

Narrative for Kansas State University Performance Agreement 2013-2015

Indicator 1: Increase the number of historically underserved students enrolled

This indicator is designed to address the Foresight 2020 goal #2 of increasing diversity. The metric used will be the 20th-day enrollments for the fall semester of each year. Historically underserved populations of students include all domestic non-Caucasian groups: African American, Native American, Hispanic/Latin American, Asian American, and multiracial (these domestic diversity groups are based on US census categories). Enrollments of historically underserved students have increased by an average of 250 students per year over the past 5 years, but the year-to-year figures have fluctuated widely, from 60 students in 2007-08 to 458 in 2009-10. These populations of students generally show relatively low retention rates and are very vulnerable to increasing tuition and fees. The annual enrollment figures will be affected by these issues. We have stronger recruitment and retention programs in place, and are just now beginning to see the impact of these programs. We will be increasing our attention to and focus on these and other similar programs in the future. Given the fluctuations of past enrollments, and the challenges faced by these specific populations of students, we set our targets to reflect an annual increase of 150 historically underserved students enrolled, or about a 4.5% increase in the enrollment figures each year of the agreement.

Indicator 3: Increase the number of degrees awarded in STEM fields

This indicator is designed to meet Foresight 2020 goal #5 regarding increasing STEM graduates. The metric used for this indicator will be the total number of STEM degrees awarded in an academic year (summer, fall, & spring) as reported to IPEDS. Past performance has shown some inconsistency in the number of degrees awarded. Over the past three years, there was an overall growth of 1.8% from 2008-09 to 2010-11, but a decline from 2008-09 to 2009-10 of 4.4%. This was likely due to the weak economy. Data show that the number of juniors and seniors in STEM fields is growing. Because of this, we expect the number of degrees earned will also grow. In addition, the engineering initiative, in which funding has been obtained for increasing the number of engineering graduates over the next 10 years, will provide support for some of our efforts in the enrollment of and support for STEM students. We used a 1.5% growth rate to project our targets in the future. We feel the targets are attainable, as we will be focusing on improving retention rates and student success in all areas, but STEM programs in particular. STEM fields include: **Agriculture:** Agronomy, Animal Sciences, Food Science, Entomology, Grain Science, Bakery Science & Management, Milling Science & Management, Feed Science & Management, Horticulture, Wildlife & Outdoor Enterprise Management, Park Management & Conservation, Genetics, Pre-Vet Agriculture, Agricultural Technology Management, Plant Pathology, Natural Resource & Environmental Studies; **Arts & Sciences:** Biology, Biochemistry, Microbiology, Fisheries, Wildlife, & Conservation Biology, Mathematics, Statistics, Life Sciences, Kinesiology, Physical Sciences, Chemistry, Geology, Physics, Psychology, Clinical Laboratory Science/Medical Technology; **Business Administration:** Management Information Systems; **Engineering:** Computer Science, Software Engineering, Information Systems, Biological & Agricultural Engineering, Biological Systems Engineering, Biological Engineering, Architectural Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering, Nuclear Engineering, Industrial Engineering, Operations Research, Construction Science, Engineering Management; **Human Ecology:** Communication Science and Disorders, Human Nutrition, Athletic Training; **Veterinary Medicine:** Veterinary Medicine, Public Health, Biomedical Sciences, Pathobiology, Physiology; **Technology & Aviation:** Engineering Technology, Professional Master of Technology, Technology Management, Applied Technology, Aviation Maintenance, Aeronautical Technology, Professional Pilot.)

Indicator 4: Increase the number of students who successfully complete the First Year Seminar

This indicator is designed to meet Foresight 2020 goal #3 for improving student retention and persistence, as well as #6 - enhancing state university excellence. The metric used for this indicator will be the actual headcount of students who completed the First Year Seminars in the fall or spring semester. Retention rates of students who enroll in this program have been shown to be significantly higher than the rates for the average population of a comparable sample of freshman students who did not enroll in the seminars. The First Year Seminars offer small class sizes (average of 20 students per section), more personal interaction with faculty, engaging teaching methodologies, and a focus on improving study skills. The impact of this program on retention is very strong, and we believe we can make tremendous inroads toward increasing retention rates by increasing the size of this program. We projected growth based on adding 8 new sections each year, reflecting an increase of 120 students per year. The increase is dependent on funding to offer more sections, and locating courses to add to the selection of seminars. We believe that both of these factors can be realized in the coming years. By 2015, our goal is to have 1000 students in the program. At that size, it will encompass more than a fourth of our incoming freshman class.

Indicator 5: Increase the number of undergraduate adult learners (age 25+) enrolled

This indicator is designed to address Foresight 2020 goal #2 on diversity and engaging adult learners. The metric used for this indicator will be the 20th day enrollments for the fall semester each year. This effort involves on-campus students as well as those enrolled in distance and degree completion programs. Our enrollments in the past 5 years for this population of students have fluctuated. Since the growth has not been completely steady, we determined that a projected rate of 3% for our targets for 2013-15 would be reasonable. Our growth in this area will most likely come from increased marketing of and enrollment in our distance and degree completion programs, as well as our interaction with military populations.

Indicator 6: Increase the number of undergraduate students participating in research experiences

This indicator is designed to address Foresight 2020 goal #6 -- enhancing state university excellence -- since increasing undergraduate research is a key metric for our K-State 2025 vision. Undergraduates who are exposed to the research process are more likely to pursue graduate studies. As we enroll more students in graduate programs -- including physical sciences, social sciences, humanities and the arts -- we enhance the intellectual capacity and educational preparation of the state of Kansas. At present, approximately 7.5% of our undergraduate student population participated in either a formal research experience (i.e., enrolled in one of five programs that directly require students to work on research with a faculty mentor) or one of a number of specified courses across many curricula which require a research project as a graded and assessed part of the course. Past performance on this metric has shown a 9% increase in the number of students participating in research (unduplicated headcount) from AY 2010 to 2011, but a slight decrease occurred in AY 2012. Due to the recent decrease, we project this indicator to grow at a 3% rate for 2013-15. Research experiences for undergraduates are a priority as we move forward in our strategic planning for K-State 2025. Colleges have already begun to plan for increased focus on building their undergraduate research programs, and the university has hired a new vice provost for undergraduate studies who will provide leadership and direction in this effort.

Indicator 7: Increase the number of participants involved in community-based research and outreach projects

This indicator is designed to address Foresight 2020 goal #6 -- enhancing state university excellence. Our land grant mission commits us to a variety of outreach and public service programs, generally through the operation of Kansas State Research and Extension (KSRE) and the Center for Engagement and Community Development (CECD). A large network of county officials, local extension professionals, community volunteers, and K-State faculty provide for a wide selection of cooperative community-based educational programs. These programs target the general population of Kansas, and include topics such as nutrition education, community sustainability, family financial planning, the rural grocery store initiative, participation in civil discourse, and many others. Community engagement and outreach are important contributors to how we measure our excellence at K-State as a land grant university. The metric for this indicator will be a count of participants in these Extension and community-based programs, as reported by departments and faculty through an online survey distributed once a year by the CECD. We have only two years of data using this methodology, which showed a nearly 9% increase from 2010 to 2011. We feel that such a rate of increase would not be representative of the average yearly growth one would expect. Thus, we have settled on a reasonable and challenging growth projection of 3% per year. The majority of our performance on this indicator will be through the KSRE programming, as well as the operation of the CECD. In addition, faculty members from across the university are involved in a number of new and ongoing programs.

Indicator 8: Increase total research expenditures

This indicator is designed to address Foresight 2020 goal #6 -- enhancing state university excellence. The metric for the indicator will be the actual dollars expended each year from extramural sources, as reported by the National Science Foundation Survey of Research and Development Expenditures. This indicator is also a key metric for our K-State 2025 strategic vision. The past years of performance on this indicator showed continual growth from 2007 to 2011, although the rate of growth varied from 5.2% to 10%. The growth of nearly 10% shown from 2009-10 is likely due to the addition of non-science funding sources to the NSF database. Although the minimum growth rate during the past five years was 5.2% from 2010-11, it is necessary to factor in the possibility of cuts in federal funding in the future. Based on this, we decided to use a projected rate of 4% for 2013-15. To grow at this rate will require enhanced efforts by our current faculty, the retention of our productive faculty, and the addition of new faculty who can contribute to successful grant activity.

Kansas State University Performance Agreement 2013-2015

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Date: 9-21-12

| University Name Here | Foresight Goals | 3yr History | 2013 | | 2014 | | 2015 | | Outcome |
|---|-----------------|---|----------|--------|----------|--------|----------|--------|---------|
| | | | Target | Actual | Target | Actual | Target | Actual | |
| 1 Increase number of historically underserved students enrolled | 2, 6 | 2009 2,488 2010 2,946 2011 3,218 | 3,468 | | 3,618 | | 3,768 | | |
| 2 Not selected | | | | | | | | | |
| 3 Increase the number of degrees awarded in STEM fields | 5 | 2008-09 1,846 2009-10 1,765 2010-11 1,879 | 1,935 | | 1,964 | | 1,994 | | |
| 4 Increase number of students who successfully complete the First Year Seminar | 3,4,6 | 2009 401 2010 478 2011 610 | 760 | | 880 | | 1,000 | | |
| 5 Increase the number of undergraduate adult learners (age 25+) enrolled | 2 | 2009 1,830 2010 1,965 2011 2,003 | 2,125 | | 2,189 | | 2,254 | | |
| 6 Increase number of undergraduate students participating in research | 4,5,6 | 2010 1,297 2011 1,422 2012 1,416 | 1,458 | | 1,502 | | 1,547 | | |
| 7 Increase number of participants in community-based research & outreach projects | 6 | 2010 71,825 2011 78,025 | 82,776 | | 85,260 | | 87,817 | | |
| 8 Increase total research expenditures | 6 | 2009 \$146.3M 2010 \$160.7M 2011 \$169.2M | \$183.0M | | \$190.3M | | \$197.9M | | |

Insert University Name Here Performance Agreement 2013-2015 Narrative Template

Instructions: Limit narrative for each indicator to one paragraph. Include a description of the indicator, the rationale for choosing the indicator and how the indicator will be accomplished. Single space the narrative paragraph for the indicator and double space between indicators. Use 11 or 12 point font. Page margins should be one-half to 1 inch. The length of the narrative for all indicators combined must not exceed two pages. Wherever the instructions indicate “Insert. . .”, delete those instructions and then include the requested information. Delete this instructional paragraph before sending draft narrative to Board staff.

Indicator 1: insert required sector-specific indicator here

Insert Indicator 1 narrative here.

Indicator 2: insert optional sector-specific indicator here, if chosen

Insert Indicator 2 narrative here, if chosen. If indicator 2 is not chosen, you may delete this section.

Indicator 3: insert required STEM indicator here

Insert Indicator 3 narrative here.

Indicator 4: insert required institution-specific indicator here that addresses Goal 6

Insert Indicator 4 narrative here.

Indicator 5: insert required institution-specific indicator here

Insert Indicator 5 narrative here.

Indicator 6: insert required institution-specific indicator here

Insert Indicator 6 narrative here.

Indicator 7: insert required institution-specific indicator here

Insert Indicator 7 narrative here.

Indicator 8: insert required institution-specific indicator here

Insert Indicator 8 narrative here.