Emporia 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 Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students	1 (Cohort KBOR data)	Fall 2012 Cohort: 438/601 = 72.9% Fall 2013 Cohort: 485/668 = 72.6% Fall 2014 Cohort: 530/732 = 72.4% Baseline: 72.6% Selected Top Three Peers 2014 Avg. **Baseline: 76.7% Gap: 4.1%**	524/675 = 77.6% Top 3 Peers 2020 Avg. = 76.3% Gap = -1.3	↑	414/561 = 73.8% Top 3 Peers 2021 Avg. = 77.0% Gap = 3.2	↑		
2 Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students	2 (KBOR data)	Fall 2009 Cohort: 275/660 = 41.7% Fall 2010 Cohort: 270/616 = 43.8% Fall 2011 Cohort: 256/575 = 44.5% **Baseline: 801/1,851 = 43.3%**	(Fall 2014 Cohort) 339/732 = 46.3%	↑	(Fall 2015 Cohort) 365/731 = 49.9%	↑		
3 Increase Scholarship Funds raised	3	FY 2013: $2,565,418 FY 2014: $2,883,190 FY 2015: $2,733,495 **Baseline: $2,727,368**	$3,113,656	↑	$3,747,614	↑		
4 Increase enrollment for undergraduate traditional students ages 24 and younger	1	AY 2013: 3,203 AY 2014: 3,306 AY 2015: 3,355 **Baseline: 3,288**	2,876	↓	2,633	↓		
5 Increase performance of students on institutional assessments: core mathematical skills	2	Analytical Reasoning Skills Mean Score AY 2015: (n=106) 2.6 AY 2016: (n=127) 3.0 AY 2017: (n=122) 2.9 **Baseline: 2.8**	2.9 (n=102)	↑	3.1 (n=94)	↑		
6 Increase student credit hours (SCH) completed through Distance Education	1	AY 2013: 33,834 AY 2014: 36,173 AY 2015: 38,558 **Baseline: 36,188**	53,363	↑	63,650	↑		

Indicator 1: Close the gap between ESU and its top three peers for first to second year retention rates for the cohort of first-time, full-time, degree-seeking students

Description: Aligning with Foresight 2020 strategic goal one, ESU is committed to improving the first-to-second year retention rates of first-year, full-time students. Our goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of peers Pittsburg State University and University of Nebraska at Kearney, and aspirant peer, South Dakota State University (76.7%). We anticipate these retention rates stabilizing with incremental growth over time as improving student success is an institution-wide priority in *The Adaptive University* Strategic Plan, 2015-2025.

Result: The students who are attending college right now are committed to their journey and find value in higher education. Though there have been unusual situations and current events, students are seeking out and finding the support resources that we have increasingly made available. Our elevation of support services, including counseling, embedded tutors, and advisor assistance, plus greater utilization of our Early Alert and Care team programs have allowed us to be more proactive to student needs. In addition, an increase in governmental assistance has been valuable for the retention of our students and the additional dollars were used to provide students' assistance not previously offered.

Indicator 2: Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students

Description: Aligning with Foresight 2020 strategic goal 1 - Increasing Higher Education Attainment, Emporia State University (ESU) is focused on improving the six-year graduation rates for incoming student cohorts of first-time, full-time, degree-seeking students. As per our strategic plan goal 3, ESU contributes to enhancing the competitive role of Kansas by enrolling, retaining, and graduating students ready for life and career. A key performance indicator for ESU's strategic plan goal 3, is the tracking of six-year graduation rates for first-time, full-time degree-seeking cohorts.

Result: Annual improvement in our six-year graduation rate reflects institution-wide strategies dedicated to advising, academic support, enhanced scholarships, using the degree-works software to assist students in academic planning and scheduling, reducing major programs of study to 120-credit hours, and the integration of student success support services throughout the educational experience.

Indicator 3: Increase Scholarship Funds raised

Description: Aligning with Foresight 2020 strategic goal three, Emporia State University seeks to increase scholarship funds raised on an annual basis to support student success. This indicator tracks success in increasing funding available for student scholarships. The specific metric is cash gifts (i.e., planned gifts are not included) raised in the fiscal year, which corresponds closely to the academic year. The Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

Result: Emporia State University exceeded the baseline and achieved a year-over-year increase in non-deferred scholarship contributions by $633,958 (20.4%). This outperformance was due in part to the realization of several large, planned gifts benefiting scholarships, including four that were each greater than $100,000. We were also able to secure ten new scholarship gifts at or above the $50,000 level as a direct result of our development activity in support of the Together, Forward campaign. One key facet of the campaign is support for talent awards; that is, scholarships intended to help ESU recruit and retain talented artists, musicians, thespians, and student-athletes. We will continue to promote talent awards as a priority for private support as the campaign progresses.

Indicator 4: Increase enrollment for undergraduate traditional students ages 24 and younger

Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is focused on increasing enrollment among undergraduate traditional students while matching peer enrollment growth trends. Traditional students are defined as undergraduates, ages 24 and younger. Over the past three years, increasing ESU's enrollment numbers for traditional students has been a top priority. In a resource-scarce environment, growing enrollment advances Emporia

State University's mission and increases higher education attainment among Kansas citizens.

Result: ESU's greatest challenge right now is our decreasing enrollment trend for undergraduate students. Despite the declining number of traditional college-going students in the high school pipeline, the Admissions team has continued to utilize best recruiting practices and has explored new opportunities. ESU is partnering with the City of Emporia, Lyon County, and the ESU Foundation on strategic enrollment initiatives including elevating our E-Sports and Disc Golf student clubs, dedicating more resources to our Basic Needs initiative, and providing scholarships for new transfer students living on-campus in residence halls. We have just launched a Strategic Enrollment Management Plan that reviews and examines recruitment staff and engages the entire campus including academic departments and programs, marketing, administration and finance, and student affairs units which all have roles in our strategic recruitment efforts.

Indicator 5: Increase performance of students on institutional assessments: core mathematical skills
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the American Association of Colleges & Universities Quantitative Literacy Value Rubric to evaluate student works. This course-embedded direct assessment measures student learning of analytical reasoning skills. Annually, a random collection of student works from multiple sections of college algebra is evaluated for application, calculation, interpretation, and representation skills as evidenced in four specific exams administered over the duration of the term. The exam content is dedicated to calculation skills (70%) and real-world application concepts (30%). On average, 19 course sections of college algebra yield a random sample of 119 students with a total of 476 tests scored.

Result: The initial random sample from sixteen sections of College Algebra resulted in 109 students selected, which was reduced to ninety-four students as the sample size was based on students' participation in all four exams used in the evaluation. The overall mean score was 3.1/4.0. Students scored highest in the Representation and Interpretation Skills categories as both scores were 3.2/4.0. The Calculation score was 3.1/4.0 and the Application score was 3.0/4.0. Overall, these findings confirm that our strategies were beneficial in improving students' scores. Combining improvement strategies for both representation and application by converting words into algebraic expressions with applications skills matching the conversion exercises was successful. And, as hypothesized led to improvements in both categories. The calculation score remains constant, and students appreciated the integration of competition into the classroom learning experience. Next year we will focus on the application dimension and on improving overall student learning in all four areas.

Indicator 6: Increase student credit hours (SCH) completed through distance education
Description: Continuous growth in distance education provides vital educational opportunities for Kansans by providing increased access to higher education while promoting technology-enhanced learning. ESU is employing targeted recruitment and enhanced technology to achieve growth in distance education, which is central to the university's overall growth strategy. The SCH figures used for measuring and reporting this metric are based on KBOR required reporting of academic year SCH totals which include combined undergraduate and graduate credit hour production.

Result: The increase in student credit hours (SCH) can be attributed to a variety of initiatives to increase our online presence and to better serve Kansas citizens who are place-bound and in need of distance education options. At the undergraduate level, we created a General Studies option and expanded our general education online options so students could fulfill all program requirements in that modality. At the graduate level, we followed three strategies to meet the needs of place-bound Kansas students: 1) the creation of four 18-hour certificates to serve the needs of teachers who fell short of Higher Learning Commission (HLC) requirements for graduate-level specialization to teach dual-credit courses or community college level courses; 2) the creation of new professional programs to meet areas of shortage within the state, including an Elementary Education program that allows career changers to access a master's degree and licensure, a Nursing program with concentrations in administration and teaching targeted to nurses working in rural hospitals, and an Information Technology program to train cybersecurity workers throughout the state; 3) developed accelerated online programs (AOP) to allow teachers and business professionals more flexible course dates (7-week blocks with 6-starts per year) to align with their busy lives. Our masters' programs in Accountancy, Business Administration, Curriculum and Instruction, and Educational Administration are our fastest-growing graduate programs.