

Performance Agreement Application and Reporting Form

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Regents' System Goal A: Efficiency/Effectiveness/Seamlessness

Institutional Goal 1: Continue to develop consortia arrangements with other Regents institutions to leverage resources and expertise

Key Performance Indicator (Data) ¹	Baseline ²	Targets ³	Performance Outcome ⁴	Amount of Directional Improvement ⁵																				
1. Number of database and book titles available through the Regional Library Data Consortium	FY 2003 Database titles 14 Book titles 7,865	<table style="width: 100%; border-collapse: collapse; margin: 0;"> <tr> <td style="width: 50%;"></td> <td style="text-align: center;">Total</td> <td style="width: 50%;"></td> <td style="text-align: center;">Total</td> </tr> <tr> <td></td> <td style="text-align: center;">Database Titles</td> <td></td> <td style="text-align: center;">Book titles</td> </tr> <tr> <td>Target yr 1:</td> <td style="text-align: center;">16</td> <td></td> <td style="text-align: center;">9,000</td> </tr> <tr> <td>Target yr 2:</td> <td style="text-align: center;">17</td> <td></td> <td style="text-align: center;">10,000</td> </tr> <tr> <td>Target yr 3:</td> <td style="text-align: center;">17</td> <td></td> <td style="text-align: center;">11,000</td> </tr> </table> Note: Database targets adjusted based on current data		Total		Total		Database Titles		Book titles	Target yr 1:	16		9,000	Target yr 2:	17		10,000	Target yr 3:	17		11,000	21 (FY 2005) 11,966 (FY 2005)	Obvious directional improvement, 2 of 2 goals exceeded
	Total		Total																					
	Database Titles		Book titles																					
Target yr 1:	16		9,000																					
Target yr 2:	17		10,000																					
Target yr 3:	17		11,000																					
2. Collaborative research productivity	New measures	Target yr 1: Establish baselines for future comparison using new measures Target yr 2: Evaluate changes in levels of collaboration using established baselines Target yr 3: Set specific numerical targets for future years	37.3% increase (KU avg FY 2001-2003) compared with 12.3% increase (US avg FY 2001-2003)	Obvious directional improvement, goal exceeded																				
3. Cost efficiency in information technology purchases, e.g., software licensing	FY 2001-FY 2003 Three-year rolling avg \$71,422	<table style="width: 100%; border-collapse: collapse; margin: 0;"> <tr> <td></td> <td style="text-align: center;">% increase in</td> </tr> <tr> <td></td> <td style="text-align: center;">annual savings</td> </tr> <tr> <td>Target yr 1:</td> <td style="text-align: center;">5.0%</td> </tr> <tr> <td>Target yr 2:</td> <td style="text-align: center;">5.0%</td> </tr> <tr> <td>Target yr 3:</td> <td style="text-align: center;">5.0%</td> </tr> </table>		% increase in		annual savings	Target yr 1:	5.0%	Target yr 2:	5.0%	Target yr 3:	5.0%	21.6% increase \$89,012 (FY 2003-2005)	Obvious directional improvement, goal exceeded										
	% increase in																							
	annual savings																							
Target yr 1:	5.0%																							
Target yr 2:	5.0%																							
Target yr 3:	5.0%																							

Regents' System Goal B: Improve Learner Outcomes				
Institutional Goal 2: Enrich the undergraduate learning experience				
Key Performance Indicator (Data)¹	Baseline ²	Targets ³	Performance Outcome⁴	Amount of Directional Improvement ⁵
1. Number of students participating in Thematic Learning Communities (TLC)	Fall 2003 131	Increase participation to a total of Target yr 1: 400 (Fall 2005) Target yr 2: 600 Target yr 3: 800	399 (Fall 2005)	Obvious directional improvement, goal essentially met
2. Number of students qualifying for the Global Awareness Program certification	New program	Target yr 1: Establish a baseline Target yr 2: Set specific targets on certifications Target yr 3: Increase certifications awarded	97 students awarded GAP certificate (FY 2005)	Goal met
3. Number of students participating in service learning	Developing new methods for defining and measuring	Target yr 1: Establish a baseline Target yr 2: Set specific targets on participation Target yr 3: Increase student participation	Eligibility and program components put into place Fall 2005	Goal met
4. Number of undergraduate students participating in research	Developing new methods for defining and measuring	Target yr 1: Establish a baseline Target yr 2: Set specific targets on participation Target yr 3: Increase student participation	Eligibility and program components put into place Fall 2005	Goal met
Regents' System Goal C: Improve Workforce Development				
Institutional Goal 3: Enhance workforce development in Kansas through training and degree availability				
Key Performance Indicator (Data)¹	Baseline ²	Targets ³	Performance Outcome⁴	Amount of Directional Improvement ⁵
1. Number of bachelors, masters, doctorate, and first professional degrees awarded	Three-year rolling avg FY01-03 5,173	% Increase Target yr 1: 0.5% Target yr 2: 0.5% Target yr 3: 0.5%	3.3% increase 5,482 (FY 2003-2005)	Obvious directional improvement, goal exceeded

2. Number of degree programs and number of graduates at the Edwards Campus	FY 2003 Degree programs 24 Graduates 380	Total Programs Target yr 1: 27 Target yr 2: 29 Target yr 3: 29	Total Graduates 400 410 420	27 (Fall 2005) 459 (FY 2005)	Obvious directional improvement, one goal met and one goal exceeded
3. Number of participants in continuing education and training for the professions	Three-year rolling avg FY01-03 20,467	% Increase Target yr 1: 3.0% Target yr 2: 4.0% Target yr 3: 4.0%		16.8% increase 26,394 (FY 2003-2005)	Obvious directional improvement, goal exceeded
4. Number of participants in Fire Service Training	Three year rolling avg FY01-03 5,728	% Increase Target yr 1: 5.0% Target yr 2: 6.0% Target yr 3: 6.0%		13.9% increase 8,060 (FY 2003-2005)	Obvious directional improvement, goal exceeded
5. Number of participants in Law Enforcement Training	Three-year rolling avg FY01-03 2,338	% Increase Target yr 1: 1.0% Target yr 2: 1.0% Target yr 3: 1.0%		32.4% increase 3,134 (FY 2003-2005)	Obvious directional improvement, goal exceeded

Regents' System Goal E: Increase External Resources

Institutional Goal 4: Increase external funding

Key Performance Indicator (Data)¹	Baseline ²	Targets ³	Performance Outcome⁴	Amount of Directional Improvement ⁵
1. Federal science and engineering research expenditures relative to national averages	Three-year rolling avg percent increase KU US FY99-FY01 13.5 8.3 FY00-FY02 12.7 NA FY01-FY03 10.5 NA	Using three-year rolling averages Target yr 1: KU will exceed US avg Target yr 2: KU will exceed US avg Target yr 3: KU will exceed US avg	10.6% increase (KU avg FY 2001-2003) compared with 12.3% increase (US avg FY 2001-2003)	Directional improvement, goal not met
2. Federal Life Sciences research expenditures relative to national averages	Three-year rolling avg percent increase KU US FY 99-FY0 23.2 10.4 FY00-FY02 15.3 NA FY01-FY03 14.2 NA	Using three-year rolling averages Target yr 1: KU will exceed US avg Target yr 2: KU will exceed US avg Target yr 3: KU will exceed US avg	14.5% increase (KU avg FY 2001-2003) compared with 13.4% increase (US avg FY 2001-2003)	Obvious directional improvement, goal exceeded

3. Federal science and engineering research expenditures relative to peer institutions	Three-year rolling avg percent increase <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">KU</td> <td>Peers</td> </tr> <tr> <td>FY 99-FY00</td> <td>13.5 7.9</td> </tr> <tr> <td>FY00-FY02</td> <td>12.7 NA</td> </tr> <tr> <td>FY01-FY03</td> <td>10.5 NA</td> </tr> </table>	KU	Peers	FY 99-FY00	13.5 7.9	FY00-FY02	12.7 NA	FY01-FY03	10.5 NA	Using three-year rolling averages Target yr 1: KU will exceed peers Target yr 2: KU will exceed peers Target yr 3: KU will exceed peers	10.6% increase (KU avg FY 2001-2003) compared with 9.2% increase (Peer avg FY 2001-2003)	Obvious directional improvement, goal exceeded
KU	Peers											
FY 99-FY00	13.5 7.9											
FY00-FY02	12.7 NA											
FY01-FY03	10.5 NA											
4. Level of philanthropic support	FY 2003 \$54,158,430	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2">% Increase</td> </tr> <tr> <td>Target yr 1:</td> <td>3%</td> </tr> <tr> <td>Target yr 2:</td> <td>4%</td> </tr> <tr> <td>Target yr 3:</td> <td>4%</td> </tr> </table>	% Increase		Target yr 1:	3%	Target yr 2:	4%	Target yr 3:	4%	17.3% increase \$75,974,281 (FY 2005)	Obvious directional improvement, goal exceeded
% Increase												
Target yr 1:	3%											
Target yr 2:	4%											
Target yr 3:	4%											

¹ Identify the key performance indicator (i.e. data) that will be used to determine progress toward goals. Be as specific and as succinct as possible. The key performance indicator (data) may be quantitative or qualitative.

² Show the baseline value of the key performance indicator (data). The baseline means “where are you now?”

³ Show targets for the next 3 years. Targets must be expressed in terms of the key performance indicator (data) identified in the first column.

⁴ Performance outcomes must be expressed in terms of the key performance indicator (data) listed in the first column.

⁵ Amount of Directional Improvement equals the difference between actual performance and the target.

⁶ At least one institutional goal must support Regents’ System Goal A. Institutional goals must support two additional Regents’ System Goals selected from Regents’ System Goals B, C, and D.

University of Kansas, Lawrence Campus
Progress Toward Institutional Goals
March 2006

Institutional Goal 1: Continue to develop consortia arrangements with other Regents institutions to leverage resources and expertise.

Collaborative efforts continue to expand access to resources, improve cost efficiency, and enhance collaborative research in support of Goal 1. Targets for all three indicators were met.

Indicator 1: Number of database and book titles available through the Regional Library Data Consortium (RLDC) and KAN-ED

Goals met.

Indicator 2: Collaborative research productivity

The KU average increase in collaborative research of 37.3% substantially exceeded the U.S. average of 12.3%. The margin of difference between the target and actual performance is due in part to the fact that a significant proportion of KU's recent growth in science and engineering research expenditures has been through collaborative projects. Continuing to meet or exceed the average U.S. growth in science and engineering expenditures remains a stretch goal for KU as evidenced by Indicators 1, 2, and 3 under Goal 4.

Indicator 3: Cost efficiency in information technology purchases, e.g. software licensing

Savings for information technology purchases increased by 21.6% and greatly exceeded the targeted rate of 5%. The savings were higher than expected as a result of the Software House International (SHI) contract that is used by KU for all software purchases. KU realized significant savings on database management tools by purchasing off this contract. This software purchase resulted in one-time savings, and will not be regularly achieved.

Institutional Goal 2: Enrich the undergraduate learning experience

Efforts to enrich and broaden the undergraduate learning experience at KU have been largely successful – three of the four indicators for Goal 2 were fully met.

Indicator 1: The number of students participating in Thematic Learning Communities

The number of students participating in learning communities at the University of Kansas nearly doubled from 201 in Fall 2004 to 399 in Fall 2005, essentially meeting the target of 400 student participants.

Indicator 2: The number of students qualifying for the Global Proficiency Certification

In the inaugural year, 97 students were awarded global proficiency certification, providing a strong base for further expansion of the certification program.

Indicator 3: The number of students participating in service learning

Eligibility and program components for the service learning certification were put into place during Fall 2005. The four components include: 1) a classroom experience emphasizing academic coursework, 2) directed readings that focus on a basic knowledge of the principals of service learning, 3) an independent project emphasizing the application of those principals, and 4) a written reflection piece that integrates the coursework, readings, and independent project. For more specific details, see <http://www.servicelearning.ku.edu/certification.shtml>.

Indicator 4: The number of undergraduate students participating in research

Eligibility and program components for the undergraduate research experience program were put into place during Fall 2005. The Research Experience Program includes two components: 1) a research competency that emphasizes coursework in research/creative methods, and 2) an independent research/creative project that focuses on the completion of a research/creative product. For more specific details, see <http://www.research.ku.edu/kucr/fundops/rep.shtml>.

Institutional Goal 3: Enhance workforce development in Kansas through training and degree availability

KU contributes to the workforce development of the state through a broad array of accessible, degree-granting programs, continuing education programs, and professional training programs. All five indicators under this goal were exceeded.

Indicator 1: Number of bachelors, masters, doctorate, and first professional degrees awarded

The percentage increase in degrees awarded of 3.3% substantially exceeded the target rate of 0.5%. Increases over the past several years have varied from 0.02% to over 3%. The variation is due to many factors including labor market demand, the number of high school graduates, student retention and time to degree, the number of undergraduate students in the pipeline, and the patterns of graduate degrees awarded. As a consequence, the ability to precisely predict actual degrees to be awarded several years out is limited.

Indicator 2: Number of programs and graduates at the Edwards Campus

Goals met.

Indicator 3: Number of participants in continuing education and training for the professions

The increase of 16.8% exceeded the target of 3% in continuing education and professional training. The large increase in participant levels occurred in continuing education programs at the Medical Center, where departments that in recent years had not sought certification for their grand rounds began doing so in FY 2005. The unanticipated demand for certification of these programs added more than 3,000 enrollments to KU Continuing Education's reporting. Unanticipated grant funding accounted for an additional 1,000 enrollments. Homeland security grant funding, which contributed to enrollments in FY 2004-2005, will be discontinued in FY 2007.

Indicator 4: Number of participants in Fire and Rescue training

The percentage increase of 13.9% in fire and rescue training exceeded the target of 5% for a second year in a row. However, the percentage increase as calculated by a three-year rolling average continues to reflect the significant increase in funding received for FY 2003 and FY 2004. The first year of this funding (FY 2003) saw an increase in participation of over 200%. The actual number of participants decreased slightly between FY 2004 and FY 2005. Future growth will be in line with the established target and during the next reporting period the "three-year rolling average" will self-adjust to a level more reflective of the actual performance as operations continue at current funding levels.

Indicator 5: Number of participants in Law Enforcement training

The increase of 32.4% greatly exceeded the target of 1%. The target was set originally with modest growth expected in continuing education programming for law enforcement. New continuing education courses were developed more rapidly than anticipated in response to a demand from law enforcement agencies for training on such critical emerging topics as meth labs, identity theft, racial profiling, elder abuse, and hate crimes. The courses were heavily subscribed, with many officers taking hours in excess of their 40-hour annual requirement. The growth in continuing education enrollments will be offset in FY 2006 by the end of federally-funded anti-terrorism training programs.

Institutional Goal 4: Increase external funding

Three of the four indicators for Goal 4 were met or substantially exceeded.

Indicator 1: Federal science and engineering research expenditures relative to national averages

While falling slightly short of the target, KU has received substantial new grant funding since FY 2003 in the category of federal science and engineering research expenditures. Highlights include the Center for Environmentally Beneficial Catalysis (NSF, \$17 million, September 2003), the Chemical Methodologies and Library Development Center (NIH, \$9.57 million, October 2003), and the Center for Remote Sensing of Ice Sheets (NSF, \$19 million, April 2005). These large grants, and others received since 2003, will positively affect KU's growth rate relative to the U.S. average in subsequent reporting years.

Note that the performance agreement submitted in July 2004 showed the KU percent increase as 10.5% and incorrectly included some inter-campus expenditures. A correction was submitted to NSF and the figure of 10.6% reflects this correction.

Indicator 2: Life Sciences research expenditures relative to national averages

Goal met. *Note that the performance agreement submitted in July 2004 showed the KU percent increase as 14.2% and incorrectly included some inter-campus expenditures. A correction was submitted to NSF and the figure of 14.5% reflects this correction.*

Indicator 3: Federal science and engineering research expenditures relative to peer institutions

Goal met. *Note that the performance agreement submitted in July 2004 showed the KU percent increase as 10.5% and incorrectly included some inter-campus expenditures. A correction was submitted to NSF and the figure of 10.6% reflects this correction.*

Indicator 4: Level of philanthropic support

A robust stock market and the continued momentum of the KU First Capital Campaign contributed to an increase that considerably exceeded the target.