KANSAS BOARD OF REGENTS
FORESIGHT 2020
ANNUAL PROGRESS REPORT GLOSSARY

Academic Year (AY): As used in the *Foresight 2020* Report, KBOR Kansas Higher Education Data System (KHEDS) Academic Year consists of consecutive summer, fall, and spring terms (i.e. the 2015 Academic Year covers Summer 2014 + Fall 2014 + Spring 2015).

Accelerating Opportunity: Kansas (AO-K): The Kansas Board of Regents, in partnership with the Kansas Department of Commerce, implemented the Accelerating Opportunity initiative in Kansas (AO-K), transforming the delivery system for adult education in Kansas by using Career Pathways to deliver career and technical education simultaneously with adult basic skills instruction. Students complete short-term certificate programs aligned with labor market needs, leading to industry-endorsed credentials and immediate jobs. Kansas was part of a national initiative managed by Jobs for the Future and funded by six philanthropies – Bill and Melinda Gates Foundation, The Joyce Foundation, Kellogg Foundation, The Kresge Foundation, Open Society Foundations, and the University of Phoenix Foundation. Kansas received $1.8 million for both design and implementation phases. In addition, the Kansas State Legislature included proviso language in the Tuition for Technical Education appropriation, specifying payment of technical education tuition for adult students who are enrolled in technical education classes while obtaining a GED using the AO-K program. In addition to Kansas, Accelerating Opportunity framework was implemented in seven other states: Illinois, Kentucky, Georgia, Mississippi, Louisiana, Arkansas, and Texas. Beginning in 2015, Kansas continues to implement AO-K through community and technical colleges, supported with funding through agency partnerships and legislation (For more information visit: http://www.kansasregents.org/workforce_development/accelerating_opportunity_kansas)

Adult Education/Portal for Adult Basic Literacy Outreach (AE/PABLO): Adult Education provides services or instruction below the post-secondary level to individuals at least 16 years of age who are not enrolled in school or required to be enrolled in school under state law. To be eligible, individuals either:

- Lack sufficient mastery of basic skills to enable them to function effectively in society; or
- Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- Are unable to proficiently speak, read, or write the English language.

The Portal for Adult Basic Literacy Outreach (PABLO) is KBOR's data collection system for student information, program accountability, and reporting for adult education.

American Community Survey (ACS): The ACS is conducted by the U.S. Census Bureau and is an ongoing survey that provides data every year - giving communities the current information they need to plan investments and services. Information from the survey generates data that help determine how more than $400 billion in federal and state funds are distributed each year. The ACS asks about age, sex, race, family and relationships, income and benefits, health insurance, education, veteran status, disabilities, where individuals work and how they get there, and where people live, and how much they pay for some essential services. The ACS includes questions that were not asked by the 2010 Census, and the information collected by the ACS serves different purposes from that of the Census. (For more information visit: https://www.census.gov/programs-surveys/acs/)

Career Pathways: A career pathways system offers a clear sequence of education coursework and/or training credentials aligned with employer-validated work-readiness standards and competencies. Career pathways feature: sector strategies, stackable education/training options, contextualized learning, accelerated/integrated education and training, industry-recognized credentials, multiple entry and exit points, and intensive wraparound services.

Certificate: For purposes of the Foresight 2020 report, from AY 2010 to AY 2013, "certificates" include technical certificates, as well as certificates of completion for students who complete a program that is less than 16 hours in length, and leads to an industry-recognized credential, license, or certification. Additionally, this category includes post-secondary undergraduate certificates. For AY 2014, KBOR Data, Research, and Planning staff consulted with KBOR's Academic Affairs unit to align reporting of certificate completions with IPEDS. As a result, the decision was made to modify the "certificates" category in the Foresight 2020 report, beginning with AY 2014, to include all technical certificates, certificates of completion for students completing a program of less than 16 hours in length and leading to an industry-recognized credential, license, or certification, and only those postsecondary university certificates that lead to an industry-recognized credential, license, or certification. In prior reports, university post-baccalaureate certificates were included with bachelor's degrees.

Cohort: A specific group of students established for tracking purposes.

Concentrator: A postsecondary student, with a Declared Major in a Perkins approved program, who has passed 12 tiered credit hours in that major over a three-year time period. ('Tiered' refers to technical credits which lead to a technical program.)

Excel in CTE: Senate Bill 155 (SB 155): In January 2012, Governor Brownback released a plan that would increase the number of high school graduates who are career-ready. The Governor laid out his proposal to invest new state dollars for career and technical education (CTE) to encourage high school students to enroll in college-level CTE courses and earn industry-recognized credentials. In furtherance of the Governor's CTE Initiative, the State Legislature passed Senate Bill 155 providing state funds for high school students taking postsecondary CTE courses as part of an approved technical program. In addition, SB 155 awards local school districts for each high school student graduating from that district with an industry-recognized

credential in a high-need occupation. (For more information visit:
http://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155)

Higher Education Research & Development (HERD): The HERD Survey, successor to the Survey of Research and Development Expenditures at Universities and Colleges, is the primary source of information on R&D expenditures at U.S. colleges and universities. The survey collects information on R&D expenditures by field of research and source of funds and also gathers information on types of research and expenses and headcounts of R&D personnel. The survey is an annual census of institutions that expended at least $150,000 in separately budgeted R&D in the fiscal year. Before FY 2010, the population included only institutions with R&D spending and degree programs in science and engineering (S&E) fields. Institutions that performed R&D in only non-S&E fields were excluded from the population. Also beginning with FY 2010, each campus headed by a campus-level president, chancellor, or equivalent now completes a separate survey rather than combining its response with other campuses in a university system. In order to reduce burden for institutions with minimal amounts of R&D expenditures, the National Science Foundation (NSF) introduced a shorter version of the HERD Survey for the FY 2012 collection. The short form included only a few core questions and was sent to the 282 institutions that reported R&D expenditures below $1 million during FY 2011. (For more information visit: http://www.nsf.gov/statistics/srvyherd/)

Integrated Postsecondary Education Data System (IPEDS): IPEDS is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions participating in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. KBOR assists IPEDS by serving as coordinator for all public and independent higher education institutions in Kansas. Preliminary IPEDS data generally becomes available for public use seven to eight months after the close of a collection. Final data is available after prior year revisions have been made and after all quality control processes are complete, which is roughly around a year after the preliminary data is released. (For more information visit: http://nces.ed.gov/ipeds/)

Kansas Higher Education Data System (KHEDS): Passage of the Kansas Higher Education Coordination Act in 1999 gave KBOR coordinating authority over the community colleges, technical colleges, and the municipal university, in addition to its governing authority over the state universities. The act mandated that KBOR "collect and analyze data and maintain a uniform postsecondary education data base." In response to this legislation, KBOR developed the Kansas Higher Education Data System. KHEDS supports informed decision-making through the collection, analysis, and reporting of postsecondary education in Kansas. (For more information visit: http://data.kansasregents.org/public_doc/data_collections/KHEDS/2015%20KHEDS%20Manual-DIGITAL.pdf)

Kansas Training Information Program (K-TIP): Established in 1987, the Kansas Training Information Program (K-TIP) reports employment and wage data for all approved postsecondary career technical education programs offered by technical colleges, community colleges, and the Washburn Institute of Technology. Information presented in this report is compiled from data submitted to the Kansas Board of Regents from the individual postsecondary institutions and supplemented with data provided by the Kansas Department of Labor where available. (For more information visit: http://www.kansasregents.org/workforce_development)

Labor Market Information Services (LMIS): LMIS is a division of the Kansas Department of Labor, which provides regular reports, data, and analysis of labor market conditions in the state of Kansas. (For more information visit: http://www.dol.ks.gov/LMIS/Default.aspx)

National Associations of College and University Business Officers (NACUBO): NACUBO is a membership organization representing more than 2,500 colleges, universities, and higher education service providers across the country and around the world. NACUBO specifically represents chief business and financial officers through advocacy efforts, community service, and professional development activities. The association's mission is to advance the economic viability and business practices of higher education institutions in fulfillment of their academic missions. See the Supplemental Notes for specific information regarding the "Market Value and Percentage Change in Value" table on page 12 of the *Foresight 2020* Progress Report as well as the Composite Financial Index for each institution begins on page 14. (For more information visit: www.nacubo.org)

The National Center for Higher Education Management Systems (NCHEMS): NCHEMS is a private nonprofit (501)(c)(3) organization whose mission is to improve strategic decision-making in higher education for states and institutions in the United States and abroad. (For more information visit: http://www.nchems.org/.)

National Student Clearinghouse: The National Student Clearinghouse serves the education community by facilitating the exchange and understanding of student enrollment, performance, and related information. More than 3,500 colleges and universities, enrolling more than 98 percent of all students in public and private U.S. institutions, participate in the Clearinghouse. Participating institutions provide access to actual enrollment and degree information on each of their students to the Clearinghouse. The Clearinghouse offers a suite of services specifically designed to help institutions streamline a number of administrative areas, including academic verification and transcript ordering, and offers access to a nationwide coverage of postsecondary enrollment and degree records. Through its educational research service, StudentTracker, the Clearinghouse enables educational institutions and researchers to study postsecondary enrollment and success. (For more information visit: http://www.studentclearinghouse.org/)

Occupational Projections: Job projections are developed by the Kansas Department of Labor, and are available through the Kansas Labor Information Center online. According to the Kansas Department of Labor, new jobs are openings due to growth and do not include job declines. If an occupation's employment change is negative, there is no job growth and new jobs are set to zero. New jobs may not equal numerical change. Estimates of replacement need approximate the number of job openings created when workers retire or permanently leave an occupation and need to be replaced. Total jobs are the sum of new jobs and replacement needs.

Long-term occupational projections are created every two years, and reflect the total number of openings projected annually over a 10- year period - from 2012 to 2022. (For more information visit: https://klic.dol.ks.gov/gsipub/index.asp?docid=525)

Outcome Metrics: Key technical program performance indicators were identified by Kansas business and industry stakeholders, and approved as metrics for quality assessment of postsecondary CTE programs by the Kansas Technical Education Authority (TEA) and KBOR in the fall of 2012. Only applicable to students completing an approved exit point and exiting postsecondary education, those measures and targets include:

1. Credential attainment: Of the students completing an approved exit point and exiting postsecondary education, 90 percent must earn the industry-recognized program credential documented per program alignment;
2. Employment: Of the students completing an approved exit point and exiting postsecondary education, 80 percent must be employed by the end of the second quarter following the end of the academic year; and
3. Wages: The wage for students completing an approved exit point and exiting postsecondary education must by 95 percent of the statewide entry level wage for the occupation corresponding to the field of study as reported in the Kansas DOL Wage Survey.

Race/Ethnicity: *As used by the U.S. Census Bureau*: The racial classifications used by the Census Bureau adhere to the October 30, 1997, Federal Register notice entitled, "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" issued by the Office of Management and Budget. These standards govern the categories used to collect and present federal data on race and ethnicity. OMB requires five minimum categories (White, Black or African-American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander) for race. In addition to the five race groups, OMB also states that respondents should be offered the option of selecting one or more races. If an individual did not provide a race response, the race or races of the householder or other household members were imputed using specific rules of precedence of household relationship. For example, if race was missing for a natural-born child in the household, then either the race or races of the householder, another natural-born child, or spouse of the householder were allocated. If race was not reported for anyone in the household, their race was imputed based on their prior census record, if available. If not, then the race or races of a householder in a previously processed household were allocated.

Race/Ethnicity: *As used in the KBOR KHEDS Collection*: In 1997, the U.S. Office of Management and Budget (OMB) published *"Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity"* in the Federal Register. The new categories separate race and ethnicity and include two categories for data on ethnicity. New categories were also added for Native Hawaiian or Other Pacific Islander and for students who identify themselves in two or more races. The transition to this new method of collecting data in the KBOR KHEDS collection for race and ethnicity began during Academic Year 2010 and was fully implemented in Academic Year 2011. Unknown and resident aliens were excluded from all numbers in the tables. These definitional changes may result in inflated shifts of Hispanic/Latino reporting and deflated shirts in other populations. Students who identify themselves as Hispanic/Latino are reported only in that category. The revised categories are:

- **American Indian or Alaska Native -** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- **Asian -** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **Black or African-American -** A person having origins in any of the Black racial groups of Africa.
- **Hispanic/Latino of any race -** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term ``Spanish origin'' can be used in addition to ``Hispanic/Latino or Latino.''
- **Native Hawaiian or Other Pacific Islander -** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White -** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or more races -** A person having origins in two or more race categories and not Hispanic/Latino.

Regional Universities: These institutions offer a wide range of baccalaureate programs, and are committed to graduate education through the master's degree. They offer few doctoral programs. In Kansas, regional universities include Pittsburg State University, Fort Hays State University, and Emporia State University.

Research Universities: These institutions offer a wide range of baccalaureate programs, are committed to graduate education through the doctoral program, emphasize research, and are annually awarded at least $40 million in research and development funds. In Kansas, research universities include Wichita State University, the University of Kansas, and Kansas State University.

Reverse Transfer Degrees: Beginning in the Fall of 2014, students who transfer to a Kansas public university from a Kansas public community college or technical college are eligible for Reverse Transfer, which allows for the attainment of any associate degree for which one is eligible along the way to additional certificates and degrees. Within a student's first semester, those who transfer coursework from a community college or technical college to a public university will be notified if they are eligible to be considered for reverse transfer degree status, and which courses are needed to finish the related degree. Students who then complete the coursework for a given associate degree will be eligible to receive that degree, administered automatically by correspondence between the new institution and the community college or technical college the student last attended.

Sector: KBOR groups the institutions for which it has governance and coordination responsibility over into four sectors: State Universities, Washburn University, Community Colleges, and Technical Colleges. The Technical Colleges sector includes the Washburn Institute of Technology.

Science, Technology, Engineering, and Mathematics education (STEM): STEM education refers to teaching and learning in the fields of science, technology, engineering, and mathematics. KBOR compiled STEM lists from three sources: the U.S. Department of Education, the National Science Foundation, and the Department of Homeland Security. The Department of Education administers national programs and initiatives emphasizing science and math-based education. The National Science Foundation is the only federal agency whose mission includes support for the fields of science and engineering. The Department of Homeland Security maintains a list of STEM fields which DHS uses to evaluate the applicability of certain incentives designed to attract and retain foreign students pursuing studies in STEM fields. These incentives include allowing students with an F-1 visa who graduate from programs of study classified by DHS as STEM to obtain a 17-month extension of their Optional Practical Training as part of their F-1 status when the degree they were conferred is included on the DHS list of STEM degree programs.

System: The Kansas Board of Regents governs six state universities and coordinates one municipal university, 19 community colleges, six technical colleges, and the Washburn Institute of Technology. Collectively, these institutions are referred to as the KBOR system. (For more information visit: http://www.kansasregents.org/about/policies_by_laws_missions/missions)

Technical Education Authority (TEA): The Kansas Postsecondary Technical Education Authority (TEA) was established by the Kansas Legislature in 2007. As delineated through legislation, the TEA functions under the auspices of the Kansas Board of Regents and makes recommendations to the Regents regarding the coordination, statewide planning, and improvements /enhancements to the postsecondary technical education system. The TEA comprises 12 appointed members. (For more information visit: http://www.kansasregents.org/about/technical_education_authority)

Technical Colleges: Technical College data within the *Foresight 2020* report includes data for the six technical colleges and the technical school affiliated with Washburn University known as Washburn Institute of Technology (formerly Kaw Area Technical School or KATS). In 2008, the board of control for KATS shifted from the Topeka Unified School District 501 Board of Education to the Washburn University Board of Regents.

The Center for Measuring University Performance (MUP): A research enterprise focused on the competitive national context for major research universities. The MUP work relies heavily on the initiative and insight of its advisory board and draws on the insight and recommendations of many colleagues throughout the country who contribute data, information, and perspective. (For more information visit: http://mup.asu.edu/)

University Engineering Initiative Act (UEIA): The UEIA supports the increase of engineering graduates in Kansas with legislative appropriations totaling $105 million over 10 years. Recognizing the competitive need for an increase in the number of engineering graduates in Kansas, beginning in FY 2012, the Legislature has provided support to the Kansas research universities: Kansas State University, the University of Kansas, and Wichita State University, to ensure engineering industry partners find the new talent, designs, and techniques needed to fuel economic growth and business success in Kansas.

Through increased enrollments, better connections for students at critical stages with Kansas companies and increased opportunities for scholarships and internships, the three universities will increase undergraduate engineering degrees to 1,365 annually by 2021. Each university is measured biannually on progress benchmarked against specific metrics to ensure goals are met. For more information visit: http://www.kansasregents.org/workforce_development/university_engineering_initiative)

University Research Grants: The Legislature has appropriated $5 million annually to each of the three research universities, supported by a dollar for dollar match from the universities. To support Governor Brownback's strategic plan and vision for Kansas research universities as engines of economic growth, each university has a specific focus area, including global food solutions, cancer research and aviation research.