

## Instructions for Completing the Performance Agreement Application and Reporting Form

Provide the following information in the **PERFORMANCE AGREEMENT/REPORT**:

1. Identify the **KEY PERFORMANCE INDICATOR** (i.e. data) that will be used to determine progress toward goals. Be as specific and as succinct as possible. The key performance indicator (data) may be quantitative or qualitative.
2. Show the **THREE YEAR PERFORMANCE HISTORY**, i.e., value of the key performance indicator (data) for December 31, 2007, 2006, and 2005, if available. If the key performance indicator is an average, be sure to show the appropriate average for each of the past three years.
3. Show **TARGETS** for the next 3 years. Targets must be expressed in terms of the key performance indicator (data) identified in the first column.
4. **PERFORMANCE OUTCOMES** must be expressed in terms of the key performance indicator (data) listed in the first column.
5. **EVALUATION** of performance, i.e., target met, target not met, directional improvement or no directional improvement.
6. At least one institutional goal must support Regents' System Goal B. Institutional goals must support two additional Regents' System Goals selected from Regents' System Goals A, C, and D.
7. The narrative should not repeat information in the table. Instead, the narrative should provide explanation of anything in the table that may not be obvious to the reader. If applicable, the narrative for the performance report should also describe any circumstances that prevented the institution from making directional improvement and specific future plans for improving performance.

### Instructions for Narrative to Accompany the Performance Agreement Application

1. **Institutional Goal 1:** List goal exactly as it appears in the summary table.

**Key Performance Indicator 1** (Data point 1): Identify the data to be collected using the same description that appears in the first column of the form.

**a. Data Collection:** Describe **EXACTLY** how the data for the key performance indicator will be collected. For example, if the data is "retention," describe **EXACTLY** how retention will be calculated, so absolutely no doubt exists as to how the data are calculated. When appropriate, indicate the range of scores (as in a survey or standardized test).

**b. 3-year Performance History:** Indicate whether these values represent relatively low, average, or strong performance. Comparison to state or national data will be useful.

**c. Targets:** Describe the rationale for selecting the targets in order for the Board to determine the degree of difficulty in achieving the target. This information is required. (Note: Targets must be expressed in terms of the key performance indicator/data. For example, if the key performance indicator is "retention," the targets should be expressed in terms of the actual retention figures expected in the next 3 years.)

Continue in the same fashion for all indicators for this goal.

**Comments:** Include comments that are **ESSENTIAL** to understanding the goal. A layperson should be able to understand the goal, its implications, and its significance.

And so on up to six goals.

## Performance Agreement/Report

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**Regents System Goal (Click on Arrow to view selections) A: Efficiency/Effectiveness/Seamlessness**

**Institutional Goal 1: Increase effectiveness/efficiency/seamlessness by providing academic support for students' transitioning from high school and community colleges to the university.**

Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
Increased percentage of students who pass Math 111/131 College Algebra/Contemporary Mathematics with a grade of C or better on first attempt.	Pass rates for %/# students  2006: 67.8/700 2007: 70.3/697 2008: 72.6/717 3 year average of 70.2%	2010: 74% 2011: 76% 2012: 78%		
Increased percentage of WSU Math/Upward Bound students who pass their first math class at WSU with a C or better	%/# passing 2006: 66% / 2 of 3 2007: 50%/2 of 4 2008: 40% 2 of 5 3 year average: 52%	2010: 60% 2011: 65% 2012: 70%		
Increased percentage of first year students enrolling in a student success course	Percent of new freshmen in SSC: %/# 2005-12.2/152 2006: 10.8/136 2007: 17.6/238 3 year average: 13.5/135	2010: 20 % 2011: 25% 2012: 30%		
Increased percentage of freshmen/sophomores passing a student success course with a C or better and progressing to the subsequent year enrollment	Entering cohort progressing to subsequent year: %/# 2005: 65.8/100 2006: 69.4/102	2010: 74 % 2011: 78 % 2012: 82 %		

	2007: 72.6/164 3 year average: 69.3%			

**NARRATIVE — INSTITUTIONAL GOAL 1(Title Only): Increase effectiveness/efficiency/seamlessness by providing academic support for high school graduates and community college transfer students' transitioning to the university.**

**Key Performance Indicator 1(Title Only): Increased percent of students who pass Math 111/131 College Algebra/Contemporary Math with grade of C or better on the first attempt.**

**Data Collection:** The percentage of students enrolled in Math 111/131 College Algebra/Contemporary Mathematics during the calendar year who pass the course on the first attempt at WSU will be drawn from the students' transcripts. Math is a critical skill required of all university students and if taken early will help the student be more successful in future courses.

**3-Year Performance History:** In calendar years 2006, 2007, and 2008 the average pass rate for students who enrolled in College Algebra (Math 111/131) was 70.2%. We believe this can be improved with advising, insistence on recent placement testing, and completion of remedial coursework as needed.

**Targets:** Our target is to increase the passage rate of Math 111/131 of the students who enroll for the first time to 78% in the 3 year average in the next three years. This is a stretch because we have a large number of nontraditional students who have been out of school for some time. They will benefit greatly from taking the remedial courses before enrolling in College Algebra. High school graduates are required to take College Algebra within their first 24 hours of enrollment at the university. With better advising and enforcement of the placement exams, we should be able to improve to the level of our target.

**Key Performance Indicator 2(Title Only): Increased percentage of WSU Math/Upward students who pass their first math class at WSU with a grade of C or better.**

**Data Collection:** This data will be collected, by the WSU Math/Upward Bound program director, from the university system at the culmination of the summer bridge program (from high school to college) for all WSU participants enrolled in their first college math course. For the most part the first math course is either College Algebra or Calculus. The majority of the WSU Math/Upward Bound students enter through a bridge program and enroll in a math course during the summer. Students who have taken the appropriate high school math courses will enroll in Calculus as their first class; others will take college algebra.

**3-Year Performance History:** The number of matriculates at WSU from the Math Upward Bound program, has been small in the 3 year performance history. This number has increased in 2009 (entering in the summer and enrolling in fall 2009) to 8 and is anticipated to be at 8 in 2010. The percent rates of those passing their first math class has declined in the last few years and that is why this becomes an important indicator for WSU. Those taking College Algebra tend to pass at a higher rate than those taking Calculus as their first class.

**Targets:** The WSU Math/Upward Bound program director has established the following targets for the next three years: 60%, 65%, and 70%. These targets are possible with better advising and assessment of the students' knowledge and skills prior to enrollment but it will take some focused efforts to accomplish these goals. Also, the total number of students taking the summer bridge program is expected to increase in the next few years.

### **Key Performance Indicator 3(Title Only): Increased percentage of first time freshmen enrolling in a student success course**

**Data Collection:** The number of first time freshmen enrolling in an academic success course divided by the number of total first time freshmen enrolling in the fall semester will be tracked. We are using the fall enrollments primarily because the majority of new freshmen enroll in the fall.

**3-Year Performance History:** The percentage of new freshmen enrolling in this course in the fall semester has ranged from 10.8% to 17.6%. The courses were initiated in the mid 1990s. Initially, one college required it of all freshmen and another required it of scholarship students. Over the years, these requirements were dropped despite evidence that students tended to persist at a higher rate when they took the course compared to a matched comparison group of students who did not enroll. The course is now required of students admitted by exception and some colleges have reduced the course to a 2 credit course. The one college that dropped the requirement is now reinstating a 1 credit course requirement for 2 semesters.

**Targets:** The aim for the next three years is to attract at least 30% of the freshmen class into enrolling in the course at the freshmen level since students need these skills early in their academic career. During FY 2009, WSU participated in the Foundations of Excellence project with the national Policy Center for the First Year Experience. This project involved a campus wide effort between all divisions to strengthen the first year experience. Nine dimensions of the first year experience were studied in depth and recommendations were presented. The leaders of the project, along with Policy Center staff, will make final recommendations for improvements in the first year experience at WSU. The student success course experience is one that we believe can be strengthened and can make a difference in the first year experience if taken in the first year of enrollment at WSU. Until the final recommendations are developed, our initiative will be to have as many new freshmen enroll in the classes as possible, within the limitations of the number of faculty available to teach the course.

### **Key Performance Indicator 4(Title Only): Increased percentage of freshmen/sophomores completing a student success course with a grade of "C" or better enrolling in the subsequent year.**

**Data Collection:** Student success courses focus on academic skills, research skills, and university resources that have been found to assist students' transition to college and be more successful in their academic career. Freshmen/Sophomores who enroll in the courses either in the summer or fall semester and achieve a grade of "C" or better in one of the student success courses will be tracked. For reporting purposes, students enrolling in summer and fall 2009, will constitute the cohort for 2010 reporting; summer and fall 2010 will be the cohort for 2011; and summer and fall 2011, the cohort for 2012 reporting.

**3-Year Performance History:** The past three year history of fall to fall retention of students who took the success course has ranged from 65.8% to 72.6%. We have offered this course since 1996, and initially fall to fall retention was somewhat higher than the past three years. Also, there were significant differences in retention between those who took the course and those who did not take it. More recently, there is less difference between the two groups. This decline may be due to a number of factors, one of which is that it is now required of students admitted by exception. Also, the course has changed with some colleges offering it for 3 credits and others for 2 credits. This indicator was selected because this course can be a very valuable experience for new students and in improving retention. For these reasons, we believe improvement in this area is important.

**Targets:** The three year target is to increase the one year retention rate (fall to fall) of freshmen enrolling in a success course to 82%, which is 12.7 points higher than the 3 year average baseline. This will be a stretch because at this point the course is not required of freshmen and a portion of students in the course are students admitted through qualified admission exception because they did not meet the standard admission requirements. Those required to take the course are often not as motivated to do well as those who take it voluntarily.

**Key Performance Indicator 5(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Comments:** The key to a seamless system is ensuring student success at the point of transition from one sector (high school or community college) to the next. This is an area of concern to WSU because we serve a diverse population with a wide range of academic abilities. This set of indicators focuses on student success at the transition to university studies. The work in FY2009 with the Foundations of Excellence has helped us understand many areas where we can strengthen the first year experience for students. One major hurdle for many students is college algebra. Students take a placement test and based on their performance either enter college algebra directly or embark on two 5 credit remedial courses which they must pass before taking college algebra. For a number of reasons, sometimes through a lack of proper advising or inappropriate course placement, students will enroll in the college algebra and fail because they are not prepared. Our intervention will focus on proper advising and math placement. The Upward Bound Math Science Program ( a program that works with ethnic minority high school students bound for college) is hosted by WSU and funded by the U.S. Department of Education for the purposes of educating students with the propensity for study in the math or science areas, stimulating and sustaining interests in math and science, and motivating students to realistically consider a career in the STEM (science, technology, engineering, or math) areas. High school math preparation is the foundation to any STEM area of study at the collegiate level and success in the first college math course is a keen indicator of success in the larger field of study. Students need a firm foundation in math to succeed with the remainder of any STEM curriculum. For indicators 3 and 4, new freshmen or sophomore students ( high school graduates or community college transfers at that level) will also be advised to take one of the student success courses. These courses help students with the transition to college where they learn proper study skills, university resources, academic policies, and generally how to navigate the academy. The courses have been shown both nationally and locally to greatly benefit students by giving them skills to make a successful transition into the university setting. They become more engaged both academically and socially with the skills they learn in these classes.

<b>Regents System Goal (Click on Arrow to view selections) B: Improve Learner Outcomes</b>				
<b>Institutional Goal 2: Demonstrate improvement of learner outcomes at the college level</b>				
<b>Key Performance Indicator (Data)</b>	<b>3-Year Performance History</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Evaluation</b>
Increased mean scores of senior business students on the Watson Glaser Critical Thinking Appraisal	Mean/# students 2007: 57.8 /132 2008: 56.5/ 265 2009: 56/377 3 year mean 56.7	2010: mean 59 2011: mean 61 2012: mean 65		
Increased number of College of Health Professions' (CHP) departments who perform above the national average on	2006: 3 of 6 depts 2007: 4 of 6 depts	2010: 5 of 6 2011: 6 of 6		

national/state certification examinations.	2008: 5 of 6 depts 3 year average: 4 of 6	2012: 6 of 6		
Increased percent of College of Education students demonstrating the fully met level of proficiency in the use of technology.	C & I % /# 2006: 74/133 2007: 56/143 2008: 74/198 C&I 3 year average: 68% HPS: %/# 2006: 80/82 2007: 76/65 2008: 73/72 HPS 3 year ave=76%	At least one of the departments must meet their target:  C & I      HPS 2010: 75 %    77% 2011: 76%    79 % 2012: 77%    81 %		
Increased percentage of overall "actual" score above the expected level for Liberal Arts and Science (LAS) students taking the Collegiate Learning Assessment.	LAS performance based on a sample of 23/21 (students) in 2007 and 2008 actual/expected 2007: 1254/1300 (-3.5% ) 2008: 1157/1224 (-5.5%)	2010: LAS students will perform at the expected level 2011: LAS will perform 2.5% above the expected level 2012: LAS will perform 5% above the expected level.		
Increased percentage of engineering graduates demonstrating successful performance on team work	2009: Only one year of data available: 84.7% (N= 59)	2010: 85% 2011: 87.5% 2012: 90%		

**NARRATIVE — INSTITUTIONAL GOAL 2(Title Only): Demonstrate improvement of learner outcomes at the college level.**

**Key Performance Indicator 1(Title Only): Increased performance of business students on the Watson Glaser Critical Thinking Appraisal**

**Data Collection:** Business students are required to take the Watson Glaser Critical Thinking Appraisal during their final semester. The Appraisals are nationally normed and locally scored. This is an 80 question multiple-choice instrument testing inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. This is also one of the tests that businesses commonly use to evaluate critical thinking skills in current and potential employees.

**3-Year Performance History:** Scores for the past three academic years (Summer, Fall, Spring) showed students with mean scores of AY09, mean=56 ranking at the 35<sup>th</sup> percentile; AY08, mean=56.5 ranking at the 37<sup>th</sup> percentile; AY07, mean=57.8 ranking at the 44<sup>th</sup> percentile.

**Target:** The targets for the next three years would increase the mean in 2010 to 59 which is at the 50<sup>th</sup> percentile; in 2011 to a mean of 61 which is at the 55<sup>th</sup> percentile; and in 2012 to a mean of 63 which is at the 65<sup>th</sup> percentile. Moving to this level will definitely require intervention. The Barton School will begin to incorporate exercises in multiple classes explicitly designed to improve students' critical thinking skills.

**Key Performance Indicator 2(Title Only): Increased number of CHP departments who perform above the national average on national/state certification examinations.**

**Data Collection:** Data will be collected from all health programs (communicative sciences and disorders, dental hygiene, medical technology, nursing, physical therapy, and physician assistant) having a national/state examination. Departments are given a national average score when they receive the results of their students. The number of departments that perform at or above the national level will be counted.

**3-Year Performance History:** The College of Health Professions (CHP), as part of their quality improvement, collects data annually pertaining to the performance of their students on national/state certification examinations. For the past three years, the overall pass rate of first time takers in CHO has been 2006: 89% (212 students); 91% (212 students); 92% (267 students). While overall average pass rates appear good, some departments lag behind in performance compared to the national averages for their disciplines. In 2006, the Departments of Communication Sciences and Disorders (CSD), Dental Hygiene (DH), and Medical Technology (MT) scored above the national average; in 2007, CSD, DH, MT, and Nursing (NSG) scored above the national average; and in 2008, CSD, DH, NSG, Physical Therapy, and Physician Assistant scored above the national average. Each program has a different national percentage pass rate because the certifying examinations are different for each program. For this reason, it is not appropriate to look at the overall pass rate.

**Targets:** Since the College of Health Professions is comprised of six separate programs, all with different levels of national percentages passing, the targets will be to look at this from a department level and to hold departments accountable for having their students perform at the national average specific to their department. The target is to have all departments in the College of Health Professions passing above the national average within 2 years and maintain that level consistently. It will be a stretch to have all departments perform above the national level and maintain that level of consistency since the performance history shows considerable fluctuation among the departments.

**Key Performance Indicator 3(Title Only): Increased percent of College of Education students' demonstrating the fully met level of proficiency in the use of technology with clients and students teaching P-12 students.**

**Data Collection:** Measures will be taken in two departments--Curriculum and Instruction [C&I] and Human Performance [HPS] The Teacher Work sample (TWS) assesses teaching processes in seven areas which have been identified through research as critical to improving student learning. Item 4F of the TWS will be used to assess the ability of C&I seniors to incorporate technology into classroom instruction. The TWS has a scoring rubric of 3 points (1=not met; 2=partially met; and 3=fully met). The percentage of students who have fully met the requirements in the use of technology for the P-12 will be counted for the performance level. Students in HPS complete 10 lab experiences using technology. The labs are graded on a 10 point scale. The average score for the 10 lab reports will be used to calculate the performance level toward the target.

**3-Year Performance History:** The 3 year mean baseline performance for C & I was 68% and 76% for HPS. The performance level for C & I was 74, 56, and 74 percentages while the 3 year performance of HPS has declined from 80-73% in the last 3 years. This indicator has affected about 230 students annually.

**Targets:** The Department of Curriculum and Instruction is placing a target of 77% in three years which will be quite a stretch in that their baseline of 68% is quite low. They are not satisfied with this level of performance and will focus more on this area. Human Performance Studies is expecting

to increase their percentage to 81%, which is 5 points higher than the baseline but will reverse the downward trend of the last three years. Both departments are faced with increasing class sizes and declining technology support because of the budget recisions this past year so this will take some effort to increase at these levels. The College of Education finds the use of technology in the P-12 classrooms and with clients an essential skill which they will measure with standard rubrics. The COE's C&I students are expected to use technology while teaching students in the classroom. The HPS students must use such technology as a metabolic cart, Dyanmometers, and electromyography and must be proficient as they assess clients.

**Key Performance Indicator 4(Title Only): Increased percentage of overall "actual" score above the expected level for Liberal Arts and Science students taking the Collegiate Learning Assessment.**

**Data Collection:** LAS anticipates testing 100 seniors annually using the Collegiate Learning Assessment (CLA), an on-line assessment of problem solving, critical thinking, analytic reasoning and writing. The assessments are evaluated nationally and produce normed scores of "actual" performance and "expected" performance based on the students' SAT/ACT scores. The difference in the actual and expected score will be used to calculate the percentage above the expected level.

**3-Year Performance History:** In the past, the CLA was given to a sample of WSU students across the university. We abstracted just the LAS students even though the sample size was small. True baselines are difficult in this situation since each year the level of participants "expected" scores are adjusted based on their ACT/SAT scores. LAS performance, with the small sample, was below expected level based on their ACT scores while University level performance was above the expected level.

**Targets:** Since the past performance for LAS seniors was below the expected level, the target the first year is for LAS students to perform at the expected level. In the second and third year, we are hoping to raise at least 2.5% and 5% actual points above the expected level. Example: If the expected level is 1214 during the second year, LAS target would be to score at the 1244 level. The target will always be based on each year's participants' "expected" level. The actual scores from year to year are not related. What is comparable is the relationship of the " actual" performance to the "expected" level of performance.

**Key Performance Indicator 5(Title Only): Increased percentage of engineering graduates demonstrating successful performance on teams**

**Data Collection:** A scoring rubric is used by student peers to evaluate their team members' contribution and effort to the team. There is a total of 100 points and a score of 85 or better is considered successful performance on the team. All engineering students are required to participate in a capstone design group project. At the end of the project, group members are asked to evaluate team members. These scores, along with the faculty evaluation, are combined for the final score and percentage.

**3-Year Performance History:** The baseline was formed from the scoring of 59 students in the spring of 2009. The data for this outcome was not collected prior to this time. Using the scoring rubric, 84.7% of the students achieved the score of 85 or better on the 100 point rubric scale, demonstrating successful performance.

**Targets:** The three year goal is to have at least 90% of the graduates who perform at the successful level (85 out of 100) on successful teamwork. The 2010 target is not much higher than the 2009 performance, because without three years worth of data, we are a bit uncertain about past performance. We believe the 90% will be a stretch for the three years. This indicator is seen as a critical learner outcome. One of the most frequent characteristics desired of graduates as cited by employers of engineers is that they be able to work effectively in teams. The College of Engineering has focused on this as an important learner outcome for all graduates by requiring all graduates to complete a capstone design group project. This senior design project requires students to work in teams.



**Comments:** Each academic dean was asked to choose one learner outcome measure for his/her college that would measure key learning outcomes for students graduating from their college. Five of the college outcome measures have been selected for inclusion as performance indicators. Three colleges have nationally normed assessments such as the Watson-Glaser Critical Thinking test, the College Learning Assessment, (CLA) and the national/state licensing examinations. Two colleges are evaluating critical skills (technology proficiency and teamwork) demanded of graduates. As part of the Voluntary System of Accountability, the CLA has been administered to a sample of 100 freshmen and seniors from across the university for the past three years. In 2010, only the Fairmount College of Liberal Arts and Sciences will be administering the assessment. The subset of the LAS students from the last three years is small so the analysis is weak but with a focus of this in the college, performance should improve in the next three years. The College of Education and the College of Engineering have focused their outcome measures on hands on (technology) and soft skills (team work) that are needed for graduates to be successful in their careers.

<b>Regents System Goal (Click on Arrow to view selections) C: Improve Workforce Development</b>				
<b>Institutional Goal 3: Enhance economic alignment</b>				
<b>Key Performance Indicator (Data)</b>	<b>3-Year Performance History</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Evaluation</b>
Increased number of graduates in STEM areas (Sciences, Technology, Engineering, and Math, including teacher ed graduates in the Science, Technology, and Math areas)	Number of graduates in STEM areas: 2006: 307 2007: 318 2008: 308 3 year average: 311	Increase 9 % in 3 years: #/% over baseline 2010: 315 /1.3 2011: 325 / 4.5 2012: 339 /9		
Increased number of cooperative education and internship placements for STEM students in LAS, Engineering, and Education.	Number of placements: CY 2006: 295 CY 2007: 310 CY 2008: 340 3 year average: 315	#/% over baseline 2010: 321/1.9 2011: 328/4 2012: 334/6		
Number of College of Education graduates with special education endorsement	# 2006: 23 2007: 16 2008: 15 3 year baseline: 18	#/% over baseline 2010: 20/11 2011: 24/33 2012: 27/50		
Enrollments in short courses targeted to engineers and aircraft workers offered through the College of Engineering and National Institute of Aviation Research (NIAR.)	# 2006: 74 2007: 53 2008: 103 3 year average: 77	Projected targets:  #/% over baseline 2010: 150/ 94.8 2011: 220/186 2012: 300/290		

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**NARRATIVE — INSTITUTIONAL GOAL 3(Title Only): Enhance economic alignment.**

**Key Performance Indicator 1(Title Only): Increased number of graduates in STEM (science, technology, engineering, and math areas) including teacher education majors in these areas.**

**Data Collection:** Spring, summer, and fall graduates in biology, physics, chemistry, earth science, geology, math, engineering, and computer science, as well as, teacher education majors in these areas will be calculated from the student data base.

**3-Year Performance History:** In the last three years, LAS graduated 454 STEM students overall with a mean of 151 per year; Engineering graduated 442 total with a mean of 147 per year; teacher education graduated a much smaller number of students in the science, math, and technology areas with only 37 total and a mean of 12 per year. The overall mean for the total group is 311 graduates.

**Targets:** The target is to increase over the baseline average by 9 percent in the next three years, making the 2012 target at 339 students. The increment in the first year is less because these students are already at the junior and senior level and there may be less chance for intervention. We intend to give scholarships to help retain these students to graduation. The College of Education, although a much smaller group, may show greater growth because of the high demand for these graduates in the classroom.

**Key Performance Indicator 2(Title Only): Number of Cooperative education/internship placements in the STEM, including Teacher Ed STM majors.**

**Data Collection:** The Office of Cooperative Education keeps a data base of all placements and will report these for the spring, summer and fall time frame.

**3-Year Performance History:** In the calendar years 2006, 2007, and 2008 cooperative education/internship placements for science, technology, engineering, and math majors in the colleges of Liberal Arts and Sciences, Engineering, and Education (teacher education majors) was 295, 310, and 340 with a 3 year mean of 315. In calendar year 2008, the employment scene was still quite robust but placements so far in 2009 have diminished somewhat in many of the STEM areas due to the economic downturn.

**Targets:** This is an extreme stretch goal given the dramatic negative effect of the local economy on the ability to find cooperative education experiences for students. Data for the beginning of the academic year 2009-2010, show decreases in opportunities in all areas. We elect to keep this in the performance agreement because the coop program is so important to the engagement imperative of the urban serving university. Targets are set at modest increases over the three year baseline average, for the next three years. Cooperative education placements for STEM majors have been primarily in aircraft and related companies. The teacher education majors in the science, technology, and math areas have been within the school system. We anticipate a downward trend in placements in the aircraft companies because many of them have laid off thousands of employees in the last six months. The placements in the school settings should continue but that is a low portion of the STEM majors. It will be a real challenge to increase over the baseline of 315 placements to 321, 328, and 334 in the next three years' performance agreement period given these circumstances in the employment environment.

**Key Performance Indicator 3(Title Only): Increased number of special education endorsements.**

**Data Collection:** Students who complete the specified 9 hours required for one of the three high need special education endorsement tracks and

achieve a 3.00 grade point average in these courses will be counted. These tracks are special education functional ( students who are able to work with supervision;) special education adaptive ( students who are not ever expected to reach a level where they can work with supervision;) and early childhood unified (special needs in the very young children.) There is another special education track for the gifted, but this is not a high need area and will not be included in this performance indicator.

**3-Year Performance History:** The number of students who completed the 9 hours successfully (3.00 GPA on all 9 courses) ranged from 15 to 23 with an average of 18 students. Students must have been in a bachelor's program or a master's level program and earned these hours toward their degrees. They must have completed the nine hours of special education courses in order to be included in the data for this indicator.

**Targets:** The goal is to increase the number of graduates in the next 3 year average by 50% which will be a stretch because it is often difficult to recruit students to this area. With the assistance of scholarships for students in this area, we anticipate being able to attract more students to take this set of courses and become certified to teach in special education. Also, recently, WSU and KU received funding from the U.S Office of Special Education Programs (OSEP) to fund Project ALIVE, a four year statewide project to prepare low-incidence teaching personnel to work in school districts where they are needed, and encourage the retention of a satisfactory supply of these teachers in targeted areas across the state of Kansas. This grant will provide for scholarships and stipends for students coming into the program. ALIVE is a web based platform that will allow student participants anywhere in the state, through their choice of a regional university, to complete the courses and practicum necessary for Kansas special education functional endorsement that is an extension of the Kansas teaching license. The project is funded to allow for 20 new students (statewide) into the program annually for four years. This will allow them to receive a provisional functional endorsement within one year. Their progress toward full endorsement will be completed in 2-3 years. As this program gets underway, we anticipate an impact on the enrollment at WSU in this area which will help us reach our goal of graduates in the area.

#### **Key Performance Indicator 4(Title Only): Increased enrollments in short courses targeted to engineers and aircraft workers.**

**Data Collection:** With the increase in the use of composites in aircraft and other transport vehicles, there is a demand for retraining of the workforce in the companies that manufacture and use these materials. Enrollments in short (one and two day) courses that focus on composites, nondestructive testing (NDT), and other related areas specifically targeted to engineers and aircraft workers will be counted. Many of these courses are offered through the College of Engineering, NIAR, and managed by Continuing Education. In some cases, such as NDT, we will be partnering with the Wichita Area Technical College (WATC) to offer the courses.

**3-Year Performance History:** The three year performance includes short courses offered to Boeing, Spirit, Cessna, and other aircraft companies as well as companies that specialize in composites materials. Most recently, in 2008 and 2009, three composites courses were funded by the WIRED grant monies from the U. S. Department of Labor. The three year baseline average enrollment is 77. With the Workforce Innovation Regional Economic Development (WIRED) funds, we enrolled 83 students in composites courses in 2008, accounting for the increase in the last year.

**Targets:** Targets for the 2010, 2011, and 2012 were set keeping in mind that WIRED funds for composite courses would be diminishing after 2010, and we would be more reliant on companies paying the tuition for the students, which in this economic downturn will make these targets a stretch. While we are committed to sustaining the composite course offerings and other customer paid short courses, we do not expect drastic changes in either of these areas. However, the nondestructive testing (NDT) courses will be implemented at the new National Center for Aviation Training in Wichita which will focus on another high demand area of information needed to work with composites. The targets represent composites course and

other short course enrollments at a steady level while increasing enrollments in NDT.

**Key Performance Indicator 5(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Comments:** There is a sense of urgency in America today to prepare graduates in the science, math and engineering areas. To do this we need to spark this interest in Pre K-12 areas. The STEM Education Coalition, comprised of about 35 different professional groups including teachers, scientists, engineers, and others, has worked with Congress "to address issues related to the global competitiveness of our nation, and especially the need to ensure that more of our best and brightest students – from all backgrounds of our society – are entering the STEM fields. Enactment of the American Competitiveness (AC) and the National Science and Mathematics Access to Retain Talent (SMART) Grants, which were created by the Higher Education Reconciliation Act of 2005, was a significant and positive accomplishment. These programs were intended to encourage students to take more challenging courses in high school—making success in college more likely—and to pursue college majors in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages." (from a STEM Coalition letter to the House Education and Labor Committee, November 9, 2007) WSU's College of Engineering has actively pursued and received funding to support programs such as Project Lead the Way, summer camps for high school girls and boys, LEGOS, and others--all projects designed to attract elementary and high school students into the science and engineering fields. Teachers in the math and science area are needed to inspire interest and to prepare students in the STEM areas. WSU is also in the last year of receiving a Kansas Board of Regents' Teacher Education Grant that has been instrumental in helping us increase the number of math teachers who obtain a math endorsement. This focus by the Regents attests to the need for more and better prepared math teachers in the system.

Currently, local companies are struggling to retain employees, but, we are committed to prepare a steady flow of graduates who are highly skilled and prepared to work in diverse areas of engineering, technology, and science. The Cooperative Education and internship experience for these students makes them highly desirable as employees because of the experience they receive while still students. While coop ed /internship placements may be less likely available during this economic environment, we will make every effort to get these experiences for students. In the third indicator, the special education endorsement is an area that is in high demand in Kansas. A key obligation of the WSU urban serving mission is to articulate academic programming with the local economy and workforce needs. The fourth performance indicator in this goal is intended in part to monitor the university's response to current difficult economic conditions in the Wichita area. Due to an increase in the use of composites, the engineering and aircraft industry workforce is demanding new skills in these areas. A key obligation of the WSU urban serving mission is closely articulate academic programming with the local economy and workforce needs. WSU has been funded from WIRED monies from the U.S. Department of Labor for the past three years to support many of these courses. The grant funding will end in mid year 2010 and WSU has committed to sustaining these courses, and yet to be developed courses, that help to meet the workforce needs in these areas. This indicator involves cooperative efforts between the Wichita Area Technical College and the National Institute of Aviation Research.

<b>Regents System Goal (Click on Arrow to view selections) D: Increase Targeted Participation/Access</b>				
<b>Institutional Goal 4:</b> Increase participation and persistence of ethnic minority students and graduation of transfer students				
<b>Key Performance Indicator (Data)</b>	<b>3-Year Performance</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Evaluation</b>

	History			
Increased number of ethnic/minority degree seeking first time freshmen and transfer students enrolled	#/% of all new students 2006: 529 /18 2007: 614/18.3 2008: 694/20.5 3 year baseline average: 612	#/% over baseline 2010: 700/ 14.4 2011: 708/ 15.7 2012: 715/ 16.8		
Increased percentage of first time, full time ethnic minority freshmen persisting to the sophomore level.	Cohorts: %/ # Fall 2005: 69.5/148 Fall 2006: 65/ 154 Fall 2007: 73/165 3 year baseline average: 69 %	2010: 74 % 2011: 76 % 2012: 78 %		
Increased percentage of ethnic minority community college transfers who graduate within three years of admission to WSU.	Cohorts: %/# 2003--34.6/28 2004--30.6/30 2005--29.9/26 3year mean --31.7%	2010: 32% 2011: 34% 2012: 36%		

**NARRATIVE — INSTITUTIONAL GOAL 4(Title Only): Increase participation and persistence of ethnic minorities**

**Key Performance Indicator 1(Title Only): Increased number of ethnic minority first time, full time freshmen and first time transfer students enrolled.**

**Data Collection:** The data will be derived from the student data base housed in the Banner system. Guest students will not be included in this configuration. This indicator focuses on all new degree seeking freshmen and transfers who are enrolled on the 20<sup>th</sup> day of the semester or summer reporting day will be counted. Data will be counted for the spring, summer, and fall of the reporting year.

**3-Year Performance History:** The three year baseline history shows that we have been gradually increasing in degree bound, ethnic minority enrolled students from 529, 614, to 694 in 2006, 2007, and 2008. The three year average enrolled ethnic minority students was 612.

**Targets:** Targets are set to increase over the baseline average of 612 by 16.8% over the last year (2008) of the baseline. With additional focus on recruiting high quality ethnic minority first time freshmen and first time transfers who are degree bound, this will be a stretch, but should be possible. There are opportunities to recruit many of these students as transfer students from community colleges who may have a higher concentration of ethnic minority students.

**Key Performance Indicator 2(Title Only): Increased percentage of first time, ethnic minority students retained to the sophomore year.**

**Data Collection:** This indicator focuses on the persistence of the incoming ethnic/minority freshmen students. The number of full time, first time students (freshmen) who self report in one of the ethnic minority categories, who are enrolled in the fall semester will be tracked to the subsequent fall semester. These data are collected annually and reported to the Consortium for Student Retention Data Exchange (CSRDE). More than 450 universities report their data to this consortium. The methodology used for that reporting will be used.

**3-Year Performance History:** In the baseline three fall cohorts, an average of 69% of the first time, full time ethnic minority students who enrolled in the fall re-enrolled in the subsequent fall semester. The percentages have been fluctuating somewhat in the past 3 years (69.2%, 65%, 73%). The 3 year retention rate mean for caucasians was 72%.

**Targets:** The targets set for 2010, 2011, and 2012 ( 74%, 76%, 78%) reflect a 13% increase over the baseline average in three years. This is obviously a stretch and will require considerable intervention to accomplish this goal. With greater focus on the first year experience, such as enrollment in the student success course, taking advantage of mentoring programs, and intrusive advising, we believe this can be accomplished. Our work with the Foundations of Excellence project has raised the awareness of the campus community to the needs for better engagement with students in their first year and we anticipate what we have learned there to help us reach our targets.

**Key Performance Indicator 3(Title Only): Increased percentage of ethnic minority community college transfers who graduate within 3 years of transfer**

**Data Collection:** This indicator focuses on the ethnic/minority community college transfer student. Ethnic minority transfer students from community colleges who have earned at least 30 hours are used in calculating the cohort, using the same methodology as the CSRDE (Consortium of Student Retention Data Exchange). The entering cohort from fall 2007, 2008, 2009 will be used to determine the percentage of those graduating in three years in spring, summer, or fall of 2010, 2011, and 2012.

**3-Year Performance History:** The cohort histories were derived from 2003, 2004, 2005 because the three year graduation rates are figured to be 3 years from the entering fall cohort. For example, 2006 fall entering cohorts would be counted in graduations during spring, summer, and fall 2009. Since we do not yet know who will graduate in fall 2009, we are unable to use that cohort. On average, 31.7% of the fall 2003, 2004, 2005 entering transfer student cohorts graduated within three years after initial enrollment at WSU. This is the equivalent of a four year bachelor's degree. These cohorts fluctuated between 30-35 percent for the three years but the trend has been reducing since 2003.

**Targets:** The targets were set to reverse the gradual decline over the past four years. It will be a stretch to reverse this downward trend over the last three years and gradually improve given the current economic climate and increases in tuition required to sustain the current level of course offerings. However, these students are already committed to getting an education by their having completed at least 30 hours and transferring to our institution and our goal is to help them complete as quickly as possible.

**Key Performance Indicator 4(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 5(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Comments:** WSU is committed to not only recruiting students of color, but to helping them be successful and graduate at efficient speed. For this reason, our first indicator focuses on enrolling more ethnic minority new freshmen and new transfers. The second and third indicators focus on persistence--the second indicator focuses on ethnic minority freshmen persistence to sophomore level and the third indicator focuses on ethnic minority transfers persistence to graduation. The University has many resources such as the Office of Multicultural Affairs, Student Support Services, Math and Science Upward Bound, mentoring through the Great Expectation Engineering Kansas (GEEKS) program, Supplemental Instruction, student success courses, academic advising centers that are available to students to help them not only make the transition to the university but to navigate their academic career successfully. More efforts will be made to help students be aware of these services and resources and insist that they use these resources. Some students are reluctant to access these services but with more focus on these students during their first year through orientation and advising sessions, we anticipate greater participation.

Regents System Goal (Click on Arrow to view selections) E: Increase External Resources				
Institutional Goal 5:				
Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation

**NARRATIVE — INSTITUTIONAL GOAL 5(Title Only):**

**Key Performance Indicator 1(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 2(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 3(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 4(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 5(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Comments:**

Regents System Goal (Click on Arrow to view selections) F: Improve Community/Civic Engagement				
Institutional Goal 6:				
Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation

**NARRATIVE — INSTITUTIONAL GOAL 6(Title Only):**

**Key Performance Indicator 1(Title Only):**



**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 2(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 3(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 4(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Key Performance Indicator 5(Title Only):**

**Data Collection:**

**3-Year Performance History:**

**Targets:**

**Comments:**

<b>KBOR use only: Institution Name:</b>
<b>Summary of changes from the previous approved performance agreement</b>
<b>Response to any Board comments on the previous approved performance agreement</b>

<b>Recommendation and Comments</b>