

Kansas State University Performance Report AY 2015

Fall 2015 FTE: 21,119

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	Foresight Goals	3yr History	AY 2014 (Summer 2013, Fall 2013, Spring 2014)		AY 2015 (Summer 2014, Fall 2014, Spring 2015)		AY 2016 (Summer 2015, Fall 2015, Spring 2016)	
			Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One	Institutional Performance	Outcome Choose One
1	Increase 1 st to 2 nd year Retention	2010 - 81% (2843/3540) 2011 - 81.7% (2832/3465) 2012 - 80.3% (2771/3420) Baseline: 81.0%	2013-81.2% (3082/3795)	↑	2014 - 83.4% (3077/3688)	↑		
2	Increase Number of Degrees and Certificates awarded	2010 - 4,645 2011 - 4,815 2012 - 5,255 Baseline: 4,905	2014-5325	↑	2015 - 5461	↑		
3	Increasing Rank for Total Research Expenditures	2007 - \$123.9M control rank =80 2008 - \$137.5M control rank = 77 2009 - \$146.3M control rank = 75 Baseline: rank average = 77	2011-\$163.5M Control Rank = 71	↑	2012 - \$169.9M Control Rank =70	↑		
4	Increase Rank for Annual Giving	2008 - \$56.1M control rank = 69 2009 - \$53.0M control rank = 65 2010 - \$58.6M control rank = 63 Baseline: rank average = 65	2012-\$75.4M Control Rank = 56	↑	2013 - \$108.1M Control Rank = 37	↑		
5	Increase number of students from underrepresented groups receiving degrees (UG & Grad)	2010 - 293 2011 - 363 2012 - 423 Baseline: 360	2014 = 512	↑	2015 = 527	↑		
6	Increase number of students who successfully complete First Year Seminar	2010 - 478 2011 - 610 2012 - 727 Baseline: 605	2014 = 955	↑	2015 = 1048	↑		

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Indicator 1: Increase 1st to 2nd year retention rates

Description: The 1st- to-2nd year retention rate is one of the key metrics for institutions across the country, as well as one of K-State's key metrics in its K-State 2025 goal of becoming a Top 50 Public Research Institution by 2025. Using the fall cohort, the rate is the percent of first-time full-time students who return to the institution the following year. A number of factors could influence these rates. The selectivity of the university, the ability to receive financial aid and earn scholarships, student engagement with university activities, direct interaction with faculty, and strong mentoring all influence new students' likelihood to persist at the institution. In addition to new admission requirements, K-State has initiated a number of programs designed to connect with more students.

Outcome/Results: The first year retention rate for AY 2014 was 83.4%, which was an increase of over two percentage points from the rate in AY 2013, as well as the baseline. The increase is due to a variety of factors, including enhanced advising and an increase in the number of mentoring programs for students, as well as an increased number of first year students enrolling in the first year program, K-State First.

Indicator 2: Increase number of degrees and certificates awarded

Description: This metric is the sum of all degrees and certificates conferred for the summer, fall and spring semesters for AY 2014. The goal of all students is to earn the degree or certificate to which they aspire. The students' path to the degree or certificate depends on many factors – continued retention of the students through their academic careers, quality advising to help them stay on target for graduation, adequate financial aid and scholarships, and other programs to increase student success.

Outcome/Results: The number of degrees and certificates awarded for AY 2015 was 5,461, an increase of 236 over the previous year, and 556 over the baseline. Bachelor degrees have increased steadily as a result of the increasing enrollments from 2011-2014. The number of transfer students has also been trending upwards for the past few years. The university's focus on enhanced advising for all students, including transfer students, has kept more students on track for graduation. In addition, the number of graduate students – masters and doctoral – has grown since 2011 as a result of our K-State 2025 goal of increasing the number of PhD students, with many departments expanding their graduate programs.

Indicator 3: Increase Rank of K-State on total research expenditures

Description: Total research expenditures are an indicator of the relative success of an institution to obtain and use extramural funding from grants and contracts. As K-State strives to become a Top 50 Public Research Institution by 2025, we will need to continue to increase our total research expenditures, and in turn, our national ranking in this metric. The data are from the Arizona State University Center for Measuring University Performance annual publications, which produces the rankings based on data from all institutions across the country. The 2011 rank was released in the 2013 Report.

Outcome/Results: Research expenditures increased to \$169.9M in FY 2012, up from \$163.5M in FY 2011. The increase was enough to move K-State up in the rankings from #71 in 2011 to #70 in 2012. This increase and upward movement was directly related to the number of faculty obtaining extramural grants, as well as the increasing number of large grants received. The quality of the faculty at K-State is the key driver of this indicator.

Indicator 4: Increase Rank of K-State on annual giving

Description: This indicator is the amount of all contributions (excludes public funds, earnings on investments held by the institution, and unfilled pledges) actually received by the university through the KSU Foundation during the fiscal year. The data (dollars and rankings) are from the Arizona State University Center for Measuring University Performance 2013

annual publication. We will be entering the public phase of a \$1B fundraising campaign in the fall 2015, and expect annual giving to increase steadily in the coming years.

Outcome/Results: Annual giving grew from \$75.4M in FY 2011 to \$108.1M in FY 2013, jumping in rankings from #56 in 2012 to #37 in 2013. The full range of administrators engaged in fund-raising, from the president to deans and department heads, as well as the efforts of the K-State Foundation, are the key determinants of this indicator. As we approached the public phase of the \$1B Innovation and Inspiration Campaign last year, fund-raising efforts have been at an all-time high.

Indicator 5: Increase number of historically under-represented students receiving degrees (UG & Grad)

Description: This indicator is the count of degrees awarded to underrepresented domestic students during AY 2014, and includes both graduate and undergraduate degrees. Increasing the diversity of our student population is an important element of K-State 2025. Underrepresented domestic students include Black, Hispanic, mixed race, Native American, and Hawaiian/Pacific Islander.

Outcome/Results: The number of degrees awarded to students from underrepresented groups increased from 512 in AY 2014 to 527 in AY 2015. The number of students from underrepresented groups enrolled at K-State has been steadily increasing. Together with an increasing number of student success programs available for such students – summer bridge programs in business, engineering, and agriculture; enhanced advising opportunities; undergraduate research opportunities; increased funding for first-generation students through a grant from the Suder Foundation – have all had an impact on the growth in student success across the board.

Indicator 6: Increase number of students who successfully complete the First Year Seminar

Description: The First Year Seminars have been in existence for about seven years. They assist first-year students by offering small class sizes (average of 20 students per section), more personal interaction with faculty, engaging teaching methodologies, and a focus on improving study skills. Such practices have been found to be strongly related to increased retention rates. The metric used for this indicator is the actual headcount of students who successfully completed the First Year Seminars in the fall or spring semester with a grade of C or better.

Outcome/Results: The First Year Seminar has been shown to be quite successful in keeping students in school, assisting them in their academic skill development and achievement of student learning. The number of students who completed this program in 2015 was 1,048, an increase from 955 in 2014. This growth occurred through increased recruitment, enhanced advising, and the quality of faculty and academic experiences in the classrooms for students.

Staff Comments and Recommendation:
