Pittsburg State University Performance Report AY 2021

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 *KBOR data*	Fall 2012 Cohort: 800/1,076 = 74.3% Fall 2013 Cohort: 816/1,128 = 72.3% Fall 2014 Cohort: 777/1,043 = 74.5% **Baseline: 2,393/3,247 = 73.7%**	640/865 = 74.0%	↑	596/790 = 75.4%	↑		
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013: 2.2186/3 = 74.0% AY 2014: 2.2789/3 = 76.0% AY 2015: 2.2349/3 = 74.5% **Baseline: 6.7324/9 = 74.8%**	69.1% (2.0736/3)	↓	71.7% (2.1507/3)	↓		
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	AY 2013: (3+1+2+1)/4 = 1.8 AY 2014: (2+2+1+2)/4 = 1.8 AY 2015: (2+3+1+1)/4 = 1.8 **Baseline: 21/12 = 1.8**	2.7 (3+3+2)/3	↓	3.0 (3+4+2)/3	↓		
4 Increase Credit Hours Completed through Distance Education	1	AY 2014: 18,493 AY 2015: 21,495 AY 2016: 22,234 **Baseline: 20,741**	40,229	↑	57,916	↑		
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013: 113 (of 1,051) AY 2014: 127 (of 1,136) AY 2015: 153 (of 1,218) **Baseline: 131**	151 (of 1,004)	↑	154 (of 942)	↑		
6 Increase Amount of Scholarship Funds Raised	3	AY 2013: $1,800,098 AY 2014: $2,232,575 AY 2015: $2,149,830 **Baseline: $2,060,834**	$6,189,950	↑	$8,325,772	↑		

Indicator 1: Increase First to Second Year Retention Rates
***Description*:** Retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester and returned and were enrolled on the 20th day of the next fall semester. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to targeting freshmen success and first to second year retention rates.

***Result*:** Performance above the baseline was achieved in AY 2021 through continued focus on proactive strategies that broadly address improving student success combined with targeted efforts that identify students experiencing academic difficulties and then providing on-time direct assistance and referrals to those students. The first term course launched in fall 2019 (Gorilla Gateway) was assessed, and the review resulted in several changes that were implemented in fall 2020. Learning communities in biology, communication, the College of Business, and School of Construction increased engagement with faculty and with students in the same or similar majors for these programs. Student Success Programs coordinated tutoring for challenging first-year courses, academic skills workshops, and peer mentoring for many students in the Gorilla Gateway class. The retention management system allowed instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations. An ongoing collaboration (Registrar, Student Success, Academic departments) to advise and enroll continuing students helps to address and overcome enrollment barriers.

Indicator 2: Increase Success in Student Learning: General Education Math Index
***Description*:** This indicator tracks success in meeting our math general education objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics.* Because math tends to have a higher rate of withdrawal, fails, and incompletes compared to many other general education courses, this index is calculated as a percentage of the passing rate in general education math courses combined with the mean of PSU's general education math rubric score.

***Result*:** The Index for AY 2021 improved by approximately 2 ½ percentage points as compared to AY 2020; however, the Index continues to perform below the initial level. It is worth noting, however, that every year the passing rate has increased since PSU began using the Math Index. The Math department has adopted several practices intended to increase student retention and success in all general education Math classes, especially College Algebra. This is further evidenced by the focus on College Algebra in the university's Quality Initiative for HLC.

Indicator 3: Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers
***Description*:** To determine relative rank among five identified peer institutions, four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., Integrated Postsecondary Education Data System, National Science Foundation), and the institutions were ranked on each variable. An average rank is computed to both establish baseline and measure annual progress.

***Result*:** PSU showed a decline in overall ranking compared to peer institutions. PSU continues to rank second in percentage of faculty with terminal degrees. This is below the baseline ranking in this area, resulting from a deliberate decision to hire more part-time faculty as a strategy to address continued financial pressures. For fall-to-fall retention rate of full-time first-time cohort, PSU continues to rank third compared to peer institutions. PSU's six-year graduation rate of first-time, full-time cohort, moved from a ranking of third to fourth, trading spots with one peer institution by a 1% difference. (Beginning in AY 2019 national, comparative data regarding research expenditures were no longer available, eliminating the ability to use that measure. PSU consistently ranked first in research expenditures when that data were available during the earlier years of the performance agreement.)

Indicator 4: Increase Credit Hours Completed through Distance Education
***Description*:** Growth in distance education opportunities for students is tracked using semester credit hours completed through online courses. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location.

Result: This indicator showed a dramatic increase from last year and is now approaching triple the baseline number. Over the last several years, the primary strategy for increasing number of distance education credits has been significant expansion of online programs, primarily graduate programs. However, in AY 2021, there was a significant increase in the number of distance education courses offered due to the pandemic. To support instruction of the increased number of online courses, PSU offered numerous COVID response training sessions through the Center for Teaching, Learning and Technology in the summer leading up to fall 2020. Nearly 300 faculty participated in these sessions. PSU also continues to incorporate Quality Matters in training opportunities and had 18 faculty complete training in AY 2021.

Indicator 5: Increase Number of Bachelor's Degrees Granted to Domestic Minorities
Description: This indicator tracks number of degrees awarded to domestic minority students, whether students started at PSU or transferred to us. Retention and completion initiatives center on collaborative efforts among the Academic Affairs and Student Life divisions.

Result: We continue to see a small incremental shift upward on the number of bachelor's degrees granted to domestic minorities as compared to the total number of graduates given our efforts to provide a transformational education, despite our students facing trauma associated with COVID 19 along with the racial discrimination being experienced in our country. We attribute much of this success to our faculty and staff who have exercised a high level of empathy for students who struggled academically and emotionally. The Office of Student Diversity and Student Success Programs continued to provide intervention programming and strategies to assist students in meeting their educational goals. The Tilford Group implemented a "Tilford Read" focusing on selecting a book for the campus to read and discuss surrounding national issues that our students are facing. Additionally, we credit our success to academic advisors being present with students and helping them understand the degree plan and academic success workshops. Our campus climate survey was released, and the data will be used to drive our decision making and the next strategic plan which will begin being written in fall 2022.

Indicator 6: Increase Amount of Scholarship Funds Raised
Description: This indicator tracks success in fundraising for student scholarships. The specific metric is cash gifts (i.e., planned gifts are not included) raised in the fiscal year which corresponds closely to the academic year.

Result: Scholarship funds raised total $6.26 million over baseline. The total does not include an additional amount of $61,600 documented in FY 2021 that are designated in planned gifts for scholarships to be realized in the future. One goal of the Proven.Promise.PittState. Capital Campaign was to raise $10 million for scholarships through FY 2021; the total raised was $31M.