

2010 – 2012 (Cycle 7) Performance Agreement/Report – University of Kansas

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Regents System Goal B: Improve Learner Outcomes				
Institutional Goal 1: Enrich the undergraduate learning experience				
Key Performance Indicator (Data)	3-Year Performance History	Targets	Performance Outcome	Evaluation
1. Increase participation in first-year learning experiences	% chg. FY06 1974 FY07 1884 -4.6% FY08 2063 9.5%	% chg. FY 2010 2710 FY 2011 2815 3.9% FY 2012 2850 1.2%		
2. Increase number of Engaged Learning Certificates awarded	% chg. FY07 513 FY08 669 30.4% FY09 842 (est) 25.9%	% chg. FY 2010 950 12.8% FY 2011 1150 21.1% FY 2012 1300 13.0%		
3. Increase completion rate in capstone courses/experiences	FY06 38% (829/2195) FY07 47% (1078/2271) FY08 46% (1049/2291)	FY 2010 48% FY 2011 50% FY 2012 52%		

NARRATIVE — INSTITUTIONAL GOAL 1: Enrich the undergraduate learning experience

Key Performance Indicator 1: Increase participation in first-year learning experiences

Data Collection: The total number of first-year learning experiences will be collected from the programs providing first-year learning experiences. These include participants in the Mount Oread Scholars, the Honors Program, Scholars & Leaders Programs, the first-year communities in engineering and other academic areas, the orientation seminar PRE 101, HAWKLink, and freshman tutoring.

3-Year Performance History: The three-year history represents the matches between a freshman student and an opportunity for enhancement or assistance. The rate of matches to the entering freshmen class involved in first-year learning experiences averaged 48%. The performance is strong since participation in these kinds of experiences is voluntary.

Targets: The targets represent steady growth in the number of participants. The target is to move from about half of new freshmen having a first-year learning experience to about two-thirds. Targets represent a ‘net’ expansion in the number of first-year student experiences. Due to budget cuts for FY 2010, the centrally supported learning communities were eliminated affecting 500 students. However, tutoring programs, including writing consulting, have been expanded for freshmen and are included.

The first-year learning initiatives are voluntary and include a non-mandated orientation seminar as well as special programs for honors students, first generation college students, and students of color, among others. A unique feature of several of these programs, e.g, tutoring and HAWKLink, is that highly trained upper class students serve as key learning resources, thereby enhancing the educational and leadership experiences of hundreds of additional KU students. Additionally, the PRE 101 orientation seminar is largely taught by volunteer staff. The challenge is to get freshmen to understand that these opportunities can be critical to the successful completion of their degree in four years. Meeting the targets will require significant encouragement and marketing at a time of reduced resources.

Key Performance Indicator 2: Increase number of Engaged Learning Certificates awarded

Data Collection: The number of Engaged Learning Certificates awarded and posted to transcripts will be counted. Engaged Learning Certificate Programs are designated by the Vice Provost for Academic Affairs. These currently include the Global Awareness Program (GAP), Certificate in Service Learning (CSL), and the Research Experience Program (REP). A Leadership Studies Certificate will be offered in FY 2011. Additional programs may be approved by the Vice Provost for inclusion under the “Engaged Learning Certificate” designation.

3-Year Performance History: The first GAP certificates were awarded in FY 2005 and the other two programs came on line in FY 2007. Given the recent start-up of these programs, the outcomes are notable.

Targets: The targets represent a steady growth in the number of certificates to be awarded. These certificates require significant effort beyond the degree requirements. Each certificate requires at least three components: a) classroom or faculty-led experiences, b) independent work or activity initiated by the student that is approved by the program or faculty member, and c) a reflection activity that integrates knowledge and practice.

KU’s experience matches the expected outcomes of these educational practices. Based upon the literature, students who participate in these complementary activities are greatly enriched by them because they are more likely to experience diversity, have increased faculty and peer interaction over long periods of time, have opportunities to see how and what they are learning impacts their communities, and are more likely to graduate. We expect retention and graduation rates to be positively correlated with participation when enough time has lapsed to measure the impact.

Of particular note, these types of engaged learning experiences help all students but the data are "particularly striking for students who start further behind in terms of their entering academic test scores. The benefits are similarly positive for students from communities that historically have been underserved in higher education." (see High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter, George Kuh, AACU, 2008, p. 1) These engaged learning certificate programs target all students but research shows these kinds of programs especially help less well prepared students. This effort is tied to Goal D.

Extensive promotion, as well as faculty and staff support, will be required to meet these challenging goals in a time of budget constraints.

Key Performance Indicator 3: Increase completion rate in capstone courses/experiences

Data Collection: The percent of students graduating with a degree in the College of Liberal Arts and Sciences (CLAS) who have completed a capstone course or culminating discipline-based experience. Each academic program designates the capstone course/experience. An analysis of transcripts will be conducted to determine the percent.

3-Year Performance History: Most programs in CLAS have optional rather than required capstone courses/experiences. The history indicates an increasing percent of students completing these courses/experiences.

Targets: Capstone courses/experiences for seniors provide an opportunity to integrate the full scope of one’s undergraduate learning. They engage the student in self assessment, connect the content of courses taken with applied learning, and emphasize connections between the disciplines. Integrative learning is complex and often discipline-specific so most of the opportunities for participation in these courses/experiences will be within the major. Professional schools have nearly universal participation in capstone courses/experiences because these courses are normally associated with accreditation within the professions. Only the College of Liberal Arts and Sciences is targeted in this performance indicator where many of the capstone experiences are independent studies in which a student works closely with a faculty member on a culminating project/experience. The 50 departments of the College represent 75% of the undergraduate student population. Plans are underway in the College of Liberal Arts and Sciences for

a curricular change so more students will have a capstone experience. Since a course of study is set when a student enrolls, the full impact of the curricular change will not be seen for four years after the change is implemented. The modest increase in students graduating with a capstone course/experience for the three years covered by this agreement reflects the reality of the current curriculum.

Comments: The Regents goal of improving learner outcomes is part of KU's continuing commitment to enhance the undergraduate learning experience and support student success as articulated in KU's strategic plan (see <http://www.chancellor.ku.edu/2015/>). The indicators represent factors that have been found in the literature to contribute to the success of a student's performance in college. These learner outcomes efforts are aimed at improving graduation rates. Furthermore, the scope of these indicators are considerably broader than those in past performance agreements: 1) The first-year learning experiences are targeting two-thirds of the new freshmen; 2) completion of engaged learning certificates is growing with 10.2% of the 2007 graduates having earned a learning certificate to 16.2% of the graduates in 2009; and 3) including students in professional programs where a capstone experience is required for accreditation, we will be approaching two-thirds of our students completing degrees with capstone experiences during the term of this agreement. Over the past several years, KU awarded between 3,550 and 3,750 bachelor degrees each year. (Note: Students in professional programs are not included in our indicator since capstone experiences are required for accreditation.) The number of students completing capstone experiences in the College of Liberal Arts and Sciences will continue to increase as the curriculum changes are made. Since a course of study is set when a student enrolls, the full impact of the curricular change will not be seen for four years after the change is implemented.

High impact practices of engagement were the focus of a 2004 national report "Documenting Effective Educational Practice (DEEP)" from the Center for Postsecondary Research at Indiana University. KU received high marks from students that set KU apart from other institutions which led to KU being one of only two major research universities included in the study of "Student Success in College: Creating Conditions that Matter" (Jossey-Bass, 2005). In a follow-up paper on the book ("What Campus Leaders Can Do," NSSE Institute, p. 1) Kuh says,

"Graduating more students and increasing the quality of their learning are national priorities. Every college and university can improve in these areas by focusing on the educational conditions that matter to student success. Decades of research studies show that a key factor is student engagement--the time and effort students devote to their studies and related activities and how institutions organize learning opportunities and provide services to induce students to take part in the benefit from such activities."

In the last few years KU has enhanced or initiated programs that encourage student engagement. Three of these programs were specified in the previous performance agreement: Research Experience Program, Global Awareness Program, and the Certificate in Service Learning. Each of these programs has expanded student engagement and program completion results in a notation on the student's transcript. Faculty working in these areas have reached growing numbers of students, and we are increasingly more confident about how to engage students in undergraduate research, international experiences, and community-based learning. At the same time, we would like to reach more students with new certification opportunities based on what we've learned from the first three offerings.

Again, George Kuh, "What students do during college counts more in terms of what they learn and whether they will persist in college than who they are or even where they go to college."

Collectively, this set of learner outcomes is designed to positively impact undergraduate students from the first semester they attend KU through their graduation. As freshmen, students have an opportunity to get a solid footing by participating in a first-year learning experience (indicator #1). Then,

between the sophomore and senior years, they are encouraged to consider an engaged learning experience to complement their degree (indicator #2). Finally, as seniors, they have the opportunity for a capstone course or culminating experience related to the major, such a senior experience that (1) synthesizes the knowledge, principles, and theories presented across the curriculum of a particular discipline, and/or (2) results in a project that applies knowledge, skills, and responsibilities in a new setting or with relation to a complex problem (indicator #3). These three indicators represent the continuum of activities that support student transition to college, academic engagement, and academic success/graduation.

Regents System Goal C: Improve Workforce Development							
Institutional Goal 2: Enhance workforce development in Kansas through training and degree production							
Key Performance Indicator (Data)	3-Year Performance History			Targets		Performance Outcome	Evaluation
1. Increase number of bachelors, masters, doctorates, and first professional degrees awarded			% chg.			% chg.	
	FY 2007	5431		FY 2010	5700	0.3%	
	FY 2008	5580	2.7%	FY 2011	5750	0.9%	
	FY 2009	5685	1.9%	FY 2012	5800	0.9%	
2. Increase number of degrees awarded at the Edwards Campus	FY 2007	348		FY 2010	475	3.5%	
	FY 2008	444	27.6%	FY 2011	485	2.1%	
	FY 2009	459	3.4%	FY 2012	495	2.1%	
3. Increase the number of enrollments in continuing education and training for the professions	FY 2006	31,692		FY 2010	29,000		
	FY 2007	27,347	-13.7%	FY 2011	29,450	1.6%	
	FY 2008	28,787	5.3%	FY 2012	29,600	0.5%	
4. Increase the number of participants in fire service training	FY 2006	9133		FY 2010	8500		
	FY 2007	8980	-1.7%	FY 2011	8750	2.9%	
	FY 2008	8105	-9.7%	FY 2012	9000	2.9%	
5. Increase the number of participants in law enforcement training	FY 2006	5313		FY 2010	5970		
	FY 2007	4758	-10.4%	FY 2011	6030	1.0%	
	FY 2008	5331	12.0%	FY 2012	6085	0.9%	

NARRATIVE — INSTITUTIONAL GOAL 2: Enhance workforce development in Kansas through training and degree production

Key Performance Indicator 1: Increase number of bachelors, masters, doctorates, and first professional degrees awarded

Data Collection: Number of degrees awarded as reported in the federal Integrated Postsecondary Education Data System (IPEDS).

3-Year Performance History: The number of degrees awarded is very stable and represents KU’s greatest contribution to the State of Kansas, our graduates.

Target: Targets are relative to current enrollment, retention, and graduation patterns. Fewer high school graduates are expected for the next half-dozen years which impacts number of entering students. The three-year rolling average of total enrollment since Fall 2002 has varied between 26,700 to 26,900, a very narrow spread. That difference amounts to less than 1 percent and given the steady decline in state resources to support the educational mission of the university, steady enrollment and degree production is a standing objective. Thus our degree increases are consistent with that objective. (Note: Goal B Improve Learner Outcomes efforts are aimed at improving retention and graduation. The number of bachelor degrees awarded has ranged from 3,550 to 3,750 for the past half-dozen years, depending upon the size of the entering freshmen class, the number of

transfers, and retention rates. Masters degrees awarded generally range between 1,200 and 1,300 per year. First professional degrees awarded average 300 degrees per year. Doctoral degrees awarded are usually 250 a year with minor fluctuations.)

Key Performance Indicator 2: Number of degrees awarded at the Edwards Campus

Data Collection: The number of degrees awarded to students enrolled in the Edwards Campus programs is counted using data provided in the KU student records system and is a subset of the degrees reported in IPEDS. Students who have taken the majority of their KU hours at the Edwards Campus are counted as degree recipients at Edwards.

3-Year Performance History: There is notable variation in the number of degrees awarded. The variation is attributed to the part-time nature of most Edwards Campus students and the employer support of student tuition.

Targets: With the passing of the Johnson County Education and Research Triangle initiative, which provides a 1/8 cent sales tax to support additional degree programs, additional offerings will be forthcoming at Edwards. However, awards will not appear in the time period covered by this agreement. Maintaining the current average degree production will be challenged by many conditions including program offerings, employer-supported tuition funding, tuition harmonization, competitive market conditions such as nontraditional degree programs, and economic climate. The number of degrees awarded at Edwards Campus is subject to how quickly students are able to progress with their education. They do not follow the model on a traditional campus since employment and family circumstances play a larger role in how quickly a degree is obtained.

Key Performance Indicator 3: Increase the number of enrollments in continuing education and training for the professions

Data Collection: KU Continuing Education (KUCE) maintains statistics on enrollments in training and education programs.

3-Year Performance History: The number of enrollments in FY 2006 was unusually high due to special grant funding for terrorism response courses. About 1800 people enrolled in these grant-funded events. The FY 2007 and FY 2008 counts are more reflective of the typical market demands for continuing education courses.

Targets: KUCE responds to changing demands for professional noncredit training and education as well as dynamic economic and financial environments, thus making accurate long-term projections difficult. Enrollment targets are based on a combination of historical program analyses, program forecasts, and available funding and grant opportunities.

Offerings include short courses for engineers, seminars for attorneys, seminars and conferences for physicians, nurses, and allied health professionals. People working in these professions are required to update their skills to maintain their licenses. Additionally, there are conferences for engineers, public managers, and educators. Management and leadership courses serve the needs of a variety of industries and professions. Markets are identified and served through market research, program development, marketing, and event management; these activities are funded entirely through fees, grants, and contracts.

Key Performance Indicator 4: Increase the number of participants in fire service training

Data Collection: Annual participation numbers reported by KUCE to the Kansas Fire and Rescue Training Commission.

3-Year Performance History: There was a steady decline in participation as a result of the cyclical nature of training demand and a leveling of funding during the 3-year performance history.

Targets: Fire service training has three basic components: 1) fire service training courses, 2) certification of fire fighters, and 3) continuing professional fire service education. Participation is expected to continue at current levels with only slight increases being forecasted due to the marginal increase in funding for fire service training. Economic pressures on local fire department budgets for continuing professional education

training will influence participation in training as well as individual economic ability in obtaining fire certifications.

The Fire and Rescue Training Institute delivers training through a "mobile fire academy" format as required by K.S.A. 76-327. All training programs are delivered in local communities throughout Kansas. A substantial portion of the Kansas Fire and Rescue Training Institute budget is funded by insurance premium fees collected by the State Insurance Commissioner from fire insurance companies doing business in the State of Kansas.

Key Performance Indicator 5: Increase the number of participants in law enforcement training

Data Collection: Annual participation numbers reported by KUCE to the Kansas Commission on Peace Officers Standards and Training.

3-Year Performance History: Participation has varied due to demand for and certifications required of law enforcement personnel.

Targets: Law enforcement training has three basic components: 1) basic training, 2) specialized training, and 3) distance learning. Basic training is relatively stable since the same number of classes is offered each year with limited enrollments. Specialized training occurs in response to specific funding for a specific purpose that varies by year. A grant is pending to provide training for investigating domestic violence. Distance learning has been stable in the past and is expected to remain so in the future. The targets are based on the relatively stable pattern of the past and given the uncertainty of the special grant funding, potential specialized training increases are not factored into these targets. If the grant funding does materialize, there is the potential for notable growth for FY 2010 and FY 2011.

The Kansas Law Enforcement Training Center (KLETC) provides the required basic law enforcement training for Kansas law enforcement officers to attain their law enforcement certification in the State of Kansas. KLETC provides a majority of this training at their training campus near Hutchinson, KS. It also oversees, supervises, and monitors the training of the seven authorized and certified academy programs operated by municipal and county law enforcement agencies as well as the Kansas Highway Patrol. KLETC certifies these programs.

Funding for KLETC is provided by the law enforcement training center fund as established by K.S.A. 74-5619. The fund receives docket fees charged in criminal and traffic-related cases as enabled by K.S.A. 20-362 and 20-362(e) in state district and municipal courts. No funds from the State general revenue fund are involved in funding the center.

Comments: Indicators 3, 4, and 5 are subject to market forces, state requirements and associated funding, national issues, among others, that influence the participation rate in these kinds of programs. Continuing Education is constantly assessing the market for training needs that KU has expertise to address. Offerings and associated marketing are developed accordingly. Continuing Education training and professional development programs are totally fee-funded due to major changes in its business model. Its viability depends upon the ability to address and fill market needs that include not only professional development programs but also exploring advances in fire service safety and law enforcement training.

Regents System Goal D: Increase Targeted Participation/Access					
Institutional Goal 3: Increase retention of underserved ethnic minority students					
Key Performance Indicator (Data)	3-Year Performance History		Targets	Performance Outcome	Evaluation
1. Increase first year retention rate of first-time, full-time Hispanic students	Fall 2005	77.0%	Fall 2010	73.0%	
	Fall 2006	70.1%	Fall 2011	75.0%	
	Fall 2007	71.0%	Fall 2012	77.0%	

2. Increase first year retention rate of first-time, full-time Black students	Fall 2005	70.7%		Fall 2010	71.0%		
	Fall 2006	64.0%		Fall 2011	72.0%		
	Fall 2007	69.1%		Fall 2012	73.0%		
3. Increase participation in Multicultural Scholars Program			% chg.			% chg.	
	Fall 2006	107		Fall 2010	125		
	Fall 2007	125	16.8%	Fall 2011	130	4.0%	
	Fall 2008	118	-5.6%	Fall 2012	135	3.8%	

NARRATIVE — INSTITUTIONAL GOAL 3: Increase retention of underserved ethnic minority students

Key Performance Indicator 1: Increase first year retention rate of first-time, full-time Hispanic students

Data Collection: Percent of first-time, full-time Hispanic freshmen who are retained after one year as reported to IPEDS.

3-Year Performance History: The number of first-time, full-time Hispanic students enrolled for Fall 2005 was 161, 137 in Fall 2006, and 145 in Fall 2007 for an average of 148 students. The variation in first-year retention from 77% to 70% amounts to 10 students using the average of 148. This is a small but significant number when examining retention data. The year to year variation is similar to that at other regional research universities.

Targets: The targets are based upon retention levels achieved in the past and the continuing goal of retaining students of color at a higher level. The Office of Multicultural Affairs created an academic based retention program called HAWKLink. The program is designed to assist first-year students through direct intervention by encouraging them to use existing resources. By linking students with various departmental programs and services, HAWKLink brings focus to the first year. Direct intervention begins with the recruitment process, continues with mentoring programs from both faculty and students, and culminates with HAWKLink graduation. HAWKLink is designed to help students with both academic and personal success.

Key Performance Indicator 2: Increase first year retention rate of first-time, full-time Black students

Data Collection: Percent of first-time, full-time Black freshmen who are retained after one year as reported to IPEDS.

3-Year Performance History: The number of first-time, full-time Black students enrolled for Fall 2005 was 150, 136 in Fall 2006, and 139 in Fall 2007 for an average of 142 students. The variation in first-year retention from 71% to 64% amounts to 10 students using the average of 142. This is a small but significant number when examining retention data. The year to year variation is similar to that at other regional research universities.

Targets: The targets are based upon retention history and the continuing goal of retaining all students of color at a higher level. The Office of Multicultural Affairs created an academic based retention program called HAWKLink. The program is designed to assist first year students through direct intervention by encouraging them to use existing resources. By linking students with various departmental programs and services, HAWKLink brings focus to the first year. Direct intervention begins with the recruitment process, continues with mentoring programs from both faculty and students, and culminates with HAWKLink graduation. HAWKLink is designed to help students with both academic and personal success.

Key Performance Indicator 3: Increase participation in Multicultural Scholars Program

Data Collection: Number of participants in the Multicultural Scholars Program.

3-Year Performance History: The program has been expanded slowly because of the support required for the program.

Targets: The Multicultural Scholars Program is open to undergraduate students who belong to underrepresented groups at KU (e.g., African-Americans, Asian-Americans, Hispanic-Americans, Indigenous students, First-Generation College students, or students with high financial need as defined by Pell Grant eligibility). Students must be committed to rigorous academic work and be willing to be engaged in a variety of activities that

are designed not only to support their academic aspirations but also to develop other aspects of their undergraduate experience. The program targets academically well-prepared students and forms a community of students and academic professionals, including administrators and professors, whose goal is to ensure academic success of participants. The faculty involvement and program support is very significant. Given the significant resources required for the program, the program is targeted to grow incrementally.

While this program is open to all levels of students, those selected to participate in this program as new freshman have a 97% retention rate and a 46% four-year graduation rate. The overall new freshman retention rate is 80% and the four-year graduation rate is 32%. Some academic programs admit freshmen while others do not.

In the Fall of 2006, the University of Kansas received a three-year federal grant from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) to explore the ability to replicate this program in three Kansas community colleges. KU has hired an Interim Associate Vice Provost for Diversity to further develop these programs.

Comments: The three indicators for the goal of increasing targeted participation/access focus on the academic success of underserved groups of students at KU. Although the indicators #1 and #2 focus specifically on Hispanic and Black students, KU remains committed to diversity that includes all students. There have been sustained efforts for years to support Black students. The Black Alumni Chapter of the KU Alumni Association asked KU to strengthen its outreach to Black students, and many of the innovative programs described as first-year experiences and engaged learning opportunities as part of the learner outcomes addressed that request. The Multicultural Scholars Program (indicator #3) also emerged as a response to this need.

With the changing demographics of high school graduates in the State of Kansas, KU has developed strategies for reaching out to the growing number of Hispanic or Latino students across the state. The Latino Vision Council, a group of 68 members from across the State created in 2008, identified a series of priorities to assist in KU’s efforts to recruit and retain Latino students. KU created and filled a new position, a recruitment support coordinator for southwest Kansas whose role is to work with students of all ages and their families, to emphasize the importance of preparing for and attending a four-year institution, and more specifically, to inform and address questions about the University of Kansas.

We plan to analyze the evidence gathered under this goal as it relates to the impact of “single variables” (such as race/ethnicity) vs. the impact of complex groups of multiple variables (that include components such as ACT, high school GPA, family income, first-generation college attendance, etc.) to help us better tailor support programs to enhance student access and timely graduation. While the goals established by the indicators are crucial, the indicators may not be adequate for helping to understand the reasons for future successes and possible obstacles.

Regents System Goal E: Increase External Resources						
Institutional Goal 4: Increase external funding (NOTE: \$\$ are in thousands)						
Key Performance Indicator (Data)	3-Year Performance History			Targets	Performance Outcome	Evaluation
1. Increase federal science and engineering research expenditures			% chg.		% increase	
	FY06	\$115,522		FY 2010	2%	
	FY07	\$115,670	0.1	FY 2011	2%	
	FY08	\$122,401	5.8	FY 2012	2%	

2. Increase federally funded research expenditures in the life sciences	FY06	\$108,712		FY 2010	2%		
	FY07	\$103,747	-4.6	FY 2011	2%		
	FY08	\$106,115	2.3	FY 2012	2%		
3. Increase level of philanthropic support	FY05	\$111,414		FY 2010	\$106,396	2%	
	FY06	\$ 99,683	-10.5	FY 2011	\$108,524	2%	
	FY07	\$ 99,978	0.3	FY 2012	\$110,694	2%	
	FY08	\$123,285	23.3				
	FY09	\$104,310	-15.4				

NARRATIVE — INSTITUTIONAL GOAL 4: Increase external funding

Key Performance Indicator 1: Increase federal science and engineering research expenditures

Data Collection: Federal science and engineering research expenditures annually reported to the National Science Foundation (NSF).

3-Year Performance History: KU’s research expenditures have increased each year and continue to grow even after federal research funding stopped growing in FY 2003. KU is among the top 100 research universities (public and private) as measured by the NSF FY 2007 rankings (latest available data). While federal S&E spending has continued to grow at KU, from FY 2006 to FY 2007, 45 of the top 100 research universities (public and private) experienced an absolute decline in federal research expenditures. Between FY 2003, when the rapid expansion of the NIH budget ended, through FY 2007, 63 of these universities decreased in at least one year. KU has increased in each year during this period, a very strong performance.

Targets: The targets of a 2% increase annually are a best guess in this very uncertain federal funding environment.

Key Performance Indicator 2: Increase federally funded research expenditures in the life sciences

Data Collection: Research expenditures include NSF-defined life sciences as well as expenditures in other life sciences related fields such as pharmaceutical chemistry, psychology, biomedical engineering, mental health, and health care that are not included in the NSF survey definition of life sciences.

3-Year Performance History: This is a new indicator for KU that reflects research efforts more broadly in the life sciences rather than the NSF defined life science disciplines. While there is variation in the three year performance history given the vagaries of federal research funding, this is an important measure as KU works to attain National Cancer Institute designation.

Targets: The targets of a 2% increase annually are a best guess in this very uncertain federal funding environment.

Key Performance Indicator 3: Increase level of philanthropic support

Data Collection: The KU Endowment Association annually reports support from private sources (excluding pledges, testamentary commitments, and government grants) to the Council for Aid to Education through the Voluntary Support of Education survey.

3-Year Performance History: Notable variation exists from year to year as indicated by the five years of data presented. The average annual change over that time period has been -0.6%.

Targets: Private support is highly volatile due to market conditions and fundraising campaign cycles. Private giving is impacted by factors such as outstanding academic and athletic success. In the very uncertain financial climate, a 2% increase per year will be a significant accomplishment.

Comments: Financial goals in this climate are a risky proposition but nonetheless, KU believes it is important to continue to highlight research which is a critical function of our mission and for the economic benefits it provides to the State of Kansas. Furthermore, the importance of private support cannot be overstated. In FY 2008, the KU Endowment Association provided very significant support in excess of \$112 million to KU in keeping with their mission "To build a greater university than the state alone can build." What is raised and what is spent are two very different amounts. Not all new funds are expendable in the year raised and annual expenditures include earnings from endowed funds in addition to annual gifts.

The research indicators are the same for the Medical Center and the Lawrence campus because KU considers research at both campuses to be part of a single research enterprise. For example, KU reports combined research expenditures for both campuses to the National Science Foundation (NSF), the primary national agency for research reporting. Federal stimulus research dollars will NOT be included in these data. Those will be separately accounted for and reported to various federal agencies.

Generating federal dollars to support research initiatives depends upon the overall level of federal funding available for research, being positioned to take advantage of growth areas of funding, leveraging capital investments made over a number of years, having proposals in the pipeline to seize opportunities, and timing of awards. Research at KU is on an upward trajectory, and we must continue efforts to make research an imperative even in these difficult financial circumstances. We must look forward to the future to be positioned to serve the long-term interests of KU and the State of Kansas. This commitment, in particular, is critical as we seek National Cancer Institute designation.

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Summary of changes from the previous approved performance agreement New to this performance agreement is Goal D, which focuses on increasing participation/access of under-served ethnic minority students. Goal E was addressed in the previous performance agreement. Increasing participation in first-year learning experiences, increasing participation in Engaged Learning Certificate programs and the workforce development indicators were also addressed in the previous performance agreement.
Response to any Board comments on the previous approved performance agreement
Recommendation and Comments Recommend approval for a three-year performance agreement.
561.09