<table>
<thead>
<tr>
<th>University of Kansas</th>
<th>Foresight Goals</th>
<th>3yr History</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase number of experiential learning completions</td>
<td>1</td>
<td>FY 2009 2,028 FY 2010 1,984 FY 2011 2,234</td>
<td>FY 2013 2,335</td>
<td>FY 2014 2,520</td>
<td>FY 2015 2,720</td>
<td></td>
</tr>
<tr>
<td>Increase number of first-time freshmen in Engineering</td>
<td>2</td>
<td>FA 2009 382 FA 2010 405 FA 2011 419</td>
<td>FA 2012 450</td>
<td>FA 2013 475</td>
<td>FA 2014 490</td>
<td></td>
</tr>
<tr>
<td>Increase first year retention rates of first-time, full-time Hispanic students (term indicates initial term of enrollment)</td>
<td>2,3</td>
<td>FA 2008 68.6% (120/175) FA 2009 77.1% (128/166) FA 2010 79.5% (151/190)</td>
<td>FA 2012 80.0%</td>
<td>FA 2013 80.2%</td>
<td>FA 2014 80.5%</td>
<td></td>
</tr>
<tr>
<td>Increase number of participants in Continuing Education professional training and education programs</td>
<td>5</td>
<td>FY 2009 30,055 FY 2010 29,728 FY 2011 28,659</td>
<td>FY 2013 29,830</td>
<td>FY 2014 30,630</td>
<td>FY 2015 31,250</td>
<td></td>
</tr>
<tr>
<td>Increase level of philanthropic support</td>
<td>2,3,6</td>
<td>FY 2009 $104M FY 2010 $125M FY 2011 $131M</td>
<td>FY 2013 $132M</td>
<td>FY 2014 $137M</td>
<td>FY 2015 $143M</td>
<td></td>
</tr>
<tr>
<td>Increase entrepreneurship (e.g., license agreements &amp; confidential disclosures)</td>
<td>5,6</td>
<td>FY 2010 525 FY 2011 700 FY 2012 684</td>
<td>FY 2013 720</td>
<td>FY 2014 755</td>
<td>FY 2015 795</td>
<td></td>
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University of Kansas Performance Agreement 2013-2015 Narrative

Indicator 1: Increase number of experiential learning completions

- Experiential learning is learning through doing. Experiential learning completions include
  - completion of certificate programs (service learning, global awareness, research experience, leadership studies, and arts engagement), and
  - completion of non-departmental internship programs, study abroad programs, and presentation of completed research at the Undergraduate Research Symposium.

- These programs are designed to enrich the participants beyond the requirements for their degrees, provide them with new skills, provide experiences that lead to life-long learning and engagement, and increase their graduation rates through engagement in rich educational experiences.

- We are establishing a Collaborative for Experiential Learning to strengthen recruitment of students into these programs, assist faculty in identifying opportunities to support these programs, and assist students in the successful attainment and completion of these experiences. The expansion of these activities and the establishment of the Collaborative are part of KU's strategic plan, Bold Aspirations.

Indicator 2: Increase number of first-time freshmen in Engineering

- Increase the number of first-time freshmen entering the School of Engineering. This indicator counts enrollment each fall semester.

- This is the first step to increasing the number of engineering graduates we produce to help address the need for more engineers by business and industry in the state.

- KU will receive funding from the state from 2012 through 2021 through the Keeping Kansas Competitive Engineering Initiative. KU is using this investment to implement plans to increase engineering graduates. In addition to increasing the number of students graduating with baccalaureate degrees in engineering, we will also add faculty to maintain the desirable student/faculty ratio, add support staff to lead expansion of student recruitment, retention, and support activities, and add facilities that address high-tech research, classroom, and office space necessary for successful expansion.

Indicator 3: Increase participation in and completion of first-year learning experiences

- There are two types of first-year learning experiences.
  - Some are programs or courses that students complete such as the Honors Program, the first-year communities in engineering and other academic areas, the orientation seminar PRE 101, and the new first-year seminars limited to 19 students with a faculty member.
  - Other first-year learning experiences that are a part of this indicator are experiences such as the Scholars & Leaders programs, Hawk Link, and various tutoring programs for freshmen, including supplemental instruction and the KU Writing Center.

- These programs are designed to enhance student learning, offering students the assistance they need to persist and succeed at KU. Students who are admitted as exceptions will receive individual success plans and encouragement to participate in first-year programs that may be particularly helpful to them to assure their persistence and success at KU. All students may avail themselves of these programs.

- KU created a leadership position and office for First-Year Experience in Spring 2012 as part of Bold Aspirations. Expanded offerings, targeting students who will most benefit from these offerings, and a concerted effort to coordinate these various experiences will contribute to our reaching our goals.

Indicator 4: Increase first year retention rates of first-time, full-time Hispanic students

- This indicator records the percent of first-time, full-time Hispanic freshmen who are retained after one year.

- The demographics of high school students in the State of Kansas are changing, and KU has made it a priority to recruit, value, develop, and retain a diverse student body. Hispanic students are the fastest growing underrepresented demographic in Kansas. The Hispanic first-year retention rate has
notable variation in the past ten years, from a low of 68.6% in 2008 to a high of 83.1% in 2002. The five year history from 2003-2007 is 74.2%, 78.3%, 77.4%, 70.1%, and 71.0% and the ten-year average retention rate is 75.9%. Our target of over 80% for Hispanic students is higher than our current first-year retention rate for all first-time, full-time freshmen. The number of Hispanic students attending KU is increasing and we are working hard to maintain our current upward trajectory but realistically, we will move by ‘inches,’ not ‘feet.’ We are striving to overcome the ‘regression to mean’ phenomenon so just maintaining our trajectory will be a stretch.

- The Office of Multicultural Affairs offers several programs for students to use through the office and across campus. Through these programs, academic courses, Hawk Link, Transitions, and SOAR (Students Obtaining Academic Resources), students will find multiple resources to establish their academic career. The Multicultural Scholars Program (MSP) targets academically well-prepared students and works to create a community of scholars and academic professionals, including administrators and faculty, whose goal is to ensure the academic success of participants.

**Indicator 5: Increase number of participants in Continuing Education professional training and education programs**
- This indicator records the number of participants in KU Continuing Education (KUCE) training and education programs.
- Continuing Education offerings include short courses for engineers, seminars for attorneys, and 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.
- Continuing Education is constantly assessing the market for training needs that KU has expertise to address. We are mindful that economic conditions as well as federal and state funding and mandates can influence enrollment in training programs.

**Indicator 6: Increase level of philanthropic support**
- This indicator is the amount that the KU Endowment Association (KUEA) annually reports of 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.
- Private support adds critical resources to the University in pursuit of “To build a greater university than the state alone can build.” This indicator speaks to the Foresight 2020 goal of ensuring state university excellence.
- KU Endowment publicly launched Far Above: The Campaign for Kansas in April 2012, a $1.2 billion comprehensive fundraising campaign which seeks support to educate future leaders, advance medicine, accelerate discovery, and drive economic growth to seize the opportunities of the future. The philanthropic support that will be generated from contributions to the KU Endowment during the Far Above campaign are expected to positively impact this indicator.

**Indicator 7: Increase entrepreneurship**
- The leading indicators of the university’s knowledge-based entrepreneurial culture include the protection and licensing of KU faculty intellectual property. This indicator includes new material transfer agreements, new invention disclosures, currently active confidential disclosure agreements, currently active license agreements, and currently active inter-institutional agreements. An example of a material transfer agreement would entail the transfer of proprietary animal cells to a company for a fee each time cells are transferred to a company for specific use. KU retains the ownership of the material being transferred. Through such licenses and agreements the university’s research discovery and innovation is brought to the public.
- One of KU’s Bold Aspirations goals is to engage local, state, national, and global communities as partners in scholarly activities that have direct public impact. A strategy to help achieve this goal is to promote active entrepreneurship and vibrant external partnerships.
- This goal will be achieved through faculty training, strategy and planning sessions in support of company start-ups, faculty introductions to companies, and increasing industry visits.