<table>
<thead>
<tr>
<th>Key Performance Indicator (Data)</th>
<th>Baseline</th>
<th>Targets</th>
<th>Performance Outcome</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation in first-year learning initiatives</td>
<td>1,624 (FY 05)</td>
<td>1. FY 07: 1,850</td>
<td>FY 07: 1,884</td>
<td>Directional improvement, target exceeded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. FY 08: 2,000</td>
<td>FY 08: 2,063</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. FY 09: 2,100</td>
<td>FY 09: 2,302</td>
<td></td>
</tr>
<tr>
<td>2. Number of students awarded Global Awareness Program (GAP) certification</td>
<td>97 (FY 05)</td>
<td>1. FY 07: 175</td>
<td>FY 07: 233</td>
<td>Directional improvement, target exceeded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. FY 08: 225</td>
<td>FY 08: 235</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. FY 09: 275</td>
<td>FY 09: 303</td>
<td></td>
</tr>
<tr>
<td>3. Number of students earning service learning certification (SLC)</td>
<td>Eligibility and program components put into place (FY 05)</td>
<td>1. FY 07: 150</td>
<td>FY 07: 154</td>
<td>Directional improvement, target exceeded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. FY 08: 200</td>
<td>FY 08: 234</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. FY 09: 250</td>
<td>FY 09: 313</td>
<td></td>
</tr>
<tr>
<td>4. Number of students earning research experience program (REP) certification</td>
<td>Eligibility and program components put into place (FY 05)</td>
<td>1. FY 07: 150</td>
<td>FY 07: 126</td>
<td>Directional improvement, target met</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. FY 08: 200</td>
<td>FY 08: 200</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. FY 09: 250</td>
<td>FY 09: 251</td>
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</tr>
</tbody>
</table>

**Narrative — Institutional Goal 1: Enrich the undergraduate learning experience**

**Key Performance Indicator 1: Participation in first-year learning initiatives**

**Data Collection:** The total number of experiences in first-year learning initiatives by first-time freshmen

**Performance Outcome:** The number of first-year student experiences includes such learning initiatives as learning communities, orientation seminars, honors tutorials, and academic support programs for groups such as first generation college students and students of color. These initiatives support student transitions to college and foster student academic engagement.

The increase in students participating in first-year learning experiences was the result of more first-year students enrolled in the orientation seminar which is a two-credit course designed to enable new students make a successful transition to the University to increase retention. Topics include an introduction to university history, resources, policies and procedures; the diverse KU community; and basic academic skills. Students explore academic, personal and professional goals, and how to be engaged with the academic and social community of the university. Sections are small--no more than 25 students--and are taught by experienced university staff and faculty. About 15 percent of new freshmen enroll in the orientation course and their retention rate is 81% compared with 77% of students who do not take the course.
As noted in our progress report last year, Learning Communities were discontinued at the end of the FY 2009. The program was eliminated due to the FY 2010 budget reduction and three positions eliminated. The program was eliminated due to the FY 2010 budget reduction and three positions eliminated. The average cost per participant for FY 2008 was $400 and a substantial financial investment of resources was going to be required to advance this program for it to be cost effective. The program had over 700 participants in FY 2009. First-year learning initiatives are very important for engaging students so they will be retained. Efforts are being concentrated in other programs to overcome the loss of this initiative.

**Key Performance Indicator 2: Number of students awarded Global Awareness Program (GAP) certification**

**Data Collection:** Number of certificates awarded

**Performance Outcome:** Students fulfill the certification requirements through a combination of studying abroad, taking language and international courses, or participating in activities with an international focus. [http://www.international.ku.edu/gap/](http://www.international.ku.edu/gap/)

The goal was met as a result of a professional staff member working with faculty, students, and staff to encourage undergraduates to take advantage of the international opportunities on and off campus that can lead to the completion of the certificate. The Office of Study Abroad also contributes to this goal through their efforts to assist students in study abroad. Student transcripts are reviewed for those students who have taken the requisite courses or who have studied abroad and if they have not registered for a GAP certificate; they are contacted to encourage the completion of the certificate requirements. The professional staff member assists students in documenting the completion of the requirements portfolio and then recording that accomplishment by issuing the certificate and having it recorded on the students’ transcripts.

**Key Performance Indicator 3: Number of students earning service learning certification (SLC)**

**Data Collection:** Number of students earning certification on transcript

**Performance Outcome:** The four certification components include: 1) classroom experience emphasizing academic coursework, 2) directed readings focusing on a basic knowledge of service learning principles, 3) independent project emphasizing the application of principles, and 4) written reflection piece integrating coursework, readings, and independent project. [http://www.servicelearning.ku.edu/certification.shtml](http://www.servicelearning.ku.edu/certification.shtml).

The goal was met as a result of three professional staff and two AmericorVista volunteers of the Center for Service Learning working with faculty to develop courses or opportunities for students to meet the requirements of this certificate, actively promoting these opportunities to students, assisting students in documenting the completion of requirements, and then recording these accomplishments. Examples of service learning projects:

- Raquel Alexander, Assistant Professor in Business, directed her students on a project that had students interpret new nonprofit tax code and present it to state-wide nonprofits so these agencies could understand and follow the new code. Four presentations were made, each one given to the affiliates of area United Way chapters. Professor Alexander has received the American Tax Association’s Teaching Innovation Award for the service learning in her classes.
- Journalism students in Professor Simran Sethi’s class worked with the Lawrence Community Shelter to create messages that reinforced fact and dispelled myth about the homeless and homelessness. Newsletter articles, online newspaper articles, blogs, and videos were made available to the public with the intent of creating a clearer picture of homelessness to the residents of Lawrence.
- Associate Professor Kenneth Fisher incorporated service learning into his mechanical engineering class projects by pairing students with Medical Center staff and doctors. With input from the Medical Center, Fisher’s students designed an ergonomic add-on to current physical therapy equipment so that therapists could carry on their work without creating stress on their own bodies.
Key Performance Indicator 4: Number of students earning research experience program (REP) certification

Data Collection: Number of students earning certification on transcript

Performance Outcome: 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.

http://www.research.ku.edu/kucr/fundops/rep.shtml

The goal was met through the efforts of a professional staff member in the Honors Program and faculty members to identify students engaged in independent research projects. These individuals worked with the students to meet the requirements of this certificate, including assisting the students in documenting and recording the completion of requirements. Examples of work by students who have qualified for a certificate include:

- Earl Brooks, a senior in Music and American Studies, did a research project on jazz legend John Coltrane working with Professor Maryemma Graham from English.
- Kate Mallula’s research “Colliding Worldviews: Re-evaluating the Thuggee in Colonial India” was part of her senior thesis guided by Professor Tony Rosenthal from History. She is a senior majoring in history with a minor in sociology.
- Megan Maksimowicz, a senior in atmospheric science, worked closely with Professor Nathaniel Brunsell from Geography to research the impact of grazing on grasslands.

Comments: The indicators for Goal B are part of KU’s continuing commitment to enhance the undergraduate learning experience and support student success as articulated in KU’s strategic initiative to build premier learning communities. The initiative calls for increasing opportunities for undergraduates to participate in international experiences, research, and service learning. The certifications in global awareness, research, and service learning have strong links to the KU Goals of General Education that include critical inquiry, an appreciation of diversity, an awareness of contemporary issues, and social responsibility. The requirements for each of these three certification programs are over and above typical degree requirements and certifications earned are noted on students’ transcripts.

Indicator 2: Examples of evidence for GAP certification includes a C or better in foreign language courses or international coursework.

Indicator 3: Examples of evidence for SLC includes a passing grade in selected coursework, an independent project, or a written reflection piece that integrates the coursework, directed readings, and the independent project.

Indicator 4: Examples of evidence for the REP certification includes a C or better in research methods courses, an academic publication, presentation at a conference/symposium, or a work of art/performance.

These engaged learning experiences require strong faculty support and involvement so that they are fully integrated within the academic programs even though they are beyond the degree requirements. These enriching experiences enable students to apply their independent critical thinking skills to problem definition and data analysis in subject areas of personal interest. These experiences carry over into lifelong problem solving skills that are valuable to students once they enter the workforce; and, as such, these experiences provide students the qualities and attributes expected of KU graduates. These expectations are described in the KU 2015 Strategic Initiatives plan.

http://www2.ku.edu/~oirp/planning/docs/Combined_Report_mod_050808.pdf
### Regents System Goal C: Improve Workforce Development

### Institutional Goal 2: Enhance workforce development in Kansas through training and degree availability

<table>
<thead>
<tr>
<th>Key Performance Indicator (Data)</th>
<th>Baseline</th>
<th>Targets</th>
<th>Performance Outcome</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. Number of bachelors, masters, doctorate, and first professional degrees awarded | 5,482 (FY 03-05) | 1. FY 05-07: 0.5%  
2. FY 06-08: 0.5%  
3. FY 07-09: 0.5%  
(Pct increase based on 3-year rolling avg) | FY 05-07: 5,463  
FY 06-08: 5,486  
FY 07-09: 5,565 | 1.5% increase from baseline  
Target met |
| 2. Number of degrees awarded at the Edwards Campus | 459 (FY 05) | 1. FY 07: 400 grads  
2. FY 08: 405 grads  
3. FY 09: 410 grads  
(Pct increase based on 3-year rolling avg) | FY 07: 348 grads  
FY 08: 447 grads  
FY 09: 459 grads | Directional improvement, target exceeded |
| 3. Number of participants in continuing education and training for the professions | 26,394 (FY 03-05) | 1. FY 05-07: 5%  
2. FY 06-08: 5%  
3. FY 07-09: 1%  
(Pct increase based on 3-year rolling avg) | FY 05-07: 31,437  
FY 06-08: 32,335  
FY 07-09: 32,188 | 22% increase from the baseline  
Directional improvement, target exceeded |
| 4. Number of participants in fire service training | 8,060 (FY 03-05) | 1. FY 05-07: 1%  
2. FY 06-08: 1%  
3. FY 07-09: 1%  
(Pct increase based on 3-year rolling avg) | FY 05-07: 8,661  
FY 06-08: 8,739  
FY 07-09: 8,360 | 3.7% increase from the baseline  
Target met |
| 5. Number of participants in law enforcement training | 3,134 (FY 03-05) | 1. FY 05-07: 1%  
2. FY 06-08: 1%  
3. FY 07-09: 1%  
(Pct increase based on 3-year rolling avg) | FY 05-07: 4,848  
FY 06-08: 5,135  
FY 07-09: 5,258 | 67.8% increase from the baseline  
Directional improvement, target exceeded |

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

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

**Data Collection:** Number of degrees awarded as reported in the federal Integrated Postsecondary Education Data System (IPEDS).
**Performance Outcome:** An additional 100 bachelor degrees were awarded in FY 2009. In combination with the prior two years of data, the three year rolling average was a 1.5% increase from the baseline. Masters, professional and doctorate degrees awarded were similar to the prior years. How quickly students complete requirements for degrees depends upon numbers of hours transferred that satisfy degree requirements, average enrollment each term, selection of a major or multiple majors, among other factors. Deliberate efforts have been made to encourage students to complete degrees in four years through orientation, advising, and the development of the tuition compact. For example, in summer orientation when students complete their schedule of classes for the fall, they are encouraged to enroll in at least 15 hours since 124 hours are required at a minimum for a bachelor’s degree. In Fall 2004, new freshmen on average enrolled in 14.27 hours. Starting in the summer of 2005, this message of enrolling in a full load was strongly promoted and the average inch ed up to 14.32 for Fall 2005. In Fall 2006, the message took hold a bit better with an average of 14.57. In Fall 2009 the average was 14.80. Progress has been slow but steady.

**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 are counted using data provided in the KU student records system and are a subset of the degrees reported in IPEDS.

**Performance Outcome:** Several factors have helped increase the number of degrees awarded: students who are unemployed have accelerated the number of courses enrolled and thus degree completion; a MetroKC tuition rate for students from one of four Missouri counties who are formally admitted to Edward Campus degree programs, making tuition more competitive with other offerings in the KC Metro area; and increased course offerings have provided more opportunities for students to complete their degrees.

Additional programs are being offered to meet interest and demands in the area and include a newly approved B.B.A. in Business Administration. There has been a demand for an undergraduate business degree at the Edwards Campus and this new degree program will contribute to the degree production at the Edwards Campus.

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

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

**Performance Outcome:** Professional training and education are market driven and also a function of the economy. These programs have generally seen a very steady increase year-to-year.

KUCE responds to changing demands for professional noncredit training and education as well as dynamic economic and financial environments. 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: Number of participants in fire service training**

**Data Collection:** Annual participation numbers reported by KUCE to the Kansas Fire and Rescue Training Commission.
**Performance Outcome:** The mission of the Kansas Fire and Rescue Training Institute is to train Kansas firefighters. There are approximately 650 departments and 15,000-16,000 firefighters in Kansas. Economic pressures on local fire department budgets for continuing professional education training influences participation in training as well as individual economic ability in obtaining fire certifications. Required state fire service training needs have reached a steady state.

Fire service training has three basic components: 1) fire service training courses, 2) certification of firefighters, and 3) continuing professional fire service education. 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: 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.

**Performance Outcome:** Participants in continuing education and in-service training for law enforcement personnel increased substantially. This was due to an increase in staffing for the unit which afforded greater ability to respond to stakeholder requests and adapt to the impact of Legislative mandates.

Law enforcement training has three basic components: 1) basic training, 2) specialized training, and 3) distance learning. 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 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.

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:** Participation rates in the programs reflected in indicators 3, 4, and 5 are subject to market forces, state requirements and associated funding and national issues. Continuing Education is constantly assessing the market for training needs that KU has the expertise to address. Offerings and associated marketing are developed accordingly.

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**Regents System Goal E: Increase External Resources**

**Institutional Goal 3: Increase external funding**

<table>
<thead>
<tr>
<th>Key Performance Indicator (Data)</th>
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<th>Targets</th>
<th>Performance Outcome</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Growth in federal science and engineering research expenditures at KU</td>
<td>$110,768,000 (FY 05)</td>
<td>1. FY 07: 3%&lt;br&gt;2. FY 08: 3%&lt;br&gt;3. FY 09: 3% (Pct increase)</td>
<td>FY 07: $115,670,000&lt;br&gt;FY 08: $122,401,000&lt;br&gt;FY 09: $127,449,000</td>
<td>15.1% increase from baseline&lt;br&gt;Directional improvement, target exceeded</td>
</tr>
</tbody>
</table>
2. Growth in federal life sciences research expenditures at KU

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 05</td>
<td>$83,061,000</td>
</tr>
<tr>
<td>FY 07</td>
<td>$84,190,000</td>
</tr>
<tr>
<td>FY 08</td>
<td>$88,862,000</td>
</tr>
<tr>
<td>FY 09</td>
<td>$94,392,000</td>
</tr>
</tbody>
</table>

1. FY 07: 3%
2. FY 08: 3%
3. FY 09: 3%
(Pct increase)

13.6% increase from baseline
Directional improvement, target exceeded

3. Level of philanthropic support

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 05</td>
<td>$75,974,281</td>
</tr>
<tr>
<td>FY 07</td>
<td>$68,869,084</td>
</tr>
<tr>
<td>FY 08</td>
<td>$89,952,332</td>
</tr>
<tr>
<td>FY 09</td>
<td>$80,061,726</td>
</tr>
</tbody>
</table>

1. FY 07: 4%
2. FY 08: 5%
3. FY 09: 5%
(Pct increase)

5.4% increase from baseline
Target not met

NARRATIVE — INSTITUTIONAL GOAL 3: Increase external funding

Key Performance Indicator 1: Federal science and engineering research expenditures

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

Performance Outcome: The increase is based upon a combination of factors at both the Lawrence campus and the Medical Center which has increased research capacity and competitiveness. One critical factor is new facilities which have expanded through bond obligations. New research faculty also have contributed to this growth and it will be critical to maintain faculty strength to maintain this level of success.

New research facilities at Lawrence include the Multidisciplinary Research Building and the second and third phases of the Delbert M. Shankel Structural Biology Center. New research facilities at the Medical Center include the Robert E. Hemenway Life Sciences Innovation Center. During FY 2008 and FY 2009, completion of the Shankel building had an influence on the National Institutes of Health’s awarding of nearly $40 million in renewed or new grant funding for large research projects located in that facility.

Key Performance Indicator 2: Federal life sciences research expenditures

Data Collection: Federal life sciences research expenditures annually reported to the National Science Foundation (NSF)

Performance Outcome: The increase is based upon a combination of factors at both the Lawrence campus and the Medical Center which has increased research capacity and competitiveness. One critical factor is new facilities which have expanded through bond obligations. New research faculty also have contributed to this growth and it will be critical to maintain faculty strength to maintain this level of success. Furthermore, focused efforts to attain National Cancer Institute (NCI) designation have attracted private dollars in pursuit of this goal to eliminate the burden of cancer. The private dollars are further leveraged to attract federal funding by providing facilities and supporting highly distinguished research faculty. For example, a $27 million gift leveraged state funds to construct the Hemenway building at the Medical Center, and a $16 million private commitment launched KU’s Institute for Advancing Medical Innovation. Both investments have attracted additional federal funding for research.

Additionally, a $26 million renovation of over 70,000 square feet in three buildings on the Medical Center campus began in 2009. Because the renovated buildings will house cancer researchers, the renovation is a significant step towards achieving NCI designation. In addition, 2009 saw the beginning of a $6 million renovation of the Breidenthal Building to create additional incubator space for drug development.
Key Performance Indicator 3: Level of philanthropic support

Data Collection: The KU Endowment Association annually reports support for current operations (excluding capital support and deferred giving) to the Council for Aid to Education through the Voluntary Support of Education survey.

Performance Outcome: KU experienced an 11% decrease in the level of philanthropic support from FY 2008 to FY 2009 which contributed to the inability to meet this indicator. This was very much in line with the national average due to the economic situation in the U.S. The Council for Aid to Education reported on Feb 3, 2010, that charitable contributions to colleges and universities fell 11.9% in 2009. This was the steepest decline since the Council started collecting national data on fund raising in 1969. The national average for public research/doctoral institutions was down 13.2% from the prior year. We anticipate that as the economy recovers, contributions will increase again.

Comments: The research indicators are the same for the Medical Center and the Lawrence campus of the University of Kansas 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), whose annual survey of federally funded science and engineering research is the basis for national rankings of research universities.

Collaborative research is common across the two campuses. For example, the Lawrence campus currently has 45 active grants that involve KUMC researchers, and KUMC has 16 active awards that involve subcontracting research to Lawrence investigators. In addition, four large grants totaling almost $10 million involve significant participation across the two campuses. A number of KU research centers have substantial participation by researchers from both campuses. Two significant examples include Kansas Cancer Research Institute and the Kansas Mental Retardation and Developmental Disabilities Research Center.

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. Many of these factors converged very positively for KU for FY 2009. Research at KU is on an upward trajectory and the University will continue efforts to make research an imperative even in these difficult financial circumstances. KU strives to be positioned to serve the long-term interests of the University and the State of Kansas. This commitment, in particular, is critical as KU seeks National Cancer Institute designation.

<table>
<thead>
<tr>
<th>KBOR Recommendation and Comments: University of Kansas</th>
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<tbody>
<tr>
<td>The University of Kansas is reporting on the third year of a three-year performance agreement. KU achieved directional improvement in a majority of its goals. Full funding is recommended.</td>
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</tbody>
</table>