campus students taking online Gen Ed courses.
- **Marketing & Website**: Incorrect program information, need "Online" landing page.
- **Innovation & Credentialing**: Micro-credentials, stackable certificates, apprenticeships.
- **International Student Outreach**: Potential for summer Graphics programs.

Faculty Proposed Initiatives
- Implement staggered enrollment to prioritize fully online learners.
- Expand micro-credentials and explore new apprenticeship partnerships.
- Provide support for recruiting international students in specialized summer programs.

4.5. Axe College of Library Faculty Feedback

Role in Enrollment and Retention
- Activate the Library as a critical partner for student and faculty success through research support, database access, and community outreach.
- Centralize student support, enhance community engagement, and partner with the Vice President for Research to expand collaboration networks supporting faculty research.

Key Findings and Opportunities
- **Resource and Staffing Needs**: AI tools, database expansions, IT support.
- **Community Outreach**: High school partnerships and feeder programs.
- **Operations and Security**: Late-night hours, missing inventory, safety concerns.

Faculty Proposed Initiatives
- Conduct a security audit to address late-night safety and inventory loss.
- Expand database access in STEM areas and ProQuest e-books for growing programs.
- Launch a search for a library dean with strategic planning, research portfolio, and fundraising background [accomplished in spring 2025].

4.5.1 Faculty Count and Salaries

College/School/Department	Non-Tenure Earning	Tenure Earning	Total Faculty [Full-time]	Total Sum Faculty Salary
Library Services	**1**	**6**	**6**	**$390,126.55**

5. Cross-College Themes and Strategic Directions [Faculty Feedback]
1. **Interdisciplinary Collaboration**
   o Encourage team-taught courses, cross-listings, and shared resources.
   o Develop integrated certificates (e.g., AI + Art, Business + Construction, etc.).
2. **Faculty and Staffing Constraints**
   o Conduct salary benchmarking and equity studies.
   o Reduce faculty overloads through new hires or course scheduling efficiencies.
3. **Resource Allocation and Facilities**
   o Prioritize renovation and expansion of labs, studios, and simulation centers.
   o Invest in technology upgrades to support AI, data science, and online delivery.
4. **Curriculum and Program Innovation**
   o Accelerate curriculum review processes to respond to market needs.
   o Introduce micro-credentials and stackable certificates for adult learners.
5. **Recruitment, Retention, and Student Success**
   o Improve website design and navigation.
   o Strengthen advising with clearer faculty involvement and consistent training.
6. **Accreditation and Compliance**
   o Ensure alignment with professional accreditation standards in Nursing, Social Work, Counseling, etc.
   o Allocate resources for necessary faculty-to-student ratios.

6. Academic Program Analysis

6.1 Guiding Principles
- **Student-Centered Approach**: Enhance accessibility, flexibility, and career readiness.
- **Initiate Targeted Recruitment Efforts:** Collaborate with Vice President for Enrollment and Student Affairs, Karl Stumo, to design recruitment strategies aligned with Academic Program Plan.
- **Market Responsiveness**: Align programs with emerging industries (AI, Computer Sciences).
- **Faculty Empowerment**: Promote workload flexibility, professional development, and fair compensation.

6.2 Possible New Programs and Certificates
- **Online Graduate Degrees** (MPAcc, College of Education, TBD)
- **AI and Data Science Concentration** (Math, Physics, Business, Engineering Tech)
- **Material Science Concentration** (Physics, Math, Biology, Chemistry)
- **Hybrid/EV Automotive Concentration** (Crossland College of Technology)
- **Rural Health Policy and Leadership** (Nursing, KCOB, COE)

6.3 Possible Merger, Reposition, or Sunset Programs
- **Discontinue Integrated Studies** and explore opportunities for rebranding or merging discontinued areas into stackable and interdisciplinary programs.
- **Phase out or restructure underperforming majors, emphases, and certificates** to streamline offerings and employ faculty talent in support of high student demand areas.
- **Consolidate graphic design into a single interdisciplinary major** across campus.

6.4 Marketing, Recruitment, and Outreach Strategies
- **Website Overhaul**: Centralized, user-friendly, accurate program listings.
- **High School Pipeline Programs**: Dual-credit courses, faculty visits, and summer camps.
- **Targeted Digital Marketing**: Emphasize ROI, career outcomes, and internship opportunities.
- **Alumni Engagement**: Mentorship programs, scholarship fundraising, advisory boards.

6.5 Key Factors Guiding Development of the Academic Program Plan
1. Outline and organize academic program priorities based on:
   a. Programs with high student demand, enrollment growth, and capacity.
   b. Future growth programs with high impact on student outcomes.
   c. Institutional mission, purpose, and strategic priorities .
   d. Programs aligned with high demand employment opportunities
2. Engage in collaborative process and ensure multiple input opportunities.
3. Gather perspectives from campuswide community and external partners.
4. Generate and allocate resources to support thriving programs.
5. Analyze and prioritize data to achieve well-defined decisions.
6. Assess higher education marketplace for gaps, innovative practices, and innovative program development opportunities.
7. Build an aspirational enterprise that maximizes faculty and staff talents while incorporating efficiencies to promote good stewardship of limited resources.

6.6 Draft Rubric Components

- STUDENT DEMAND: Does the program attract students and keep them through to graduation? Are they finding jobs with competitive salaries?

- INDUSTRY DEMAND: Does the program meet the needs of employers in our region?

- GROWTH CAPACITY: Does the program have the facilities, faculty, and resources to grow?

- INSTITUTIONAL INVESTMENT: Does the program have existing and stable infrastructure or funding investment?

6.7 Higher Education Context
The academic program plan emerges and evolves through a data rich and iterative process that elevates an array of perspectives from internal and external stakeholders. Rather than following a prescriptive and primarily internally controlled process, academic planning utilizes environmental scans of the higher education context, soliciting critical input from external partners, students' future employers, and community leaders. By setting a course of action that is future oriented, proactive, and student-centered, Pitt State will be prepared for an uncertain higher education landscape. By incorporating community-responsive and innovative practices, the Plan builds campus capacity to reflect the evolving needs and changes across our surrounding communities.

- **Framing Narrative**
    - Focus on the unique opportunities and distinctive capabilities of Pittsburg State University.
    - Respect the regional profile and prospective growth demands in southeastern Kansas.
    - Acknowledge the ROI profiles across campus and balance academic program plan decisions with the institutional mission and purpose.
- **Academic Program Ideals**
    - Prioritize student success, access, and future opportunities.
    - Enhance innovative and interdisciplinary academic program communities.
    - Distinguish and define Pittsburg State University degree opportunities.
    - Advance individualized, modular, and flexible degree programs.

6.8 Funding Models and Resource Reallocation
- **Grants and Endowments**: Collaborate with VP for Research and Economic Development and VP for Foundations to target state, federal, and foundation grants, alumni donations for labs, equipment, and faculty endowments.
- **Public-Private Partnerships**: Expand and enlist industry and stakeholder advisory councils to guide innovative curriculum development and provide internship pipelines.
- **Tuition Incentives**: Consider discounted tuition for para-to-teacher, out-of-state pipelines, and select graduate programs.
- **Student course fees and independent lesson fees**. Institute appropriate fees to support cost increases in targeted courses and programs.

7. Next Steps and Implementation Timeline

7.1 Immediate (0–6 Months)
- **Form Cross-Functional Working Groups** to work on website redesign needs, curriculum revisions, and creation of stackable, modular, and interdisciplinary degree programs and certificate marketing opportunities.
- **Pursue Grants, Contracts, and External Funding Options** for priority academic areas (Biology & Chemistry labs, Cybersecurity, AI technology, etc.).
- **Pursue Degree Program Growth Priorities** as part of a campuswide strategic enrollment initiative to increase student enrollment.
- **Identify Degree Program Consolidations, Revisions, Closures** based on student demand, enrollment trends, workforce analysis, and capacity of faculty with aligned talent and skills.
- **Grow Your Own Faculty** through professional development and targeted education degrees/trainings/certifications to support development of emerging and innovative academic degree programs.

7.2 Mid-Term (6–18 Months)
- **Launch New Certificates/Concentrations** aligned with emerging fields and workforce.
- **Develop Interdisciplinary Capstone Projects** in collaboration with industry partners.
- **Pilot Flexible Workload Policies** to support research, grants, and graduate enrollment.

7.3 Long-Term (18+ Months)
- **Assess and Expand** Online MFA in Art and other new graduate programs.
- **Initiate Salary Equity Study** for faculty and staff in high-need programs.
- **Begin DNP Implementation** in Nursing if feasibility and funding are confirmed.
- **Rely on Program Evaluation and Assessment Practice** to identify potential mergers, expansions, or discontinuations based on enrollment and learning outcome needs.

8. Conclusion

The university stands at a critical juncture where strategic investment, innovative curriculum design, and robust collaboration are essential to reversing enrollment declines and meeting the evolving needs of students and the workforce. By addressing the shared themes of resource allocation, faculty support, interdisciplinary program development, and modernized marketing, the institution can position itself for sustainable growth. This report serves as both a roadmap and a call to action for stakeholders at all levels—administrators, faculty, staff, students, and external partners—to work collectively toward a brighter academic future.

9. Appendices

- **Appendix A: Faculty Feedback Summaries by School/Department**
- **Appendix B: Student Demand Data for Academic Programs**
- **Appendix C: Leadership Survey Summaries**
- **Appendix D: Kansas Department of Labor**
- **Appendix E: Rubric Development Principles**

Appendix A: Faculty Feedback Summaries by School/Department

Faculty [Department/School] Meeting Summaries and Themes
   a. *I typed all my [legible] notes and entered them into the ChatGPT summarize feature to organize the notes into broad summaries for each department meeting. I then confirmed the themes, key findings and opportunities, and faculty proposed initiatives based on the feedback from and discussions among faculty who attended the meetings.*
   b. **ChatGPT [abbreviated]Prompt:** Summarize in a paragraph, organize, and identify themes from notes.
   c. **Summary and Themes:** The ChatGPT summary and themes were then edited to reflect as carefully as possible the faculty feedback from all department/school meetings; as available, Karl and Shawn also provided their notes and feedback from the meetings they attended.
   d. **Additional information to consider:** This includes information that was shared about current faculty initiatives to promote enrollment. The goal is to also gather and include curriculum developments that are currently progressing through the PSU legislative and/or KBOR approval processes.

4.1 COLLEGE OF ARTS & SCIENCES

ART SUMMARY: The department faces challenges in hiring an art educator due to multiple failed searches, raising concerns about salary competitiveness and flexibility in position descriptions. The graduate program, currently on hiatus, has potential for revival, possibly through an online MFA, though space and equipment limitations present obstacles. Safety concerns, particularly regarding studio access on weekends, were also highlighted. There is a strong interest in collaboration with CCOT's graphic design program, but resistance persists, and art classes were removed from the CCOT curriculum. Art faculty are concerned about this loss of the essential connection between fine arts and graphic design in fostering creativity, aesthetics, and conceptual thinking. Desire to break down silos between Art, Graphic Design, and Graphic Communication to create interdisciplinary opportunities that enhance innovation and creativity. Additionally, there is a need for clear communication regarding career prospects for students integrating digital tools with creative disciplines, including transparency about AI's role in graphic production across promotional platforms and future employment options that may be limited without the development of visual and creative thinking.

THEMES:
   1. **Faculty Recruitment & Program Growth:** Struggles in hiring an art educator and reestablishing the graduate program.
   2. **Facilities & Safety Concerns:** Limited studio space, equipment needs, and access issues.
   3. **Interdisciplinary Collaboration:** Need to bridge gaps between Art, Graphic Design, and Graphic Communication.
   4. **Curricular & Philosophical Concerns:** Fine arts principles in graphic design education.
   5. **Student & Career Preparation:** Ensuring students understand job prospects and evolving industry tools, including AI integration.

BIOLOGY SUMMARY: Biology program has strong interdisciplinary partnerships [such as Art, Nursing, and Statistics] and a focus on undergraduate mentoring, research, and professional development. Faculty report that the program faces challenges with heavy teaching loads, resource constraints, and limited faculty capacity, making it difficult to expand graduate programs or pursue large grants. There is a desire for strategic investments, such as new equipment, flexible contracts, and endowed professorships, to enhance recruitment, retention, and research capabilities. Faculty are interested in creating pathways for alumni contributions, increasing enrollment, and developing initiatives to support students in health professions. Faculty are interested in building partnerships to provide paid internships and increase experiential opportunities.

THEMES:
1. **Partnerships and Collaboration**
2. **Increasing Resource/Funding Needs (e.g. labs, equipment, scholarships)**
3. **Recruitment and Enrollment**
4. **Workload and Faculty Support**
5. **Student Success and Career Preparation:** High success rate of students entering professional degree programs in health-related fields.
6. **Graduate Program Growth:** Challenges in growing the graduate program.
7. **High Grants and Research Success**
8. **Alumni Engagement** (such as support for support scholarships and program initiatives**)**

CHEMISTRY SUMMARY: Chemistry enrollment is declining nationwide, influenced by rising tuition costs and concerns about degree return on investment. In response, an Advisory Council is being formed to establish goals and explore a potential shift in focus to increase enrollment. Textiles present a promising opportunity due to low competition and strong interest from the American Association of Textile Companies, which could lead to industry collaboration and a new student chapter at PSU. Expanding partnerships with chemical engineering technology and materials engineering could create new pathways for students, particularly in areas like construction materials, recycling, design, forensic analysis, and fiber analysis. Growth areas might include bio-engineering and sustainability, particularly in connection with Kansas agriculture. Limited lab space remains a significant challenge, impacting grant competitiveness. Faculty are eager to enhance undergraduate research opportunities and explore whether research projects could replace traditional lab courses to increase flexibility and improve educational outcomes. The overarching goal is to help students understand the value of their coursework and prepare them effectively for their future careers.

THEMES:
1. **Declining Enrollment & ROI Concerns** based on enrollment and student interest.
2. **Advisory Council & Strategic Planning for Growth** has been helpful for planning.
3. **Emerging Focus Areas:** Textiles, Bio-engineering, and Sustainability
4. **Interdisciplinary Collaboration & Expanded Career Pathways**
5. **Lab Space Challenges** negatively impact grant competitiveness and lack of access to instruments delays student and faculty research efforts.
6. **Undergraduate Research** is a pathway for student research and benefits from increasing flexibility across the curriculum.

COMMUNICATION SUMMARY: Faculty discussed strategies for university growth, emphasizing the need to build a pipeline by engaging high school students. However, high teaching loads limit faculty capacity to recruit and support enrollment growth. The communication program, which has seven emphasis areas, operates collaboratively, with faculty teaching across specializations. The communication research lab provides hands-on learning opportunities and has the potential to drive program growth. However, AI integration is costly due to technology needs, and IRB challenges create significant barriers to both research and classroom experiences. Broader concerns about the future of higher education were also raised.

THEMES:
1. **Enrollment & Recruitment Challenges:** Building high school pipelines but lacking faculty bandwidth to recruit.
2. **Interdisciplinary Teaching & Collaboration:** Faculty working cohesively across communication emphases.
3. **Research & Innovation Barriers:** IRB challenges and costly AI integration.
4. **Higher Education Concerns:** Uncertainty about the future of academia.

ENGLISH and MODERN LANGUAGES SUMMARY: Declines in English and Modern Language majors and overall enrollment coincided with the KBOR mandate reducing degrees to 120 credit hours and led to a department decision to shift from Bachelor of Arts (BA) to Bachelor of Science (BSE). This shift reduced the number of BA degrees across campus and decreased student interest in pursuing minors, especially English and Languages. Potential growth areas include Technical Writing, Research, and Professional Writing, but these require a dedicated Technical Writing instructor and internship opportunities for students. The CCOT has expressed interest in technical writing and indicated their students would benefit from this course if English offered it. The Writing to Learn program was discontinued in Fall 2024 due to widespread feedback on its negative impacts on student degree progression, redundancy with major courses focused on writing, and many other concerns about the need for program. Sustainability and education are identified as potential areas for future enrollment growth.

THEMES:
1. **Enrollment Findings and Program Shifts:**
   o Decline in English and Modern Language majors linked to the KBOR 120-credit-hour mandate.
   o Transition from BA to BSE degrees negatively impacted student interest in minors.
2. **Potential Growth Areas:**
   o Interest in expanding Technical Writing, Research, and Professional Writing programs.
   o Opportunities for collaboration with CCOT in technical writing.
   o Sustainability and education identified as promising areas for enrollment growth.
3. **Resource Needs:**
   o Need for a Technical Writing instructor to support program expansion.
   o Importance of internships for technical writing students to provide practical experience.

4. **Program Evaluation and Changes:**
    - Discontinuation of the Writing to Learn program due to negative feedback from faculty, advisors, and students.
5. **Strategic Planning for Academic Innovation:**
    - Exploring innovative program offerings to align with market needs and attract new students.
    - Emphasis on interdisciplinary collaboration and practical skill development.
6. **New Initiatives:** The Spanish and French Certif. programs have newly adopted creative initiatives and are increasing enrollments. It would be helpful to discuss goals/efforts related to these certificate options.

HISTORY, PHILOSOPHY, and SOCIAL SCIENCES (HPSS) SUMMARY: Faculty discussed efforts to create certificates, such as in sustainability, but many were unaware of the low enrollment numbers across these existing and developing certificate programs. Challenges in cross-college collaboration for innovative, interdisciplinary certificates were noted, along with confusion about stackable courses. Concerns were raised about advising, advisor turnover, the role of faculty in advising, and the distinction between mentorship and advising. Some faculty suggested that decreased faculty involvement in advising might be limiting student awareness of certificate and HPSS program opportunities. Other challenges raised included low faculty salaries, discrepancies in workload expectations under KNEA for undergraduate versus graduate programs, and the difficulty of growing graduate enrollment while maintaining undergraduate programs. In social work, attention to accreditation ratios was emphasized as a priority given anticipated program growth.

THEMES:
1. **Certificate Program Challenges:** Low enrollment, cross-college collaboration difficulties, and confusion about stackable courses.
2. **Advising & Mentorship Concerns:** Turnover, faculty role shifts, and impact on program awareness.
3. **Faculty Workload & Compensation:** Salary concerns and workload limitations negatively affect graduate program growth.
4. **Social Work Accreditation & Program Expansion:** Necessary to ensure compliance in social work as enrollment increases.

MATH and PHYSICS SUMMARY: The Physics program remains small due to its interdisciplinary nature but serves as a feeder into Computer Science, which currently has only one full-time faculty member. Efforts are being made to expand into Data Science, with one faculty member earning a micro-credential from MIT and another considering an online MA in Computer Science to better support curriculum development. Students are increasingly shifting toward Business Computer Information Systems instead of Physics. Faculty raised concerns about declining math skills among incoming students, leading to academic challenges, frequent absences, and late assignment requests. Additionally, faculty emphasized the need to reinstate a fall break to mitigate student burnout caused by the post-COVID shift to a Thanksgiving break. Math faculty also highlighted a significant enrollment decline in the math education program, negatively impacting the department.

THEMES:
1. **Program Growth & Expansion:** Efforts to integrate Data Science and AI into the curriculum.
2. **Faculty Development & Shortages:** Limited Computer Science faculty and potential for faculty upskilling.
3. **Student Academic Challenges:** Declining math skills, attendance issues, and assignment policies.
4. **Scheduling & Burnout Concerns:** Calls to reinstate a fall break for student well-being.
5. **Enrollment Decline:** Decreasing interest in math education affecting department stability.

INTEGRATED STUDIES
*No separate meeting for this focus area because these faculty are interdisciplinary and were involved in the school and department listening sessions.

MUSIC SUMMARY: The Music program faculty identified opportunities and challenges around innovation, collaboration, and strategic growth. Key opportunities include expanding the musical theater program, launching new interdisciplinary degrees (e.g., music therapy, arts administration), and developing fully online certification and degree options. There is also strong interest in summer compensation for faculty contributions to program development. However, significant challenges exist, such as limited faculty capacity, bottlenecks in undergraduate music theory, and the need for faculty to teach across graduate programs; specific desire to teach more than one graduate level course.

THEMES:
1. **Program Expansion & Innovation**
   o Rebuilding a musical theater program.
   o New interdisciplinary offerings (e.g., music therapy, AV production).
   o Online degree and certification programs.
2. **Collaboration**
   o Cross-department partnerships (e.g., with COB, art, communication, English).
3. **Faculty Capacity**
   o Concerns over faculty workload and availability.
   o Need for more faculty or reassigned time to support growth.
4. **Structural & Administrative Support**
   o Interest in incentives like summer compensation.
   o Need to address curriculum bottlenecks (e.g., music theory).

NURSING SUMMARY: The nursing program has secured $5.8 million in grant funding to support its growth amid a national nursing shortage. Expansion of clinical facilities and partnerships, such as an LPN-to-RN collaboration with Franklin Tech, is essential to accommodate the increasing student body. The Simulation Center (SIM) aids clinical training but requires more faculty and GTAs to maximize its capacity. Financial challenges include securing compensation for supervising doctors, as other institutions pay per student. Plans include increasing student capacity from 95 to 120 and leveraging the Alumni Foundation Fund for tuition support. Long-term goals involve expanding from an MSN to a DNP program,

contingent on infrastructure and affordability. Additional hiring needs include a Tech Simulationist, an Assistant Director, and an increase in GTAs from six to twelve, with funding required for salaries and tuition support. Career Nursing Day continues to attract employers, reinforcing the high reputation of PSU nursing graduates.

THEMES:
1. **Growth & Expansion:** Increasing student capacity, clinical sites, and transitioning from MSN to DNP.
2. **Faculty & Staffing Needs:** Hiring GTAs, faculty, and leadership roles to support simulation and instruction.
3. **Financial Challenges & Funding:** Grants, tuition support, and preceptor compensation.
4. **Reputation & Demand:** Strong employer interest in PSU nursing graduates.

KELCE COLLEGE OF BUSINESS
Graduate and Undergraduate Programs

SUMMARY: KCOB is actively engaged in interdisciplinary partnerships, program development, and community collaboration to enhance education and respond to changing market demands. Key initiatives include partnerships with Construction Management (focused on supply chain and logistics), a Hospital Management emphasis in the PMBA program, and the development of an AI degree with contributions from and collaboration with local companies. KCOB emphasizes experiential learning through internships, applied class activities, and external client projects. Faculty externships help align teaching with industry needs. Despite these efforts, enrollment challenges persist due to shifting perceptions of higher education's value, competition from IT fields, and declining interest in accounting degrees. KCOB aims to address these trends by offering market-driven programs like an online HRD degree and integrating innovation and data science into curricula. Faculty also prioritize strengthening relationships with external partners and exploring new opportunities, such as a potential Micropolitan degree and research center.

THEMES:
1. **Interdisciplinary Collaboration:** Increased focus on partnerships and interdisciplinary degree expansion with other colleges on campus.
2. **Experiential Learning and Industry Alignment:** Faculty actively track industry trends and pursue applied internship projects and real-world applications in classrooms.
3. **Market-Driven Programs:** Reliance on market data, such as demand for data science, communication, and graphic imaging skills, innovation, and adaptability to meet employer expectations.
4. **Enrollment Challenges:**
   o Declining undergraduate interest in business education due to perceived value and competition from IT fields.
   o Low perceived return on investment for accounting degrees.
5. **Evolving Student Dynamics:**
   o Concerns about student work ethic, attitudes, and integrity.
   o Efforts to instill professionalism and skills aligned with employer expectations.

6. **Strategic Partnerships and Community Engagement:**
   o Strengthening ties with external partners, such as the Chamber of Commerce and local businesses.
   o Collaborative goals to build community-focused programs like the Micropolitan initiative.
7. **Faculty Focus and Accreditation:**
   o Emphasis on journal articles and academic texts to meet ASCB accreditation standards rather than grants.
8. **Innovation and Adaptability:**
   o Preparing students for rapidly changing job markets with innovative skills and market-relevant education.

COLLEGE OF EDUCATION

HEALTH, HUMAN PERFORMANCE, and RECREATION (HHPR) SUMMARY:
Faculty [tenure/tenure track, teaching, adjunct] identified several challenges and needs related to a graduate program, particularly in exercise science and physical education; also, in recreation. Key concerns include insufficient stipends for graduate assistants, challenges in recruiting both students and faculty, inadequate marketing and website support, limited funding for research and grants, and lack of access to research databases. The program also hosts high-profile events for elementary students in the spring but struggles with resources; and maintains strong connections with initiatives such as the Reading Center and Dr. Paige Boydston's Autism grant. Other grant success include work with ROTC and internal university research funding. Collaboration with athletics and sports performance remains a priority. Other key developments include hospitality courses transitioning to in-person learning.

THEMES:
1. **Graduate Assistantships:** Need increased stipends and recruitment support for graduate assistants.
2. **Research Expansion:** Desire for research funding and grant support.
3. **Faculty and Student Recruitment Challenges:** Insufficient faculty to cover specific courses (e.g., dance, physical education).
4. **Faculty & Staffing Challenges:** (recruitment, retention, leadership gaps)
   • Heavy teaching loads (over 12 hours per faculty member).
   • Insufficient faculty to cover specific courses (e.g., dance, physical education).
5. **Collaboration & External Engagement** (grants, athletics, community programs)
   • High-profile events and activities for elementary students in the spring, highlight program's commitment to community involvement.
6. **Infrastructure and Marketing:** (database access, website improvements)
   • Urgent need for an updated and improved website to enhance visibility and recruitment.

PSYCHOLOGY and COUNSELING SUMMARY: Psychology is engaged in significant research and community outreach supported in part by grants. Future success hinges on faculty hires to support accreditation goals. Counseling engages in outreach and would benefit from marketing/promotion of the degree. Counseling and Psychology provide extensive career options. Future hire and support with growing student enrollment are important to the future and continued success of these degree programs.

THEMES:
1. **Strategic Partnerships and Community Engagement:**
    a. Strong ties with external partners, such as the Greenbush and local schools.
    b. Collaborative goals to build community-focused programs and connections across education, including health initiative.
2. **Faculty and Accreditation:**
    a. Emphasis on faculty needs to meet accreditation standards.
    b. Desire for research and grant pursuits would require workload flexibility.
3. **Innovation and Adaptability:**
    a. Preparing students for diverse fields
    b. Considering innovative program.

TEACHING and LEADERSHIP (TCHL)SUMMARY: The Teaching and Leadership (TCHL) department has significant growth potential but faces challenges such as faculty overloads, reliance on K-12 adjuncts shifting to online teaching, and declining interest in teaching careers. Special education faculty are committed to addressing these challenges, advocating for restructuring the para-to-teacher program and strengthening school district partnerships. Concerns were raised about the outdated and ineffective website, which hampers recruitment due to inaccessible and inaccurate program information. The slow curriculum update process also limits necessary innovations. Competition from institutions like Fort Hays has contributed to graduate enrollment decline, leading to discussions about tuition discounts and branding efforts to improve recruitment. Family and Consumer Sciences faculty highlighted funding challenges in attracting Missouri students and suggested financial incentives to tap into that market. Additionally, there was interest in leveraging professional development initiatives to support educators and enhance recruitment. The department is recognized by TASN as a key administrator for statewide education initiatives, providing an opportunity to expand its impact.

THEMES:
1. **Growth Potential & Enrollment Challenges:** Increasing capacity despite faculty overload and declining teaching interest.
2. **Program & Curriculum Improvements:** Restructuring para-to-teacher and secondary education programs; addressing slow curriculum updates.
3. **Recruitment & Marketing Issues:** Outdated website, branding efforts, and financial incentives to attract students.
4. **Partnerships & Collaboration:** Strengthening school district partnerships and leveraging TASN recognition.
5. **Graduate Enrollment Decline:** Competition from lower-cost institutions and possible tuition discount strategies.

CROSSLAND COLLEGE OF TECHNOLOGY

AUTO TECHNOLOGY SUMMARY: The program faces significant salary compression issues, as new hires receive higher wages while existing faculty salaries remain stagnant, making retention challenging. Despite this, the diesel and heavy equipment certificate program stands out as a globally recognized success, and the Auto Technology program benefits from strong industry partnerships, donations, and connections. Expanding online 2+2 BAS degrees presents a low-cost growth opportunity, but structural barriers, such as the 45-hour upper-level credit requirement, hinder full implementation. Recruitment efforts for online options need more support, and faculty believe website changes have negatively impacted enrollment by making program details less accessible. Faculty are interested in leveraging research partnerships for grant funding to support workshops and industry outreach, as well as exploring collaboration with KCOB to integrate automotive business aspects. Existing cross-disciplinary partnerships, such as those with Engineering Technology and related minors, enhance the program's academic reach. Safety and space limitations cap class sizes at around 20 students, but potential program expansions include micro-certificates in hydraulics and a Hybrid/EV certificate once space allows. Federal grants could support industry-focused workshops, and an online MST program with an automotive emphasis could grow with additional course offerings, though this would increase faculty workload.

THEMES:
- **Salary & Retention Issues:** Wage compression challenges with new hires outpacing existing faculty pay.
- **Program Strengths & Industry Connections:** Success of the Caterpillar-branded diesel program and strong industry ties in Auto Tech.
- **Online & Structural Barriers:** Growth potential for 2+2 BAS degrees and MST expansion hindered by credit hour policies and faculty capacity.
- **Recruitment & Visibility Concerns:** Website changes negatively affecting enrollment, need for improved recruitment strategies.
- **Cross-Disciplinary & Industry Partnerships:** Opportunities with KCOB, Engineering Tech, and grant-funded industry workshops.
- **Safety, Space, & Program Expansion:** Class size limitations, potential micro-certificates, and future Hybrid/EV program possibilities.

ENGINEERING TECHNOLOGY SUMMARY: Plastics in Engineering Technology maintains strong industry connections, with high positive job placement trends and employer demands for graduates. Enrollment declines are a significant challenge, both nationally and within the program, exacerbated by a drop in international students and the absence of metallurgy in the Materials Science master's program. Faculty shortages, particularly in manufacturing, pose additional difficulties, as upcoming retirements will reduce faculty to just one in that area. The master's program is struggling due to a lack of faculty and a director, with current faculty handling at least 12 overloads. Efforts are being made to expand curriculum offerings, including an AI course to integrate with computer systems, and consideration is being given to renaming the engineering technology master's program. Career services and alumni involvement could aid in recruitment, as past initiatives such as K-12 outreach, and alumni

engagement have proven effective. Additionally, improvements to the program's website and social media presence are needed to bolster student interest and enrollment.

THEMES:
1. **Industry Connections and Job Market Trends** are positive and benefit CCOT overall.
2. **Enrollment Challenges & Declines**
   o Enrollment declines are nationwide, including significant drops among international student enrollments
   o Master's program is struggling due to lack of faculty and a Director
   o Faculty are overloaded and teaching extra course every semester
   o Need to boost graduate student enrollment to support labs and research
3. **Program Structure Possibilities**
   o Faculty retirements are forthcoming
   o Exploring AI course to connect with computer systems
   o Considering renaming the Engineering Technology master's program
   o Advanced degree possibilities in power systems to support AI and EV infrastructure
4. **Recruitment & Outreach Efforts**
   o Alumni could help with recruitment
   o Career services could play role in addressing enrollment declines
   o Website and social media presence need improved to support recruitment
5. **Comparative Program Analysis** and looking into how mechanical programs compare across the state.

SCHOOL OF CONSTRUCTION SUMMARY: The School of Construction (SOC) supports the CCOT through a number of service courses, particularly for Engineering Technology. They are facing significant challenges with faculty overloads and resource shortages. SOC has strong job placement. Other risks include large class sizes and insufficient technology impacting hands-on learning and safety. The Safety Management program has high credit hour production (due to service courses) and plans to introduce OSHA certification to enhance job competitiveness. Faculty express concerns about communication, particularly regarding website updates, event coordination, and major announcements impacting the college. They emphasize the need for transparent communication and better utilization of tools like the centralized Events Calendar for all across the CCOT in particular. Industry connections are vital for SOC and CCOT. Faculty shortages hinder potential growth into online education.

THEMES:
1. **Resource and Capacity Challenges**
2. **Excellent Job Placements**
3. **Communication and Transparency Issues**
   o Faculty feel excluded from decision-making processes.
   o A desire for unfiltered, transparent communication and involvement in key decisions.
4. **Improve Event Coordination and Campus Awareness of CCOT Achievements**
5. **Strong Industry Collaboration and Continuous Innovation**
6. **Potential for Growth:**

   o Interest in expanding into online education, but faculty shortages currently limit this option.

   o Opportunities to enhance student competitiveness through certifications and industry-aligned programs.

7. **Communication Tools and Engagement:**
   - Thursday campus-wide emails are seen as mundane and could benefit from more engaging, visually appealing content.
8. **Student Recruitment and Retention**

SCHOOL of TECHNOLOGY and WORKFORCE LEARNING SUMMARY: Challenges to the School of Technology & Workforce Learning (TWL) include difficulties coordinating with the American General Contractors (AGC) on apprenticeships, dealing with on-campus students enrolling in online general education courses, which negatively impacts online degree seekers. A proposed solution is staggered enrollment, allowing off-campus students and athletes with legitimate online needs to register early. The decentralized graduate school model is seen as disorganized, negatively affecting graduate enrollment. Marketing efforts are hindered by website issues, particularly incorrect information for TWL. TWL has strong interest in recruiting in Oklahoma due to demand for Career Tech roles and online degree offerings. A dedicated "Online" landing page would improve visibility of CCOT and TWL programs. Other enrollment strategies include tracking and reaching out to stop-outs for completion programs, addressing confusion in Graphics program enrollment due to overlap with other departments, and exploring micro-credentials, stackable credits, and certificates. Additionally, international student outreach for summer Graphics programs is seen as a potential growth opportunity if adequate support is available to recruit students.

THEMES:
1. **Enrollment & Admissions Challenges** (online vs. on-campus student impact, staggered enrollment, decentralized graduate school model)
2. **Marketing & Website Issues** (incorrect information, need for an online program landing page)
3. **Program-Specific Recruitment & Expansion** (Oklahoma recruitment, stop-outs, international student opportunities)
4. **Innovative Learning & Credentialing** (micro-credentials, stackable credits, certificates in Graphics)
5. **Partnership & Apprenticeship Coordination** (AGC difficulties, Career Tech demand)

DRAFT 8.21.25

AXE LIBRARY SUMMARY: The library faces staffing needs, particularly for Research & Collection support, and requires additional resources such as new database access, laptops for checkout, AI integration, and enhanced IT support. While the library plays a crucial role in student success and is part of two consortiums (Kansas Shared Resource and Regents Consortium), concerns have been raised about the effectiveness of late-night hours, missing inventory, and safety. Faculty are interested in expanding community outreach to high school students and feeder schools. Additional concerns include the lack of late-night food options for students and the need for better database support in STEM. There is interest in hiring a library dean with fundraising skills and leadership vision to guide the library's future. Security during late hours remains an ongoing concern, and recommendations include expanding ProQuest e-books to better serve the growing Computer Science program.

THEMES:
1. **Resource and Staffing Needs:** AI tools, IT improvements, Database expansion
   - Additional staff required for Research & Collection support.
   - Laptops needed for student checkout.
2. **Student and Faculty Support:**
   - Library plays a key role in student success and research assistance.
   - Strong desire to expand research database support, particularly in STEM fields.
   - Library carefully tracks database usage to determine cost-effectiveness.
3. **Community Outreach and Partnerships:** Strengthen relationships with feeder schools and engage high school juniors and sophomores.
4. **Library Operations and Security Concerns:**
   - Questions about late-night library hours – are they justified based on access data.
   - Ongoing concern over missing inventory (4,000+ items).
   - Need for improved safety and security measures, especially during late hours.
5. **Infrastructure and Student Needs:**
   - Lack of late-night food options for students studying in the library.
   - Interest in enhancing ProQuest e-books to support growing academic programs.
6. **Library Leadership and Future Vision:**
   - Interest in an external search for a library dean with experience in fundraising and strategic planning.
   - Desire for a leader who can drive innovation and enhance the library's role on campus.

Appendix B: Student Demand Data

Major	Student Demand Rank	Fall 2025 Apps	Fall 2025 Cares Reg	Fall 2025 Yield	Apps Trend	Fall 2024 Apps	Fall 2024 Cares Reg	Fall 2024 Yield
Undeclared	1	472	71	15.0%	60	412	85	20.6%
Nursing	2	406	104	25.6%	60	346	116	33.5%
Pre-Medicine	3	131	47	35.9%	40	91	28	30.8%
Management	4	101	21	20.8%	35	66	12	18.2%
Elementary Ed	5	95	22	23.2%	45	50	17	34.0%
Marketing	6	93	29	31.2%	11	82	23	28.0%
Psychology	7	84	28	33.3%	-6	90	29	32.2%
Pre-Physical Therapy	8	79	15	19.0%	18	61	12	19.7%
General Construction	9	56	21	37.5%	56			
Finance	10	55	17	30.9%	10	45	9	20.0%
Accounting	11	54	12	22.2%	-3	57	17	29.8%
Criminal Justice	12	53	14	26.4%	11	42	17	40.5%
Business Studies	13	52	16	30.8%	-45	97	32	33.0%
Computer Science	14	50	20	40.0%	10	40	10	25.0%
Social Work	15	44	17	38.6%	15	29	9	31.0%
Strength & Conditioning	16	43	12	27.9%	9	34	13	38.2%
Electrical Technology	17	42	16	38.1%	8	34	13	38.2%
Automotive Technology	18	38	14	36.8%	-1	39	13	33.3%
Mechanical Engineering Tech	19	36	9	25.0%	9	27	1	3.7%
Elementary Education K-6	20	33	9	27.3%	-29	62	24	38.7%
Multimedia Journalism	21	27	5	18.5%	10	17	4	23.5%
Pre-Dental	22	26	7	26.9%	6	20	5	25.0%
Automotive Service Technology	23	24	4	16.7%	0	24	7	29.2%
Pre-Law	24	24	3	12.5%	13	11	2	18.2%
Graphic Design	25	24	9	37.5%	-9	33	14	42.4%
Interior Design	26	23	5	21.7%	1	22	8	36.4%
Wildlife Ecology & Conservation	27	23	13	56.5%	1	22	6	27.3%
Physical Education	28	22	7	31.8%	-4	26	7	26.9%

Appendix C: Leadership Survey Summaries

Major Challenges
1. Low Enrollment: Many departments are facing challenges with overall low student enrollment in the existing majors, emphases areas, and minors. Emphases areas are unclear to students and further contribute to significantly low course enrollments.
2. Faculty Salary Issues: There is a widespread need for increased funding (compression and starting base pay rates) for faculty salaries, equipment, and program development.
3. Infrastructure: Aging infrastructure and inadequate facilities are common concerns.

Effective Strategies for Overcoming Challenges
1. High School Recruitment Workshops: Departments have found success in increasing visibility through workshops aimed at high school students.
2. Strategic Curricular Adjustments: Adjust curricula to meet student needs and interests.
3. Advocacy for New Faculty Positions: Hire new faculty to cover gaps in existing expertise for academic programs with high student demand and increasing enrollments.

Support Needed to Address Current Challenges
1. External Funding Pursuits: Assist with development and promotion of workshops, identification of external funding, and securing resources to improve facilities.
2. Community Engagement: Support for community engagement and collaboration with other departments/schools across campus.
3. Improved Marketing: Assist with creation of marketing materials and student recruitment strategies.

Needs for Enhancing Student Enrollment and Retention
1. Improved Facilities: Upgrading facilities to attract and retain students.
2. Student Engagement: Provide student opportunities for engagement with and in the community through events and exhibitions.
3. Collaboration: Increase collaboration with other departments/schools and external organizations.

Successful Recruitment Strategies
1. School Visits and Workshops: Visiting local schools and hosting workshops.
2. Personalized Communication: Personalized communication with prospective students, including follow-up strategies.
3. Scholarships: Offering scholarships to attract high-performing students.

Barriers to Enrollment
1. Perception of Employment Opportunities: Concerns about employment opportunities post-graduation.
2. Funding and Support: Perceived lack of funding and support for certain programs.
3. Geographical Challenges: Hesitation to choose schools in smaller communities.

Support for Student Success
1. Mentoring: Develop student and faculty mentorship programs and enhance faculty engagement with students.
2. Tutoring: Providing tutoring and academic support.
3. Professional Development: Increase faculty and student opportunities for professional networking and development.

New Academic Programs and Initiatives
1. Interdisciplinary Programs: Interest in developing new interdisciplinary programs and partnerships.
2. Online Programs: Desire to expand online program options to reach more students.
3. Graduate Programs: Plan to create new graduate programs and certificates.

Obstacles in Securing External Funding
1. Grant Writing Support: Insufficient support for grant writing and management.
2. Grant Limitations: Grants are perceived as primarily for the hard sciences.
3. Time Constraints: Faculty workloads limit time available to pursue grants.

Key Areas for Additional Resources
1. Grant Management: Assist with grant management and tracking expenditures.
2. Conference Funding: Provide funding for faculty to attend national conferences.
3. Publication Support: Seek funding to support open-source publications and student publications.

Support from University Leadership
1. Targeted Fundraising: Support targeted fundraising campaigns.
2. Program Value: Promote the value of programs to the university and community.
3. Dedicated Grant Specialist: Assigning or hiring a grant-writing specialist to secure external grants.

Appendix D: Kansas Department of Labor

College of Arts and Sciences Employer Market Demand
Communication & Information Technology Related Employer Market Demand

SOC Code	Occupation Title	LT[1]	ST[2]	Current Openings[3]	Total Demand Score	Median Annual Wage[4]	Degree Required
15-1256	Software Developers Quality Assurance Analysts and Testers	4	5	7	16	$101,982	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	6	7	0	13	$57,512	Bachelor's degree
15-1211	Computer Systems Analysts	2	3	5	10	$75,977	Bachelor's degree
27-1026	Merchandise Displayers and Window Trimmers	0	3	10	13	$35,162	High school diploma or equivalent
11-2021	Marketing Managers	2	1	8	11	$103,741	Bachelor's degree
27-3031	Public Relations Specialists	6	4	0	10	$46,829	Bachelor's degree

Social Work and Related Employer Market Demand

SOC Code	Occupation Title	LT[1]	ST[2]	Current Openings[3]	Total Demand Score	Median Annual Wage[4]	Degree Required
21-1021	Child, Family, and School Social Workers	4	5	7	16	$48,485	Bachelor's degree
21-1022	Healthcare Social Workers	2	4	8	14	$51,501	Master's degree
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	5	5	3	13	$48,477	Bachelor's degree

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)
1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2023-2025 round of projection data
3. Current Openings Score is based off of 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data for Southeast Region from the 2024 Edition of the Kansas Wage Survey

College of Arts and Sciences Employer Market Demand

Security, Law, and Emergency Services Employer Market Demand

Occupation Title	LT[1]	ST[2]	Current Openings[3]	Total Demand Score	Median Annual Wage[4]	Degree Required
Police and Sheriff's Patrol Officers	7	8	9	24	$45,123	Bachelor's degree
Correctional Officers and Jailers	6	6	8	20	$36,853	Associates degree
Emergency Medical Technicians and Paramedics	5	5	10	20	$34,149	Associates degree
Detectives and Criminal Investigators	2	2	10	14	$54,662	Bachelor's degree
Firefighters	6	6	0	12	$42,216	N.A.
First-Line Supervisors of Police and Detectives	4	5	2	11	$61,321	Bachelor's degree
Lawyers	4	3	3	10	$84,626	Professional degree
First-Line Supervisors of Firefighting and Prevention Workers	2	3	5	10	$57,960	Bachelor's degree

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2023-2025 round of projection data
3. Current Openings Score is based off of 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data for Southeast Region from the 2024 Edition of the Kansas Wage Survey

College of Arts and Sciences Employer Market Demand

Health & Bio Sciences Employer Market Demand

Occupation Title	LT[1]	ST[2]	Current Openings[3]	Total Demand Score	Median Annual Wage[4]	Degree Required
Registered Nurses	9	10	10	29	$64,908	Bachelor's degree
LPN	7	8	10	25	$50,838	Postsecondary
Medical and Health Services Managers	5	7	10	22	$91,491	Bachelor's degree
Nurse Practitioners	4	5	10	19	$117,161	Master's degree
Clinical Lab Techs	5	4	10	19	$58,833	Bachelor's degree
Physical Therapists	5	2	10	17	$96,995	Doctoral/Prof degree
Radiologic Technologists and Technicians	4	3	10	17	$65,706	Associate's degree
Pharmacists	4	3	9	16	$131,381	Doctoral/Prof degree
Speech-Language Pathologists	3	2	10	15	$81,142	Master's degree
Occupational Therapy Assistants	3	1	10	14	$65,450	Associate's degree
Physicians, All Other	2	1	10	13	$206,991	Doctoral/Prof degree
Occupational Therapists	2	1	10	13	$97,632	Master's degree
Phlebotomists	3	4	6	13	$31,336	Postsecondary
Physician Assistants	3	1	8	12	$133,668	Master's degree
Respiratory Therapists	3	2	7	12	$62,562	Associate's degree
Family Medicine Physicians	0	0	10	10	$228,040	Doctoral/Prof degree
Dentists, General	0	0	10	10	$125,498	Doctoral/Prof degree

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)
1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2023-2025 round of projection data
3. Current Openings Score is based off of 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data for Southeast Region from the 2024 Edition of the Kansas Wage Survey

Kelce College of Business (KCOB) Employer Market Demand

SOC Code	Occupation Title	LT[1]	ST[2]	Current Openings[3]	Total Demand Score	Median Annual Wage[4]	Degree Required
11-1021	General and Operations Managers	9	10	10	29	$77,298	Bachelor's degree
13-2011	Accountants and Auditors	9	9	10	28	$65,000	Bachelor's degree
11-3031	Financial Managers	6	6	10	22	$125,811	Bachelor's degree
13-1020	Buyers and Purchasing Agents	6	7	9	22	$60,066	Bachelor's degree
11-9198	Personal Service Managers	4	6	10	20	$65,678	Bachelor's degree
13-1071	Human Resources Specialists	6	7	7	20	$57,512	Bachelor's degree
11-1011	Chief Executives	5	6	7	18	$114,230	Bachelor's degree
13-2072	Loan Officers	5	6	6	17	$76,622	Bachelor's degree
13-1041	Compliance Officers	5	5	6	16	$50,918	Bachelor's degree
13-1198	Project Management Specialists	6	8	2	16	$67,379	Bachelor's degree
13-1111	Management Analysts	3	4	6	13	$69,098	Bachelor's degree
13-2052	Personal Financial Advisors	1	3	7	11	$78,482	Bachelor's degree
11-3010	Administrative Services and Facilities Managers	3	3	4	10	$105,947	Bachelor's degree
13-1151	Training and Development Specialists	4	6	0	10	$58,144	Bachelor's degree

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)

1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2023-2025 round of projection data
3. Current Openings Score is based off of 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data for Southeast Region from the 2024 Edition of the Kansas Wage Survey

College of Education Employer Market Demand

Occupation	Long Term[1]	Short Term[2]	Current Openings[3]	Demand Score	Median Wage[4]	Education
Secondary School Teachers [5]	9	10	10	29	$53,305	Bachelor's degree
Elementary School Teachers [5]	9	10	10	29	$50,047	Bachelor's degree
Coaches and Scouts	9	9	10	28	$46,680	Bachelor's degree
Librarians and Media Collections Specialists	6	5	0	11	$39,145	Master's degree
Middle School Teachers [5]	6	8	7	21	$53,204	Bachelor's degree
Tutors, Teachers, Instructors	5	6	9	20	$38,322	Bachelor's degree
Substitute Teachers	9	10	0	19	$30,308	Bachelor's degree
Education Administrators	5	5	8	18	$85,606	Master's degree
Educational, Guidance, Career Counselors/Advisors	5	5	7	17	$49,699	Master's degree
Preschool Teachers	5	4	7	16	$46,555	Associate's degree
Instructional Coordinators	4	3	7	14	$56,177	Master's degree
Mental Health Counselors	5	5	3	13	$48,477	Bachelor's degree
Ed Administrators, Postsecondary	5	3	4	12	$99,659	Master's degree
Special Education Teachers, Secondary	4	5	2	11	$83,340	Bachelor's degree

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)
1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2023-2025 round of projection data
3. Current Openings Score is based off of 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data for Southeast Region from the 2024 Edition of the Kansas Wage Survey
5. Does not include Special and Career/Technical Education

Crossland College of Technology Employer Market Demand/Salary

Occupation Title	LT[1]	ST[2]	Current Openings [3]	Total Demand Score	Median Annual Wage[4]
Operating Engineers, Construction	9	9	10	28	$45,251
Electricians	7	8	10	25	$58,017
Carpenters	8	8	7	23	$46,800
Construction Managers	5	6	6	17	$103,770
First-Line Supervisors of Construction	8	8	0	16	$63,365
Cost Estimators	5	5	2	12	$70,991
Civil Engineers	4	3	4	11	$78,917
First-Line Supervisors of Mechanics, Installers, Repairers	7	8	8	23	$70,831
Bus and Truck Mechanics and Diesel Engine Specialists	5	6	7	18	$52,764
Automotive Service Technicians and Mechanics	6	7	4	17	$42,490
Electrical and Electronic Engineering Technologists and Technicians	4	1	6	11	$69,014
Mobile Heavy Equipment Mechanics, Except Engines	4	4	2	10	$60,478

Source: Kansas Department of Labor, Labor Market Information Services (LMIS)
1. Long-term Projections Score is based off of the 2020-2030 round of projection data
2. Short-term Projections Score is based off of the 2023-2025 round of projection data
3. Current Openings Score is based off of 2024 Q2 advertised jobs on KLIC (klic.dol.ks.gov)
4. Wage data for Southeast Region from the 2024 Edition of the Kansas Wage Survey

Appendix E: Rubric Development Principles

STUDENT DEMAND DATA, WORKFORCE DEMAND DATA, KBOR REQUIREMENTS, and ROI (Cost, Impact, Value, Feasibility, Capacity)

1. High demand academic programming [Pitt State student applications, yield, and enrollment data]
   a. Enrollment Trends [KBOR 20th day data]
   b. Student Demand Summary [applications by program]

2. Kansas Department of Labor 2024 High Demand Occupations
   a. Excel Files with salaries and workforce demand index
   b. Regional and Statewide Demand Projections

3. United States Chamber of Commerce Data Reports (2022-2032)
   a. Health Care
   b. Transportation/Warehousing
   c. Information
   d. Professional/Business
   e. Financial Activities
   f. Education Services
   g. Leisure/Hospitality
   h. Construction
   i. Manufacturing

4. In-demand Skills [Forbes/Indeed Skill Demand Surveys 2022/2023 (present/future)]
   a. Digital and Data literacy (Cloud Computing, AI, Mobile App Development)
   b. Critical Thinking/Analysis
   c. Emotional Intelligence
   d. Creativity/Curiosity
   e. Collaboration
   f. Flexibility/Adaptability
   g. Leadership Skills/People Management
   h. Time Management
   i. Industrial Design/UX Design
   j. Blockchain
   k. SEO/SEM Marketing/Sales Management
   l. Audio/Video Production
   m. Translation

5. Academic Programs with KBOR recommended action plans [list below also includes programs identified by the PSU Academic Program Review Committee as being at-risk of not meeting the KBOR mandatory metrics]:
   a. Business Economics BBA
   b. Construction Engineering Tech BSET
   c. Electronic Engineering Tech BSET

      d.   Integrated Studies BIS
      e.   Manufacturing Engineering Tech BSET
      f.   Mathematics BS and MS
      g.   Moden Languages BA
      h.   Physics BS and MS
      i.   Polymer Chemistry BS
      j.   Automotive Technology BAS
      k.   Technology [CMCET] BAS
      l.   Technology [ETECH] BAS
      m. Accounting MPA
      n.   Chemistry MS
      o.   Education MS
      p.   Music MM
      q.   Women's and Gender Studies [Certificate]

6. KBOR Initiatives/Requirements

    A. Promising Practices to Improve Success

KBOR established expectations regarding adoption of practices in classrooms to reduce DFW rates and improve student success. Ongoing review of courses reveal continued concerns with high DFW rates that research demonstrates have significantly negative impacts on student retention and successful degree completion. We will continue to monitor the DFW rates and investigate solutions and interventions to improve student success.

    B. Program Assessment Metrics

Per KBOR website, "In 2022, the National Institute for Student Success (NISS) developed playbooks for each state university to help them close gaps for historically underserved populations." In Kansas, the following practices were required: centralized, professional advising, training and enhanced technology resources. In addition, the Kansas Micro-Internship program has launched and was designed to provide students with opportunities to gain real work experience on projects for Kansas employers; goal is to enable students to "build their resumes and enter the workforce after graduation better prepared to find a job and succeed immediately." (KBOR, Building a Future 2023 Report [rev'd], p. 16).

7. ROI [Tuition Revenue compared to Instructional Expenses] Data from 2023 academic year was shared during fall faculty meetings; updated data will be shared when available.