

**KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE**

**VIRTUAL MEETING AGENDA
Tuesday, October 3, 2023
9:00 a.m. – 10:30 a.m.**

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas 66612. Meeting information will be sent to participants via email, or you may contact arobinson@ksbor.org.

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|--|------------------------|-------|
| I. Call to Order | Regent Lane, Chair | |
| A. Roll Call and Introductions | | |
| B. Approve minutes from September 20, 2023 | | p. 3 |
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| II. Consent Agenda | | |
| A. BS in Criminalistics – FHSU | Jill Arensdorf | p. 5 |
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 | | |
| III. Other Matters | | |
| A. Receive Private Postsecondary Report | Crystal Puderbaugh | p. 28 |
| B. Approve AY 2022 Performance Reports | Sam Christy-Dangermond | p. 38 |
| • Barton Community College | | p. 41 |
| • Emporia State University | | p. 45 |
| • Fort Hays State University | | p. 49 |
| • Kansas State University | | p. 53 |
| • Pittsburg State University | | p. 57 |
| • Washburn University | | p. 61 |
| • Wichita State University | | p. 65 |
| C. Kansas Registered Teacher Apprenticeship Program | Regent Mendoza | |
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 | | |
| IV. Suggested Agenda Items for the October 18th Meeting at KU – Time TBD | | |
| A. AY24 Program Review Update | | |
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 | | |
| V. Adjournment | | |

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks prior to each Board meeting. The Committee also meets the morning of the first day of the monthly Board meeting. Membership includes:

Cynthia Lane, Chair

Carl Ice

Alysia Johnston

Diana Mendoza

**Board Academic Affairs Standing Committee
AY 2024 Meeting Schedule**

<i>BAASC Academic Year 2023- 2024 Meeting Dates</i>			
Meeting Dates	Location	Time	Agenda Materials Due
September 5, 2023	Virtual Meeting	9:00 a.m.	August 15, 2023
September 20, 2023	Topeka	10:30 a.m.	August 30, 2023
October 3, 2023	Virtual Meeting	9:00 a.m.	September 12, 2023
October 18, 2023	University of Kansas	TBD	September 27, 2023
October 31, 2023	Virtual Meeting	9:00 a.m.	October 10, 2024
November 15, 2023	Emporia State University	10:30 a.m.	October 25, 2023
November 28, 2023	Virtual Meeting	9:00 a.m.	November 14, 2023
December 13, 2023 (Previously 12/20)	Topeka	10:30 a.m.	November 29, 2023
January 2, 2024	Virtual Meeting	9:00 a.m.	December 12, 2023
January 17, 2024	Topeka	10:30 a.m.	December 27, 2023
January 30, 2024	Virtual Meeting	9:00 a.m.	January 9, 2024
February 14, 2024	Topeka	10:30 a.m.	January 24, 2024
March 5, 2024	Virtual Meeting	9:00 a.m.	February 13, 2024
March 20, 2024	Topeka	10:30 a.m.	February 28, 2024
April 2, 2024	Virtual Meeting	9:00 a.m.	March 12, 2024
April 17, 2024	Fort Hays State University	10:30 a.m.	March 27, 2024
April 30, 2024	Virtual Meeting	9:00 a.m.	April 9, 2024
May 15, 2024	Topeka	10:30 a.m.	April 24, 2024
June 4, 2024	Virtual Meeting	9:00 a.m.	May 14, 2024

Please note virtual meeting times are 9 a.m., and Board day meetings are 10:30 a.m. unless otherwise noted.

**Board Academic Affairs Standing Committee
MINUTES**

Wednesday, September 20, 2023

The September 20, 2023, meeting of the Board Academic Affairs Standing Committee (BAASC) of the Kansas Board of Regents was called to order by Regent Lane at 10:30 a.m. The meeting was held in person at the Board office with a virtual option through Zoom.

In Attendance:

Members:	Regent Lane Regent Mendoza	Regent Ice	Regent Johnston
Staff:	Daniel Archer Tara Lebar Elizabeth Ogundiran	Sam Christy-Dangermond Gage Rolph Kelly Oliver	Karla Wiscombe Amy Robinson
Others:	Aron Potter, Coffeyville CC Beth O'Neill, Washburn Jason Sharp, Labette CC Kara Wheeler, Allen CC Monette DePew, Pratt CC Robert Klein, KUMC Sonia Gugnani, Fort Scott CC Chuck Taber, K-State Howard Smith, PSU Shirley Lefever, WSU Arlen Leiker, Colby CC Norman Philipp, PSU Ella Burrows, FHSU Don Von Bergen, K-State	Ashlie Jack, WSU Elaine Simmons, Barton CC Jean Redeker, KU Kathy Landwehr, ESU Melinda Roelfs, PSU Brent Thomas, ESU Brandon Galm, Cloud CC Barbara Bichelmeyer, KU Marc Malone, Garden City CC Heather Morgan, KACCT Gurb Singh, JCCC Jaben Parnell, PSU Tom Nevill, Butler CC	Bekah Selby-Leach, ESU Heather Cook, KU JoLanna Kord, ESU Linnea GlenMaye, WSU Rachel Bates, Cowley CC Sharon Kibbe, Highland CC Tricia Paramore, Hutchinson CC Jill Arensdorf, FHSU Luke Dowell, Seward County CC Brandon Galm, Cloud County CC Rebeca Book, PSU Hannah Eckstein, PSU Jolynn Dowling, WSU

Roll call was taken for members and presenters. Student Advisory Committee representatives Jaben Parnell (PSU Student Body President), Ella Burrows (FHSU Student Body President), and Hanna Eckstein (PSU Student Body Vice President) were introduced.

Approval of Minutes

Regent Mendoza moved to approve the September 5, 2023, meeting minutes, and Regent Ice seconded the motion. The minutes were approved as presented.

Other Matters

- Regent Lane provided an update on the [Building a Future](#) Pillar One Dashboard support metrics. Support metrics can be monitored, and actions can be adjusted anytime. They fall into the categories of affordability, access, and success. Regent Lane reviewed each metric and discussed the next steps of finalizing the support metrics, keeping active engagement in BAASC by institutional presentations, and further work with EAB Navigate.
- Daniel Archer provided an AY24 Program Review update. He provided a timeline and answered questions. In October 2023, BAASC will codify programs for review, and universities will have six

months to either place the program on an action plan and review and monitor it, merge the program, or phase out the program. In May 2024, BAASC will review recommendations and advise the Board before they make final decisions in June 2024.

- Daniel Archer provided an update on Academic Affairs initiatives. He provided a timeline and answered questions about the seven projects academic affairs will work on over the upcoming year. These projects include:
 - Math Pathways
 - Systemwide Course Placement Standards
 - Reverse Transfer
 - Program Review
 - General Education Implementation
 - Nursing Alignment
 - Adult Learner Grant

- Daniel Archer provided an overview of the National Institute of Student Success (NISS) Playbooks. In 2021, the Board reached out to the Georgia State President to present their student success story, where they increased their graduation rate by 23% and closed equity gaps. The Board then had the six universities and Cowley Community College participate in the playbook process to identify recommendations for improvements and highlight successes, and these were presented to the Board last May. Each will present in an upcoming BAASC meeting an update on what they are doing with their student success playbooks.

Adjournment

Regent Lane noted that the original October 18th meeting will be rescheduled. Information on an October face-to-face meeting will be announced soon. The next BAASC meeting is scheduled virtually for October 3, 2023, at 9:00 a.m.

Regent Ice moved to adjourn the meeting, and Regent Mendoza seconded. With no further discussion, the meeting adjourned at 11:47 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Fort Hays State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Wichita State University submitted letters of concern, and Fort Hays State has responded. The letters can be found in Appendix B. Board staff concurs with the Council of Presidents and the Council of Chief Academic Officers in recommending approval.

October 3, 2023

I. General Information

A. Institution

Fort Hays State University

B. Program Identification

Degree Level: Bachelor's
Program Title: Criminalistics
Degree to be Offered: Bachelor of Science in Criminalistics
Responsible Department or Unit: Criminal Justice Program
CIP Code: 43.0402
Modality: Face-to-face with program specific courses offered online
Proposed Implementation Date: August 1, 2024

Total Number of Semester Credit Hours for the Degree: 120 Credit Hours

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

The Departments of Criminal Justice, Chemistry, Biology, and Geosciences propose to develop an interdisciplinary Bachelor of Science in Criminalistics to sustain the workforce needed in the area of forensic science and crime scene investigation. Much of the academic analysis concerning the criminal justice system's use of scientific evidence examines the accuracy of analytical techniques, or more rarely, the use of scientific tests and forensic evidence in criminal cases. These are important areas of study, with relevance for both academics and criminal justice professionals. However, to take advantage of emerging bodies of work, criminal justice agencies must employ individuals trained in the natural sciences that also have expertise and understanding of how the criminal justice system works.

For example, scientific evidence must abide by the standards established by *Daubert v. Merrell Dow Pharmaceuticals* (1993). In this decision, the U.S. Supreme Court ruled that any scientific or forensic evidence submitted to the court must meet four criteria for admission to court, which expanded the Federal Rules of Evidence. The first criterion is that the expert (i.e., the person testifying as to what the physical evidence and/or analysis means) has scientific and/or technical knowledge that is relevant to the jury or judge's decision-making process. The second criterion is that expert testimony is based on facts or data. The third and fourth criteria are the most relevant for this degree proposal. The expert must show 3) that the analysis they are presenting is based on reliable methodology and 4) that the expert has reliably applied those

methodologies to the facts of the case. Because of the requirements of forensic evidence being that the investigator has knowledge of and experience in applying reliable principles and methods in obtaining, analyzing, and interpreting that evidence, it is crucial that individuals working within the criminal justice field are proficient in the natural sciences in addition to being knowledgeable in criminal investigation procedures.

Three public institutions within Kansas have degree programs that feature similar goals to the proposed program:

1. Emporia State University currently offers a Master of Science (M.S.) forensic science program. Representatives from that program have expressed interest in developing an articulation with FHSU to give students an opportunity to pursue their MS after completing the BS in Criminalistics at FHSU.
2. Wichita State University (WSU) has a Bachelor of Science (B.S.) forensic science program.
3. Washburn University (WU) offers three degrees with similar goals, including a B.S. in forensic chemistry, B.S. in forensic biology, and Bachelor of Criminal Justice (B.C.J.) in forensic investigations.

The standout difference of the proposed BS in Criminalistics program at FHSU is its curricular focus on criminal justice and chemistry (24 and 23 credit hours, respectively). This proposed program is also unique in its concentration options for students to choose between Forensic Chemistry, Forensic Biology, or Crime Mapping & Spatial Analysis.

The fact these varied Criminal Justice programs exist within Kansas speaks to the need for natural scientific expertise within the legal field. Indeed, this need is made explicit in the National Academy of Science's report (2009) to the U.S. Senate concerning the state of forensic science and its use within the American criminal justice system and how it could be improved. A significant hindrance to improving the accuracy of scientific evidence collection, analysis, and interpretation is the lack of trained individuals to aid criminal justice actors in this endeavor.

The FHSU Chemistry department offers a Forensic Science concentration available to students within its ACS (American Chemical Society) certified B.S. Chemistry program. This existing program focuses more on the chemistry discipline, particularly the analytical chemistry branch, and exposes students on the use of the different instrumental methods commonly employed in forensic analysis. This program concentration is geared towards applications of general quantitative/qualitative chemical analysis, lab techniques, sample preparation, methodology, statistical evaluation of data and sensitivity/selectivity in instrumental analysis. However, it does not emphasize how evidence is used within the criminal justice system, or how to interpret evidence and analyses in a legal context.

The proposed Bachelor of Science in Criminalistics will borrow from how Chemistry has created the Forensic Science concentration but will also incorporate a more structured foundation in criminal justice which complements the existing chemistry program. Specifically, Criminalistics students will take classes in criminology, ethics within the criminal justice system, criminal investigations and crime analysis, criminal law and court procedure, and criminal justice administration and processes, in addition to basic and intermediate chemistry courses in the core program. Additionally, students will select a specific concentration that includes advanced courses in chemistry, biology, or geosciences.

IV. Program Demand:

Market Analysis

A recent report developed for FHSU by Hanover Research, *Market Opportunity Scan: Bachelor's and Master's Degree Programs*, highlights fields of study for program development (2019). The plan makes four

recommendations to the university in developing a Strategic Enrollment Plan: 1) develop new programs or specialization areas; 2) target emerging fields aligned with strengths and priorities; 3) customize/refine established fields to attract students; and 4) avoid declining fields with limited employment prospects. Data accompanying the report indicates a labor demand for criminal justice careers in law enforcement administration, counterterrorism, homeland security, crisis management, and criminology. In addition, data indicate career fields in the natural sciences, including chemistry, biology, and the geological/earth sciences are either established or emerging. According to these findings, this program proposal targets emerging and established fields to develop a new program with areas of specialization that will prepare students for careers with a high growth labor demand.

Agencies hiring for applicants in these positions will seek candidates with a strong criminal justice core, supported by a scientific concentration, indicating direct alignment with the proposed BS in Criminalistics. Additionally, a BS in Criminalistics will professionalize law enforcement investigations to increase likelihood of successful prosecution for those cases where forensic evidence exists. Given the combined issues of rapid scientific advancement, perceptions of police illegitimacy and ineffectiveness, and local fiscal issues dominating the conversation, providing law enforcement personnel with the tools necessary to identify evidence, interpret the results, and testify in court. This is crucial for not only law enforcement and prosecution across the state of Kansas but especially in the rural areas of the state where agencies must wait for commuting specialist investigators in the field to arrive on-scene to collect and analyze evidence, then return to testify at trial. Graduating students with a background in scientific evidence collection and forensic science will make them more marketable and a greater asset for agencies that will benefit from their academic expertise. Based on the program of study described below, students will receive instruction in their scientific discipline of choice that is then grounded in a foundational understanding of the criminal investigation process, criminal law and procedure, and the use of data within criminal justice agencies. This knowledge will equip them with the skills necessary to recognize evidence in the field, its implications to prosecution and defense, and the ethical issues therein.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5	3	140	42
Year 2	10	6	295	89
Year 3	15	9	460	138

Projected enrollment includes five additional full-time and three part-time students during years 2 and 3 added to the previous year’s enrollment. The program is projected to reach 25 students within year 4 following implementation. Full-time credit hours based on number of hours per semester/year included in recommended path to degree (Section VII. B), including 28 for year 1; 31 for year 2; and 33 for year 3. Part-time credit hours based on half the hours per semester of a full-time student (e.g., 14 hours rather than 28 hours per student for the first year).

VI. Employment

State and federal law enforcement agencies routinely employ criminalists and forensic scientists. The Kansas Bureau of Investigation (KBI) has laboratories located in Great Bend, Kansas City, Pittsburg, and Topeka. According to the State of Kansas employment website (Kansas.gov, n.d.), the KBI has forensic laboratories for chemistry, biology, toxicology, firearms/toolmarks, and latent prints. In addition to entry level forensic scientists, there are also opportunities for advancement to Forensic Scientist II, III, and IV. Minimum

qualifications for the Forensic Scientist I, as posted on the same website, is a bachelor's degree in a relevant field of work, such as biology, chemistry, or forensic science. Like Kansas, the Colorado and Oklahoma Bureaus of Investigation, Missouri Highway Patrol, and the Kansas City, Missouri Police Department currently have openings for Forensic Scientist or Criminalist, with all states requiring a Bachelor of Science in chemistry or relevant discipline.

The Federal Bureau of Investigation (FBI) is currently hiring for a Forensic Chemist. According to the FBI website (FBI, n.d.), candidates must have completed a bachelor's degree, completing at least 30 hours in chemistry. Additionally, as noted on the USAJOBS website (usajobs.gov, n.d.) the FBI promotes forensic scientists to special agents, technically trained agents, and other positions where employees must use the advanced skill sets. As agents, these positions need awareness of criminal justice procedures in addition to scientific knowledge to prepare testimony for court proceedings.

Gray Associates, Inc., a software firm focused on academic program evaluation, conducted a market economy study for FHSU in March 2022 regarding job forecasts in the forensic science area. The report referenced postings for career opportunities that align with a Bachelor of Science in Criminal Justice and in Criminalistics, including:

- Custom Protection Officer,
- Lab Technician,
- Director of Communications,
- Cyber Threat Intelligence Analyst,
- Police Officer,
- Investigator, including of Network Services, Special Intelligence, and others
- Intelligence Analyst,
- Chief of Police,
- Cyber Forensic Analyst,
- Cyber Threat Intel Analyst,
- Forensic Research Scientist, and others.

Agencies hiring applicants in these positions will seek candidates with a strong criminal justice core, supported by a scientific concentration.

VII. Admission and Curriculum

A. Admission Criteria

Admission criteria for the Bachelor of Science in Criminalistics will align with the current admission requirements by FHSU for each of the following groups, including: 1) freshmen (under 21 years of age) who are Kansas or Non-Kansas residents, homeschooled, or obtained a GED; 2) transfer students with at least 24 credit hours, or under the age of 21 and fewer than 24 credit hours; or 3) adult learner requirements.

B. Curriculum

Students who earn a Bachelor of Science in Criminalistics degree will complete the program core and an elective concentration of their choice. The core provides students with both foundational and upper-division criminal justice material relevant to understanding how the criminal justice system functions, how cases move through the criminal justice system, how the investigative process functions, causes of crime, and ethics as related to issues of crime and justice. In addition to these courses, students will take foundational courses in Chemistry, as well as the Chemistry Department's CHEM 382 Introduction to Forensic Science. The proposed program core (listed below) will ensure that Criminalistics students understand 1) crime and criminal behavior, the organization of the criminal justice system, and the investigative process, and 2) a

strong foundation in chemistry.

Additionally, most of the program core (as well as the Crime Mapping & Spatial Analysis concentration through Geosciences, in particular) can be completed entirely online. This will benefit those students who are already professionals in the field who wish to increase their marketability and skill set within their current agency. Science-specific courses that require a lab component can be offered as intensive two-week courses during the summer to increase accessibility for students who are not able to attend on-campus during the traditional fall and spring semesters.

Building on the major core requirements, Criminalistics students will choose from one of three concentrations to complete program hours. These are Forensic Chemistry (26 hours), Forensic Biology (27 hours), and Crime Mapping & Spatial Analysis (30 hours). Each concentration takes advantage of existing FHSU courses taught by current faculty across campus, with a focus on providing students with both a foundation of natural science practicum and theory, as well as on how forensic and/or geographic evidence from that discipline is used within criminal proceedings. Finally, the Criminalistics degree, including the core and concentration, can be completed within the 120-hour requirement of KBOR.

The proposed program will pursue accreditation by the American Academy of Forensic Sciences. Additional information regarding accreditation standards is available at the following website:

https://www.aafs.org/sites/default/files/media/documents/2021%200924%20FEPAC%20Standards_0.pdf.

Forensic Chemistry Concentration Requirements

General Education Requirements: 30 credit hours for first time freshmen or transfer students beginning fall 2023 (the natural and physical sciences discipline area can be fulfilled through the B.S. in Criminalistics core curriculum).

Program Core Requirements: 47 credit hours Program

Concentration Requirements: 26 hours

Electives: 17 hours

Program Hours: 120 credit hours

The proposed B.S. Criminalistics – Forensic Chemistry concentration program is designed so that the FHSU Chemistry Department can seek certification through the American Chemical Society (ACS) – Committee on Professional Training (CPT) program, at a future time. The B.S. Chemistry program offered at FHSU currently has this certification. The ACS is the largest professional network for chemists. Thus, this program concentration can enjoy the benefits available to regular chemistry programs as provided by ACS. In spring 2022, ACS piloted an electronic badging program to certified graduates which can be used on LinkedIn profiles or other social media sites and are electronically linked to the standards that a student must meet in order to receive a certified degree. Benefits and additional information on ACS-CPT certification process can be accessed through <https://www.acs.org/content/acs/en/education/policies/acs-approval-program.html>.

Forensic Biology Concentration Requirements

General Education Requirements: 30 credit hours for first time freshmen or transfer students beginning fall 2023 (the natural and physical sciences discipline area can be fulfilled through the B.S. in Criminalistics core curriculum).

Program Core Requirements: 47 credit hours

Program Concentration Requirements: 27 hours

Electives: 16 hours

Program Hours: 120 credit hours

Crime Mapping & Spatial Analysis Concentration Requirements

General Education Requirements: 30 credit hours for first time freshmen or transfer students beginning fall 2023 (the natural and physical sciences discipline area can be fulfilled through the B.S. in Criminalistics core curriculum).

curriculum).

Program Core Requirements: 47 credit hours Program

Concentration Requirements: 30 hours

Electives: 13 hours

Program Hours: 120 credit hours

The program core and requirements listed for each concentration can be found in Appendix A: *BS Criminalistics Concentration Requirements*.

An example of a recommended path to program completion for students seeking a BS in Criminalistics, Chemistry concentration, together with the Kansas Board of Regents systemwide general education program, follows:

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
	***English Discipline Area	3
	***Math & Statistics Discipline Area	3
CHEM 120/120L	***University Chemistry I with Lab (Meets Natural and Physical Sciences Discipline Area)	5
CRJ 200	Criminology	3
Total Hours		14

Year 1: Spring

Course #	Course Name	SCH....
	***English Discipline Area	3
	***Social & Behavioral Sciences Discipline Area	3
CHEM 122/122L	University Chemistry II with Lab	5
CRJ 210	Criminalistics (New Course)	3
Total Hours		14

Year 2: Fall

Course #	Course Name	SCH....
	***Communication Discipline Area	3
	***Arts & Humanities Discipline Area	3
CHEM 304/304L or CHEM 340/340L	Essentials of Organic Chemistry or Organic Chemistry I	5
CRJ 245	Criminal Justice Ethics	3
Total Hours		14

Year 2: Spring

Course #	Course Name	SCH....
	***Social & Behavioral Sciences Discipline Area	3
	***Arts & Humanities Discipline Area	3
CHEM 342/342L	Organic Chemistry II with Lab	5
CHEM 382	Intro to Forensic Science	3
CRJ 307	Administration of Justice Systems	3

Total Hours	17
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Year 3: Fall

Course #	Course Name	SCH....
	***Institutionally Designated Area	3
CHEM 350/350L	Chemical Analysis with Lab	5
CRJ 331	Criminal Law & Procedure	3
CRJ 355	Criminal Investigation	3
	Elective	3
Total Hours		17

Year 3: Spring

Course #	Course Name	SCH....
	***Institutionally Designated Area	3
CHEM 360/360L or CHEM662	Essentials of Biochemistry with Lab	5
CRJ 350	Drugs & Society	3
	Elective	3
	Elective	2
Total Hours		16

Year 4: Fall

Course #	Course Name	SCH....
CHEM 656/656L	Instrumental Analysis with Lab	5
CRJ 600	Internship	3
CRJ 395	Crime Analysis	3
CRJ 390	Sex Crimes	3
Total Hours		14

Year 4: Spring

Course #	Course Name	SCH....
CHEM 666 or student selected chem lecture course	Inorganic Chemistry or student selected chem lecture	3
CHEM 634L or student selected chem lab course	Advanced Physical and Inorganic Lab or student selected chem lab	2
	Elective	3
	Elective	3
	Elective	3
Total Hours		14

*** KBOR Systemwide General Education requirement

Total Number of Semester Credit Hours.....120

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable FTE: 1.0

FTE = Full-Time Equivalency Devoted to Program

This program will not require a director, and no additional faculty positions are requested, as all course requirements for this interdisciplinary program (except two) are currently taught as part of existing programs. The new course that will be developed by the Criminal Justice Program (CRJ 210 Criminalistics) will replace an existing course that will be discontinued (CRJ 330 Culture and Crime). The new course that will be developed by the Department of Biology (BIOL 685 Microbiology) will be taught by an existing faculty position specialized in this area. The names of department chairs representing criminal justice, chemistry, biology, and geosciences are included for reference as well as current department faculty who may or will teach courses in the existing programs with concentrations for the Bachelor of Science in Forensic Science. Because FHSU has moved to a professional advising model, effective Fall 2022, no faculty will be assigned to advising; however, one faculty member from criminal justice, chemistry, biology, and geosciences will be assigned as a program mentor.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Criminal Justice Faculty					
Tamara Lynn, Department Chair	Associate Professor	PhD	Y	Criminal Justice, Generalist	0.125
Ziwei Qi	Assistant Professor	PhD	Y	Criminal Justice, Theory and Ethics	0.125
Morgan Steele	Assistant Professor	PhD	Y	Criminal Justice, Policing and Quantitative Methods/Crime Analysis	0.50
April Terry	Associate Professor	PhD	Y	Criminal Justice, Theory	0.125
Troy Terry	Instructor	MLS	N	Criminal Justice, Generalist	0.125
Chemistry Faculty					
Arvin Cruz, Department Chair	Associate Professor	PhD	Y	Instrumental Analysis/Physical-Inorganic Chemistry	0.125
Margaret Braasch-Turi	Instructor/Assistant Professor	PhD	Y	Organic Chemistry	0.125
James Balthazor	Associate Professor	PhD	Y	Biochemistry & Molecular Biophysics	0.125
Krisztina Bencze	Assistant Professor	PhD		Biochemistry/General Chemistry	0.125
Edwin Olmstead	Assistant Professor	PhD		Analytical & Inorganic Chemistry	0.125
Steve Reed	Instructor	MS	N	General Chemistry	0.125
Masakatsu Watanabe	Assistant Professor	PhD		Physical Chemistry & General Chemistry	0.125

Biology Faculty					
Tara Phelps-Durr Department Chair	Professor	PhD	Y	Plant Molecular Biologist Molecular Biology, Genetics	0.125
Claudia Carvalho	Lecturer	PhD	N	Microbiology	0.50
Medhavi Ambardar	Assistant Professor	PhD	Y	Human Physiology	0.125
Eric Gillock	Professor	PhD	Y	Virology, Bacteriology, Molecular Biology	0.125
Chris Bennett	Professor	PhD	Y	Human Anatomy	0.125
David Tarailo	Instructor	PhD	N	Human Anatomy	0.125
Geosciences Faculty					
Todd Moore Department Chair	Associate Professor	PhD	Y	Geosciences	0.125
Keith Bremmer	Assistant Professor	PhD	Y	Human Geography	0.125
Richard Lisichenko	Professor	PhD	Y	Geographic Information Systems (GIS)	0.125
Tom Schafer	Associate Professor	PhD	Y	Physical Geography, Cartography	0.125

IX. Expenditure and Funding Sources (*List amounts in dollars. Provide explanations as necessary.*)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	\$0	\$0	\$0
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Total Existing Personnel Costs – Reassigned or Existing	\$0	\$0	\$0
Personnel – New Positions			
Faculty	\$0	\$0	\$0
Administrators (<i>other than instruction time</i>)	\$0	\$0	\$0
Graduate Assistants	\$0	\$10,000	\$10,000
Support Staff for Administration (<i>e.g., secretarial</i>)	\$0	\$0	\$0
Fringe Benefits (<i>total for all groups</i>)	\$0	\$0	\$0
Other Personnel Costs	\$0	\$6,846	\$6,983

Total Personnel Costs – New Positions		\$0	\$16,846	\$16,983
Start-up Costs - One-Time Expenses				
Library/learning resources		\$0	\$0	\$0
Equipment/Technology		\$0	\$0	\$0
Physical Facilities: Construction or Renovation		\$0	\$0	\$0
Program Marketing		\$7,500	\$5,000	\$5,000
New Course Development		\$6,000	\$0	\$0
Total Start-up Costs		\$13,500	\$5,000	\$5,000
Operating Costs – Recurring Expenses				
Supplies/Expenses		\$3,000	\$3,000	\$3,000
Library/learning resources		\$0	\$0	\$0
Equipment/Technology		\$0	\$0	\$0
Travel		\$0	\$0	\$0
Total Operating Costs		\$3,000	\$3,000	\$3,000
GRAND TOTAL COSTS		\$16,500	\$24,846	\$24,983
B. FUNDING SOURCES				
<i>(projected as appropriate)</i>	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds & Student Fees	\$5,081	\$33,686	\$70,982	\$110,683
Other Sources				
GRAND TOTAL FUNDING		\$33,686	\$70,982	\$110,683
C. Projected Surplus/Deficit (+/-) (Grand Total Funding minus Grand Total Costs)				
		\$17,186	\$46,136	\$85,700

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All core faculty are currently employed by Fort Hays State University in the College of Arts, Humanities, & Social Sciences or the College of Science, Technology, & Mathematics. Faculty in the College of Arts, Humanities, & Social Sciences already teach the existing courses in the proposed interdisciplinary program except for one new course that will be developed specific to criminal justice (CRJ 210 Criminalistics). Faculty in the College of Science, Technology, & Mathematics already teach the existing courses in the proposed

program except for one new course that will be developed specific to biology (BIOL 685 Microbiology). Because program courses are currently offered as part of existing programs, minus the two newly created courses, and as part of faculty's teaching responsibilities in their respective units, there is not an increased percent of effort on faculty time (except for the potential of increased class size). Faculty expenses are calculated at a rate of 0.125 except for the two faculty (criminal justice and biology) who will be teaching a newly created course, with their rate calculated at 0.50. The university will not incur additional personnel costs related to existing positions for implementation of the new program as these expenditures are already in place for existing programs. In addition, it is not anticipated that program courses will reach capacity in the first three years of the program; therefore, no additional new faculty lines are required.

Personnel – New Positions

The only new position proposed for this major is a Graduate Assistant (GA) specific to forensic science beginning in year 2 of the program. Funding includes an annual \$10,000 stipend (\$5,000/semester) and tuition for nine credit hours per semester at the average rate of on-campus and online tuition. Tuition is calculated with a 2% increase over the previous year for year 3.

Start-up Costs – One-Time Expenses

We request a marketing budget for years one through three to promote the new program, with a preliminary request of \$7,500 for year one and \$5,000 each for years two and three. An exact budget will require an assessment by University Marketing. This funding is requested from the College of Arts, Humanities, & Social Sciences, the College of Peter Werth College of Science, Technology, and Mathematics, and through the Strategic Enrollment Plan. In addition to marketing, we request \$6,000 to develop the two new courses at a rate of \$3,000 per course.

Operating Costs – Recurring Expenses

The chemistry and biology departments request additional funds to cover consumables such as lab supplies, chemical reagents, personal protective equipment (PPE) and equipment upgrades.

B. Revenue: Funding Sources

Projected tuition and fees are calculated using undergraduate resident/regional tuition (in which FHSU offers in-state tuition to residents from Kansas and 13 other states) to align with the proposed curriculum map (28 credit hours year 1 plus 2% increase over current year; 31 hours year 2 plus 2% increase over year one; and 33 hours year 3 plus 2% increase over year two). The AY 2022-2023 cost per undergraduate credit hour for Kansas/Regional residents is \$181.46. Tuition/fees are calculated each year with the projection of five new full-time students and three new part-time students enrolling each year for the first three years. The program will be supported by the base tuition and fees generated. No other funding sources will be necessary.

C. Projected Surplus/Deficit

Project Surplus	
Year 1	\$17,186
Year 2	\$46,136
Year 3	\$85,700
Total	\$149,022

XI. References

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Appendix A: *BS Criminalistics Concentration Requirements*

Bachelor of Science Criminalistics Concentration Requirements

Bachelor of Science in Criminalistics – Core Requirements	
CHEM 120/120L	University Chemistry I + Lab (5) (Meets general education Natural Scientific Lecture and Lab mode of inquiry)
CHEM 122/122L	University Chemistry II + Lab (5)
CRJ 200	Criminology (3)
CRJ 210*	Criminalistics (3)
CRJ 245	Criminal Justice Ethics (3)
CHEM 304/304L or CHEM 340/340L	Essentials of Organic Chemistry + Lab (5) or Organic Chemistry I + Lab (5) for chemistry concentration
CRJ 307	Administration of Justice Systems (3)
CRJ 331	Criminal Law & Procedure (3)
CRJ 355	Criminal Investigation (3)
CHEM 360/360L or CHEM 662/662L	Essentials of Biochemistry + Lab (5) or Biochemistry I + Lab (5) for chemistry concentration
CHEM 382	Introduction to Forensic Science (3)
CRJ 395	Crime Analysis (3)
Either:	
CRJ 499	Capstone Seminar in Criminal Justice (3)
CRJ 600	Internship (3)
Total Core Hours	47 hours

*The is one of two courses that will be created for the Bachelor of Science in Criminalistics with the second course created for the biology concentration.

Forensic Chemistry Concentration Courses (26 hours)	
CHEM 342/L	Organic Chemistry II + Lab (5)
CHEM 350/L	Chemical Analysis + Lab (5)
CHEM 656/L	Instrumental Analysis + Lab (5)
CRJ 350	Drugs & Society (3)
CRJ 390	Sex Crimes (3)
One of the following:	
CHEM 352/352L	Environmental Chemistry + Lab (5)
CHEM 666 & CHEM 634L	Inorganic Chemistry (3) + Advanced Physical and Inorganic Laboratory (2)
CHEM 664/L	Biochemistry II + Lab (5)
CHEM 430/430L	Survey of Physical Chemistry + Lab (5)
Potential Career:	Crime lab analyst Forensic lab analyst/pathologist Quality investigator scientist Chemical safety officer Pharmaceutical chemical methods lab development scientist
Real World Applications:	Forensic evidence recovery/research/molecular testing
	Instrumental methods of chemical analysis
	Qualitative and quantitative chemical analysis

Forensic Biology Concentration Courses (27 hours)	
BIOL 180/180L	Principles of Biology + Lab (4)
BIOL 240/240L	Microbiology for Allied Health + Lab (4)
BIOL 325/325L	Genetics + Lab (4)
BIOL 345/345L	Human Anatomy + Lab (4)
BIOL 346/346L	Human Physiology + Lab (4)
BIOL 685**	Molecular Biology (4)
One of the following:	
CRJ 350	Drugs & Society (3)
CRJ 375	Serial Predators (3)
CRJ 390	Sex Crimes (3)
Potential Career:	DNA analyst Deputy Coroner
Real World Applications:	Identification of unknown individuals through DNA, biometrics or friction ridge impressions (e.g., fingerprints)

**BIOL 685 is the second course that will be developed for the program; however, it is specific to the biology concentration and will have no impact on core requirements or the chemistry and geosciences concentrations

Crime Mapping & Spatial Analysis Concentration Courses (30 hours)	
GSCI 240	Intro to Geographic Information Systems (GIS) (3)
GSCI 360	Intermediate GIS (3)
GSCI 290	Cartography (3)
GSCI 330	Remote Sensing Concepts (3)
GSCI 603	Urban Geography (3)
GSCI 630	Geostatistics and Spatial Data Analysis (3)
GSCI 625	Advanced GIS (3)
GSCI 655	GIS Programming (3)
CRJ 275	Crime & Society (3)
SOC 384	Social Problems (3)
Potential Career:	Crime data analyst
Real World Applications:	Identifying the spatial patterns of crime incidents Geographic profiling

Appendix B

June 6, 2023

Daniel Archer
Kansas Board of Regents
1000 SW Jackson St., Suite 520
Topeka, KS 66612-1368

Dear Dr. Archer,

A review of the Fort Hays State University proposed bachelor of science in criminalistics program ([Fort Hays State University - Bachelor of Science in Criminalistics](#)) reveals a similar course of study to the Wichita State University Bachelor of Forensic Science program. While there are several differences between the FHSU proposal and our program, the forensic science concentrations are nearly identical.

The WSU FS program is a 91 credit-hour major, consisting of Anthropology, Biology, Chemistry, Criminal Justice/Forensic Science and Statistics. The proposed FHSU Criminalistics major would be a 73 to 77 credit-hour major depending upon the choice of three concentrations—Forensic Chemistry, Forensic Biology, or Crime Mapping & Spatial Analysis.

	WSU FS Major	FHSU Criminalistics Major
Anthropology	10 hrs	
Biology	26 hrs	27 hrs (concentration choice)
Chemistry	31 hrs	26 hrs (*concentration choice)
Criminal Justice chemistry, etc.)	9 hrs	47 hrs (core requirements—*includes “university”
Forensic Science	12 hrs	
Geography		30 hrs (concentration choice)
Statistics	3 hrs	

The FHSU concentrations in biology and chemistry are the established “hard science” chemistry and biology courses found on most universities, whether one puts the word forensic in front of it or not. The proposed concentration in Crime Mapping & Spatial Analysis seems a little unique. From its title one might assume there would be instruction involving 3-D terrestrial scanning/mapping and maybe crime scene documentation, but that does not seem to be the case. Their courses include a heavy focus on GIS and crime data analyst. It generally would appear to be well developed for a student interested in being a criminal analyst. This is a field not well offered within the KBOR system, but one must wonder what students will think of taking core biology and chemistry classes to achieve this goal. While FHSU indicates a need for additional crime scene investigators, their proposal does not appear to directly address it.

The use of study concentrations at the undergraduate level is curious. Most of our students are unable to choose between chemistry (drug evidence examinations) and biology (DNA, trace evidence exams, etc.) even in their senior year. This is illustrated by the number of FS majors, who after taking

semesters of hard sciences, are elated to find employment as Correlators for NIBIN in the AFT's Crime Gun Center of Excellence. Helping students, at this stage of their careers, understand the difference between a sworn officer crime scene investigator's position and a civilian (scientist) examiner's position consumes much mentoring time. While the WSU FS major is difficult and challenging, our graduates realize they have a strong foundation for whatever discipline they choose to pursue (and not always within the criminal justice field).

We have concerns with some of the FHSU justifications for this program. The 2009 National Academy of Science's (NAS Report) is now generally understood to be a historical document. We are, and need to be, teaching students the relevant recommendations from the Organization of Scientific Area Committees (OSAC), which are administered by the National Institute of Standards & Technology (NIST) for the forensic disciplines. The OSACs were the outcomes of the NAS Report, and these OSAC recommendations will control how our students perform their duties for the rest of their careers. The proposal also states that rural areas of the state must wait for commuting specialists to assist evidence collection. A quick review of UCR data reveals crime rates generally so low that agencies in rural areas cannot support specialized forensic personnel.

Unfortunately for the young scientist, employment in the field of forensics is at best slow growing, if not stagnant. For example, the Wichita Police Department has 11 civilian crime scene investigators. This number has remained the same since the mid-1970's. There are three forensic laboratories in Kansas—the Kansas Bureau of Investigation in Topeka (with satellite labs in Great Bend, Kansas City, and Pittsburg), the Johnson County Sheriff's Criminalistics Laboratory in Olathe, and the Sedgwick County Regional Forensic Science Center here in Wichita. It is anticipated ATF will be closing one of its three national labs and relocating that lab to the WSU campus in the next year or two. Each of these laboratories do have vacancies from time-to-time; but they and the laboratories in the surrounding states are established with a steady and permanent scientific staff. Unlike police agencies nationwide who are all currently looking for new recruits, forensic science examiner positions are highly competitive with large numbers of applicants competing for each position.

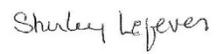
We also have concerns that FHSU does not understand the forensic science field and its needs by primarily offering classes in the science concentrations in an online setting. Laboratory directors of the Kansas labs, the Oklahoma State Bureau of Investigation laboratory, and the Texas Department of Public Safety/Texas Rangers have all indicated when seeking entry level scientists, they want those who have hands-on experience working in a laboratory. As currently proposed, this may have an impact on the success rate of their program.

If this program is approved, FHSU will market it heavily against our program and the Washburn program. FHSU estimates producing 15 graduates yearly, once implemented, or slightly more than Washburn and our program (we graduated 10 students this spring). Most of our students are recruited from the Wichita metro area, Oklahoma and Texas, and along the I-70 corridor to the east. At first glance it might not appear this program would have a major impact on our enrollment; however, the removal of even one or two students from small programs, such as forensic science, represents a large percentage. The implementation of the FHSU program will adversely affect both Washburn and the WSU program.

June 6, 2023
Page 3 of 3

Lastly, criminalistics and forensic science are essentially synonyms of each other; thus, the program is a duplication of existing programs.

Sincerely,

A handwritten signature in cursive script that reads "Shirley Lefever".

Shirley Lefever, PhD
Executive Vice President & Provost



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OFFICE OF THE PROVOST

June 22, 2023

Dr. Shirley Lefever
Executive Vice President and Provost
Wichita State University
1845 Fairmount Street
Wichita, KS 67260

Dear Provost Lefever:

I hope things are going well for you this summer and you can find time to enjoy the season. Before our first fall COCAO meeting, I wanted to respond to your letter regarding our proposed Bachelor of Science in Criminalistics.

Our proposal is for an interdisciplinary program which melds areas of criminal justice, chemistry, biology, and geosciences. As such, I will address your pertinent concerns and requests for clarification.

1) We believe the program is distinct. The proposed curriculum is distinct from others (WSU, WU, ESU) and is intended to balance skills from a variety of disciplines and technical skills. It can be used in the interpretation of data and analysis of results along with an understanding of social constructs. A combination of these proficiencies will strengthen students' understanding of criminal investigations across the judicial system. In addition:

- FHSU's program is a rigorous interdisciplinary program. Students taking the core curriculum will receive a wide breadth of skills in criminalistics and directed into an array of electives and experiences to further expand those skills.
- The proposed program does not directly duplicate other State programs in the numbers of credits, course content or mode of delivery. It is uniquely strong in broad criminal justice preparation and will be marketed as such.
- Law enforcement agencies in rural areas of Kansas are struggling to recruit, hire, and retain qualified law enforcement personnel. Employers, including sheriffs and police chiefs representing the 18 northwestern counties of Kansas, have indicated their need for this type of preparation. Not only will the proposed program lead to more qualified law enforcement recruits, but the skill sets of criminalistics majors will expand the investigative capabilities of rural agencies.

2) Kansas Needs It. This program is proposed in response to the recognition that Kansas, especially rural Kansas, lacks criminal analysts which you recognize in your letter.

Dr. Shirley LeFever
Page 2
June 22, 2023

3) Employment Opportunities. Gray Associates' data, prepared specifically for FHSU (considering our markets), points to employment needs in our service region. Therefore, the employment market is not stagnant. The data supports the need for a range of investigative and analytical careers such as Custom Protection Officer, Lab Technician, Police Officer, Investigator, and others.

4) Blended Education is Added Value. The proposed curriculum is a blend of online and face-to-face programming. Courses are offered online when feasible. If laboratory or hands-on experience is required, the students will meet face-to-face. The combination of modalities provides the best of both educational experiences.

5) Response to Crime in Rural Areas. Crime rates and types of crime warrant strong preparation, especially in rural areas. By providing a broad skill set in criminalistics (analytical services, sworn law enforcement and general investigative skills) our graduates will have a solid foundation to handle all types of criminal situations. Mr. Tony Mattivi, KBI Director, recently created six new positions assigning agents specifically to western Kansas to address the changing criminal justice landscape.

Given these reasons, we believe the program is not duplicative in content or mode of delivery. It is a unique opportunity for students in Kansas (especially western) and Colorado. The proposed program demonstrates the strong need for this preparation, skill, and breadth of experience in these geographical regions.

Thank you for expressing your concerns and allowing me an opportunity to respond. I look forward to continued collaboration between our institutions.

Sincerely,



Jill Arensdorf, Ph.D.
Provost and Vice President for Academic Affairs

ACADEMIC AFFAIRS



July 20, 2023

Daniel Archer
Kansas Board of Regents
1000 SW Jackson St., Suite 520 Topeka, KS 66612-1368

Dear Drs. Archer and Arensdorf,

Thank you for your response regarding WSU's initial letter stating concerns with the Fort Hays State University proposed bachelor of science in criminalistics program ([Fort Hays State University - Bachelor of Science in Criminalistics](#)). I appreciate the further clarification regarding the distinct course work within the FHSU program.

After sharing this proposal and response from Provost Arensdorf with our colleagues in the field, we agree there is a general need as well as a specific need in rural Kansas, for well-trained analysts, police officers, deputies, and investigators. That said, the goal of all of the existing criminal justice academic programs within the state is to fill this need. It is our view the existing programs are sufficient for meeting the market demand now and in the future.

Additionally, our concern remains that the thrust of the FHSU proposal, other than the track for criminal analyst, is a forensic science program, but renamed *criminalistics*. We are aware that with KBOR's emphasis on program review, duplicative programs will be under special scrutiny for the number of graduates who enter the workforce. A new program at yet another institution has the potential of saturating the market, and thus poses a threat to enrollment in already existing forensic sciences programs.

Further, WSU's collaboration with the Bureau of Alcohol, Tobacco and Firearms (ATF) that has recently been launched on the WSU campus is regional in its scope, meaning students from across Kansas will be recruited into the program. Adding another program to the list of options available will threaten the enrollment in WSU's programs that ATF invests in and relies on for their talent pipeline needs. This proposal comes at a critical time for WSU with the arrival of the ATF's crime gun center of excellence being located on the WSU campus. *Any* resulting loss in student enrollment from adding a program to the market has the potential to weaken our ability to justify and maintain the large investments both ATF and WSU are making in forensic science and our commitment to growing the talent pipeline in this field.

Thank you again for responding to our initial correspondence. Please let me know if we can provide any additional context for this response.

Sincerely,

A handwritten signature in cursive script that reads 'Shirley Lefever'.

Shirley Lefever, Ph.D.
Executive Vice President and Provost

1845 Fairmount Street | Wichita, Kansas 67260-0013
tele: (316) 978-3010

wichita.edu



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OFFICE OF THE PROVOST

August 25, 2023

Daniel Archer, Ed.D.
Vice President for Academic Affairs
Kansas Board of Regents
1000 SW Jackson St #520
Topeka, KS 66612

Dear Dr. Archer:

This letter is in response to Wichita State University's expression of concern regarding our proposed Bachelor of Science in Criminalistics, an interdisciplinary program that incorporates areas of Criminal Justice, Chemistry, Biology, and Geosciences. We believe that the proposed program meets unique and documented needs, and it does not duplicate Wichita State University's Forensic Science program.

Fort Hays State University's proposal deserves serious and thoughtful consideration for the following reasons:

- **Kansas Needs It:** Provost Lefever indicates in her letter dated July 20, 2023, that "existing [criminal justice academic] programs are sufficient for meeting the market demand now and in the future." This would be true were agencies simply seeking to hire police officers, deputies, and investigators. Rural law enforcement agencies, however, cannot support large staffs of highly specialized professionals and need versatile team members who possess the scientific and professional skills necessary to fulfill a range of functions both in the field and in the laboratory. The proposed Criminalistics program will produce graduates capable of meeting this urgent need in our region.
- **A Distinct Program:** The proposed program does not duplicate Wichita State University's Forensic Science program. The proposed Criminalistics program requirements include a well-balanced curriculum in criminal justice and chemistry that will provide students with an equally strong foundation in the social and hard sciences. In addition, the proposed Criminalistics program is unique in its interdisciplinary nature, which will allow students to choose from multiple concentrations in the hard sciences to enhance their professional skills. This will effectively prepare students to excel both in the field and in the laboratory.
- **Employment Opportunities:** Gray Associates data prepared for Fort Hays State University, which identify significant employment needs within the university's service area, show that the employment market is not stagnant.

Daniel Archer, Ed.D.

Page 2

August 25, 2023

- **Demonstrated Existing Student Demand:** The proposed program was developed to serve existing Fort Hays State University students. These students, who are already enrolled at Fort Hays State University but are pursuing degrees in Criminal Justice, Chemistry, Biology, and/or Geosciences, have consistently expressed interest in a program that would include both a criminal justice and a science concentration. Prospective students who have already decided to attend Fort Hays State University are excited about the possibility of pursuing a program that will prepare them to work in the criminal justice field and to acquire a unique skillset that will make them more appealing to future employers. Seven of twelve incoming students who met this summer with Criminal Justice faculty members expressed interest in the proposed Criminalistics program. These students have already decided to attend Fort Hays State University for reasons including affordability, family connections, geographical location, and a preference to study in a smaller community such as Hays. Fort Hays State University is also well situated to recruit students from rural areas of eastern Colorado, western Nebraska, and the Oklahoma panhandle. In addition, the proposed Criminalistics program will meet the needs of students currently pursuing the Crime Scene Investigation program at Northwest Kansas Technical College, which has entered a Regents-approved strategic affiliation with Fort Hays State University.

We believe the proposed Criminalistics program does not duplicate the content or mode of delivery of Wichita State University's Forensic Science program. The proposed program does meet the unique academic and professional needs of an existing population of current and prospective Fort Hays University students and of Fort Hays State University's western Kansas service area.

Please let me know should you require further information about the proposed Criminalistics program, and I shall be happy to provide it.

Sincerely,

A handwritten signature in cursive script that reads "Jill Arensdorf".

Jill Arensdorf, Ph.D.

Provost and Vice President for Academic Affairs



Private/Out-of-State Postsecondary Education

Annual Report

Fiscal Year (FY) 2022

October 3, 2023

Kansas Board of Regents
Building a Future for Kansas Families, Businesses and the Economy

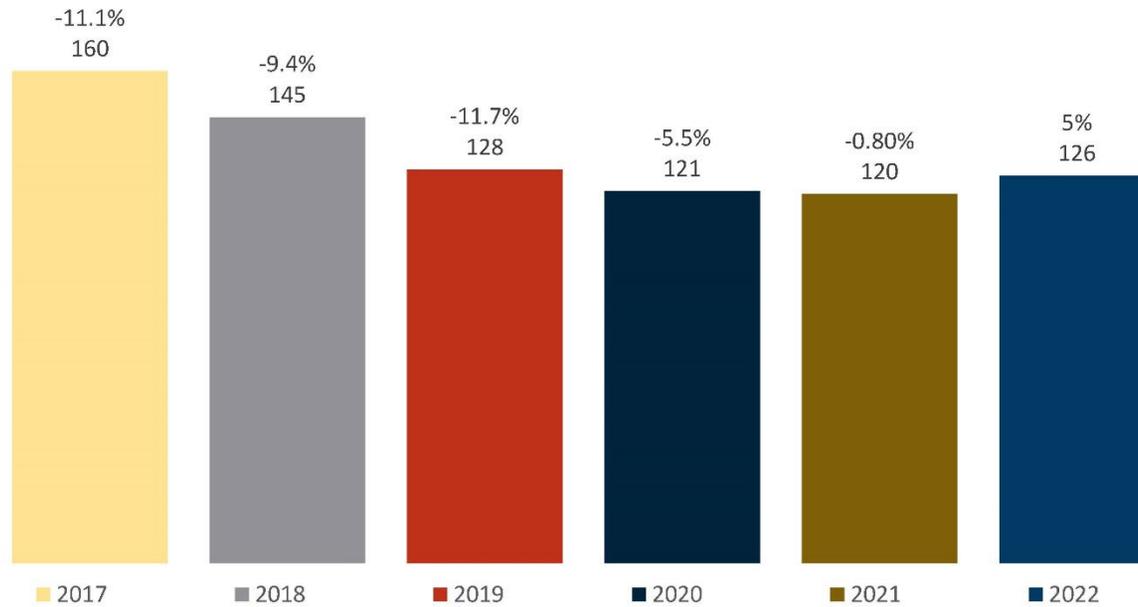


Regulation of Private/Out-of-State Postsecondary Institutions

- Kansas Private and Out-of-State Postsecondary Educational Institution Act enacted in 2004; K.S.A. 74-32,162 et seq.
- Authorizes private and out-of-state institutions to operate in Kansas with a Certificate of Approval
- Institutions complete an annual renewal application for continued approval
- Approved institutions offer instruction in business trades, technical and industrial occupations, and confer degrees

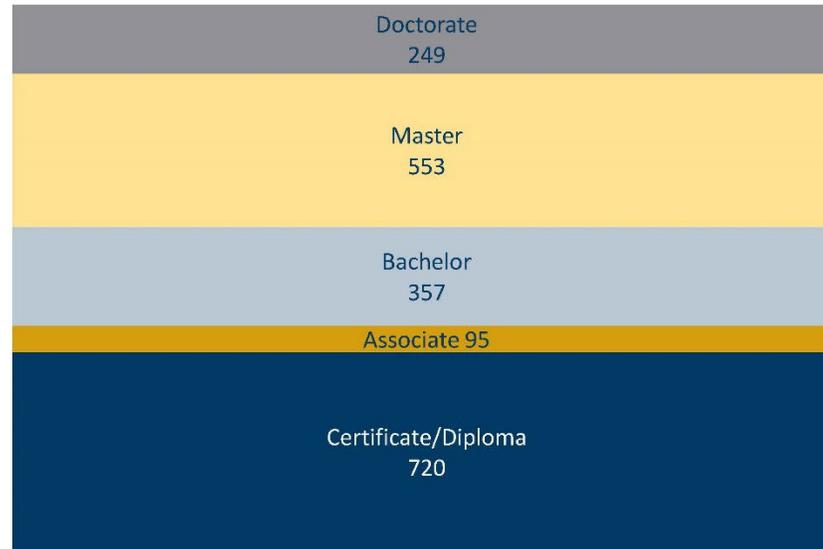


Approved Institutions FY17 – FY22





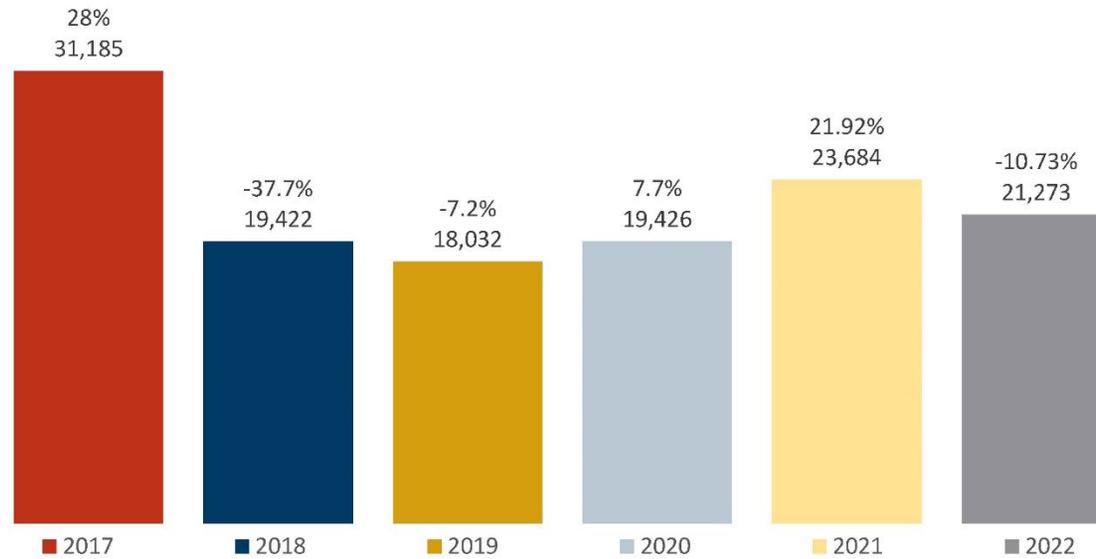
Approved Programs



1,974 in FY22

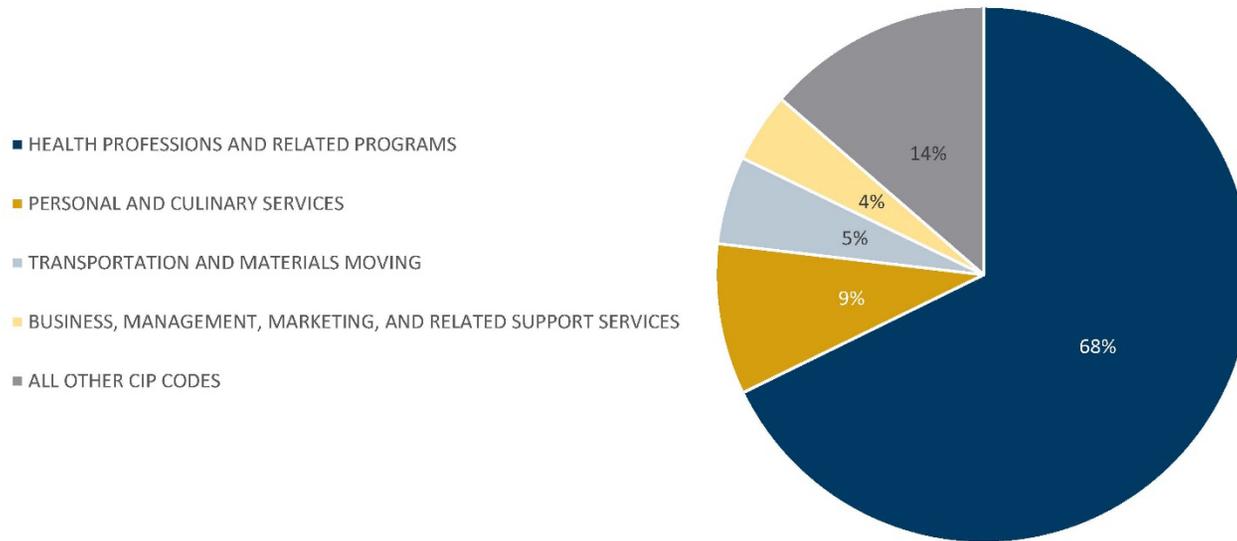


Students Enrolled





FY 2022 Enrollment By Classification of Instructional Programs (CIP)

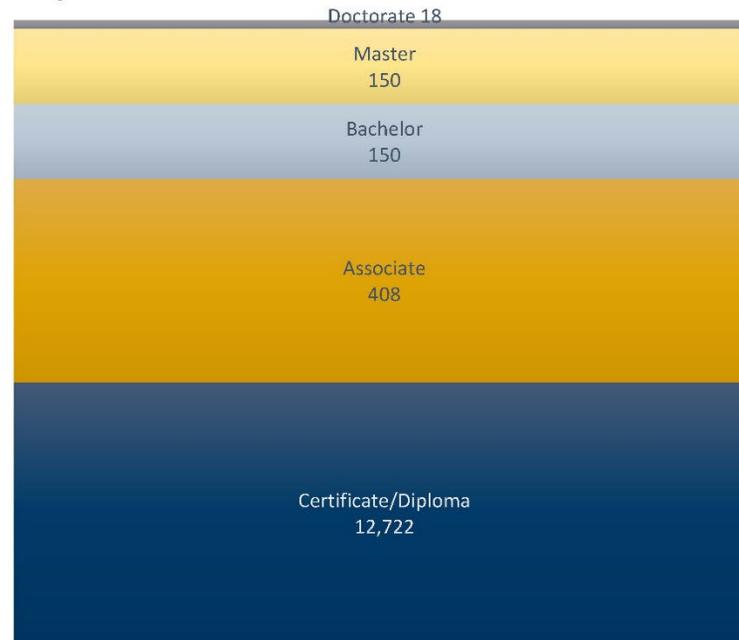


Excludes Real Estate and Insurance Programs





Awards Completed

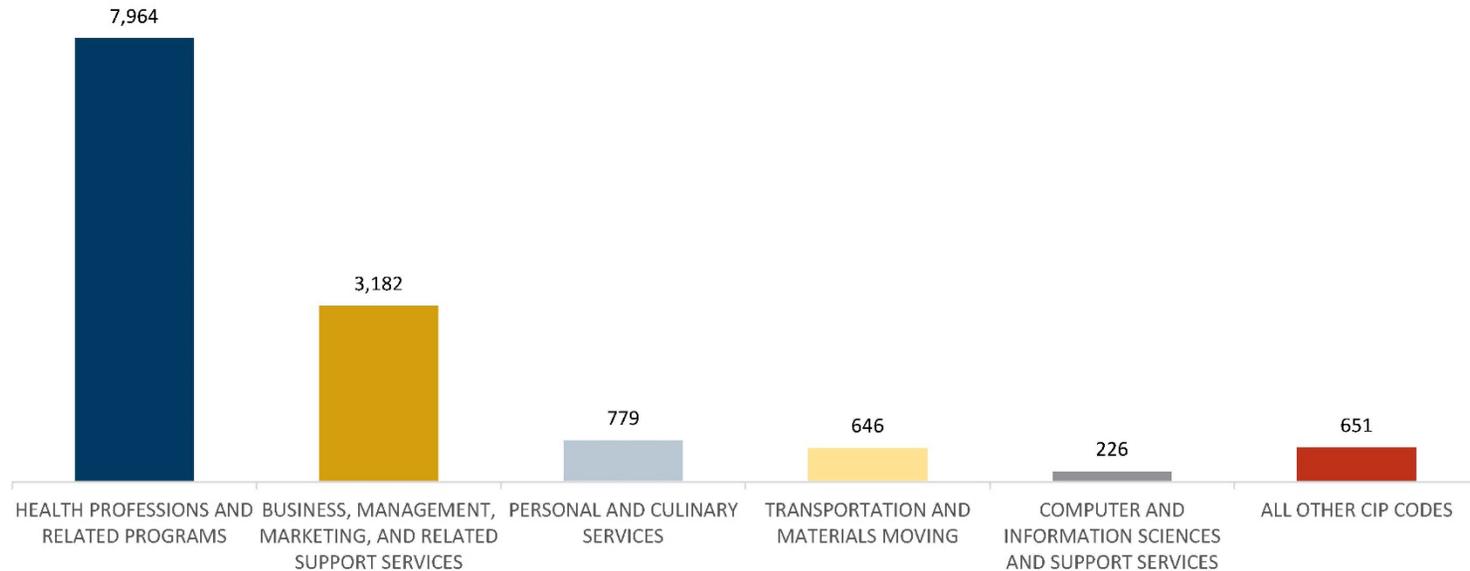


13,448 in FY22





Certificate/Diploma and Degree Completion By Classification of Instructional Programs (CIP)





Legislative Update

- **Statute Amendments effective July 1, 2021**
 - Jurisdiction
 - Consumer Protection
 - Strengthened Oversight
 - Penalties
- **Regulation Amendments effective February 17, 2023**
 - Financial Stability Minimum Requirements
 - Clarify the Official Termination Date Used for Refund Calculations
 - Add Catalog Requirements, including the Addition of KBOR Contact Information in the Institution's Grievance Policy
 - Remove Some Reporting Requirements



Questions

Crystal Puderbaugh

cpuderbaugh@ksbor.org

Jennifer Armour

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Sally Ediger

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Summary

In accordance with K.S.A. 74-3202d and the Board-approved [Performance Agreement Funding Guidelines](#), the Academic Year 2022 Performance Reports are presented for review. Staff recommends approval of the attached performance reports and associated funding levels.

October 3, 2023

Background

Through the 1999 adoption of (and subsequent amendments to) K.S.A. 74-3202d, the Kansas Board of Regents is authorized to 1) approve performance agreements (improvement plans) and 2) determine the amount of new state funds awarded as a result of those agreements. In October 2003, the Board adopted a performance agreement model along with funding guidelines, both of which have been updated periodically over the years. The performance agreement model covering Academic Year (AY) 2022, which is attached, has guided institutions in developing their performance agreements, in which each institution typically chooses six “indicators” by which their performance will be measured through reporting on those indicators each year. Recently, these agreements have been restructured every three years. (On May 17, 2023, the Board approved a projects-based system for future reporting years 2024 through 2026.¹ However, this is the final reporting year for the “old” system.)

In 2019, the performance agreements were scheduled to be restructured, and the Board was in the midst of developing its new strategic plan. As such, substantive changes were not made to the existing performance agreements at that time. Accordingly, a plan was devised to extend the existing Academic Year 2017 through Academic Year 2019 (AY 2017 - AY 2019) performance agreements, thereby creating “bridge agreements.” Ultimately, the bridge agreements were approved to cover three years: AY 2020, AY 2021, and AY 2022. For these bridge agreements, about half of the institutions replaced at least one of their indicators² while the remaining institutions continued using the same indicators that were used in the older agreements.

As any new funding awarded depends upon the institution’s compliance with its Board-approved performance agreement, institutions submitted performance reports to Board staff for AY 2022. These reports will be the basis for awarding any new funds in July of 2024. It is important to note that funds designated by the Legislature for a specific institution or purpose are exempted from these performance funding provisions. A timeline that details the AY 2022 performance reporting, reviewing, and funding cycle is detailed below.



Per the performance agreement funding guidelines which can be found on the KBOR [website](#), institutions establish a baseline for each indicator in the performance report. The baseline is an average of three previous years of data for the given indicator. **Awarding of new funding is based on the following three outcomes for the indicators in the performance report:**

1. maintaining the baseline

¹ Please see pp. 60-72 of the [May 17, 2023, Board Agenda](#) for details on the new projects-based system for future reporting.

² For all indicators that were continued, the same baselines were used for the AY 2020 – AY 2022 bridge performance agreements. Any institution changing to a different indicator for which they provided the data used the most recent years of data leading up to the reporting year to establish a baseline.

2. improving on the baseline or
3. declining from the baseline

The Board annually awards new funds 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 the 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**.

As institutions turned in their reports, staff provided a preliminary review and shared any concerns with the institution who subsequently revised the reports. Consistent with the Board’s performance funding guidelines, staff recommends the institutions listed below receive 100% of any new funding for which they are eligible.

Because most of the indicators (and baselines) were continued from the AY 2017 – AY 2019 performance agreements, we are including the first page of those reports for each institution, showing data from AY 2017 – AY 2019 to help fill in the gaps for the years between the baseline years and the reporting year of AY 2022. However, it is the comparison to the baseline data that indicates the direction of the arrow and determines the outcome for each indicator for AY 2022.

University/College	Funding Recommendation	Page
Barton Community College	100% funding	41
Emporia State University	100% funding	45
Fort Hays State University	100% funding	49
Kansas State University	100% funding	53
Pittsburg State University	100% funding	57
Washburn University	100% funding	61
Wichita State University	100% funding	65

Performance Agreement Model (through AY 2022)

Sectors			
Indicators	<i>Universities Research Universities</i>	<i>Universities Comprehensive Universities</i>	<i>Community Colleges Technical Colleges</i>
<i>Sector-Specific Indicators</i>	<p>Research universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include the Goal Three.</p> <p>1. Increasing Higher Education Attainment</p> <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates <p>2. Meeting the Needs of the Kansas Economy</p> <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields <p>3. Ensuring State University Excellence</p> <ul style="list-style-type: none"> • Selected regional and national rankings 	<p>Comprehensive universities must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. One of those indicators must include Goal Three.</p> <p>1. Increasing Higher Education Attainment</p> <ul style="list-style-type: none"> • First to second year retention rates • Number of certificates and degrees awarded • Six-year graduation rates <p>2. Meeting the Needs of the Kansas Economy</p> <ul style="list-style-type: none"> • Performance of students on institutional assessments • Percent of certificates and degrees awarded in STEM fields <p>3. Ensuring State University Excellence</p> <ul style="list-style-type: none"> • Performance on quality measures compared to peers 	<p>Community and technical colleges must include in the performance agreements at least three indicators from the <i>Foresight 2020</i> goals noted below. Institutions must include at least one indicator from each Goal.</p> <p>1. Increasing Higher Education Attainment</p> <ul style="list-style-type: none"> • First to second year retention rates of college ready cohort • Three-year graduation rates of college ready cohort • Number of certificates and degrees awarded • Student Success Index <p>2. Meeting the Needs of the Kansas Economy</p> <ul style="list-style-type: none"> • Performance of students on institutional quality measures³ • Percent of students employed or transferred • Wages of students hired⁴ • Third party technical credentials and WorkKeys, if applicable
<i>Institution-Specific Indicators⁵</i>	<p>Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i>.</p>	<p>Universities must also include three indicators specific to the institution which support <i>Foresight 2020</i>.</p>	<p>Community and technical colleges must also include three indicators specific to the institution which support <i>Foresight 2020</i> or institution-specific indicators, one of which measures a non-college ready student population.</p>

³ e.g. the National Community College Benchmarking Project and/or Noel-Levitz Benchmarking Surveys.

⁴ As provided by the Kansas Department of Labor.

⁵ For all institution-specific indicators involving students, institutions may disaggregate by sub-population (i.e. underrepresented populations, underprepared students, etc.). Institutions may disaggregate other institution-specific indicators, as appropriate.

Barton Community College Performance Report AY 2022							AY 2022 FTE: 3,094 Date: 6/27/2023	
Contact Person: Elaine Simmons Phone: 620-792-9214 email: simmonse@bartonccc.edu	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 the number of Barton degrees and certificates awarded	1 <i>KBOR data</i>	AY 2013: 1,032 AY 2014: 977 AY 2015: 830 Baseline: 946	922	↓	938	↓	910	↓
2 Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses	2	AY 2016: 1,885/2,604 = 72.4% AY 2017: 1,495/1,961 = 76.2% AY 2018: 1,268/1,710 = 74.2% Baseline: 4,648/6,275 = 74.1%	1,643/2,032 = 80.9%	↑	1,339/1,707 =78.4%	↑	1,351/1,700 =79.5%	↑
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure	2	AY 2013: 232/306 = 75.8% AY 2014: 277/349 = 79.4% AY 2015: 334/404 = 82.7% Baseline: 843/1,059 = 79.6%	230/273 = 84.2%	↑	251/292 = 86.0%	↑	260/292 =89.0%	↑
4 Increase overall first-year academic achievement (GPA) for students in developmental courses	1	2017=2.36 GPA (n = 1,794) 2018=2.22 GPA (n = 2,005) 2019=2.22 GPA (n = 2,171) Baseline: 2.27 GPA	2.74 GPA (n=2,042)	↑	2.51 GPA (n= 2,012)	↑	2.73 GPA (n=1,499)	↑
5 Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort	2 <i>KBOR data</i>	Fall 2010 Cohort: 92/387 = 23.8% Fall 2011 Cohort: 108/377 = 28.6% Fall 2012 Cohort: 179/516 = 34.7% Baseline: 379/1,280 = 29.6%	153/476 = 32.1%	↑	168/478 = 35.1%	↑	190/549 =34.6%	↑
6 Increase the percentage of students performing at the “Proficiency” level on mandatory competencies within written communication assessments of general education	2	AY 2013: 645/1,430 = 45.1% AY 2014: 680/1,528 = 44.5% AY 2015: 550/1,502 = 36.6% Baseline: 1,875/4,460 = 42.0%	222/621 = 35.7%	↓	258/666 =38.7%	↓	263/714 =36.8%	↓

Barton Community College Performance Report AY 2022

Indicator 1: Increase the number of Barton degrees and certificates awarded

Description: Foresight 2020, Goal #1 Increase Higher Education Attainment; as measured by “Number of degrees produced”. Barton wishes to continue the upward growth of students completing certificates and degrees. This goal aligns directly with the KBOR 2020 Strategic Plan.

Result: In AY 2022, we were unable to meet our goal due to a decline in enrollments vs. our baseline. However, we have made consistent improvements in our effectiveness in awarding degrees and certificates, as measured by the percentage of that year’s full-time equivalent (FTE). Over the period from AY 2015 to AY 2022 we have seen a steady increase of 10%, going from 19.3% in AY 2015 to 29.4% in AY 2022.

Indicator 2: Increase the percentage of successful responses on competency-based reasoning questions pooled from multiple sections of five courses

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an indicator of performance of students on institutional quality measure. One of the ways that Barton assesses reasoning is by identifying questions within a course final that assess not only the specific competencies of the course, but also tie to the general education outcome expectations. This indicator is measured using five courses for which two competencies per course are selected percentage of successful responses.

Result: Barton exceeded baseline on this indicator. Barton credits its faculty and staff for their continued effort and support in improving student learning in this area. The awareness, understanding and use of assessment has improved on all Barton campuses due to the launch of the Barton Assessment Institute, initiated in the school year 2018-2019. To date, the institute has graduated more than 40 faculty and staff members. In addition, the College is supporting multiple assessment committees (classroom, course, program and co-curricular) to round out added awareness and participation.

Indicator 3: Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials.

Description: Foresight 2020, Goal #2: Improve Economic Alignment; as measured by “Performance of students on selected third-party technical program certificate/credential assessments”. The College’s Workforce Team plans to increase student awareness of the benefits of seeking these credentials, address (as necessary) course scheduling to assist in completion of required course, monitor participation through the development of less laborious tracking system to record student credential completion, and continue to seek a process to improve student self-reporting. The Healthcare area will be targeted with credentials associated. The passing percentage rate is calculated each year. The numerator reflects the number of students who passed the exam. The denominator reflects the number of students who sat for the exam.

Result: Barton again exceeded baseline on this indicator, averaging an almost 3% increase over the last three reporting periods. We continue to strive for excellence and high pass rates for our students receiving third-party healthcare certification and licensure. Barton healthcare programs provide several different opportunities to assist students in their preparation for testing for certification and licensure, such as remediation, study halls/sessions, tutoring, review courses and individual study plans. The healthcare credentials that are tracked and monitored annually are: Nursing (Registered Nurse & Licensed Practical Nurse - National Council of State Boards of Nursing), Medical Lab Technician – (Medical Lab Technician -American Society for Clinical Pathology), Emergency Medical Services (Emergency Medical Technician, Advanced Emergency Medical Technician and Paramedic – National Registry), Dietary Manager (Certified Dietary Manager - Association of Nutrition & Foodservices Professionals), Pharmacy Technician (Pharmacy Technician Certification Board), Medical Assistant and Adult Healthcare (Certified Nurse Aide & Certified Medication Aide - Kansas Department for Aging and Disability Services).

Indicator 4: Increase overall first-year academic achievement (GPA) for students in developmental courses

Description: Foresight 2020, Goal #1; Increase Higher Education Attainment; Increase the academic achievement of at-risk developmental students. To achieve this indicator, it will take coordination between instructors, advisors, student services and the Director of Student Academic Development. Interventions may include increased use of the tutoring lab, instructors and advisors emphasizing study skills and time management, and connecting the outcomes of the Student Success course to specific courses the students are taking.

Result: Barton exceeded baseline on this indicator. Increasing communication and support resources available to students in developmental courses has continued to increase from the Student Academic Development program, Student Advisement, and the Tutoring Center, specifically in the form of messaging within Barton's Learning Management System (LMS) Canvas, increased availability of peer tutors, and continued use of bi-weekly grade reports and advisor communications to students of concern. The formation of the Student Academic Development Center and addition of an Academic Mentor increased student contacts by providing individualized student messaging, academic coaching, student seminars focused on study skills, test taking, course management, and time management to students enrolled in developmental courses on all campuses and course modalities. During AY2022, the Academic Development Center provided coaching to 129 students, hosted 12 student seminars reaching over 100 students, and provided in-person study support to 341 students.

Indicator 5: Increase three-year graduation rate of the first-time, full-time, degree-seeking cohort

Description: Using the KBOR/KHEDS graduation rate of first-time, full-time, undergraduate degree-seeking students, Barton Community College will increase the percent of students graduating in 150% (3 years) of initial enrollment. This indicator aligns with Barton's standing core value of Drive Student Success. The college will be improving advising processes across all venues and enhancing data tracking of how students are moving through the advising process and progression to completion. Faculty are receiving detailed training on how to use Community College Survey of Student Engagement (CCSSE) data to achieve focused improvements.

Result: Barton continues to exceed the Indicator 5 baseline (29.6%) by at least 5% with a 34.6% three-year graduation rate for the Fall 2019 Cohort, exemplifying Barton's commitment to continuous improvement in student outcomes. We implemented a sustainable structure with the HLC Student Success Academy (2019-2022) transitioning into the Student Success Alliance. The institution also continues to collect and analyzes student feedback and data. These data-driven practices inform targeted advisor and faculty training, enhancing student success.

Indicator 6: Increase the percentage of students performing at the "Proficiency" level on a mandatory competency within written communication assessments of general education

Description: Foresight 2020, Goal #2; Institution Specific Indicator: Improve Economic Alignment; as measured by Performance of students on institutional assessments in three areas; and as an 'Institution Specific' indicator as a component of Barton Board expectations; and as an 'Institution Specific' indicator as a component of the assessment of general education at Barton. Included within the general education outcomes is the inclusion of written communication. The number of students who scored at the highest level, 'Proficient', is counted from courses across multiple sections, this is then divided by the total number of students in the respective courses. The performance numbers for this indicator represent the number of students who received ratings of "proficient" to indicate successful completion of this indicator.

Result: Barton unfortunately fell below baseline on this indicator, but there have already been improvements. When comparing sequential terms an increase can be seen as in Fall 2021 only 33.5% scored proficient, but in Spring 2022, 39.4% of students scored proficient, which is a significant increase over both the AY 2020 and AY 2021 results of 35.7% and 38.7% respectively.

Barton Community College Performance Reports AY 2019							AY 2019 FTE: 3,767	
Contact Person: Elaine Simmons			Phone and email: 620-792-9214; simmonse@bartonccc.edu				Date: 8/25/2020	
Barton Community College	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase the number of Barton degrees and certificates awarded.	1	2013 = 1,032 2014 = 977 2015 = 830 Baseline: 946	869	↓	902	↓	914	↓
2 Increase the percentage of successful responses on competency based reasoning questions pooled from multiple sections of five courses. (AY)	2	2013 = 1,528/1,804 (85%) 2014 = 1,298/1,566 (83%) 2015 = 1,184/1,398 (85%) Baseline: 4,010/4,768 (84%)	88.5% (895/1011)	↑	84.1% (849/1010)	↔	85.5% (1127/1318)	↑
3 Increase the yearly passing percentage rate of students receiving third-party health care technical program certification and licensure credentials by AY.	2	2013 = 232/306 (76%) 2014 = 277/349 (79%) 2015 = 334/404 (83%) Baseline: 843/1,059 (80%)	88.6% (233/263)	↑	88.1% (258/293)	↑	85.5% (219/256)	↑
4 Increase fall-to-fall retention of low-performing students requiring entry level developmental education courses.	2	2013 = 147/259 (57%) 2014 = 111/240 (46%) 2015 = 146/280 (52%) Baseline: 404/779 (51.9%)	51.4% (142/276)	↓	**51.9% (126/243)	↔	51.9% (124/239)	↔
*5 Increase three-year graduation rate.	2	Fall 10 Cohort = 23.8% (92/387) Fall 11 Cohort = 28.6% (108/377) Fall 12 Cohort = 34.7% (179/516) Baseline: 29.6% (379/1,280)	27.6% (125/453)	↓	31.6% (155/490)	↑	25.0% (119/476)	↓
6 Increase the percentage of student performing at the "Proficiency" level on mandatory competencies within written communication assessments of general education (AY).	2	2013 = 645/1,430 (45%) 2014 = 680/1,528 (45%) 2015 = 550/1,502 (37%) Baseline: 1,875/4,460 (42%)	51.7% (881/1704)	↑	49.9% (407/816)	↑	46.7% (287/615)	↑

*Updated 7/19/18

**Updated 09/05/2019

Emporia State University Performance Report AY 2022							AY 2022 FTE: 4,738 Date: 7/19/2023	
Contact Person: JoLanna Kord Phone: 620-341-6839 email: jkord@emporia.edu	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	↑	338/472 = 71.6% Top 3 Peers 2022 Avg. = 77% Gap = 5.4	↓
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%	↑	(Fall 2016 Cohort) 344/663 = 51.9%	↑
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	↑	\$4,135,503	↑
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	↓	1,546	↓
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)	↑	2.9 (n=102)	↑
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	↑	63,519	↑

Emporia State University Performance Report AY 2022

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:

To increase retention, Emporia State implemented a professional academic advisor model for undergraduate students. We have also hired another scholarship coordinator to help with efficient and effective utilization of dollars, especially to students with the greatest need. We continue to be focused on student success and implementing new strategies for our changing students, especially considering the impact of Covid and the academic and executive functioning skills of our students.

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 intentional institution-wide strategies dedicated to advising, academic support, enhanced scholarship awarding, utilization of degree-works software to assist students in academic planning and scheduling, and the integration of student success support services throughout the educational experience. In addition, we are leveraging our resources to support the strategies outlined in the National Institute for Student Success Diagnostic Analysis and Playbook.

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 of about \$400,000. This outperformance was due in part to the realization of several large, planned gifts benefiting scholarships, and in part 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 through the end of calendar year 2023.

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:

Emporia State is committed to undergraduate enrollment of traditionally aged students. We have eliminated out of state tuition and increased our recruitment travel by over 100%. We have also implemented a professional advisor model to aid in the retention and graduation of our students. Admissions and Student Success are lockstep with the ESU Marketing and Public Relations department, strategically coordinating outreach and communication to prospective and current students and their families. Unfortunately, the changing high school student demographics, the public questioning of the value of higher education, and the student gaps in academic and executive functioning skills due to Covid have significantly had a negative impact on our outcomes.

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 overall score is slightly lower than last year but is above the baseline. The representation score decreased by three tenths (-0.3) of a point from last year at 2.7/4.0. A focus for the upcoming year in this area is to improve student learning by slowing down and critically analyzing the process for converting words into algebraic expressions for real-world applications. Application skills align with representation skills and the mean also decreased by three tenths of a point (-0.3), it is noted that students showed a sharp drop in motivation toward the end of the pandemic, and we are looking to return to collaborative -type activities, rather than those requiring social distance. Interpretation skills improved by four tenths (0.4) for the highest score to date at 3.3/4.0. We will continue to use the streamlined and user-friendly worksheet that was implemented to improve efficiencies in learning and grading. For the 5th consecutive year, the calculation score remained at or above 3.0/4.0. We will continue to provide exam reviews and additional ways for students to get in extra practice prior to examinations. Instructors use multiple methods to encourage students to get in more practice repetitions.

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:

ESU has increased SCH generation in graduate and undergraduate studies through targeted strategies. In graduate education, ESU offers select programs in accelerated models, presenting students with 7-week sessions and six starts per year, allowing students the option to complete in as little as one-year. In undergraduate education, ESU has placed selected general education classes and interdisciplinary studies courses online, allowing students degree completion opportunities.

Emporia State University Performance Report AY 2019							AY 2019 FTE: 4,891	
Contact Person: David Cordle		Phone and email: dcordle@emporia.edu; 620-341-5171					Date: 8/6/2020	
Emporia State University	Foresight Goals	3yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. 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	2012 = 72.9% (438/601) 2013 = 72.6% (485/668) 2014 = 72.4% (530/732) 3-YR Avg. Baseline: 72.6% Selected (Top Three) Peers: 2014 Avg. Baseline: 76.7% Gap = 4.1%	73.2% (485/663) Gap = 3.5%	↑	74.8% (452/604) Gap = 1.9%	↑	76.7% (503/656) Gap = 0.0%	↑
2. Performance of students on institutional assessments - core workplace skills: communication	2	*Writing Skills Mean Score AY 2015 = 2.78 (n=115) AY 2016 = 2.81 (n=107) Baseline: 2.80	2.80	↔	2.52	↓	2.45	↓
3. Increase Scholarship Funds Raised in each year in relation to the Baseline.	3	FY2013 = \$2,565,418 FY2014 = \$2,883,190 FY2015 = \$2,733,495 Baseline: \$2,727,368	\$3,616,623	↑	\$3,065,774	↑	\$2,557,223	↓
4. Enrollment growth strategies for traditional students ages 24 years or younger	1	AY 2013 = 3,203 AY 2014 = 3,306 AY 2015 = 3,355 Baseline: 3,288	*3,249	↓	*3,178	↓	3,152	↓
5. Performance of students on institutional assessments - core workplace skills: mathematics	2	**Analytical Reasoning Skills Mean Score AY2015 = 2.6 (n=106) AY2016 = 3.0 (n=127) Baseline: 2.8	2.9 (n=122)	↑	2.8 (n=141)	↔	3.0 (n=121)	↑
6. Growth of SCH completed through Distance Education	1	AY 2013 = 33,834 AY 2014 = 36,173 AY 2015 = 38,558 Baseline: 36,188	39,268	↑	42,516	↑	42,988	↑
*Data corrected by institution 5/11/2020. **Updated metrics and baselines Spring 2017								

Fort Hays State University Performance Report AY 2022							AY 20221 FTE: 9,481 Date: 7/24/2023	
Contact Person: Angela Pool-Funai Phone: 785-628-4241 email: aepoolfunai@fhsu.edu	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 <i>KBOR data</i>	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%	↑	641/848 = 75.6%	↑
2 Increase number of degrees awarded	1 <i>KBOR data</i>	AY 2013: 3,340 AY 2014: 3,252 AY 2015: 3,208 Baseline: 3,267	3,941	↑	4,286	↑	3,925	↑
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%)	↓	n/a	n/a
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	↑	5,492	↑
5 Increase number of degrees awarded in STEM fields	2 <i>KBOR data</i>	AY 2013: 451 AY 2014: 447 AY 2015: 443 Baseline: 447	648	↑	753	↑	784	↑
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	↑	136,841	↑

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

Fort Hays State University Performance Report AY 2022

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 was a KBOR Foresight 2020 goal and because institutionally we have lagged behind peers on this metric.

Result: FHSU's performance on this indicator increased over the year prior and continues to exceed the baseline. Our move to a centralized advising model has assisted us in providing timely and individualized services to students, which supports this effort. FHSU remains committed to focusing on high-impact practices for first-year students and promoting Learning Communities for second-year students, as well. In addition, the University continues to implement co-requisite remediation for high DFWI courses (grades of D, F, Withdrawal, or Incomplete), diagnostic assessments, policy audits, and faculty training.

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, Education Specialists, and DNP) degrees. Foresight 2020 has its focus on the concerted push to matriculate a larger number of 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, and informatics). Student completion through FHSU Online (formerly the Virtual College) continues to be a key strategic focus for the institution.

Result: While we are down slightly from the previous year, FHSU continues to demonstrate strong performance on this indicator and remains well above the baseline. This indicator is down partially due to our student numbers through our cross-border partners being down. The University continues its focus on retention and graduation rates at all levels and across all modalities and locations.

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: **Effective Fall 2022, FHSU no longer participates in the U. S. News World Report rankings.** The window for submission is extremely truncated (only five weeks) and falls during a time of year when we have many other urgent and important reports and activities also due. The University leadership determined that participation in the U. S. News World Report ranking is not the best use of our limited institutional reporting resources.

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 preferred 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: Expanding our team of professional advisors has helped to support this effort, coupled with high-demand degree programs available online. FHSU takes a strategic approach to curriculum development by offering workforce-focused degree programs online and providing means for adult learners to complete their credentials in a timely manner through short courses, stackable credentials, and seamless transfer opportunities with partner institutions.

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 (i.e. Computer Science). 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: With a 75% increase from the initial baseline, FHSU has achieved its highest mark, to date, on this indicator. The Kansas Academy of Mathematics and Science (KAMS) program, which serves Kansas high school students, and dedicated attention to undergraduate research support are strong bases for this success. In addition, FHSU has focused on new curriculum development in STEM programs (i.e. MS in Computer Science) and 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: FHSU's performance on this indicator holds steady above the baseline. The University remains committed to promoting online course development and assuring rigor and academic quality across modalities. Our hands-on Teaching Innovation and Learning Technology (TILT) unit provides comprehensive online course development and redevelopment to support this effort. The FHSU digital master plan will continue to propel these efforts.

Fort Hays State University Performance Report AY 2019							AY 2019 FTE: 10,376	
Contact Person: Sangki Min		Phone and email: 785.628.4540, s_min2@fhsu.edu					Date: 6/1/2020	
Fort Hays State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase first to second year retention rates	1	Fall 12 Cohort: 65.4% (621/949) Fall 13 Cohort: 67.2% (659/981) Fall 14 Cohort: 68.6% (669/975) Baseline: 67.1% (1,949/2,905)	71.1% (662/931)	↑	73.3% (716/977)	↑	75.2% (718/955)	↑
2. Increase number of degrees awarded	1	AY2013: 3,340 AY2014: 3,252 AY2015: 3,208 Baseline: 3,267	3,419	↑	3,874	↑	3,796	↑
3. Increase percent of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers	3	AY2013: 92.5% (37/40) AY2014: 95.0% (38/40) AY2015: 95.0% (38/40) Baseline: 94.2% (113/120)	95.0% (38/40)	↑	95.0% (38/40)	↑	85.0% (34/40)	↓
4. Increase number of students (age 25 and above) enrolled	1	AY2013: 5,084 AY2014: 5,468 AY2015: 5,836 Baseline: 5,463	6,073	↑	6,136	↑	5,935	↑
5. Increase number of degrees awarded in STEM fields	2	AY2013: 451 AY2014: 447 AY2015: 443 Baseline: 447	567	↑	540	↑	541	↑
6. Increase SCH completed through distance education	2	AY2013: 129,686 AY2014: 135,172 AY2015: 144,900 Baseline: 136,586	166,669	↑	175,713	↑	182,062	↑

Kansas State University Performance Report AY 2022						AY 2022 FTE: 17,694 Date: 6/2/2023		
Contact Person: Bin Ning Phone: 785-532-3931 email: bning@ksu.edu	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 <i>KBOR data</i>	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%	↑	2,411/2,803 = 86.0%	↑
2 Increase Number of Degrees and Certificates awarded	1 <i>KBOR data</i>	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 Baseline: 5,060	5,500	↑	5,228	↑	5,142	↑
3 Increase Total Research Expenditures*	3	FY 2012: \$154.9M FY 2013: \$163.5M FY 2014: \$169.9M Baseline: average = \$162.8M					\$212.9M	↑
4 Increase Annual Giving*	3	FY 2012: \$66.9M FY 2013: \$75.4M FY 2014: \$108.1M Baseline: average = \$83.5M					\$101.3M	↑
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013: 460 AY 2014: 514 AY 2015: 527 Baseline: 500	740	↑	723	↑	753	↑
6 Increase percent of degrees and certificates awarded in STEM fields	2 <i>KBOR data</i>	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%	↑	2,488/5,142 = 48.4%	↑

*Change to indicator approved by BAASC 5/30/2023.

Kansas State University Performance Report AY 2022

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: The first-to-second year retention rate for AY2022 stays above the baseline by 3.5%. K-State has implemented multiple measures to improve student retention rates, including the new Pre-Professional Advising Center and first scholars (first generation student) initiatives. Delivering an unmatched and impactful student experience has been identified as one of the six themes in the new NextGen K-State Strategic Plan, along with other initiatives guided by the NISS playbook, which will continue to boost student success at the university.

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: Similar to last FY's trend, the total degrees and certificates awarded is above the baseline value. The slightly lower number in comparison to FY 2021 reflects the result of undergraduate enrollment decline in recent years. Since fall 2022, we have seen a positive trend of the first-time freshmen and new transfer student enrollment, a trend that will help increase our degrees and certificate awards in the coming years.

Indicator 3: Increase total research expenditures

Description: This indicator is for total research expenditures from extramural funds awarded to K-State, as K-State reported to the National Science Foundation's (NSF) annual Higher Education Research and Development (HERD) survey. This indicator is another key metric for the K-State 2025 Strategic Plan.

Result: K-State's total research expenditure increased to \$212.9M for FY22, which is significantly higher than the baseline values of \$162.8M. Since President Linton came to K-State last year, the university's leadership has put greater efforts on boosting the capacity and opportunities in seeking research grants and funding through transdisciplinary collaborations across the university. We hope to see further growth in our research expenditures in coming years.

Indicator 4: Increase annual giving

Description: This indicator is 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 are from the K-State Foundation's annual report.

Result: The total annual giving for FY 2022 is \$234.8M, including \$101.3M expendable contributions, which is much higher than the baseline value of \$83.5M expendable contributions. The significant increase in annual giving was a result of broader donor support, greater outreach efforts by KSU Foundation staff and K-State faculty and staff members.

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 increase is one indicator that our university-wide emphases on improving diversity and inclusion, and better and greater services to students from

underrepresented minorities (URM) and first-generation students are paying off.

Data Definitions: K-State defines URM as Black, multiracial, Hispanic, American Indian, and Hawaiian/Pacific Islander. When a student receives more than one degree in the same academic year, it is counted only once. Degree types include associate, bachelor, master, and doctoral degrees.

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: With the emphases put on developing STEM and interdisciplinary programs across the university, it is not surprising that we see this measure continue to grow.

Kansas State University Performance Report AY 2019								AY 2019 FTE: 19,570	
Contact Person: Brian Niehoff		Phone and email: 785-532-4797; niehoff@ksu.edu						Date: 6/12/2020	
Kansas State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)		
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome	
1 Increase 1 st to 2 nd year Retention	1	Fall 12 Cohort = 81.2% (3,081/3,794) Fall 13 Cohort = 83.3% (3,128/3,755) Fall 14 Cohort = 83.4% (3,077/3,688) Baseline: 82.6% (9,286/11,237)	84.3% (2,975/3,531)	↑	85.4% (2,826/3,308)	↑	85.8% (2,922/3,405)	↑	
2 Increase Number of Degrees and Certificates awarded	1	AY 2013 = 4,878 AY 2014 = 5,111 AY 2015 = 5,190 *Baseline: 5,060	5,353	↑	5,359	↑	5,363	↑	
3 Increasing Rank for Total Research Expenditures	3	FY 2012 = \$154.9M, control rank = 71 FY 2013 = \$163.5M, control rank = 71 FY 2014 = \$169.9M, control rank = 70 Baseline: rank average = 70.7	67 \$178.3M	↑	69 \$180.1M	↑	71 \$181.9M	↓	
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	53 \$98.1M	↓	52 \$96.6M	↓	64 \$84.9M	↓	
5 Increase number of students from underrepresented groups receiving degrees	1	AY 2013 = 460 AY 2014 = 514 AY 2015 = 527 Baseline: 500	576	↑	657	↑	670	↑	
6 Increase percent of degrees and certificates awarded in STEM fields	2	AY 2013 = 38.1% (1,857/4,878) AY 2014 = 37.8% (1,935/5,111) AY 2015 = 39.1% (2,027/5,190) *Baseline: 38.3% (5,819/15,179)	41.8% (2,237/5,353)	↑	46.1% (2,471/5,359)	↑	44.5% (2,387/5,363)	↑	

*Updated 11/26/2019

Pittsburg State University Performance Report AY 2022							AY 2022 FTE: 5,455 Date: 6/30/2023	
Contact Person: Howard W. Smith Phone: 620-235-4009 email: hwsmith@pittstate.edu	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 <i>KBOR data</i>	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%	↑	599/801 = 74.8%	↑
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)	↓	69.6% (2.0875/3)	↓
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	↓	3.0 (3+3+3)/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	↑	55,118	↑
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)	↑	169 (of 1,051)	↑
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	↑	\$9,225,089	↑

Pittsburg State University Performance Report AY 2022

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 2022 through continued use of 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. 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 22 is below the baseline; however, the data is a mixed lot. The Rubric Factor is 0.76 which is up from 0.72 for AY 21. The Weighted Passing Rate fell from 1.43 for AY 21 down to 1.33 for AY 22. It appears the data is exhibiting regression toward the mean. The mean for the Rubric Factor for the years since the baseline was 0.76 which is equal to the value for AY 22. Also, the mean for the previous Weighted Passing Rates is 1.32 which is consistent with a value of 1.33 for AY 22. The Math department will continue to implement efforts intended to increase student retention and success in all general education Math classes, especially College Algebra.

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 is below the baseline in overall ranking and held steady as compared to the previous academic year. PSU's six-year graduation rate of first-time, full-time cohort, improved from a ranking of fourth to third. For fall-to-fall retention rate of full-time first-time cohort, PSU continues to rank third compared to peer institutions. PSU moved from a ranking of second to third 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. In addition, this change can also be attributed to continued challenges when attempting to hire full-time faculty. (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 decrease from last year but is still well above the baseline. Over the last several years, the primary strategy for increasing the number of distance education credits has been significant expansion of online programs, primarily graduate programs. In addition, several graduate programs have moved to online, 8-week terms versus the traditional 16-week semesters allowing students an accelerated path to graduation. The decrease in credit hours as compared to last year can be attributed to an intentional effort to move the course delivery ratio closer to pre-pandemic levels and students' decisions to once again participate in in-person coursework.

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: Although COVID 19 appears to be in our rear-view mirror, students are still dealing with its aftereffects. Nevertheless, our students were resilient and persisted to graduation showing improvement over the baseline and a slight increase over the last academic year. We credit our success to our faculty and staff who have exercised a high level of empathy for students who struggled academically and emotionally. Students really leaned into the services we provide on campus, including, but not limited to academic success workshops on test taking, reading a textbook, and managing their time to name a few. Students also frequented our writing center and received help with their research papers, which proved to be very helpful. The Office of Inclusion and Belonging continued to provide intervention programming and strategies to assist students in meeting their educational goals. We continued the "Tilford Read" focusing on selecting a book for the campus to read and discussing surrounding national issues that our students are facing. Lastly, we credit our success to academic advisors being present with students and helping them understand the degree plan and negotiating course substitutions when necessary to assist students in meeting graduation requirements.

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 a total \$7.16 million over baseline. The total does not include an additional amount of \$2.56M documented in FY22 that is designated for scholarships in planned gifts to be realized in the future.

Pittsburg State University Performance Report AY 2019							AY 2019 FTE: 6,235	
Contact Person: Howard Smith, Provost & VPAA			Phone and email: 620.235.4113, hwsmith@pittstate.edu				Date: 6/11/2020	
Pittsburg State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase First to Second Year Retention Rates	1	Fall 12 Cohort = 800/1,076=74.3% Fall 13 Cohort = 816/1,128=72.3% Fall 14 Cohort = 777/1,043=74.5% Baseline: 2,393/3,247 = 73.7%	73.7% (742/1,007)	↔	75.1% (740/986)	↑	73.7% (705/957)	↔
2 Increase Success in Student Learning: General Education Math Index	2	AY 2013 = 2.2186/3 = 73.95% AY 2014 = 2.2789/3 = 75.96% AY 2015 = 2.2349/3 = 74.49% Baseline: 74.80%	70.31% (2.1094/3)	↓	71.93% (2.1578/3)	↓	68.6% (2.0580/3)	↓
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: 1.8	1.5 (1+3+1+1)/4	↑	2.0 (1+3+2+2)/4	↓	2.3* (3+2+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	28,086	↑	30,484	↑	38,066.5	↑
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	158 (of 1,231)	↑	157 (of 1,182)	↑	160 (of 1,125)	↑
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	\$3,638,791	↑	\$5,574,431	↑	\$6,581,115	↑

*The data for the ranking for research and development expenditures is not available at this time, so only three rankings are being used for this calculation for AY 2019.

Washburn University Performance Report AY 2022						Washburn AY 2022 FTE: 4,280 Washburn Tech AY 2022 FTE: 999 Date: 6/29/2023		
						Reporting AY 2020 (SU19, FA19, SP20)		Reporting AY 2021 (SU20, FA20, SP21)
Contact Person: Laura Stephenson Phone: 785-670-1648 email: laura.stephenson@washburn.edu	Foresight Goal	3 yr. History	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison	Institution Result	Baseline Comparison
1 Increase first to second year retention rates of first-time full-time freshmen at Washburn University	1 <i>KBOR data</i>	Fall 2012 Cohort: 517/803 = 64.4% Fall 2013 Cohort: 509/779 = 65.3% Fall 2014 Cohort: 514/753 = 68.3% Baseline: 1,540/2,335 = 66.0%	498/715 = 69.7%	↑	415/625 = 66.4%	↑	449/657 = 68.3%	↑
2 Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech	1 <i>KBOR data</i>	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,391	↓	2,306	↓	2,094	↓
3 Increase the ranking among the state public universities as measured by the endowment per FTE student	3	2012 Rank: 2 2013 Rank: 2 2014 Rank: 2 Baseline: Rank 2	2	↔	2	↔	3	↓
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually	2	FY 2013: 27,329/162,754 = 16.8% FY 2014: 26,386/155,304 = 17.0% FY 2015: 26,051/149,024 = 17.5% Baseline: 79,766/467,082 = 17.1%	31,451/138,593 = 22.7%	↑	36,489 /127,476 = 28.6%	↑	34,544/126,059 = 27.4%	↑
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University	1	FY 2013: 2,152 FY 2014: 1,940 FY 2015: 1,722 Baseline: 1,938	1,207	↓	1,291	↓	1,325	↓
6 Wages of students hired at Washburn Tech*	2	AY 2012: \$22,038 AY 2013: \$22,196 AY 2014: \$22,225 Baseline: \$22,153					\$30,273	↑
7 Increase the number of students completing a General Education Diploma (GED) at Washburn Tech	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	64	↑	32	↓	51	↑

*New indicator approved by BAASC 11/29/2022.

Washburn University Performance Report AY 2022

Indicator 1: Increase first to second year retention rates of first-time full-time freshmen at Washburn University.

Description: Washburn University has implemented new initiatives to assist in increasing the first to second year retention rate. The data regarding full-time first-time freshmen is provided to KBOR annually as a subset of our fall census data.

Result: Washburn University's retention rate was 68.3% for the 2021 cohort, which is above our baseline of 65.9%. The retention rate has recovered substantially from the 66.4% of the 2020 cohort, indicating that Washburn's efforts to increase retention are functioning to help us recover from the effects of the pandemic.

Indicator 2: Increase the number of Certificates and Degrees awarded at Washburn University and Washburn Tech

Description: Washburn is committed to increasing the number of students receiving certificates and degrees at the university in support of KBOR's strategic goal to increase higher education attainment among Kansas citizens. The data regarding the number of certificates and degrees awarded is provided to the Kansas Board of Regents annually in our academic year KSPSD file submission.

Result: Washburn University/Washburn Tech academic year degrees and certificates awarded totaled 2,094 in AY22, down from the three-year baseline average of 2,444. Both campuses experienced decreases in degrees and certificates awarded in the last few years, which we believe is attributable to the number of stop-outs due to the pandemic, a strong labor market, and general demographic factors.

Indicator 3: Increase the ranking among the state public universities as measured by the endowment per FTE student

Description: The additional revenue provided by loyal alumni will enable Washburn University to maintain the high quality of our curricular and co-curricular programs in the coming years. Endowment per student FTE is collected from institutions participating in the annual NACUBO (National Association of College & University Business Officers)/TIAA Study of Endowments. Our goal is to continue to maintain or increase our ranking.

Result: Washburn University ranked third in the state of Kansas (down from second in the baseline) for FY22. The list that follows indicates the dollars of endowment per FTE student and Washburn's corresponding rank among all public institutions participating in the annual NACUBO/TIAA Study of Endowments. The values have been generally trending upward over the last several years but moderated in FY22 after a substantial increase in FY21 in both dollar amount and upward movement in rank among all public institutions participating in the study. *FY22 \$39,688 (48th), FY21 \$43,322 (37th), FY20 \$32,977 (48th), FY19 \$32,930 (41st), FY18 \$31,077 (Unknown), FY17 \$31,131 (43rd), FY16 \$28,356 (48th), FY15 \$30,353 (44th).*

Indicator 4: Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually

Description: Washburn is attempting to meet the needs of place bound and working students by offering online courses in order to complete degrees and certificates which will assist them in moving forward their career goals. Online courses are defined as courses delivered over distance and have been given an identifying code. The student credit hours in online courses as well as the total student credit hours are compiled and summed for the academic year (summer, spring, and fall semesters.)

Result: Washburn University exceeded the baseline target online course student credit hour percentage (17.1%) for AY22 with 34,544/126,059 = 27.4% online student credit hours awarded. Over the longer term, Washburn has been increasing both the number of online course sections and online programs offered. The size of the increase in the percentage of online courses from AY20 to AY21 was at least partially due to the pandemic.

Indicator 5: Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University

Description: Washburn University is involved in a strategic initiative to increase the number of adult learners who are attending the university to continue their

education in order to obtain academic credentials to assist them in pursuing their chosen professions. The non-duplicative baseline adult learner count for fall and spring enrollees who attended Washburn at any time during the academic year is collected by the office of Strategic Analysis and Reporting annually.

Result: Although Washburn University did not achieve the baseline goal of 1,938, enrollments of adult learners in undergraduate programs did increase from AY21 in AY22, from 1,291 to 1,325. This is our third year in a row that this number has increased, since our low of 1,117 in 2019. Washburn is actively working to identify the programs and formats, new or existing, that are most valuable to adult learners and then determining which of these programs and formats Washburn will offer and market to meet the educational needs of adult learners. More online, condensed, and hybrid courses are being offered, and more programming to appeal to this market is currently being developed.

Indicator 6: Wages of students hired at Washburn Tech

Description: Washburn Tech continuously evaluates and refines programs, curriculum, and equipment to meet the needs of employers such that students will have ample job opportunities. Washburn Tech faculty and administrators meet regularly with their program advisory boards comprising business and industry representatives, ensuring that programs are current and businesses are assured of the quality of graduates. These refinements and relationships lead Washburn Tech graduates to earn competitive salaries.

Result: Wages for Washburn Tech students increased from the baseline average of \$22,153 to \$30,273 in AY22. Relevant, high-quality programs and a strong labor market have contributed to this increase.

Indicator 7: Increase the number of students completing a General Education Diploma (GED) at Washburn Tech

Description: Washburn Tech provides adult education and literacy services in order to assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency and assists adults in the completion of a secondary school education and the GED. Through the Accelerating Opportunity in Kansas (AOK) Program, qualifying students may co-enroll in a Career and Technical Education (CTE) program and the Adult Education and Literacy program simultaneously. Data is collected through the State of Kansas Adult Education database.

Result: For AY22, 51 students completed their GED through Washburn Tech, which exceeds our baseline of 42. The GED numbers have not returned to pre-pandemic numbers, but the AY22 student completers increased 37% from AY21, which is movement in the right direction.

Washburn University Performance Report AY 2019

AY 2019 FTE: 4,994 – Washburn

AY 2019 FTE: 1,270 – Washburn Tech

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Date: 7/22/2020

Washburn University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1 Increase first to second year retention rates of first time full-time freshmen (Washburn University).	1	Fall 12 Cohort: 517/803 = 64.3% Fall 13 Cohort: 509/779 = 65.3% Fall 14 Cohort: 514/753 = 68.3% Baseline: 65.9% (1,540/2,335)	71.8% (610/849)	↑	70.1% (574/819)	↑	68.9% (501/727)	↑
2 Increase the number of Certificates and Degrees awarded (Washburn University/Washburn Tech).	1	AY 2013: 2,319 AY 2014: 2,583 AY 2015: 2,431 Baseline: 2,444	2,590	↑	2,496	↑	2,673	↑
3 Increase the ranking among the state public universities as measured by the endowment per FTE student.	3	2012: Rank 2 2013: Rank 2 2014: Rank 2 Baseline: Rank 2	Rank 2	↔	Rank 2	↔	Rank 2	↔
4 Increase the percentage of online student credit hours completed at Washburn University out of the total student credit hours completed annually.	2	FY13: 27,329/162,754 = 16.8% FY14: 26,386/155,304 = 17.0% FY15: 26,051/149,024 = 17.5% *Baseline: 79,766/467,082 = 17.1%	19.6% (28,908/147,227)	↑	20.3% (30,223/148,605)	↑	22.1% (32,047/145,258)	↑
5 Increase the number of undergraduate Kansas resident degree-seeking adult student learners (25-64) at Washburn University.	1	FY13: 2,152 FY14: 1,940 FY15: 1,722 Baseline: 1,938	1,466	↓	1,432	↓	1,177	↓
6 Increase the number of industry-recognized technical credentials, including WorkKeys. (Washburn Tech)	2	AY 2013: 1,071 AY 2014: 1,909 AY 2015: 1,986 Baseline: 1,655	1,179	↓	1,896	↑	1,994	↑
7 Increase the number of students completing a General Education Diploma (GED). (Washburn Tech)	1	FY 2013: 46 FY 2014: 41 FY 2015: 40 Baseline: 42	129	↑	130	↑	79	↑

*Updated 7/17/2018

Wichita State University Performance Report AY 2022							AY 2022 FTE: 11,913 Date: 6/20/2023	
Contact Person: Shirley Lefever Phone: 316-978-5761 email: Shirley.lefever@wichita.edu	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 <i>KBOR data</i>	AY 2013: 2,999 AY 2014: 3,036 AY 2015: 2,975 Baseline: 3,003	3,222	↑	3,435	↑	3,318	↑
2 Increase the percent of STEM degrees conferred	2 <i>KBOR data</i>	AY 2013: 991/2,999 = 33.0% AY 2014: 1,057/3,036 = 34.8% AY 2015: 1,144/2,975 = 38.5% Baseline: 3,192/9,010 = 35.4%	1,114/3,222 = 34.6%	↓	1,129/3,435 = 32.9%	↓	1,083/3,318 = 32.6%	↓
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	↑	\$93,367,000 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	↑	468	↑
5 Increase the first to second year retention rate of first-time, full-time freshmen	1 <i>KBOR data</i>	Fall 2012 Cohort: 954/1,280 = 74.5% Fall 2013 Cohort: 909/1,218 = 74.6% Fall 2014 Cohort: 996/1,384 = 72.0% Baseline: 2,859/3,882 = 73.6%	1,213/1,602 = 75.7%	↑	1,075/1,496 = 71.9%	↓	1,183/1,716 = 68.9%	↓
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	↑	1,065	↑

Wichita State University Performance Report AY 2022

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 315 above the baseline. This increase is the result of continued retention efforts across the entire campus community. The campus Strategic Enrollment Management Committee and Student Success and Persistence Coalition along with administration, faculty, and staff continue to focus on retention strategies and support to encourage persistence and 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 2.8% below the baseline. The *proportion* of STEM degrees has declined slightly due to non-STEM degrees increasing at a higher rate as represented in the total number of UG degrees, 3,318 total. Three STEM CIP codes (14.0901 COMPUTER ENGINEERING, GENERAL; 52.1301 MANAGEMENT SCIENCE; 27.0399 APPLIED MATHEMATICS, OTHER) have experienced a significant increase in enrollment. For example, computer engineering has increased 129% in enrollment from 2021 to 2022 (588 to 1,349). Efforts to increase applied learning and research experiences have been implemented. Tutoring and academic support services continue and have been enhanced. The focus on digital transformation should also 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 indicates a retention in WSU's previous first-place ranking. WSU expended \$93, 367,000, in research and development this year, \$65,617,000 more than the baseline. This is a 236.5% increase over 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 177 more certificates and degrees among underrepresented minority (URM) graduates 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, BAASE (Better Academics and Social Excellence), which supports high achieving Black and Hispanic male students who want to pursue post-secondary education. Each of these programs 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 (≥ 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 4.7% below the baseline of 73.6%. The number of students retained and the total number of students reflect growth over the three years of baseline data, but this cycle, compared to the last cycle, reflects the lower number of First-Time/Full Time freshmen during the second year of Covid 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 207 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 these students. The newly formed First Generation Coordinating Council provides coordination of campus-wide efforts with a focus on assisting first generation students.

Wichita State University Performance Report AY 2019							AY 2019 FTE: 11,700	
Contact Person: Rick Muma			Phone and email: 316.978.5761, richard.muma@wichita.edu				Date: 7/2/2020	
Wichita State University	Foresight Goals	3 yr History	AY 2017 (Summer 2016, Fall 2016, Spring 2017)		AY 2018 (Summer 2017, Fall 2017, Spring 2018)		AY 2019 (Summer 2018, Fall 2018, Spring 2019)	
			Institutional Performance	Outcome	Institutional Performance	Outcome	Institutional Performance	Outcome
1. Increase number of certificates and degrees awarded	1	AY2013: 2,999 *AY2014: 3,036 AY2015: 2,975 *Baseline: 3.003	3,050	↑	3,116	↑	3,083	↑
2. Increase the percent of STEM degrees conferred	2	AY2013: 33.0% (991/2,999) *AY2014: 34.8% (1,057/3,036) AY2015: 38.5% (1,144/2,975) *Baseline: 35.4% (3,192/9,010)	36.2% (1,104/3,050)	↑	37.1% (1,155/3,116)	↑	36.2% (1,115/3,083)	↑
3. Maintain National Science Foundation ranking in aeronautical engineering research and development expenditures from industry	3	AY2013: \$25,306,000/ranking:1 AY2014: \$28,797,000/ranking: 1 *AY 2015: \$29,146,000/ranking: 1 Baseline: \$27,750,000/ranking: 1	\$34,164,000/ Ranking: 1	↑	\$39,264,000 Ranking: 1	↑	\$74,472,000 Ranking: 1	↑
4. Increase the number of undergraduate certificates and degrees awarded to underrepresented minorities	1	AY2013: 269 AY2014: 301 AY2015: 302 Baseline: 291	316	↑	386	↑	402	↑
5. Increase the second year retention rate of first- time/ full-time freshmen	1	Fall 12 Cohort: 74.5% (954/1,280) Fall 13 Cohort: 74.6% (909/1,218) Fall 14 Cohort: 72.0% (996/1,384) *Baseline: 73.6% (2,859/3,882)	73.0% (1,036/1,420)	↓	73.0% (1,077/1,475)	↓	71.5% (1,162/1,626)	↓
**6. Increase the number of undergraduate certificates and degrees awarded to first-generation students	1	AY2016: 825 AY2017: 860 AY2018: 890 Baseline: 858					943	↑

*Updated 7/20/2018

**Replacement indicator approved January 2020