

## 2005 Performance Agreement Report

### Fort Hays State University

At Fort Hays State University, “Affordable Success” is both a promise and a strategy. It’s a promise that from cradle to grave, no matter what your race, ethnic origins, or geographic location, we intend to deliver on the opportunity for every Kansan to use education as the pathway to realize his or her potential as a human being.

FHSU analyzes many complementary organization- and department-level goals and objectives that help us keep the promise of Affordable Success. Affordable Success is also a strategy that helps Fort Hays State University meet many of the yearly goals established with the Kansas Board of Regents through performance agreements. The Regents’ Performance Agreements serve as the foundation for goal setting at the college and department levels, where the university’s vision and strategy are translated into specific, deployable action steps.

Improved learner outcomes, access for lower income and minority populations, and enhanced civic engagement are just a few of the system-wide goals that contribute to Affordable Success at the institutional level. As a result, administrators, faculty, staff, students and others can see linkage between the performance standards we’re held accountable to by the Regents and how we achieve campus alignment of budget, assessment, planning and quality learning experiences.

In January 2005 Fort Hays State University entered into its first agreement with the Kansas Board of Regents to accomplish specific performance objectives in compliance with the Performance Agreement model. The following is a report of our results in accomplishing these specific objectives.

**1. Performance Summary**

<b>Regents' System Goal A: Efficiency/Effectiveness/Seamlessness</b>				
<b>Institutional Goal 1: Meeting Kansas Virtual Students' Needs</b>				
<b>Key Performance Indicator (Data)</b>	<b>Baseline</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Amount of Directional Improvement <sup>1</sup></b>
Number of students served in the service area	FY2004 - 6315	<b>FY2005 - 6410</b> FY2006 - 6504 FY2007 - 6631	<b>FY2005 - 6166</b> FY2006 - FY2007 -	<b>Challenged</b>
Number of students served statewide	FY2004 - 7518	<b>FY2005 - 7668</b> FY2006 - 7818 FY2007 - 7894	<b>FY2005 - 7421</b> FY2006 - FY2007 -	<b>Challenged</b>
Overall satisfaction of students taking VC classes from service area	FY2004 - 5.58	<b>FY2005 - 5.65</b> FY2006 - 5.75 FY2007 - 5.85	<b>FY2005 - 5.61</b> FY2006 - FY2007 -	<b>Stable</b>
Number of VC classes offered available to students in service area	FY2004 - 250	<b>FY2005 - 259</b> FY2006 - 268 FY2007 - 275	<b>FY2005 - 270</b> FY2006 - FY2007 -	<b>Improving</b>
Number of degree programs available that can be completed virtually	FY2004 - 11	<b>FY2005 - 11</b> FY2006 - 12 FY2007 - 12	<b>FY2005 - 14</b> FY2006 - FY2007 -	<b>Improving</b>
<b>Regents' System Goal D: Increase Targeted Participation/Access</b>				
<b>Institutional Goal 2: Increase Hispanic Participation in FHSU Degree Programs</b>				
<b>Key Performance Indicator (Data)</b>	<b>Baseline</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Amount of Directional Improvement <sup>1</sup></b>
Number of Hispanic students served from FHSU service area	FY2004 - 155	<b>FY2005 - 157</b> FY2006 - 160 FY2007 - 164	<b>FY2005 - 132</b> FY2006 - FY2007 -	<b>Challenged</b>
Retention rate of Hispanic students from FHSU service area	FY2004 - 68%	<b>FY2005 - 70%</b> FY2006 - 71% FY2007 - 72%	<b>FY2005 - 86%</b> FY2006 - FY2007 -	<b>Improving</b>

Number of Hispanic students transferring from FHSU service area community colleges	FY2004 - 18	<b>FY2005 - 22</b> FY2006 - 25 FY2007 - 28	<b>FY2005 - 13</b> FY2006 - FY2007 -	<b>Challenged</b>
Number of Hispanic students enrolled through the Virtual College and on-campus	FY2004 - 248	<b>FY2005 - 253</b> FY2006 - 258 FY2007 - 260	<b>FY2005 - 245</b> FY2006 - FY2007 -	<b>Challenged</b>

**Regents' System Goal B: Improve Learner Outcomes**

**Institutional Goal 3: Improving Student Engagement in the Educational Process**

<b>Key Performance Indicator (Data)</b>	<b>Baseline</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Amount of Directional Improvement <sup>1</sup></b>
National Survey of Student Engagement Level of Academic Challenge Index Score	FY2004 – 51.0	<b>FY2005 – 52.3</b> FY2006 – 53.3 FY2007 – 54.3	<b>FY2005 - 53.9</b> FY2006 - FY2007 -	<b>Improving</b>
National Survey of Student Engagement Enriching Educational Experiences Index Score	FY2004 – 31.5	<b>FY2005 – 32.1</b> FY2006 – 33.1 FY2007 – 34.1	<b>FY2005 - 37.8</b> FY2006 - FY2007 -	<b>Improving</b>
Percent of graduates satisfied with general education courses	FY2004 - 85.15%	<b>FY2005 - 86.0%</b> FY2006 - 87.0% FY2007 - 88.0%	<b>FY2005 - 89.6%</b> FY2006 - FY2007 -	<b>Improving</b>

**Regents' System Goal F: Improve Community/Civic Engagement**

**Institutional Goal 4: Participate Meaningfully in the American Democracy Project**

<b>Key Performance Indicator (Data)</b>	<b>Baseline</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Amount of Directional Improvement <sup>1</sup></b>
Number of students involved in service learning projects	FY2004 - 1011	<b>FY2005 - 1050</b> FY2006 - 1100 FY2007 - 1150	<b>FY2005 - 1208</b> FY2006 - FY2007 -	<b>Improving</b>
Number of faculty members integrating service learning projects in the curriculum	FY2004 - 32	<b>FY2005 - 34</b> FY2006 - 36 FY2007 - 37	<b>FY2005 - 43</b> FY2006 - FY2007 -	<b>Improving</b>

Number of courses including service learning projects	FY2004 - 41	<b>FY2005 - 42</b> FY2006 - 43 FY2007 - 45	<b>FY2005 - 58</b> FY2006 - FY2007 -	<b>Improving</b>
National Survey of Student Engagement American Democracy Project Consortia Index	FY2004 - Pending	<b>FY2005 - 2% increase over baseline</b> FY2006 - 5% increase over baseline FY2007 - 8% increase over baseline	<b>FY2005 -</b> FY2006 - FY2007 -	<b>See narrative</b>
Percent of students reporting they participated in a community based project as part of a regular course	FY2004 - 53%	<b>FY2005 - 54%</b> FY2006 - 56% FY2007 - 58%	<b>FY2005 - 60%</b> FY2006 - FY2007 -	<b>Improving</b>
<b>Regents' System Goal B: Improve Learner Outcomes</b>				
<b>Institutional Goal 5: Meet NCATE Standards</b>				
<b>Key Performance Indicator (Data)</b>	<b>Baseline</b>	<b>Targets</b>	<b>Performance Outcome</b>	<b>Amount of Directional Improvement <sup>5</sup></b>
Pass evaluation of Standard 1 - Student Knowledge, skills, & Dispositions	FY2004 - Under review	<b>FY2005 - Pass</b>	<b>FY2005 - Pass</b>	<b>Improving</b>
Pass evaluation of Standard 2 - Program Assessment and Unit Capacity	FY2004 - Under review	<b>FY2005 - Pass</b>	<b>FY2005 - Pass</b>	<b>Improving</b>
Pass evaluation of Standard 3 - Clinical and Field Experiences	FY2004 - Under review	<b>FY2005 - Pass</b>	<b>FY2005 - Pass</b>	<b>Improving</b>
Pass evaluation of Standard 4 - Faculty Qualifications	FY2004 - Under review	<b>FY2005 - Pass</b>	<b>FY2005 - Pass</b>	<b>Improving</b>
Pass evaluation of Standard 5 - Governance	FY2004 - Under review	<b>FY2005 - Pass</b>	<b>FY2005 - Pass</b>	<b>Improving</b>

<sup>1</sup> **Challenged** refers to performance below the baseline level, and below target; **Stable** refers to performance between the baseline and the target; **Improving** refers to performance exceeding the target.

## 2. Performance Narrative

Over the period covered by the 2005 Performance Agreement, Fort Hays State University made substantial progress in accomplishing the various Regents system goals.

### Institutional Goal 1: Meeting Kansas Virtual Students' Needs

Fort Hays State University's primary service area comprises 66 counties and over 52,000 square miles in northern and western Kansas. Meeting the diverse needs of students from such a large service area presents many challenges. In recent years, FHSU has risen to the challenge of increasing educational opportunities for students in western Kansas through its Virtual College. By leveraging the latest technologies to develop and deliver distance education opportunities, FHSU has gained a solid reputation throughout Kansas for innovative flexible and high-quality undergraduate degree programs delivered at a distance.

Specifically, FHSU has worked very hard to meet all Kansas students' needs through continued expansion of its Affordable Success strategy and Virtual College offerings. The results of these strategic efforts have been nothing short of astonishing, and they certainly represent a stretch goal for the institution. FHSU continues to recruit and serve additional Kansas students in the virtual undergraduate degree programs: General Studies, Information Networking and Telecommunications, Justice Studies, Nursing, Organizational Leadership, Sociology, Technology Leadership, and most recently added, Business Administration. In addition, Kansas graduate students can complete distance programs in Business Administration, Educational Administration, Liberal Studies, and Nursing.

FHSU reports a slight downward shift in enrollment in the service area during 2005. This downward direction can be attributed to a notable decline in population in our service area, as well as more pressure in the distance education sector for residents. In 2005, FHSU enrolled 6166 students in the service area falling short of the projected target of 6410. The trend for serving students statewide also dropped from 2004. In 2005 FHSU enrolled 7421 students missing the target of 7668. Even though enrollments may have flattened, there is some good news. Student satisfaction with the Virtual College classes (measured as institutional perceptions, academic services, instructional services, enrollment services, and student services) increased from 5.58 to 5.61, slightly missing the target, but still an upward trend. FHSU was also able to provide more classes to students in the service area, up 270 classes from 250 in 2004. Additionally, students attending FHSU can now complete 14 programs completely at a distance, up from 11 just a year ago. While the statewide number of students has leveled or dropped for FHSU, our Virtual College continues to help students from the region and across the world, assisting students in our service area by offering more classes from which to choose. FHSU continues to monitor this enrollment trend closely. In addition, FHSU continues to lead innovative programs, like AccessUs, to better serve students in our service area.

### Institutional Goal 2: Increasing Hispanic Participation in FHSU Degree Programs

Consistent with national trends, the Hispanic population in Kansas is growing at a rapid rate. According to 2000 U.S. Census data, the Hispanic population in the 28 counties of southwest Kansas has more than doubled in the last ten years from 5.9% to approximately 13%. While FHSU has long had a serious commitment to increasing Hispanic student recruitment, it has become mission critical to find more effective ways to recruit and retain Hispanics, whether traditional, transfer or Virtual College students. Through the AccessUs program and more targeted recruiting for on-campus students, FHSU is sharpening its focus to better reach the growing numbers of Hispanic students seeking a successful experience in higher education. Even with our systematic efforts, attracting Hispanic students is a stretch goal for the institution given our starting point.

In line with our service area numbers, FHSU notes a dip in the number of Hispanic students served in the service area (down to 132 from 155 in 2004), transferring from community colleges (down to 13 transfers from 18 in 2004), and total Hispanic enrollment (down 3 students from 248 in 2004). However, those Hispanic students coming to FHSU were more likely to stay, with a substantial rise in retention rate from 70% up to 86%. Late in the fall, the enrollment management team strategized about the drop and two factors appeared to have caused the dip. First, there was turnover in the Director of Admissions position leading to instability in that office. In addition, FHSU was not able to rehire a Hispanic recruiter last year. Over the summer of 2005 FHSU was able to secure both hires and looks forward to gains in all Hispanic KPIs. In addition, a recent analysis of the enrollment for FY2006 shows that FHSU is once again meeting targets for Hispanic enrollment, noting 157 students enrolled from the service area, 284 total Hispanic students enrolled, and 26 of those students transferred from a community college in the service area (the last two KPIs exceed the 2006 target).

### Institutional Goal 3: Improving Student Engagement in the Educational Process

Like many other institutions, FHSU constantly monitors the level of academic engagement in its student body. As institutions become more diverse, and distance education emerges with a larger role, it is even more important to monitor the level of academic challenge and overall educational experience of all student stakeholder groups. FHSU has been assessing student learning and student satisfaction for sometime, but recent nationwide benchmarking indices, like the National Survey of Student Engagement, offer a meaningful comparative glimpse into student life.

FHSU was pleased to report that all three indices listed under student engagement were exceeded substantially. Students at FHSU report more academic challenge and a higher level of enriching educational experiences than in the past. In addition, FHSU students report a higher level of satisfaction with general education courses, nearly half of the courses required of a graduate at FHSU. We continue to study student involvement and engagement, and are encouraged by our successes in this area.

#### Institutional Goal 4: Participate Meaningfully in the American Democracy Project

Over the last year, FHSU has become deeply committed to advancing the goal of civic engagement through our participation in the American Democracy Project (ADP). Specifically, our goals are to develop informed university graduates committed to lives of engagement as citizens in our democracy. Under the leadership of the American Association of Colleges and Universities, the ADP strives to develop students' civic capacities, their sense of social responsibility and their commitment to public action. Over the next few years, FHSU will focus on cultivating student civic engagement through intellectual and experiential avenues and promoting student participation in everyday politics.

In 2005, FHSU continued to see growth in the area of civic engagement. FHSU, one of the visible participating members of the American Democracy Project, has seen much success in this goal, assisted by a growing campus movement that encourages service learning. Specifically, FHSU exceeded the target number of students involved in service learning projects by nearly 150. In addition, FHSU faculty continue to use service learning as a vehicle for improving civic engagement, adding more than 10 faculty from 2004, far exceeding the target. Those faculty implemented service learning in 58 courses in 2005, up from 41 in 2004, also surpassing the target. Finally, FHSU students reported their participation in community-based projects through the NSSE instrument, showing a 7% increase in involvement, far surpassing the target. Finally, FHSU projected the use of an American Democracy Project index as a means of comparatively assessing our students; however, this NSSE index was not provided in an index format useful to this single KPI analysis. Future performance agreements will not include this index score.

#### Institutional Goal 5: Meet NCATE Standards

Throughout 2003 and 2004, FHSU prepared for a return visit of the NCATE site team. Personnel from our College of Education and Technology, as well as many other faculty from across campus, coordinated this effort to meet newly published NCATE standards.

In February 2005 the site team spent three days on FHSU campus. The result of their intensive study revealed a vibrant education center meeting all six standards at the undergraduate and graduate level. Their findings were submitted to the national organization for full approval in the fall, along with the subsequent approval of the Kansas State Department of Education. FHSU continues to work on improving teacher education and continuously tracks its performance in relation to NCATE standards in preparation for the next accreditation visit.