

Emporia State University Performance Reports AY 2017 through AY 2020

Contact Person: George Arasimowicz Phone: 620-341-5171 email: garasimo@emporia.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 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)	Baseline: 76.7% Gap: 4.1%	485/663=73.2% Gap = 3.5%	↑	452/604=74.8% Gap = 1.9%	↑	503/656 = 76.7% Gap = 0.0%	↑	524/675 = 77.6% Gap = -1.3	↑
2 Annually increase the six-year graduation rate for the cohort of first-time, full-time, degree-seeking students	2 (KBOR data)	Baseline: 801/1,851 = 43.3%	New performance indicator for AY 2020		New performance indicator for AY 2020		New performance indicator for AY 2020		(Fall 2014 Cohort) 339/732 = 46.3%	↑
3 Increase Scholarship Funds raised	3	Baseline: \$2,727,368	\$3,616,623	↑	\$3,065,774	↑	\$2,557,233	↓	\$3,113,656	↑
4 Increase enrollment for undergraduate traditional students ages 24 and younger	1	Baseline: 3,288	3,249	↓	3,178	↓	3,152	↓	2,876	↓
5 Increase performance of students on institutional assessments: core mathematical skills	2	Baseline: 2.8 Analytical Reasoning Skills Mean Score	2.9 (n=122)	↑	2.8 (n=141)	↔	3.0 (n=121)	↑	2.9 (n=102)	↑
6 Increase student credit hours (SCH) completed through Distance Education	1	Baseline: 36,188	39,268	↑	42,516	↑	42,988	↑	53,363	↑

Student FTE Enrollment Data

	AY 2017	AY 2018	AY 2019	AY 2020	AY 2021
Emporia State University	5,000	4,909	4,891	4,934	4,999

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

Emporia State University	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
State General Fund	30,770,432	30,967,221	31,637,584	33,617,024	32,742,397
Non-SGF State Funds	50,767,499	48,419,259	51,889,889	53,810,540	57,113,599
Federal Funds	8,311,534	8,687,950	8,417,053	9,679,335	18,162,175
Total	\$89,849,465	\$88,074,430	\$91,944,526	\$97,106,899	\$108,018,171

Source: Governor's Budget Reports and iBars data.

Emporia State University Performance Report AY 2020

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: ESU continues to improve our record-setting retention rates. Programs and initiatives that continue to contribute to this improvement include: The Academic Center for Excellence and Success (peer tutoring, embedded tutoring in select general education courses, success coaching, and academic workshops), a first-year students Peer Mentoring program, a First-Generation organization with a First-Gen Learning Community, intentional outreach communication with students (texting and social media), and increases in campus-wide professional advising. ESU also engages the entire campus community in retention efforts. One vehicle is the Retention Action Team, a committee with campus-wide representation which engages in planning and implementing retention improvement strategies.

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: The continuous annual improvement in our six-year graduation rate reflects our institution-wide emphasis on advising, academic support, using the degree-works software to assist students in academic planning and scheduling, reducing major programs of study to the minimal 120-hour credit limits, 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. Emporia State University Foundation is focused on raising scholarship funding to fill this gap as a top strategic priority.

Result: During the 2020 fiscal year, 57% of all non-deferred giving was restricted for student financial aid. This represents the highest percentage of giving to student scholarships over the five-year reporting period. We attribute this to Emporia State's marketing and advancement efforts which have shared stories of individual students' success and their gratitude for private scholarship support; and which have thanked donors for their role in maintaining ESU's low rate of student loan debt. Recent national conversations around student loan debt may also have inspired some donors to direct their giving to student scholarships.

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: Like many institutions nationally, ESU is struggling with changing student demographics and society's perception and value of higher education. Regardless, strategies that we are implementing to combat those challenges include: increased partnerships (ex. Hispanic Development Fund and Hispanics of Today and Tomorrow), contracting a 3rd party marketing firm for large-scale marketing initiatives, implementation of a more dynamic admissions recruitment platform, more opportunities to visit campus (daily visit, Saturday Spotlight, Twilight Thursday, Black & Gold signature events) and collaborating with academic departments to engage with prospective students for their majors.

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 17 sections of College Algebra resulted in 136 students selected, which was narrowed to 102 based on students' participation in all 4 exams used in the evaluation. The overall mean score was 2.9/4.0. The Representation and Application category scores were both 2.7/4.0. The Interpretation skills score was 3.3/4.0 and the Calculation score was 3.0/4.0. Our findings showed that the representation and application scores were highly correlated, so we are combining improvement strategies by linking converting words into algebraic expressions with applications skills matching the conversion exercises. This approach should lead to improvements in both categories. Interpretation skills was a key focus from this past year, and the adaptations to the worksheet appear to be productive. However, we did discontinue the use of the flipgrid application due to low impact and grading inefficiencies. The calculation score remained constant, and students appreciated the online gaming approach to integrating competition into the classroom learning experience. Next year we will focus on improving overall student scores in the Representation and Application categories.

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. 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 placebound 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 placebound 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 degree 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.