

Pittsburg State University Performance Reports AY 2017 through AY 2020

Contact Person: Howard W. Smith Phone: 620-235-4009 email: hwsmith@pittstate.edu	Foresight Goal	Baseline Data to Establish Comparison for Agreement between University and Board of Regents	Reporting AY 2017 (SU16, FA16, SP17)		Reporting AY 2018 (SU17, FA17, SP18)		Reporting AY 2019 (SU18, FA18, SP19)		Reporting AY 2020 (SU19, FA19, SP20)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second Year Retention Rates	1 <i>KBOR data</i>	Baseline: 2,393/3,247 = 73.7%	73.7% (742/1,007)	↔	75.1% (740/986)	↑	705/957 = 73.7%	↔	640/865 = 74.0%	↑
2 Increase Success in Student Learning: General Education Math Index	2	Baseline: 6.7324/9 = 74.8%	70.31% (2.1094/3)	↓	71.93% (2.1578/3)	↓	68.6% (2.058/3)	↓	69.1% (2.0736/3)	↓
3 Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers	3	Baseline: 21/12 = 1.8	1.5 (1+3+1+1)/4	↑	2.0 (1+3+2+2)/4	↓	2.3* (3+2+2)/3	↓	2.7 (3+3+2)/3	↓
4 Increase Credit Hours Completed through Distance Education	1	Baseline: 20,741	28,086	↑	30,484	↑	38,066.5	↑	40,229	↑
5 Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	Baseline: 131	158 (of 1,231)	↑	157 (of 1,182)	↑	160 (of 1,125)	↑	151 (of 1,004)	↑
6 Increase Amount of Scholarship Funds Raised	3	Baseline: \$2,060,834	\$3,638,791	↑	\$5,574,431	↑	\$6,581,115	↑	\$6,189,950	↑

Student FTE Enrollment Data

	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
Pittsburg State University	6,690	6,455	6,235	6,138	5,805

Source: KHEDS Academic Year Collection

FTE Students: Student Credit Hours are converted to FTE by dividing by 15 per semester for undergraduate students and by 12 for graduate students.

University Financial Data

Pittsburg State University	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
State General Fund	35,146,028	34,564,703	35,351,930	37,337,660	36,997,875
Non-SGF State Funds	64,428,004	60,566,608	58,992,429	56,004,710	54,001,926
Federal Funds	11,161,222	10,880,147	10,994,012	12,632,357	21,742,243
Total	\$110,735,254	\$106,011,458	\$105,338,371	\$105,974,727	\$112,742,044

Source: Governor's Budget Reports and iBars data.

Pittsburg State University Performance Report AY 2020

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 just above the baseline was achieved in AY20 through an emphasis on proactive initiatives to broadly address improving student success, as well as targeted efforts to identify students who are experiencing academic challenges, and then providing on-time direct assistance and referrals to identified students. A newly redesigned first term course, peer mentoring for first-year students, learning communities in multiple areas (Biology, Communication, Geography, the College of Business, and new for fall 2019 - the School of Construction), tutoring for challenging first-year courses, and academic skills workshops are examples of PSU's proactive approach. Use of a retention management system allows instructors to provide an early alert with follow-up resources for students not meeting their academic or attendance expectations in the first three to eight weeks of the term. Programs traditionally offered face-to-face, such as student success counseling, academic advising, tutoring and academic skills workshops, were shifted to online delivery due to the pandemic in spring 2020. Early enrollment dates for fall and summer 2020 were delayed and then extended to allow additional time for faculty advisors, as well as students, to prepare to meet electronically.

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 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 gen ed Math classes, especially College Algebra. This is further evidenced by the focus on College Algebra in the university's Quality Initiative for the Higher Learning Commission (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. A major contributing factor continues to be a change in reporting at the national level. PSU consistently ranked first in research and development expenditures over the duration of the performance agreement, but comparative data are no longer available. PSU's six-year graduation rate of first-time, full-time cohort, moved from a ranking of second to third, trading spots with one peer institution by a 1% difference. 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. It is noted that PSU ranks in the top-half of all reported rankings of peer institutions, consistently ranking higher than the bottom half of the peer group.

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 an increase from last year and is now approaching double the baseline number. The primary strategy for increasing number of distance education credits has been significant expansion of online programs, primarily graduate programs. In addition, there has been significant enrollment growth in the online graduate programs. From AY19 to AY20, total graduate credit hour production increased by 20.7%. PSU continues to train faculty through its eLearning Academy that incorporates Quality Matters (QM), a national, faculty-centered, peer review process designed to certify the quality of online courses and online components. During AY20, an additional 16 faculty completed QM training.

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: Number of bachelor's degrees granted to domestic minorities was well above the established baseline, and the percentage of minority graduates as compared to the total number of graduates increased slightly from the previous year. Success initiatives continue to be centered on collaborative efforts among faculty advisors along with support from staff within the Office of Student Diversity and the Office of Student Success Programs, and from the Tilford Group on campus. These efforts include: support and tools to navigate a campus environment and become involved in student organizations; excellent academic advisement supported by annual advisor training campus-wide inclusive activities to support academic success, such as Diversity Brown Bags; mentoring activities from upperclassmen; and academic skills workshops. In AY 2020, planning commenced for a campus-wide diversity climate study to begin in fall 2020 as part of PSU's long-term strategic diversity plan.

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 \$4.13 million over baseline. The total does not include an additional amount of \$55,000 documented in FY20 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 FY21; PSU is on target to surpass that goal.