BOARD OF REGENTS
PERFORMANCE AGREEMENTS

In 1999, the Kansas Legislature enacted the Kansas Higher Education Coordination Act and reorganized all postsecondary education institutions under the Kansas Board of Regents. 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. All 32 public postsecondary institutions participate in this process.

At least once every three years, the institutions negotiate a new performance agreement with the Board. The Board's strategic plan for the System provides the foundation for each institution's performance agreement. As the Board has adopted a new plan, *Building a Future*, updates to the performance agreements are underway to sync the agreements with the new plan.

The performance agreement process drives the Board of Regents' evaluation of how the institutions are performing against their benchmarks. The agreements are based on maintaining or improving over the previous three-year average for each indicator chosen by the institution. Every institution developed indicators that support the Board's strategic plan and established a baseline for each indicator. The Board approved the current performance agreements at the February 16, 2022 meeting.

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 their agreement metrics. In Summer 2022, institutions submitted performance reports covering Academic Year 2021. Any new funding awarded in FY 2024 will depend upon an institution's AY 2021 performance. The Board Academic Affairs Standing Committee has reviewed these reports as of January 11, 2023, and the full Board will act on the most recent reports at the January 18, 2023 meeting.

To be eligible for any new funding[1] appropriated, each institution must annually submit a report updating the Board on its progress toward meeting each of the indicators in its performance agreement. The Board evaluates this report each year and determines funding levels. Funding levels awarded in one reporting year do not affect funding levels in subsequent years.

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[1] Performance funding applies to the following line items: (1) State university and Washburn University operating grants; (2) community college, technical college, and Washburn Institute of Technology Postsecondary Tiered Technical State Aid and Non-Tiered Course Credit Hour Aid; (3) eligible institutions' Career Technical Education Capital Outlay Aid and Technology Grant Funding; (4) Tuition for Technical Education (secondary students); (5) Postsecondary Education Performance-Based Incentive Special Revenue Fund; and (6) any other state funding consistent with statutes. This provision would also apply to any new state funds received by any postsecondary institution under the original 1999 Senate Bill 345 provisions for 2% performance grant funding, codified in K.S.A. 76-771, should any such funds be appropriated.

The Board-approved Funding Guidelines award new funding based on three outcomes for the indicators in the performance agreement: (1) maintaining the baseline; (2) improving on the baseline; or (3) declining from the baseline, with credit given for maintaining or improving the baseline.

Awarding of new funds is currently based on the following levels of compliance:

- 100% of New Funding Available: The Board has determined the institution maintained the baseline or improved from the baseline in four or more of the indicators.

- 90% of New Funding Available: An institution will be awarded 90% of the new funding for which it is eligible if:
    - The institution has made a good faith effort;
    - The effort has resulted in the institution maintaining the baseline or improving from the baseline in three of indicators; and
    - The performance report includes specific plans for improvement.

- 75% of New Funding Available: An institution will be awarded 75% of the new funding for which it is eligible if:
    - The institution has made a good faith effort;
    - The effort has resulted in the institution maintaining the baseline or improving from the baseline in two of the indicators; and
    - The performance report includes specific plans for improvement.

- No New Funding Awarded: The institution did not make a good faith effort, as defined by:
    - Lacking an approved performance agreement;
    - Failing to submit a performance report; or
    - Maintaining or improving from the baseline in only one indicator, or none of the indicators.

In this process, "new funding" refers only to the increment of the change from one year to the next, not the entire amount. Over the course of when this process has been instituted, there have been 24 instances when an institution has had some money withheld.

The statutes originally provided a mechanism for the Board to grant additional amounts, up to 2% of the prior appropriation to institutions when they demonstrate effectiveness in complying with their role and mission and they meet or exceed the core indicators of qualify performance. The statutory provisions for the coordinated institutions were repealed in 2011 when the tiered and non-tiered state aid grants were created. The statute (KSA 76-711) still exists for the state universities, but no funding has ever been appropriated or awarded for this program.

The Performance Reports are available at:
https://kansasregents.org/academic_affairs/performance-agreements.

Emporia State University Performance Report AY 2021

AY 2021 FTE: 4,999
Date: 7/18/2022

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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.

Fort Hays State University Performance Report AY 2021

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates	1 *KBOR data*	Fall 2012 Cohort: 621/949 = 65.4% Fall 2013 Cohort: 659/981 = 67.2% Fall 2014 Cohort: 669/975 = 68.6% **Baseline: 1,949/2,905 = 67.1%**	732/935 = **78.3%**	↑	640/878 = 72.9%	↑		
2 Increase number of degrees awarded	1 *KBOR data*	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 **Baseline: 3,267**	3,941	↑	4,286	↑		
3 Increase percent of online degree programs for which FHSU ranks higher in U.S. News World Report as compared to KBOR peers	3	AY 2013: 37/40 = 92.5% AY 2014: 38/40 = 95.0% AY 2015: 38/40 = 95.0% **Baseline: 113/120 = 94.2%**	37/40 (92.5%)	↓	35/40 (87.5%)	↓		
4 Increase number of students (age 25 and above) enrolled	1	AY 2013: 5,084 AY 2014: 5,468 AY 2015: 5,836 **Baseline: 5,463**	5,935*	↑	5,695	↑		
5 Increase number of degrees awarded in STEM fields	2 *KBOR data*	AY 2013: 451 AY 2014: 447 AY 2015: 443 **Baseline: 447**	648	↑	753	↑		
6 Increase Credit Hours completed through distance education	1	AY 2013: 129,686 AY 2014: 135,172 AY 2015: 144,900 **Baseline: 136,586**	136,451*	↑	137,783	↑		

*Reflects corrections made by institution on 6/22/2022.

Fort Hays State University Performance Report AY 2021

Indicator 1:   Increase first to second year retention rates
Description: This indicator is the 20th day fall-to-fall retention percentage of first-time, full-time, degree seeking freshman students. This indicator was selected because it is a KBOR Foresight 2020 goal and because institutionally we have lagged behind peers on this metric.

Result: FHSU's performance on this indicator continues to well exceed the baseline. This success can be attributed to our ongoing focus on high-impact practices geared toward Freshmen in their first year at FHSU. Initiatives include the First-Year Experience Program, Learning Communities, and the Early Alert System. The University continues to implement co-requisite remediation for high DFWI courses (grades of D, F, Withdrawal, or Incomplete), diagnostic assessments, policy audits, faculty training, and promoting Learning Communities for second-year students, as well. Our move to a centralized advising model will also assist us in continuing to surpass our baseline indicator.

Indicator 2:   Increase number of degrees awarded
Description: This indicator is the number of degrees awarded during an academic year, including, undergraduate (Associates and Bachelors) and graduate (Masters and Education Specialists) degrees. Foresight 2020 has its focus on 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). Student completion through FHSU Online (formerly the Virtual College) continues to be a key strategic focus for the institution.

Result: Our performance on this indicator shows a trajectory of improvement, with the most recent figures indicating more than 1,000 degrees awarded above the baseline expectation with another record year of graduates. The University continues to focus on retention and graduation rates at all levels, with particular emphasis on efforts to better serve our international students both on campus and through our partnerships.

Indicator 3: Increase percent of online degree programs for which FHSU ranks higher by U. S. News World Report as compared to KBOR peers
Description: 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.

Result: Our performance on this metric was below the baseline; however, FHSU remains committed to always improving our program delivery across modalities. The University offers a variety of high-quality, low-cost undergraduate and graduate degrees in an online format specifically designed for adult learners. The indicator this year decreased to 35/40 (87.5%). We finished 1st among our peers for our online graduate nursing program, 4th among our peers on the MBA, and 2nd for our online bachelor's and online graduate education categories this year. FHSU continues to review the methodology of these ranking systems and look for ways to improve our program delivery for higher ranking. Our programs provide rich academic offerings in an online delivery mode specifically designed for adult learners. FHSU provides comprehensive learner support that includes personalized professional advising, free online tutoring, excellent library services, bookstore, financial aid programs, military support services, and more.

Indicator 4: Increase number of students (age 25 and above) enrolled
Description: This indicator is 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. This group 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.

Result: While we are down from the previous year, the number of students (age 25 and above) enrolled was maintained above the baseline. FHSU has added several process improvements to better serve adult learners, including the expansion of our professional advising and the number of workforce-focused degree programs available online. We strategically add and expand high-demand programs and are working on opportunities for students to complete their credentials more rapidly through short courses and other stackable credentials.

Indicator 5: Increase number of degrees awarded in STEM fields
Description: This indicator is an AY count of the number of degrees awarded in STEM fields (coded by particular CIPs). Historically, the University has positioned itself in the undergraduate STEM arena through our successful Kansas Academy of Mathematics and Science (developed as the statewide academy for top-performing high school juniors and seniors) and our strong programs in the sciences and technology. The University continues to improve our undergraduate programming in these areas, and expand our technology programs through distance education, when possible. Completion of STEM programs is a challenge nationally, but FHSU closely monitors student achievement in these areas through personalized advising and partnerships with industry to facilitate rapid student placement upon graduation.

Result: Once again, FHSU exceeded the baseline by more than 300 additional degrees awarded in STEM fields. Through initiatives such as the Kansas Academy of Mathematics and Science (KAMS) program serving Kansas high school students, as well as new curriculum development in STEM programs, the University actively seeks to increase STEM degree awards. Nearly all of our STEM graduates participate in undergraduate research projects. Our current Strategic Enrollment Plan also includes components focused on growing enrollment within the Werth College of Science, Technology, and Mathematics.

Indicator 6: Increase Credit Hours completed through distance education
Description: This indicator is a FY count of the number of credit hours successfully completed through FHSU Online. 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 online environment.

Result: The number of credit hours completed through distance education was maintained above the baseline. FHSU continues to make advances in online course development at both the undergraduate and graduate levels, and the University is committed to assuring a high level of academic quality across modalities. A comprehensive online course development and redevelopment process aids us in ensuring this high quality online education.

Kansas State University Performance Report AY 2021

AY 2021 FTE: 18,301
Date: 7/20/2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase First to Second year Retention rates	1 *KBOR data*	Fall 2012 Cohort: 3,081/3,794 = 81.2% Fall 2013 Cohort: 3,128/3,755 = 83.3% Fall 2014 Cohort: 3,077/3,688 = 83.4% **Baseline: 9,286/11,237 = 82.6%**	2,753/3,161 = 87.1%	↑	2,507/2,912 = 86.1%	↑		
2 Increase Number of Degrees and Certificates awarded	1 *KBOR data*	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 **Baseline: 5,060**	5,500	↑	5,228	↑		
3 Increase 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**	71	↓	$201.9M 68	↑		
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**	54	↓	$105.2M 54	↓		
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 **Baseline: 500**	740	↑	723	↑		
6 Increase percent of degrees and certificates awarded in STEM fields	2 *KBOR data*	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.9% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) **Baseline: 38.3% (5,819/15,179)**	2,667/5,500 = 48.5%	↑	2,427/5,228 = 46.4%	↑		

Kansas State University Performance Report AY 2021

Indicator 1:   Increase First to Second year Retention rates
Description: 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 the retention rates are calculated by KBOR staff. This is one of K-State's key metrics for the K-State 2025 strategic plan.

Result: Retention rate dipped slightly but is still significantly higher than the baseline level. The rate is expected to rise again this coming fall as a result of institutional wide efforts to improve student experience and success.

Indicator 2:   Increase number of degrees and certificates awarded
Description: This indicator is a count of the number of degrees and certificates awarded during the year. The data are submitted to the Kansas Board of Regents and calculated by KBOR staff.

Result: It is slightly lower than last academic year as a result of undergraduate enrollment decline in recent years, but still higher than historical 3-year average. Our Strategic Enrollment Plan (SEM) has brought the university together to increase our enrollment and we have seen some positive signs such as increase in out-of-state students, online students, transfer students, and enrollment on the K-State Salina campus. More interdisciplinary programs have been launched which will help create synergies among colleges and pathways for degree completion.

Indicator 3: Increase Rank for total research expenditures
Description: This indicator is the rank for total research expenditures from extramural funds awarded to K-State, as reported to the National Science Foundation. The final control rank is from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication. This indicator is another key metric for the K-State 2025 strategic plan. These rankings usually reflect a 2-3-year lag.

Result: Our ranking of 68th place is higher than the baseline level and also moved K-State higher from last year's 71st place. Under an extremely competitive environment of winning research grants, it is laudable for the faculty and researchers at K-State to gain solid ground at the national level.

Indicator 4: Increase Rank for annual giving
Description: 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 control rank) are from the University of Massachusetts, Amherst Center for Measuring University Performance annual publication.

Result: In recent years, our annual giving has been trending more toward endowed gifts than expendable gifts. Since endowed gifts are not counted in this metric, it affects our ranking. Our three-year average annual giving of all types, including endowed gifts, reached an all-time high of $182M according to the most recent KSU Foundation Report (2021).

Indicator 5: Increase number of students from underrepresented groups receiving degrees
Description: 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.

Result: The number is slightly lower than last year but higher than historical average. Our university-wide emphases on improving diversity and inclusion, greater services to students from underrepresented minorities and first-generation students will continue to show positive outcomes.

Indicator 6: Increase percent of degrees and certificates awarded in STEM fields
Description: 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. The metric is derived by KBOR staff from data provided by K-State.

Result: The number remains steady at historically high level. More STEM programs will create greater opportunities to further increase the number of graduates from STEM fields.

Pittsburg State University Performance Report AY 2021

AY 2021 FTE: 5,805
Date: 7/5/2022

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

Pittsburg State University Performance Report AY 2021

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

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

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

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

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

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

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

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

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

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

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

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

University of Kansas and University of Kansas Medical Center
Performance Report AY 2021

Contact Person: Jean Redeker

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase Number of Certificates and Degrees Awarded (KU/KUMC)	1 *KBOR data*	AY 2013: 6,631 (=5,974 + 657) AY 2014: 6,513 (=5,771 + 742) AY 2015: 6,281 (=5,587 + 694) **Baseline: 6,475**	6,059 + 864 = 6,923	↑	5,965 + 850 = 6,815	↑		
2 Increase First to Second Year Retention Rates (KU)	1 *KBOR data*	Fall 2012 Cohort: 2,989/3,736 = 80.0% Fall 2013 Cohort: 3,191/3,964 = 80.5% Fall 2014 Cohort: 3,237/4,043 = 80.1% **Baseline: 9,417/11,743 = 80.2%**	3,492/4,082 = 85.5%	↑	3,160/3,738 = 84.5%	↑		
3 Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)	3	FY 2013: 9th FY 2014: 9th FY 2015: 9th **Baseline: 9th**	9th	↔	9th	↔		
4 Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)	2 *KBOR data*	AY 2013: 2,374/6,631 = 35.8% AY 2014: 2,337/6,513 = 35.9% AY 2015: 2,282/6,281= 36.3% **Baseline: 6,993/19,425 = 36.0%**	2,657/6,923 = 38.4%	↑	2,844/6,815 = 41.7%	↑		
5 Increase Philanthropic Student Support (KU/KUMC)	2	FY 2016: $33.6 mil FY 2017: $33.6 mil FY 2018: $36.4 mil **Baseline: $34.5 mil**	$41.9 mil	↑	$41.0 mil	↑		
6 Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)	2	AY 2016: 438 AY 2017: 456 AY 2018: 488 **Baseline: 461**	530	↑	573	↑		
7 Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)	1	AY 2016: 3,410 AY 2017: 3,632 AY 2018: 3,704 **Baseline: 3,582**	3,864	↑	4,035	↑		

University of Kansas and University of Kansas Medical Center Performance Report AY 2021

Indicator 1: Increase Number of Certificates and Degrees Awarded (KU/KUMC)
Description: This indicator records the number of degrees and certificates conferred at all University campuses. These campuses include KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result: During AY 2021, the university awarded 6,815 degrees/certificates exceeding the baseline by 5.2 percent. Growth from the baseline can be attributed to increased awards in STEM fields which is detailed in indicator 4 – in addition to growth in non-STEM areas. Growth in non-STEM areas includes increased awards from the School of Business, the advanced standing master of social work program which is designed for those with a bachelor of social work degree, and the 2013 creation of the bachelor of science in exercise science and the bachelor of science in sport management.

Indicator 2: Increase First to Second Year Retention Rates (KU)
Description: This indicator records the percent of first-time, full-time freshmen who are retained after one year on the KU-Lawrence and KU-Edwards campuses.

Result: KU has significantly increased first-year retention and 84.5% of the Fall 2019 freshmen cohort returned for Fall 2020. KU assisted students to remain in school during the pandemic by revising academic and administrative policies and processes to respond to students' concerns and hardships brought about by the pandemic. These responses included 1) leveraging our KU Emergency Aid Network to quickly deliver federal CARES Act and institutional funding to students in need; 2) offering telemedicine and teletherapy appointments for students; 3) adjusting CR/NC grading option and withdrawal deadlines; 4) updating medical and compassionate withdrawal policies; 5) using targeted advising campaigns focused on connecting with students who still needed to enroll in courses; 6) implementing a course adaptation system where students who could not return to campus or who had to quarantine could request to have their course transformed to an online format to support their continued degree progression; 7) creating a laptop-lending program and the loaning of hotspots for students in need; 8) expanding the availability of WIFI hotspots on-campus including in newly-installed tents; and 9) investing in the Jayhawk Cloud platform that can connect up to 10,000 Jayhawks on a single team and allow up to 500,000 different teams with video, calls, chat, instant messaging, and live events for the academic as well as social needs.

Indicator 3: Improve Total Research and Development Expenditures Rankings among Public Institutions (KU/KUMC)
Description: This is our ranking of the amount of total research and development expenditures of all University campuses compared with our Regents approved peers based on the National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development (HERD) survey.

Result: KU's total research and development expenditures increased for the fifth consecutive year, allowing us to sustain a steady ranking relative to peer institutions in the Association of American Universities. Importantly, that growth occurred across a range of funding sources, including the federal government, state/local government, and private industry/business. Through our Jayhawks Rising strategic plan, we are working to communicate the societal impacts of KU research and to enhance our national preeminence in five strategic research areas that align with major global challenges and represent opportunities to build upon KU's historic and emerging strengths.

Indicator 4: Increase the Percentage of Certificates and Degrees Awarded in STEM Fields (KU/KUMC)
Description: This indicator records the percentage of students who earned degrees in science, technology, engineering, or mathematics fields on the KU-Lawrence, KU-Edwards (in Overland Park), and the Medical Center's campuses in Kansas City, Wichita, and Salina.

Result: For AY 2021, 41.7% of the 6,815 degrees and certificates awarded were in STEM fields. This is a significant increase over the baseline by 5.7 percent. For the Lawrence campus, part of this growth can be attributed to the Engineering Initiative. In AY 2021, KU's School of Engineering awarded 515 degrees as part of

the Initiative. For the Medical Center campuses, the growth can be attributed to increased awards in Physical Therapy program, the Biostatistics program, the MD program and the bachelor of science in nursing (BSN) program. This growth in the BSN can be attributed to offering the degree at KUMC's Salina campus and growth in the Community College Nursing Partnership – a partnership KUMC has with multiple community colleges. The program allows students to stay in their local community while simultaneously pursuing both the Associate Degree in Nursing (ADN) from the community college and BSN from KUMC. After completing the program, students are awarded both an ADN and a BSN, and are eligible to take the National Council Licensing Exam (NCLEX).

Indicator 5: Increase Philanthropic Student Support (KU/KUMC)
Description: This indicator is the amount the KU Endowment Association (KUEA) provides to the university for student scholarships, awards, and fellowships.

Result: In FY 2021, KU Endowment provided $183.9 million to KU thanks to alumni and friends who generously invested in students, faculty, programs, and research. Of that $183.9 million, $41.0 million went to student support and scholarships. In addition, during FY 2021 donors established 89 new endowed permanent funds for student scholarship and support – a 13% increase in new endowed funds for student scholarship and support when compared to FY 2020. This is remarkable given the pandemic hampered travel for Endowment staff.

Indicator 6: Increase the Number of Graduates from Entry-Level Health Career Programs (KUMC)
Description: The indicator measures the number of students who graduate from the University of Kansas Medical Center's entry-level full-time programs to health career practice fields which involve patient or client interactions. An entry-level health career program is one in which the student enters without the credentials or license to practice in the health care field and graduates with the competencies necessary to sit for a national licensure examination, which is a pre-requisite for obtaining a state (or multi-state) license to practice in the field. We are including the following entry-level pathways: bachelor of science in nursing (BSN), bachelor of science in respiratory care, dietetics internship (pathway to registered dietician), doctor of audiology, doctor of occupational therapy, doctor of physical therapy, doctor of nurse anesthesia practice, and the doctor of medicine (MD).

Result: The Medical Center graduated 573 students from entry-level health career programs during the 2020-21 academic year. This is 24% higher than our baseline. Recent increases to class sizes in the physical therapy program and nurse anesthesia practice program were first realized this academic year in terms of number of graduates. The Community College Nursing Partnership program graduated 34% more students from the prior year.

Indicator 7: Increase the Number of Students Participating in Interprofessional Education Opportunities (KU/KUMC)
Description: The 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. Interprofessional and competency-based training for students in the Schools of Medicine, Nursing, and Health Professions at the KU Medical Center, and the Schools of Pharmacy, Law, and Social Welfare at the KU Lawrence campus are included in the metric.

Result: There were 4,035 IPE participations in the 2020-21 academic year, exceeding the baseline by 13%, despite several learning activities canceled due to COVID-19. Continuing IPE foundational courses and other opportunities maintained strong enrollment across the spectrum.

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AY 2021 FTE: 11,758
Date: 6/27/2022

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	Foresight Goal	3 yr. History	Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)		Reporting AY 2022 (SU21, FA21, SP22)	
			Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase number of certificates and degrees awarded	1	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 *KBOR data* **Baseline: 3,003**	3,222	↑	3,435	↑		
2 Increase the percent of STEM degrees conferred	2	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% *KBOR data* **Baseline: 3,192/9,010 = 35.4%**	1,114/3,222 = 34.6%	↓	1,129/3,435 = 32.9%	↓		
3 Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY 2013: $25,306,000 ranking: 1 AY 2014: $28,797,000 ranking: 1 AY 2015: $29,146,000 ranking: 1 **Baseline: $27,750,000 ranking: 1**	$74,551,000 Ranking: 1	↑	$74,329,000 Ranking: 1	↑		
4 Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY 2013: 269 AY 2014: 301 AY 2015: 302 **Baseline: 291**	425	↑	475	↑		
5 Increase the first to second year retention rate of first-time, full-time freshmen	1	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% *KBOR data* **Baseline: 2,859/3,882 = 73.6%**	1,213/1,602 = 75.7%	↑	1,075/1,496 = 71.9%	↓		
6 Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY 2016: 825 AY 2017: 860 AY 2018: 890 **Baseline: 858**	987	↑	1,091	↑		

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Indicator 1: Increase number of certificates and degrees awarded
Description: Wichita State uses a campus-wide, multi-pronged, collaborative approach (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. This work is overseen and monitored by the Office of Student Success, which includes a student success coach assigned to each college. Results 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.
Result: **MET - The number of certificates and degrees totaled 432 above the baseline.** This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Management Committee continues to focus on retention strategies and support to encourage completion.

Indicator 2: Increase the percent of STEM degrees conferred
Description: Several initiatives are underway to increase the number of STEM discipline graduates. WSU is the recipient of funding from the State University Engineering Act to increase engineering graduates 60 percent by 2021. This funding 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. The Fairmount College Science and Math Education Center oversees and operates initiatives to encourage enrollment in the natural sciences. This measure 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.
Result: **NOT-MET - STEM degrees were just under one-third of all earned degrees and 2.5% below the baseline.** The number of STEM degrees awarded and the total number of UG degrees are higher than at baseline, having increased in both AY 2020 and AY 2021, but the *proportion* of STEM degrees has declined slightly due to non-STEM degrees increasing at a higher rate. All academic programs continue to foster integration into both the academic and social aspects of the college experience. Efforts to increase applied learning and research experiences have been implemented. Tutoring and academic support services continue and, in some cases, have been enhanced. The new focus on digital transformation and the accompanying academic programs should increase the proportion of STEM degrees awarded.

Indicator 3: Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry
Description: Enhancing industry-based research is one of the focuses of WSU's strategic plan. According to the National Science Foundation (NSF), WSU again ranked No. 4 in the nation with $105 million, a $48 million increase from 2018, including both industry and federally funded programs. Additionally, Wichita State has held its position as the top university in the country for industry-funded aeronautical Research & Development (R&D) with a total of $74 million (according to NSF'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. For this indicator data reported will be the latest ranking and available academic year of industry R&D expenditures in aeronautical engineering research from industry.
Result: **MET-** The latest data available indicate **retention of WSU's first-place ranking**. WSU expended $74,329,000 in research and development this year, $46,579,000 more than the baseline. Access to the new crash dynamics lab has yielded new research opportunities for the National Institute for Aviation Research. The Vice Provost for Research and Dean of the Graduate School continues to work on enhancing faculty research productivity using new supports and expectations.

Indicator 4: Increase the number of undergraduate certificates and degrees awarded to under-represented minorities (URMs)
Description: WSU is the most diverse public university in the state. Our goals are to recruit and retain a student body that is reflective of the community we serve, and work towards a higher degree completion rate among underrepresented minority (URM) graduates. To that end, WSU will: 1) Provide special outreach to

groups where under-represented minorities are represented such as AVID, TRIO, GEAR UP, 2) Host recruitment events, group visits and attending cultural, community and college fairs designated for under-represented minority groups, 3) Offer bilingual services and oversight recruitment of ethnic minorities, with an emphasis on under-represented minorities, 4) Deploy Admissions Office recruitment representatives to schools in highly diverse Kansas communities, 5) Provide academic, cultural, social and outreach services to cultivate and sustain an inclusive campus that strives for academic success, and 6) Provide scholarships, including full-ride, 4 year scholarships to those who achieve national Hispanic Recognition Scholar and a recruitment and retention scholarship program for incoming freshmen who are mostly ethnic minorities and/or first generation students. 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.

**Result:** **MET - WSU awarded 184 more certificates and degrees to URM students over the baseline of 291**. Recruitment along the I-35 corridor continues to result in growth in the diversity of the student body. Outreach programs such as TRIO/ GEAR UP, Passage 2 Success, Passage Scholars, the Fuse, and a new partnership with Wichita Public Schools that supports high achieving Black and Hispanic male students continue to encourage students to attend and be successful in college. Continued refinement of high impact practices, including applied learning efforts that are paid opportunities to earn-while-you-learn, and scholarships that focus on need are helping improve college access and affordability.

Indicator 5: Increase the First to Second Year Retention Rate of First-Time/Full-Time Freshmen
**Description:** Wichita State University has a strategic enrollment management plan and 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 supporting retention and graduation rates. 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 2020 the 2019 cohort will be measured and for AY 2021 the 2020 cohort.

**Result:** **NOT-MET - WSU's first to second year retention rate for this reporting cycle is 1.7% below the baseline of 73.6%**. The number of students retained and the total number of students reflect growth over baseline, but this cycle, compared to the last cycle, reflects the lower number of First-Time/Full Time freshman during the Covid year of enrollment. Success coaches in each of the academic colleges provide individualized support to students and academic advisors use data-driven software to intervene with at-risk students. WSU continues to focus on improvements in connecting students to academic support, campus connections, mental health and psycho-social supports, and financial resources. Academic and student life leaders continue to plan and implement programs that provide wholistic approaches to retention and success of students. These initiatives saw much success in the last reporting cycle and we expect to see retention rates increase again in the coming year.

Indicator 6: Increase number of certificates and degrees awarded to First-Generation students
**Description:** Wichita State University continues to experience an increase in the enrolled number of first-generation college students. The most recent data shows a difference in completion rates for first-generation population (38.9%) and continuing generation students (46.6%). Over the last year WSU has increased efforts to serve this student population in an effort to increase the graduation rates. A First Generation Coordinating Council was created to inform our work and the (FGCC) was integrated into the university's Strategic Enrollment Management (SEM) plan. The committee has already made recommendations to scale much needed and used services, increased awareness of the population with faculty and staff, and made policy recommendations to support retention and completion. Data collected for this purpose will include the number of first-generation students (as identified by students at the time of application, that their parents or legal guardians have not been awarded a post-secondary degree) receiving certificates and undergraduate degrees by academic year.

**Result:** **MET - WSU awarded 233 more certificates/degrees to first-generation students over the baseline of 858.** This number continues to grow because of recruitment efforts to engage this population and university service expansion to support retention and graduation. Several offices and functional areas are involved in efforts to proactively meet the needs of first generation students and strengthen support services for first generation students. The newly formed First Generation Coordinating Council provides coordination of campus-wide efforts.