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House Committee on Higher Education Budget
March 12, 2018

House Bill 2644

Chairman Jones and Members of the Committee, this testimony is submitted on behalf of the Regents System in support of House Bill 2644. This legislation was drafted at the request of the Board of Regents to clarify which statutory process should be used to assess performance of our public institutions of higher education.

In current law, there are two statutes addressing performance evaluation. The first was enacted in 1999 within the Higher Education Coordination Act to create a performance agreement process specifically designed for the postsecondary education system. The second was enacted in 2016 to create a new performance-based budgeting system for state government agencies. The Regents System is unique in that it is governed by both statutory processes.

To avoid implementing a second performance process, we request that the Regents universities be exempted from the performance-based budgeting system. It is a system simply not designed for institutions of higher education.

Program Service Inventory

2016 House Bill 2739 directs state agencies to create a program service inventory to include agency programs and subprograms by objective, function and purpose, among other requirements. The language in that legislation is well suited to those government agencies, such as the Kansas Department of Health & Environment, that have numerous, inter-related offices and programs with state and federal mandates.

Performance Agreements

In 1999, the Kansas Legislature enacted the Kansas Higher Education Coordination Act. Within that Act, K.S.A. 74-3202d established improvement plans for the public higher education institutions in Kansas and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance

agreements. Key to the agreements are the institutions' performance indicators. All public postsecondary institutions participate in this process—whether they are governed or coordinated by the Board of Regents.

The performance agreement process is one method by which the Board of Regents evaluates how well the institutions are performing on progress on benchmarks. The agreements are based on maintaining or improvement over the previous three-year average for each indicator chosen by the institution. Examples of benchmarks are attached for the state universities.

At least once every three years, institutions negotiate a new performance agreement with the Board. *Foresight 2020*, the Board's strategic plan for the System, provides the foundation for each institution's performance agreement.

The Board is also responsible for determining the amount of new state funds awarded, which is based on an institution's level of compliance with its performance agreement and the funds available for distribution. Institutions report annually on compliance with their agreements. The Board Academic Affairs Standing Committee reviews these reports, and the full Board acted on the most recent reports at its January 2018 meeting.

The Board's Foresight goals for attainment, aligning the Kansas postsecondary system with the state's economy, and ensuring university excellence have been the key drivers for the state universities for several years and progress against those goals is closely monitored. Detailed appendices of our Foresight report can be located on our website[1], and detailed interactive data sets are also available online[2].

In addition to performance agreements, academic programs must be reviewed on a regular basis. Through the program review process, the universities must evaluate each academic program as to the quality of the program (as assessed by the strengths, productivity and qualifications of the faculty, among other factors), demonstrated student need and employer demand for the program, and cost effectiveness.

Rather than instituting a new performance review process, making use of the system already in place (the Board's strategic plan, program review process, and performance indicators) would be the most efficient use of our limited resources.

Our request with this legislation is to clarify that the universities comply with the Board's long-standing process in lieu of this new one. Our Board of Regents and state universities are committed to seek best practices, to evaluate policies, to consider cost-saving measures, and to continue measuring progress toward Board strategic goals. Thank you for the opportunity to discuss this legislation with you.

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[1] https://kansasregents.org/about/foresight-2020
[2] https://submission.kansasregents.org/ibi_apps/bip/portal/KHERS

Act on Performance Agreements

Summary and Recommendations

In accordance with K.S.A. 74-3202d and the Board's Performance Agreement Guidelines and Procedures, thirty-three performance agreements are presented to the Board for action. The Board Academic Affairs Standing Committee (BAASC) recommends approval.   *(12/14/16)*

Background

K.S.A. 74-3202d provides that "the state board shall have authority to review and approve institutional improvement plans, and, on the basis of each plan, shall develop and implement a performance agreement with each postsecondary educational institution." In addition, "each postsecondary educational institution's receipt of new state funds shall be contingent on achieving compliance with its performance agreement."

All public institutions in Kansas developed a three year performance agreement. The agreements institutions developed are the result of an extensive review process that included substantial communication between Board staff and the individual schools. Major steps in the process include an initial review and subsequent analysis by a team of Academic Affairs directors and communication with each institution on how to strengthen the agreement. Proposed agreements were also reviewed by the Vice President for Academic Affairs before being sent to BAASC.

Because of the volume, the proposed agreements were electronically provided to the Board.

Recommendation

BAASC reviewed the 33 performance agreements at meetings held in August, October, and November, and recommends approval of agreements for institutions listed below:

Contact Person: Dr. David Cordle   Phone and email: dcordle@emporia.edu; 620-341-5171   Date: 08-09-2016

Emporia State University	Foresight Goals	3yr	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Close the gap between ESU and its top three peers for first to second year retention rates of the college-ready cohort.	1	2012 = 72.9% (438/601) 2013 = 72.6% (485/668) 2014 = 72.4% (530/732) 3-YR Avg. Baseline: 72.6% Selected (Top Three) Peers: 2014 Avg. Baseline: 76.7% Gap = 4.1%						
2. Performance of students on institutional assessments - core workplace skills: communication	2	CAAP Writing Skills AY 2013 = 63.4 AY 2014 = 63.1 AY 2015 = 64.0 Baseline: 63.5						
3. Increase Scholarship Funds Raised in each year in relation to the Baseline.	3	FY2013 = $2,565,418 FY2014 = $2,883,190 FY2015 = $2,733,495 Baseline: $2,727,368						
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	AY 2013 = 3,203 AY 2014 = 3,306 AY 2015 = 3,355 Baseline: 3,288						
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	CAAP Math Skills AY 2013 = 57.8 AY 2014 = 57.5 AY 2015 = 58.1 Baseline: 57.8						
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188						

Emporia State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increasing first-to-second year retention rates of the college-ready cohort
Description: Aligning with Foresight 2020 strategic goal one, Emporia State University is committed to improving the first-to-second year retention rates of the college ready cohort defined specifically for this indicator as first-year, full-time students. ESU's goal is to close the 4.1% gap between ESU's (72.6%) baseline retention rate and the baseline rate of top peers (76.7%).
Rationale: First-to-second year retention is the foundation for overall student success. Accordingly, ESU has invested resources in improving advising, new student orientation, student support services, course analyses, and studying the demographics and prior academic preparation of our incoming students. Using retention as a peer comparison metric sets a goal to achieve at the highest levels.
Strategies: ESU aspires to close the gap by incrementally increasing retention rates from one year to the next. The Retention Action Team led by the Assistant VP for Academic Success contributes to the planning and implementation of strategic initiatives. The opening of the Academic Center for Excellence and Success (ACES) in the fall 2015 semester provides students access to learning and tutoring services in a newly developed center within the William Allen White Library. 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.

Indicator 2: Increase performance of students on institutional assessments: core communication skills
Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the CAAP Writing Skills module as one of the direct measures of student learning for written communication skills. The CAAP Writing Skills instrument measures the understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization, and style. All students are required to meet set threshold scores for admission into teacher education programs. The scores on this test module are generalizable and student motivation to perform is high stakes.
Rationale: The CAAP writing test is a research-based standardized assessment regarded as a valid and reliable measure of student attainment of the general education competencies in effective written communication. These skills are necessary for educational attainment regardless of discipline of study. Furthermore, these core workforce skills are essential to individual, workplace, and economic successes for the State.
Strategies: CAAP Writing Skills mean test scores provide a baseline for the generalizable skills of ESU students, meanwhile allowing for some benchmark comparisons with peer and national performances. In addition to the CAAP, composition faculty assess student's writing skills using course embedded assignments and rubrics scoring of student portfolios from both Composition I and Composition II courses. Having the ability to compare internal direct assessment data with CAAP data strengthens efforts to inform student learning improvements.

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. Not all of the dollars captured in this metric correspond directly to scholarships awarded in a given year, since some gifts will go to endowment.
Rationale: As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families.
Strategies: Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

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.

Rationale: 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.

Strategies: Strategies for increasing enrollment include the hiring of site-specific admissions counselors for Wichita and Kansas City, and expansion of the Corky Plus program (which charges in-state tuition to residents of five Missouri counties bordering the greater Kansas City metropolitan area) to residents of twenty counties in Oklahoma.

Indicator 5: Increase performance of students on institutional assessments: core mathematics skills

Description: Aligning with Foresight 2020 strategic goal two, Emporia State University uses the CAAP mathematics test score as one of its direct measures of student learning for analytical reasoning skills. The CAAP Mathematics Skills instrument emphasizes quantitative reasoning while measuring student's proficiency in solving mathematical problems encountered in many postsecondary curricula. All students are required to meet set threshold scores for admittance in all teacher education programs. The scores are considered generalizable and student motivation to perform is high stakes.

Rationale: The CAAP mathematics test is a research-based standardized assessment regarded as a valid and reliable measure of student attainment of the general education competencies in mathematical problem solving. Complementary to communication skills, core mathematics skills enable ESU graduates to make significant workforce contributions in many settings, including those in STEM. Mathematical competence and related analytical skills contribute to individual well-being and economic success for the State and its citizens.

Strategies: CAAP Mathematics Skills mean test scores provide a baseline for the generalizable skills of ESU students, meanwhile allowing for some benchmark comparisons with peers and nationally. These scores are one measure used to inform curricular decisions for general education mathematics courses.

Indicator 6: Increase student credit hours (SCH) completed through distance education

Description: Continuous growth in distance education provides vital educational opportunities for many Kansans by providing increased access to higher education while promoting technology-enhanced learning. (Data book Table 2.3 Online and FTF Distance)

Rationale: Emporia State University is a leader in serving the needs of Kansans and the nation through distance education delivery. The quality and value of ESU's distance educational programs are widely recognized in many fields, particularly educator training. Relevant to ESU's total student credit hour production, graduate studies distance SCH's significantly contribute to these overall numbers. Specifically, this evidences the breadth and vitality of ESU's graduate distance programs.

Strategies: 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.

Fort Hays State University Performance Agreement 2017-2019 Attachment to Testimony: House Bill 2644   **Fall 2015 FTE: 9211**

Contact Person: Kristi Mills   **Phone and email: 785.628.4351, klmills@fhsu.edu**   **Date: 05/18/2016**

Fort Hays State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase first to second year retention rates	1	Fall 2013: 65.4% (621/949) Fall 2014: 67.2% (659/981) Fall 2015: 68.6% (669/975) Baseline: 67.1%						
2. Increase number of degrees awarded	1	AY2013: 3340 AY2014: 3252 AY2015: 3208 Baseline: 3267						
3. Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	3	AY2013: 92.5% (37/40) AY2014: 95.0% (38/40) AY2015: 95.0% (38/40) Baseline: 94.2%						
4. Increase number of students (age 25 and above) enrolled	1	AY2013: 5084 AY2014: 5468 AY2015: 5836 Baseline: 5463						
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447						
6. Increase SCH completed through distance education	2	AY2013: 129686 AY2014: 135172 AY2015: 144900 Baseline: 136586						

Fort Hays State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase first to second year retention rates

This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time degree-seeking freshmen students reported to IPEDS. The university selected this indicator due to its prominence as a KBOR Foresight 2020 goal and because historically we have lagged peers in retention. Our recent performance on this indicator shows yearly improvement which can be attributed to a more strategic focus on how we recruit, admit, and transition Freshmen students in that first-year. FHSU has taken substantive action to solidify our focus on the first-year transition of FR students. Notably, the university has taken several steps to build a First-Year Experience Program which helps FR students with transition events. In addition, the university initiated a Learning Community approach that has completed its fifth academic year and indicates positive results for these FR students. The University has also implemented Tiger IQ; an early alert system designed to flag students when their work falls below the established standard for attendance, performance, or participation in online or on-campus classes. In Spring, 2016, FHSU was selected to be one of 44 AASCU campuses to engage in a three-year project entitled "Re-Imagining the First Year". Important strategies include, but are not limited to: implementing co-requisite remediation for high DFWI courses, improved diagnostic assessments, policy audits, incentives for faculty to improve first-year instruction, implementing Predictive Analytics Reporting (PAR) student-success intervention measurement tool this fall, and 2nd year learning communities. Lastly, the new admissions policies set by KBOR have shown no discernable effect on our retention rates thus far.

Indicator 2: Increase number of degrees awarded

This indicator is a count of the number of degrees awarded during a fiscal year, including, undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. One unmistakable focus of Foresight 2020 is the concerted push to matriculate a larger number Kansans through quality workforce-focused programs. At FHSU, a great number of graduates come from in-demand programs with immediate workforce application (i.e., teacher education, nursing, business, information networking, and justice studies). While our enrollment growth has slowed, particularly with our international partners, and represents the slight decrease in number of graduates with the understanding that program completion lags behind enrollment growth by a number of years – even longer given our success within the distance education demographic. The University's recently expanded Student Engagement and Advising Center was implemented to focus on student retention and graduation. FHSU has also added process improvements to better serve international student enrollment and program completion by hiring a new Executive Dean of Academic Affairs, Asia Operations who is stationed in China.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by USNWR as compared to KBOR peers

This indicator is the percent of degree programs for which FHSU ranks higher in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs) as compared to the approved KBOR peer list (Eastern Washington Univ, Northwest Missouri State Univ, Northeastern State Univ (OK), Univ of Central Missouri, Univ of Nebraska-Kearney, Southeast Missouri State Univ, Troy Univ, Colorado Mesa Univ, Tarleton State Univ, and Morehead State Univ). Specifically, this indicator is the percent of degree programs FHSU ranks above in the USNWR ranking of online degree programs across all four areas (online graduate education programs, online graduate nursing programs, online graduate business programs, and online bachelors programs). With our history of success operating distance education programs, this ranking system represents a quality indicator which is well aligned to our strategic niche. While the USNWR ranking of online degree programs is of recent origin, there has been good thought put into the criteria which manufacture the comparisons. The combination of access/quality criteria elevate the USNWR rankings above competitors like GetEducated.com which tend to weight access and affordability over other indicators.

Indicator 4: Increase number of students (age 25 and above) enrolled

This indicator is a count of the number of students age 25 and above enrolled at FHSU on the 20th day fall semester. FHSU has long been a favorite institution for non-traditional adult learners, and our success in distance education is largely directed toward this demographic. As foresight 2020 intimates, this is a critical demographic to target due to their immediate connection to the existing workforce – this demographic is likely getting credentialed to improve their position with the workforce. FHSU has added several process improvements to better serve adult learners, including our recently expanded Student Engagement and Advising Center and expansion of the number of workforce-focused degree programs available online.

Indicator 5: Increase number of degrees awarded in STEM fields

This indicator is an AY count of the number of degrees awarded in STEM fields. FHSU continues to show strong performance in this area largely because of three initiatives. First, FHSU is the designated institution for the Kansas Academy of Mathematics and Science (KAMS) which now serves over 80 high school students. Their curriculum is tightly focused on science and mathematics. Many KAMS graduates stay at FHSU to complete degrees in science related areas. Second, FHSU has been an active participant in STEM initiatives at the undergraduate level. Nearly all of our STEM graduates participate in undergraduate research projects. Finally, FHSU has a successful information networking and information assurance degree program. Recently FHSU added a College of Science, Technology, and Mathematics which is currently growing a student base.

Indicator 6: Increase SCH completed through distance education

This indicator is a FY count of the number of credit hours successfully completed through our Virtual College. FHSU continues to make great advances in distance education. This indicator signifies our strategic commitment to distance learners. Specifically, this indicator looks only at the number of credit hours completed with a passing grade. Moving this indicator is possible through a comprehensive online course development process which assures adherence to high levels of academic quality in the virtual environment.

Kansas State University Performance Agreement 2017-2019 Attachment to Testimony: House Bill 2644   **Fall 2015 FTE: 21,119**

Contact Person: Brian Niehoff   **Phone and email: 785-532-4797 niehoff@ksu.edu**   **Date: May 5, 2016**

Kansas State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase 1st to 2nd year Retention	1	AY 2013 = 81.2% (3081/3794) AY 2014 = 83.3% (3128/3755) AY 2015 = 83.4% (3077/3688) Baseline: 82.6%						
2. Increase Number of Degrees and Certificates awarded	1	AY 2013 = 5,347 AY 2014 = 5,325 AY 2015 = 5,461 Baseline: 5,377						
3. Increasing Rank for Total Research Expenditures	3	FY 2012 = $154.9M, control rank = 71 FY 2013 = $163.5M, control rank = 71 FY 2014 = $169.9M, control rank = 70 Baseline: rank average = 70.7						
4. Increase Rank for Annual Giving	3	FY 2012 = $66.9M, control rank = 61 FY 2013 = $75.4M, control rank = 56 FY 2014 = $108.1M, control rank = 37 Baseline: rank average = 51.3						
5. Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500						
6. Increase percent of degrees and certificates awarded in STEM fields	2	AY 2013 = 37.5% (2004/5347) AY 2014 = 37.4% (1993/5325) AY 2015 = 38.4% (2096/5461) Baseline: 37.8%						

Kansas State University Performance Agreement 2017-2019 Narrative

Indicator 1:   Increase 1ˢᵗ to 2ⁿᵈ year retention rates
This indicator is the percent of full-time first-time freshmen who return to K-State for their second year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. This is one of K-State's key metrics for the K-State 2025 strategic plan. Our most recent retention rates demonstrate that the programs and initiatives that have been implemented are working to retain students and help them succeed in their academic work. Such programs as our first-year seminar program, academic living communities, more training and assistance for advisers, and an early warning system designed to alert departments and advisors of students who are experiencing academic challenges early in the semester, are all providing improved support for students. We continue to seek funding for more and larger scholarship packages for incoming freshmen as well as those who are sophomores, juniors and seniors. We continue to provide additional assistance to those students who are admitted through the exception window.

Indicator 2:   Increase number of degrees and certificates awarded
This indicator is a count of the number of degrees awarded during the year. The data are submitted to the Kansas Board of Regents and included in the annual Foresight 2020 report. As we work to improve our graduation rates, we expect the number of degrees and certificates awarded to increase each year.   As noted above in Indicator #1, we have implemented a number of programs that support student success in first-to-second-year retention, with additional enhancements for students beyond their first year, including specific support for second-year students, increased scholarship opportunities for upperclassmen, and a variety of mentoring programs for students. We are also making enhancements to our summer school program to better support students in their progress toward their degree completion. One strategy is to monitor "high-demand" classes during the fall and spring, and assure that those classes will be available in the summer session.

Indicator 3: Increase Rank of K-State on total research expenditures
This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the NSF. The final rank used is from the Arizona State University Center for Measuring University Performance annual publication. This indicator is another key metric for the K-State 2025 strategic plan, and there are a number of factors that are expected to contribute to an increase in total research expenditures, including the growth in research at the Biosecurity Research Institute and the eventual construction of NBAF. Colleges and departments are actively focused on recruitment of faculty who have successful grant funding experience.

Indicator 4: Increase Rank of K-State on annual giving
This indicator is the rank for the amount of expendable contributions (not endowed) made each year to the university through the K-State Foundation. Where endowed funds are placed into accounts and the university is able to spend only a portion of the interest earned on the money, expendable contributions are able to be used immediately, usually for purposes specified by the donor. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance annual publication. This will be an important metric as we move forward in our fund-raising efforts. We have raised about $886M toward our $1B goal of our Inspiration and Innovation fundraising campaign, and expect annual giving to increase steadily in the coming years. Much effort has been devoted over the past year to provide opportunities for deans and department heads to expand their knowledge of the fundraising process.

Indicator 5: Increase number of historically under-represented students receiving degrees
This indicator is the count of degrees awarded to students from historically underrepresented groups during the year. The count includes both graduate and undergraduate degrees. Diversity is one of the common elements of K-State 2025, and it is integrated into all seven themes in K- State 2025. Thus, we are very interested in tracking our progress in this area.   Underrepresented groups include Blacks, Hispanics, Native Americans, Hawaiians/Pacific Islanders, and Multi-racial. Over the past number of years, we have recruited and admitted an increasing number of freshmen as well as transfer students from underrepresented

groups. We also have initiated a number of programs aimed at assisting students from historically underrepresented domestic groups with their transition to college, providing opportunities for them to gain research experience and to interact with student and faculty mentors. These and other programs will continue to increase the recruitment and retention of these groups of students in the future. The indicator is an assessment of our ultimate success in helping the students to degree completion.

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields
This indicator is calculated using the total number of degrees and certificates awarded in STEM fields (using the Kansas Board of Regents' definition of STEM fields) divided by the total of degrees and certificates awarded over an entire academic year. Based on the Vision 2020 plan for the Kansas Board of Regents, STEM education is an important element that will drive the Kansas workforce needs in the future. Kansas State University has been participating in the University Engineering Initiative Act for five years, and enrollments in Engineering have increased steadily during that time. This trend is expected to continue. In addition, the College of Engineering has increased its retention rates through a variety of programs, and has recently launched their own Academic Success Center to provide mentoring, advising, and training needed to continue on their paths toward an engineering degree, as well as a post-graduate career. In addition, many STEM fields outside of engineering participate in a variety of student success initiatives, including enhanced advising, undergraduate research programs, and improved access to tutoring, all of which tend to assist students in completing their degree programs.

Pittsburg State University Performance Agreement 2017-2019
Contact Person: Lynette Olson   Phone and email: 620-235-4113 or lolson@pittstate.edu

Fall 2015 FTE: 6,771
Date: June 20, 2016

Pittsburg State University	Foresight Goal	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase First to Second Year Retention Rates	1	2012 Cohort = 800/1076=74.3% 2013 Cohort = 816/1128=72.3% 2014 Cohort = 777/1043=74.5% Baseline: 73.7%						
2. Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%						
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: 1.8						
4. Increase Credit Hours Completed through Distance Education	1	AY 2014 = 18,493 AY 2015 = 21,495 AY 2016 = 22,234 Baseline: 20,741						
5. Increase Number of Bachelor's Degrees Granted to Domestic Minorities	1	AY 2013 = 113 (of 1051) AY 2014: 127 (of 1136) AY 2015: 153 (of 1218) Baseline: 131						
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						

Pittsburg State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase First to Second Year Retention Rates

An ongoing indicator in our performance agreements has been first to second year retention. The retention rate is calculated by determining the number of full-time, first-time bachelor's (or equivalent) degree-seeking undergraduate students who were enrolled on the 20th day of a fall semester who returned and were enrolled on the 20th day of the next fall semester (e.g., fall 2016 to fall 2017). PSU has been and continues to be a predominantly residential campus that enrolls a significant number of traditional aged, direct from high school students. We include this indicator because both nationally and at PSU, approximately half of new first-year students who do not graduate from the institution leave during or after their first year. Improving on this indicator will lead to improvement on another Goal I indicator, six year graduation rate. PSU is currently in the process of using results from a recent extensive analysis of student retention data and student survey results to develop a comprehensive plan to increase student retention, initially targeting freshmen success and first to second year retention rates.

Indicator 2: Increase Success in Student Learning: General Education Math Index

PSU will track level of success in meeting our math general education student learning objective: *Demonstrate the ability to formulate and solve problems using the tools of mathematics.* Because math general education courses tend to have a higher rate of withdrawal and incompletes compared to many other general education courses, this index measures the two primary variables for student achievement in general education math courses, specifically, completion of the course with a passing grade and scoring at the Meets or Exceeds Expectations level on the department's standing assessment rubric. The index is calculated as a percentage of the passing rate in general education math courses combined with the mean rubric score. The math rubric was developed in 2012 by a campus-wide task force. In addition, rate of drops, failing grades, withdrawals, and incompletes, (DFWIs) in required general education courses is one of the strongest predictors of degree completion at PSU. Currently, PSU is involved in a major student success initiative, addressing factors that increase likelihood of successfully completing a degree and entering the workforce. Math is targeted initially as it has one of the highest student enrollments along with one of the lowest rates of success of all general education courses at PSU.

Indicator 3: Maintain or Improve Ranking on Quality Measures (retention, graduation, research expenditures and faculty qualifications) among Peers

To determine relative rank among five peers (those institutions considered to be comparable in enrollment, location, resources, student profile, etc.), four variables generally accepted as measures of institutional quality were identified, data were compiled from reputable, external sources (e.g., IPEDS, NSF), and the institutions were ranked on each variable. An average rank was then computed to establish the baseline. The four quality measures are: first to second year retention, six-year graduation rate, percentage of full-time faculty with terminal degrees and research expenditures. Responding to a charge from the Kansas Board of Regents, the University has gone through a thoughtful, data informed process to develop sets of both peer and aspirant institutions by which to benchmark progress on a number of quality measures. University initiatives are directed toward improving the University's performance on all four measures.

Indicator 4: Increase Credit Hours Completed through Distance Education

This indicator assesses growth in distance education opportunities for students by tracking semester credit hours completed through online courses. Using the credit hour metric will allow us to account for expansion of both individual course offerings and degree programs. Providing greater opportunity for online learning is important to address the needs of students whose circumstances do not allow them to attend classes at a physical location or who find online courses their preferred way of learning. It is widely understood that PSU must become more aggressive in the highly competitive online environment. Resources have been allocated and strategies developed to support expansion of online offerings. Faculty professional development and training in online instruction is at the core of this initiative. Over the span of this agreement, PSU will market the twenty current online degree and certificate programs to increase enrollment, expand individual course offerings so that students can complete all general education courses online and add at least one undergraduate and one graduate program for complete online delivery.

Indicator 5: Increase Number of Bachelor's Degrees Granted to Domestic Minorities

This indicator tracks increases in the number of degrees awarded to domestic minority students, whether students started at PSU or matriculated at another institution and transferred to us. In recent performance agreements, our focus has been on access as measured by increases in applications and headcount enrollment of domestic minorities. Our enrollment has increased significantly as we strive to mirror the demographic profile of the state. Though we will continue outreach efforts to attract more domestic minority students to the University, this indicator shifts the focus to student success and completion, a logical next step. Retention and completion initiatives will center on collaborative efforts among the Student Life Division, the Office of Student Diversity, Student Success Programs and faculty advisors in the academic programs. These efforts will include careful attention to major selection, course placement and curriculum planning, as well as proactive measures to encourage success in the classroom and beyond. Examples of these efforts include early alert, academic advising, degree checks, financial aid workshops, and mentoring.

Indicator 6: Increase Amount of Scholarship Funds Raised

This indicator will track 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. As state support has diminished and tuition has increased to fill the funding gap, an additional financial burden has fallen on students and their families. A three-year scholarship campaign, *Pathways to PSU*, concluded on June 30, 2014. The campaign goal was to raise $12 million for new scholarships; the total raised was $13.1 million. The current capital campaign, Proven.Promise.PittState., also has a scholarship component; to raise an additional $8 million for scholarships through FY18.

University of Kansas Performance Agreement 2017-2019

Contact Person: Neeli Bendapudi

Phone and email: 785-864-4904/ neeli@ku.edu

Fall 2015 FTE: 22,627

Date: 6/13/16

University of Kansas	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Degrees Awarded	1	AY 2013 6196 AY 2014 5953 AY 2015 5768 Baseline: 5972						
2. Increase First to Second Year Retention Rates	1	AY 2013 80.0% (2989/3736) AY 2014 80.5% (3191/3964) AY 2015 80.1% (3237/4043) Baseline: 80.2%						
3. Increase Percent of Degrees Awarded in STEM Fields	2	AY 2013 29.0% (1799/6196) AY 2014 28.5% (1697/5953) AY 2015 28.9% (1669/5768) Baseline: 28.8%						
4. Federally Financed Research and Development Expenditures Ranking among public institutions	3	FY 2012 38th FY 2013 38th FY 2014 38th Baseline: 38th						
5. Increase Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)	2	FY 2013 930 FY 2014 1199 FY 2015 1257 Baseline: 1129						
6. Increase Level of Philanthropic Support	3	FY 2013 $169 M FY 2014 $162 M FY 2015 $220 M Baseline: $183.7 M						

University of Kansas Performance Agreement 2017-2019 Narrative

Indicator 1: Number of Degrees Awarded
- This indicator records the number of degrees that are conferred.
- The degrees we award represent KU's greatest contribution to the State of Kansas, our graduates.
- The Vice Provost of Undergraduate Studies provides leadership to improve our students undergraduate experience and the quality of our undergraduate education. This unit oversees the KU Core curriculum, experiential learning, first-year experience, and academic support services, including the undergraduate advising center, the academic achievement and access center, the writing center, and the career center. The undergraduate core curriculum significantly reduces the number of general education course requirements and better enables students to focus on fundamental skills, building a broad background of knowledge, generating opportunities for blending and creating ideas, strengthening an appreciation of cultural and global diversity, and cultivating ethical integrity. By improving the student experience we hope to improve our retention rate and ultimately the number of degrees awarded.

Indicator 2: First to Second Year Retention Rates
- This indicator records the percent of first-time, full-time freshmen who are retained after one year.
- Successful completion of the first year is critical to continuing enrollment and eventual graduation. This period is when more students discontinue their studies than any other.
- Retention efforts include orientation seminars for freshmen and at-risk students, use of an academic early warning system, freshman seminars with 19 or fewer students taught by senior faculty, HAWKLink, freshman tutoring, supplemental instruction, (co)curriculum mapping, and significant course redesign to engage students in deeper learning and ultimate success.

Indicator 3: Percent of Degrees Awarded in STEM Fields
- This indicator records the percent of students who earned degrees in science, technology, engineering, or mathematics fields.
- STEM education is crucial for Kansas workforce development to meet the needs of the state economy.
- KU is working to increase the number of STEM degrees and certificates awarded by increasing the number of students entering the School of Engineering. KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we have added faculty to maintain the desirable student/faculty ratio, adding support staff to lead expansion of student recruitment, retention, and support activities, and added facilities that address high-tech research, classroom, and office space necessary for successful expansion.
- Redesign of basic science and mathematics courses will increase student success and graduation in science fields.

Indicator 4: Federally Financed Research and Development Expenditures Rankings among Public Institutions
- This is our ranking of the amount of federally financed research and development expenditures we receive compared with other national public universities based on the NSF survey.
- These rankings indicate the competitiveness of the research conducted by KU faculty and students, and demonstrate how KU's research strength is an asset for the state. The University supports the state's economy through discoveries in human health, education, energy and many other fields that generate prosperity and well-being for people across the state.
- We are working to improve our national reputation by highlighting the important research done at KU. We conduct more research than all other universities in Kansas combined. KU researchers are extremely active, competitive, and successful in obtaining external support for their work, reflecting a huge return on the state's investment in talented faculty. While the economic benefit of KU research in Kansas is clear, federal funding for research is expected to decline. Nonetheless, KU will continue work to remain competitive in the uncertain federal financial climate to maintain our ranking.

Indicator 5: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)
• The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the University's research discovery and innovation is brought to the public.
• One of KU's *Bold Aspirations* goals is to engage local, state, national, and global communities as partners in scholarly activities that have direct public impact. A strategy to help achieve this goal is to promote active entrepreneurship and vibrant external partnerships.
• This goal will be achieved through faculty training, strategy and planning sessions in support of company start-ups, faculty introductions to companies, and increasing industry visits.

Indicator 6: Philanthropic Support
• This indicator is the amount the KU Endowment Association (KUEA) annually reports in support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.
• Private support adds critical resources to the University in pursuit of the goal "to build a greater university than the state alone can build." This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
• KU Endowment publicly launched *Far Above: The Campaign for Kansas* in April 2012, a $1.2 billion comprehensive fundraising campaign which sought support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future. The philanthropic support generated from contributions to the KU Endowment during the *Far Above* campaign has positively impacted this indicator.

University of Kansas Medical Center Performance Agreement 2017-2019

Fall 2015 FTE: 3,089

Contact Person: Robert Klein | Phone and email: 913-588-1258 / rklein@kumc.edu | Date: 6/27/16

University of Kansas Medical Center	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase Number of Certificates and Degrees Awarded	1	AY 2013: 657 AY 2014: 742 AY 2015: 694 Baseline: 698						
2. Increase Percent of Certificates and Degrees Awarded in STEM Fields	2	AY 2013: 89.0% (585/657) AY 2014: 89.2% (662/742) AY 2015: 90.5% (628/694) Baseline: 89.6%						
3. Increase Number of Departments and Programs Achieving Selected National Rankings	3	CY 2013: 25 CY 2014: 28 CY 2015: 24 Baseline: 25						
4. Increase Number of Medical School Graduates (MDs)	2	AY 2013: 160 AY 2014: 187 AY 2015: 189 Baseline: 179						
5. Increase Percent of Practicing Physicians in Kansas trained at KUMC	2	CY 2012: 48.7% (3304/6786) CY 2013: 49.1% (3269/6652) CY 2014: 51.0% (3152/6134) Baseline: 49.6%						
6. Increase Commercialization and Entrepreneurship (e.g., license agreements &	2	FY 2013: 930 FY 2014: 1199 FY 2015: 1257 Baseline: 1129						
7. Increase Number of Students Participating in Interprofessional Education Opportunities	1	AY 2013: 1779 AY 2014: 1963 AY 2015: 2970 Baseline: 2237						

University of Kansas Medical Center Performance Agreement 2017-2019 Narrative

Indicator 1: Number of Certificates and Degrees Awarded

The indicator records the number of degrees and industry-recognized certificates awarded by the University of Kansas Medical Center (KUMC).

The total reflects the dedication of our faculty, students, and staff to provide the next generation of highly skilled physicians, nurses, health care professionals, and biomedical researchers.

Most degree programs at the Medical Center have capped enrollment. The intrinsic nature of medical and health care education requires large numbers of faculty to provide classroom instruction or to act as preceptors in the clinical setting. Enrollment is influenced by the availability and support of clinical and experiential sites, paid and volunteer faculty, as well as physical space on campus. Programs make efforts to respond to the growing health care needs of the population as resources allow. Recently our Doctor of Physical Therapy program increased its incoming class size by 50% (from 40 to 60) to help alleviate the shortages for highly trained physical therapists in the state and region.

Indicator 2: Percent of Certificates and Degrees Awarded in STEM Fields

The indicator records the percent of degrees and industry-recognized certificates awarded by KUMC in science, technology, engineering, or mathematics (STEM) fields, as broadly defined by the Board of Regents. The definition of STEM used by the Board of Regents includes the fields of medicine and nursing, hence a large percentage of the degrees granted by the schools at KUMC will be considered STEM.

STEM education is crucial for meeting the healthcare and technology needs of Kansas citizens and the regional population as a whole. Further, exceptionally prepared biomedical scientists are necessary to grow the pharmaceutical, bioscience, and clinical trial enterprises in Kansas.

Indicator 3: Number of Departments and Programs Achieving Selected National Rankings

The indicator is the number of departments and academic programs nationally recognized based upon the following aspirational criteria:

KU School of Medicine departments ranked in the top 25 of public U.S. medical schools receiving *National Institutes of Health* research funding.   In 2015, six departments met this goal, including Anatomy & Cell Biology (#6), Preventive Medicine & Public Health (#8), and Neurology (#8).

KU School of Nursing and School of Health Professions graduate programs within the top 25 of public institutions in the *U.S. News* Best Graduate Schools and Best Online Programs rankings. In 2015, four Health Professions graduate programs were in the top 25 (public), highlighted by Occupational Therapy at #2 and Audiology at #7. The Nursing master's program was #16 amongst public university online nursing programs.

The University of Kansas Hospital and KUMC's clinical departments within the top 50 in the *U.S. News* Best Hospitals rankings. In 2015, all 12 possible adult specialties achieved this recognition. In the top 30: Pulmonology (#17), Geriatrics (#17), Neurology & Neurosurgery (#19), Ear, Nose & Throat (#21), Diabetes/Endocrinology (#26), and Cardiology (#26).

The indicator encompasses the educational, research, and clinical missions of the Medical Center. Improving our recognition as a regional and national leader in healthcare and academic research is a high priority for us.

The Medical Center continues to promote and expand communication of the research and academic accomplishments of our faculty through enhanced presentations and participation in national and international meetings.

Indicator 4: Number of Medical School Graduates (MDs)

The indicator is the number of graduates from the MD program.

The Medical Center strives to train health care providers to meet current and projected health care needs in Kansas, including demand for physicians in Kansas, particularly in rural and underserved areas.

The KU School of Medicine had its first graduates in 2015 from the campus in Salina, where the program is aimed specifically at students with a desire for rural practice. The opening of the Health Education Building (HEB) in 2017 will allow for an updated medical curriculum emphasizing small-group, interdisciplinary studies and expanded simulation. The HEB and potential future expansion efforts in Wichita improves the ability of the School of Medicine to train additional medical students annually across the campuses.

Indicator 5: Percent of Practicing Physicians in Kansas Trained at KUMC

This indicator reports the percentage of practicing physicians with a known practice location in Kansas who completed either undergraduate medical education (MD) or graduate medical education (residency) at KUMC.

KUMC has risen to the challenge of addressing the national shortage of primary-care doctors and critical shortage of rural physicians. With the opening of the Salina campus and expansion in Wichita, KUMC desires to see more of its graduates practice in either underserved or rural areas in Kansas.

Studies indicate that the location of residency or fellowship training is a strong indicator of practice location. The KU School of Medicine educates over 800 medical residents and fellows per year.

Indicator 6: Commercialization and Entrepreneurship (e.g., license agreements & confidential disclosures)

The leading indicators of the university's knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes currently active confidential disclosure agreements, currently active inter-institutional agreements, currently active license agreements, new invention disclosures, and new material transfer agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the university's research discovery and innovation is brought to the public.

One of KU's *Bold Aspirations* goals is to engage local, state, national, and global communities as partners in scholarly activities that have direct public impact. A strategy to help achieve this goal is to promote active entrepreneurship and vibrant external partnerships.

This goal will be achieved through faculty training, strategy and planning sessions in support of company start-ups, faculty introductions to companies, and increasing industry visits.

Indicator 7: Number of Students Participating in Interprofessional Education Opportunities

This indicator reflects active student participation in interprofessional education (IPE) as measured by enrollment in coursework or educational programs with integrated IPE activities. Interprofessional education occurs when two or more professions learn with each other in a team environment to improve collaboration and the quality of care.

Evidence suggests that interprofessional teams enhance patient quality, lower costs, decrease patients' length of stay, and reduce medical errors. A major goal set by the National Institute of Medicine (2003, 2012) is to promote interdisciplinary teamwork as a core competency in patient-centered care. At KUMC, academic and clinical studies are designed for students from different health disciplines to learn together using simulation technologies and clinical practice environments. Facilitating these efforts is our Center for Interprofessional Education and Simulation.

In 2015, the Zamierowski Institute for Experiential Learning opened on campus, a collaboration between KU Hospital and KU Medical Center, which provides advanced health care simulation to ensure optimal clinical education and patient outcomes. The new Health Education Building will provide the educational space and technology for modern curricula with a focus on interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at KUMC and the KU School of Pharmacy.

Wichita State University Performance Agreement 2017-2019

Fall 2015 FTE: 14,017

Contact Person: Rick Muma   Phone and email: 316.978.5761 richard.muma@wichita.edu   Date: 06/16/2016

Wichita State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 AY2014: 3,087 AY2015: 2,975 Baseline: 3,020						
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) AY2014: 34.8% (1,074/3,087) AY2015: 38.5% (1,144/2,975) Baseline:35.4%(1,069/3,020)						
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: $25,306,000/ranking:1 AY2014: $28,797,000/ranking: 1 AY2015: $29,146,000/TBD Baseline: $27,750,000/ranking: 1						
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291						
5. Increase the second year retention rate of first-time/full-time freshmen	1	Fall 2012: 74.5% (954/1,280) Fall 2013: 74.6% (909/1,218) Fall 2014: 72.0% (996/1,384) Baseline: 73.6% (953/1,294)						
6. Increase the number of undergraduate Kansas resident degree seeking adult learner students ages 25-64	1	AY2013: 3,206 AY2014: 2,991 AY2015: 2,902 Baseline: 3,033						

Wichita State University Performance Agreement 2017-2019 Narrative

Indicator 1: Increase number of certificates and degrees awarded

Rationale: In concert with the primary objective of Foresight 2020, increasing degree completion, a student success initiative aimed at increasing degree completion (called the Graduation Partnership [GP]) will be the focus for this indicator.   It is also the focus of WSU's quality initiative for its upcoming accreditation reaffirmation by the Higher Learning Commission in 2016-2017.

Description: The GP is a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates and increasing the number of degrees awarded.

Data Collection: This will be based on the number of certificates and degrees awarded by academic year (summer, fall, and spring) as reported in the Kansas Postsecondary Database.

Indicator 2: Increase the percent of STEM degrees conferred

Rationale: A major initiative of Foresight 2020, increasing graduates with STEM credentials, provides the main rationale for this indicator. WSU is also the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. Activities aimed at increasing STEM graduates will be the focus for this indicator.

Description: Several initiatives are underway to increase the number of STEM discipline graduates. Funding from the State University Engineering Act has allowed the College of Engineering to hire additional faculty and support staff to allow increases in enrollment. Once students matriculate into engineering programs, the Engineering Student Success Center (ESSC) supports students towards their completion of an undergraduate degree. In partnership with engineering faculty and staff, the ESSC provides a personalized approach by offering a wide range of support services that help students achieve their academic and personal goals. Additionally, the ESSC has multiple programs targeted at encouraging the pipeline of K-12 students to enter engineering programs (e.g., summer camps, engineering educational development for students [SEEDS, Shocker MINDSTORMS, Kansas BEST Robotics], and Project Lead the Way). The Fairmount College Science and Math Education group in LAS oversee and operate initiatives to encourage enrollment in the natural sciences, the Kansas Science Olympiad, and the Kansas Junior Academy of Science.

Data Collection: This will be based on the number of STEM degrees awarded (by academic year: summer, fall, and spring) in STEM disciplines and reported as a percent of all undergraduate degrees awarded as reported in the Kansas Postsecondary Database.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry

Rationale: WSU has made a name for itself as a university-based research center, providing research, design, testing and certification to the aviation manufacturing industry. Enhancing industry-based research is one of the focuses of WSU's strategic plan and for this indicator.

Description: WSU has been ranked in the top 10 among all universities for aeronautical engineering R&D expenditures derived from industry for the past three years (according to the National Science Foundation's National Center for Science and Engineering Statistics). Our current and planned research initiatives focused in this area (industry supported research in engineering and the National Institute for Aviation Research – NIAR) are aimed at increasing industry-related research capacity and to maintain a top 10 ranking. The last year in which data were available [AY2014], WSU was ranked first according to National Science Foundation statistics with respect to aeronautical engineering industry supported research expenditures.

Data Collection: Data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)

Rationale: WSU is the most diverse public university in the state. Our goal is to not only further diversify the undergraduate student body so it is more reflective of the community we serve, but also work towards a higher degree completion rate among underrepresented minority (URM) graduates.

Description: Various initiatives are in place for this indicator to recruit, retain, and graduate more URMs including: 1) Providing special outreach to under-represented minority groups such as AVID, TRIO, GEAR UP and other pre-college access organizations, 2) hosting recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Providing Admissions Office personnel to offer bilingual services and oversee recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploying Admissions Office recruitment representatives to schools in highly diverse Kansas communities such as Wichita, Liberal, Garden City, Dodge City, and Kansas City, 5) collaborations amongst university departments to recruit and retain minority students through outreach and activities 6) Services provided by the Office of Diversity and Inclusion ranging from academic to cultural to social to outreach, all geared toward cultivating and sustaining an inclusive campus that strives for academic success, 7) Providing full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar, 8) Executing a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students, and 9) Offering transition programs for first generation students. Additionally, a retention scholarship in the amount of $500 is provided to underserved freshmen after their first semester if they reenroll in 12 hours the following semester and have a GPA of 2.5. The scholarship is renewable as long as minimum criteria are met.

Data Collection: Data collected for this purpose will include the number of undergraduate under-represented minority students (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander) receiving certificates and undergraduate degrees by academic year.

Indicator 5: Increase Second Year Retention Rate of First-Time/Full-Time Freshmen

Rationale: Retention of traditional UG students is a major focus on the WSU campus, Foresight 2020, and at the center of our plans for enrollment growth.

Description: Three main initiatives are the focus of this indicator and include: 1) The Graduation Partnership (GP), a campus-wide multi-pronged collaborative initiative (includes a student success course [first-year seminar], intrusive advising tools, supplemental instruction, tutoring services, and an early alert system [SEAS – Student Early Alert System]) aimed at increasing retention and graduation rates 10 percent by 2020. It is also the focus of WSU's quality initiative for its upcoming accreditation reaffirmation by the Higher Learning Commission in 2016-2017. 2) The University is developing a strategic enrollment plan, which includes enhancing and developing our retention efforts.

Data Collection: Data collection will be based on Integrated Postsecondary Education Data System (IPEDS) definition of first-time/full-time freshmen where an undergraduate new student ($\geq$ 12 hours) persists to the following fall semester and reported as a percent of the cohort of all IPEDS-based first-time/full-time freshmen. For AY 2017 the 2016 cohort will be measured, for 2018 the 2017 cohort will be measured, and 2019 the 2018 cohort will be measured. Our goal is to increase retention 10% by 2020, which requires a 0.8% increase per year.

Indicator 6: Increase the number of undergraduate Kansas degree seeking adult learner students ages 25-64

Rationale: This indicator focuses on our adult learner initiatives, which includes our degree completion and flexible learning programs aimed at increasing overall enrollment of the non-traditional adult learner.

Description: Our main degree completion program, called WSU complete, provides flexible programs (full-time or part-time) that start on 8-week cycles and is offered during the evening and weekends at WSU's west Wichita campus. Eligible students include those who are returning to college or transferring from another institution after a gap in their education. $2,500 scholarships (from the Osher Reentry Scholarship Program [part-time students can receive $1,500]) will be awarded to help undergraduate students who have experienced a five-year cumulative gap in their education re-enroll. Targeted marketing efforts for adult learners will also be implemented.   This initiative supports our goal to provide flexible opportunities for adult learners to obtain a college degree.

Data Collection: Data collection will be based on undergraduate KS resident student headcount of those aged 25-64 (i.e., number of unique heads during the AY).