FORESIGHT 2020
ANNUAL PROGRESS REPORT SUPPLEMENTAL NOTES

General Note on Variation of Data from Previous Reports
Based upon several factors such as data updates and definitional enhancements, data can vary slightly from report year to report year.

NOTE: Page numbers refer to pages in the January 2015 Foresight 2020 Progress Report

Page One

Increase Higher Education Attainment Among Kansans

- This model was prepared by the National Center for Higher Education Management Systems (NCHEMS), using data from the American Community Survey from 2005 and 2009. It relies upon data from the U.S. Census Bureau. The model results are derived by combining demographics and related trends in Kansas with data from the KBOR KHEDS Academic Year collection, the IPEDS Enrollment Survey, IPEDS Completions Survey, the U.S. Census Bureau's 2000 Population Projections, projections of high school graduates from the 2012 "Knocking on the College Door" survey prepared by the Western Interstate Commission for Higher Education, and the college-going rate, prepared by Tom Mortenson, author of the Postsecondary Education Opportunity research newsletter.
- The population figures represent the population (actual and projected) of 25-64 year olds (i.e. working aged adults) in Kansas.
- The gap is the difference between current projections with nothing else changing and our desired goal.
- Based on results of this projection model, Kansas is anticipated to experience a decline in degree production in the future. In order to reach the 60% attainment goal, Kansas will need to increase degree production by the amount of the gap (60,203) plus the expected deficit between now and 2020 (18,875).
- The red line on the model illustrates the projected total number of credentials the Kansas public higher education system would need to produce each year in order to reach the statewide attainment goal. The blue line illustrates the total number of credentials the system is projected to award if no changes are made.
- The NCHEMS Kansas Higher Education Attainment Model can be viewed here: http://www.kansasregents.org/data/attainment_model
- Included in this report are all Kansas institutions for which the Kansas Board of Regents has IPEDS coordination authority for. They include all 32 public institutions (universities, community colleges, technical colleges and Washburn Institute of Technology) and 22 independent institutions (Baker University, Barclay College, Benedictine College, Bethany College, Bethel College, Central Baptist Theological Seminary, Central Christian College, Donnelly College, Friends University, Haskell Indian Nations University, Hesston College, Kansas Wesleyan University, Manhattan Christian College, McPherson College, Mid-America Nazarene University, Newman University, Ottawa University, Southwestern College, Sterling College, Tabor College, University of St. Mary).

Page Two

Kansas Population in 2013, American Community Survey (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 (either from Census 2000 or the American Community Survey), if available. If not, then the race or races of a householder in a previously processed household were allocated.

Kansas Public Institutions of Higher Education Racial/Ethnic Composition (KHEDS)

- 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.
- Students who identify themselves as Hispanic/Latino are reported only in that category.
    - **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.
    - Unknown and resident aliens were excluded from all numbers in the tables.

Page Two

- The definitional changes made in 2010 may result in inflated shifts of Hispanic/Latino reporting and deflated shifts in other populations.

Pell Grant Recipients

- Pell Grant student counts are used in the local distribution calculation for Federal Perkins funds. http://www.kansasregents.org/workforce_development/perkins_grants
- Information on national trends for Pell Grant recipients is from the 2014 College Board Trends in Student Aid Report, available online here: http://trends.collegeboard.org/student-aid
- State universities are not eligible for Perkins funds, and therefore the Kansas Board of Regents (KBOR) was not collecting Pell Grant data from the universities prior to AY 2014. In AY 2014, KBOR introduced a new Student Financing Module data collection which includes a variety of financial aid data elements including Pell Grant information.

Page Three

Adults with Associate Degree or Higher

- The American Community Survey (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 are not asked by the 2010 Census, and the information collected by the ACS serves different purposes from that of the Census.
- The information in this table was taken from the ACS table "Sex by Age by Educational Attainment For The Population 18 Years and Over", using the 1-year estimates dataset, which is available as part of the American FactFinder tool on the U.S. Census Bureau website.
- Excel in Career Technical Education (SB 155) is explained in more detail on page 12 of the Foresight 2020 report.
- Additional enrollment reports can be found by going to http://www.kansasregents.org/data/system_data/enrollment_reports

Page Four

Accelerating Opportunity: Kansas (AO–K)

- The Kansas Board of Regents, in partnership with the Kansas Department of Commerce, implements 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 is part of a national initiative managed by Jobs for the Future and funded by six philanthropies – Bill and Melinda Gates Foundation, Joyce Foundation, Kellogg Foundation, Kresge Foundation, Open Society Foundations and the University of Phoenix Foundation. Kansas received $1.8 million for both design and implementation phases. In addition to Kansas, Accelerating Opportunity is also

Page Four

implemented in seven other states: Illinois, Kentucky, Georgia, Mississippi, Louisiana, Arkansas and Texas.

- 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 wrap around services.
- For more information, see page 9 of the Foresight 2020 report or visit our website: http://www.kansasregents.org/workforce_development/accelerating_opportunity_kansas.

Transforming Developmental Education

- To the extent practical, KBOR used the common completion metrics definitions, adopted by Complete College America (CCA) and the National Governors Association (NGA), in particular Progress Metrics 1, 2, 3, and 6 regarding remedial education. KBOR produced a report similar to metrics presented in the CCA *Time is the Enemy* publication (September 2011). The primary difference in definitions is that KBOR examined a cohort of students enrolling in the academic year instead of simply those enrolling in the fall cohort. KBOR did so in order to more closely align with previously published KBOR reports on remedial education. The KHEDS Academic Year Collection was used.
- Cohort = First-time, degree-seeking students who enrolled during the academic year.
- Enrolled in Remedial = Percentage of cohort who enrolled in math, English, or reading remedial courses during the first academic year.
- Low Income = those receiving a Pell or Bureau of Indian Affairs Grant during the academic year.
- Completion = completed an award (including stand alone) or degree within 3 years for associate degree or lower and 6 years for bachelor and equivalent.
- Students attending technical colleges were omitted from the study.

Page Five

IPEDS (Integrated Postsecondary Education Data System) Graduation Rate Survey

- The Graduation Rates component of the IPEDS survey collects data on the cohort of first-time, full-time, degree/certificate-seeking undergraduates and tracks them for 150% of the normal time of their program to see how many complete. For example, a student at a four-year institution has up to six years to earn a bachelor's degree.
- Once a student is in the cohort, they remain in the cohort, even if they switch to part-time or drop out. However, adjustments can be made to the initial cohort for exclusions, which include the death of a student, permanent disability, military deployment, or an official church mission.
- The data uses a fall cohort.
- Preliminary data is typically released eight to nine months after the collection closes.
- Find more information on IPEDS here: http://nces.ed.gov/ipeds/.

Page Five

Retention Rates

- Data on student enrollments is collected by KBOR from Kansas public and municipal institutions twice per year in its Kansas Higher Education Data System (KHEDS) Academic Year (AY) and Fall Collections.
- To the extent possible IPEDS definitions are used for calculating retention rates from KHEDS. A cohort of first-time, full-time, degree-seeking students enrolled in the fall semester is used as the denominator. Of the cohort, those who retain for the subsequent fall are used as the numerator.
- Following IPEDS definitions, for two year colleges, students who successfully complete their programs by the subsequent fall are also counted as "retained".
- KBOR does not track cohort exclusions, thus exclusions, as allowed by IPEDS, are not removed.
- Institution Rate: These are students who return to the same institution.
- System Rate: These are students who return to any institution in the Kansas public and municipal institution system.
- Retention table: The headers on this table reflect the year the student was retained. For example: students that attended in fall 2013 and returned in fall 2014, the header on this table reads 2014.

Page Six

Student Success Index Tables

- Technical Colleges bar graph: due to rounding, the detail in this graph makes the data appear inaccurate. Data details:
    - Completed Home Institution: 59.7%
    - Completed System Institution: 1.7%
    - Completed Elsewhere: 0.2%
    - Retained Home Institution: 3.2%
    - Retained System Institution: 3.6%
    - Retained Elsewhere: 0.7%
- Given the diverse population and varying mission of Kansas colleges, the student success index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
- Components: Completed at Home Institution, System Institution, or Elsewhere (Degree, Certificate, Credential), Retained at Home Institution, System Institution, or Elsewhere.
- Filters: Academic Year of Cohort Population, Institution, Type of Student (First Time or New Transfer). The chart in this publication includes first-time and transferring students.
- Intent (Degree-Seeking or Non-Degree Seeking), Enrollment Status (Full-Time or Part-Time). The chart in this publication includes only degree-seeking students.
- Similar Measures: Success and Progress Rate (collegeportraits.org) and IPEDS Outcome Measures. New IPEDS Outcome Measures can be viewed here: https://surveys.nces.ed.gov/ipeds/VisChangesForNextYear.aspx.
- Technical Details: Outcomes are determined using data from the KHEDS AY Collection and data from the National Student Clearinghouse. These outcomes are examined for an academic year cohort

Page Six

from the KHEDS AY Collection. Each cohort represents a different cohort year. The student is counted once per academic year for each institution. The associated filters are relevant for the first reporting term the student appears in the order of summer, fall, and spring. Translations have been made for merged institutions, and the current institution is used for the label. For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand alone programs/occupational programs, certificates, and degrees.

- The segments on the index bar are mutually exclusive from left to right. Once the student is counted in one segment, that student is not counted in another segment.
- Rate Years: The first year for the graduation rate is the first year of enrollment. Once a student has a completion, that completion is counted in all subsequent year rates.
- The first year for the retention rate is the academic year following the year of enrollment. If a student has not completed and is no longer enrolled for a subsequent year, that student ceases to be counted unless he/she re-enrolls during a future academic period.
- Variance from typical IPEDS measures:
    - The index uses an academic year cohort, not the fall cohort.
    - The index uses all *entering* students, not just first-time, full-time, degree-seeking.
    - Exclusions. IPEDS allows exclusion of students from the cohort such as death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.
    - Formal transfer prep programs. If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a grad if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
    - IPEDS allows institutions to count completers as 'retained' in retention rates for two year institutions under some circumstances. These are broken out separately for the index.
    - Types of degrees/awards. In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate, or award. KBOR and institutions have not always defined these in the same way, and some awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates, and stand alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
    - Expected time to degree. For the student success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each rate year whereas IPEDS looks at 150% of the time of the actual degree.
    - Mergers. KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS. For the purposes of the student success index, undergraduate students completing at KU Medical Center without first completing at KU are merged with KU completers.
- Find more information about the Student Success Index here: http://data.kansasregents.org/data_collections/KHEDS/success_index.jsp

Page Six

Expanding Course Transfer and Adopting Systemwide Reverse Transfer

- For more information regarding Transfer & Articulation, please visit http://www.kansasregents.org/academic_affairs/transfer_articulation.

Page Seven

AY2014 Certificate and Degree Production, by Award

- 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 and only those post-secondary 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.
- For AY2010, institutions were allowed to note a completion without assigning a specific award level.
- Data in these tables represents actual awards granted. It is not an unduplicated headcount.

Adults with Some College Credit but No Degree Returning

- The time period covered by the analysis in this table is AY2005 to AY2014. The re-entry date for these students must be on/after 2008. For example, if a student was enrolled in 2005, is out of enrollment for two years (2006 and 2007) and re-enters higher education, 2008 would be the earliest re-entry point.
- For purposes of this table,
    - "Adults" are defined as those aged 25 or greater, and
    - "Returning to higher education" is defined as those students who reappear in Kansas public higher education enrollment after at least a two-year absence.
    - Students with a two year absence are those students who have an enrollment gap in Kansas public higher education of at least two years.
- This table includes only students who are in pursuit of an undergraduate award (certificate, an associate degree, or a bachelor's degree), and excludes students who are non-degree seeking and those who are audit-only.
- The institution groupings (i.e. State Universities, Washburn, Community Colleges, etc.) represent the institution that receives the student upon their reenrollment following their two-year absence.
- Compared to AY2010, nearly 500 more adults with previously accumulated college credits returned to pursue an undergraduate award in AY2014.

Page Eight

Performance of Students on Institutional Assessments in Three Areas

- Full report to the Board can be found at: http://kansasregents.org/127-academic_affairs/555-academic_affairs_reports.
- National Survey of Student Engagement (NSSE) – NSSE collection information annually through its student survey, *The College Student Report*. Information is collected at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. For more information visit their website at: http://nsse.iub.edu/.

Page Eight & Nine

Third Party Credential Assessments

- Industry recognized credentials provide a consistent, reliable measure by which potential employers can gauge the level of technical skills acquired by students completing technical programs, as well as a common language between industry and education. These credentials serve as a key element of the technical program alignment process during which business and industry stakeholders reach consensus on the specific industry credentials valued most by the industry. Industry credential attainment was also one of three technical program outcome metrics established by a statewide business and industry committee, endorsed Governor Brownback's Council of Economic Advisors, and approved by the Kansas Board of Regents as a meaningful technical program performance indicator. Employment and wages earned by students exiting a technical program were the other outcome metrics established.
- Program alignment – For more information please go to: http://kansasregents.org/workforce_development/program_alignment.
- National Association of Manufacturers – Endorsed Manufacturing Skills Certification System: The Manufacturing Institute launched the Skills Certification System to address the skills gap challenge and to promote manufacturing education across the country. The Skills Certification System is designed by and for industry, and endorsed by the National Association of Manufacturers. For more information, visit their website at: http://www.themanufacturinginstitute.org/Skills-Certification/Skills-Certification.aspx.
- Workcred – Created in 2014 in an effort to inform the industry and public about industry credentials. It assists in enhancing the quality, transparency, market value, and portability of competency-based and industry-endorsed credentials. For more information, visit their website at: http://www.workcred.org/.
- ISO/IEC 17024 Conformity Assessment – International Organization for Standardization/International Electrotechnical Commission – Its purpose is to develop, maintain and promote standards in the fields of information technology and information and communications technology. For more information, see their website at: https://www.iso.org/obp/ui/#iso:std:iso-iec:17024:ed-2:v1:en.

Page Nine & Ten

Percent of Graduates Employed in Kansas/Average Wages by Graduates

Tips for Reading the Chart

Data are organized in two ways: **Cohorts of graduates** (graduation year in rows -- blue) and **annual earnings** (annual wage year in columns - green**). Cohorts of graduates** include students who graduated during a given academic year (summer, fall, spring) but did not reenroll in 12 or more hours the following academic year. Those students are then tracked over a five year period in order to determine whether our graduates are a) remaining employed in Kansas and b) increasing earnings with each subsequent year. For example, the yellow bar represents 2008 graduates tracked through each wage year.
Data is stair-stepped due to data availability. A person could compare the first year earnings (first calendar year post graduation) of 2008 graduates with those of 2012 graduates (red print).
Finally the data are grouped by type of award or degree (in pink). Comparison of the groupings can determine whether higher degree attainment translates to higher earnings in the workforce on average.

Certificates										
	2009		2010		2011		2012		2013	
Cohort	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings
2008	64.56%	$24,038	61.42%	$25,823	60.27%	$26,555	59.01%	$28,638	57.67%	$30,562
2009	--	--	65.62%	$23,572	63.31%	$24,711	61.97%	$26,970	60.35%	$28,405
2010	--	--	--	--	67.23%	$23,439	64.75%	$25,407	62.90%	$27,578
2011	--	--	--	--	--	--	65.77%	$24,209	64.38%	$26,173
2012	--	--	--	--	--	--	--	--	68.05%	$24,931

BLUE=	Graduation Year
GREEN=	Wage Year
YELLOW=	Earnings of 2008 Graduates tracked over 5 years
PINK=	Levels of Awards or Degrees
RED PRINT=	Comparison of first year earnings of 2008 grads with those of 2012 grads

Technical Notes

Data sources include KBOR KHEDS AY Collection and KDOL Wage Records. Wage records include Kansas wage earners, but not federal workers, military, or sole proprietorships if no wages are reported.

For students receiving multiple degrees or awards in a given graduation year, the lowest degree/award is used.

Fourth calendar quarter wages are multiplied by 4 are used for annual wages.

Graduates who reenroll in 12 or more hours for the following academic year are excluded from the graduation cohorts.

Page Nine & Ten

Another view of how to read the chart:

Read straight-across to follow one cohort of graduates across multiple years.

Bachelor's Degrees

	2009		2010		2011		2012		2013	
Cohort	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings	% graduates employed in Kansas	Average Earnings
2008	53.99%	$34,168	51.47%	$36,863	50.40%	$38,274	48.60%	$42,849	47.11%	$45,969
2009	--	--	52.83%	$33,346	50.38%	$35,673	48.86%	$38,956	47.98%	$42,022
2010	--	--	--	--	52.58%	$32,780	50.41%	$36,562	48.96%	$39,369
2011	--	--	--	--	--	--	52.87%	$34,353	50.46%	$37,893
2012	--	--	--	--	--	--	--	--	53.04%	$35,578

Read diagonal to compare various cohorts over a comparable length of time post-graduation.

Page Eleven

Improvement in Quality Measures on Technical Program Outcome Metrics

- Institutions that participated in the pilot study: Coffeyville Community College, Colby Community College, Cowley College, Dodge City Community College, Neosho Community College, North Central Kansas Technical College, Northwest Kansas Technical College, Pratt Community College, Salina Area Technical College, Seward Community College and Washburn Institute of Technology.
- K-TIP – Kansas Training Information Program – Established in 1987, K-TIP reports employment and wage data for all approved postsecondary career technical education programs offered by technical colleges, community colleges, and Washburn Institute of Technology. For more information, visit our website at: http://kansasregents.org/workforce_development.

Page Twelve

Number of Awards Granted in Selected High Demand Fields

- The Kansas Department of Labor releases a list of high-demand occupations by Standard Occupational Classification (SOC) code. KBOR's KHEDS system tracks student completions by Classification of Instructional Program (CIP) code. A crosswalk was needed in order to match the data sets to produce the information for this table. KBOR made use of the CIP 2010 to SOC 2010 Crosswalk from NCES to accomplish this matching.
- The National Center for Education Statistics (NCES) and Bureau of Labor Statistics (BLS) worked together to prepare the 2010 crosswalk. The process began with using the existing crosswalk between the 2000 editions of CIP and SOC and the crosswalks between the 2000 and 2010 CIP and between the 2000 and 2010 SOC. This initial file was divided into portions related to new or changed SOCs, new or changed CIPs, and unchanged codes. These portions were subsequently reviewed by both agencies, as well as external experts, and modified pursuant to modifications agreed upon during the review period.

Page Twelve

- In the table, the column titled "2014 Average Annual Wage" should actually read "2014 Median Average Annual Wage".
- Wage data is from the 2014 Edition of the Occupational Employment Statistic Survey (Kansas Wage Survey) provided by the Kansas Deportment of Labor. Data reported in this edition was collected in 2013. Find more information here: https://klic.dol.ks.gov/gsipub/index.asp?docid=442.
- ^ = Undisclosable data which means that the data did not pass the Bureau of Labor Statistics' confidentiality and/or reliability standards.

New and Replacement Job Projections

- 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. Replacement needs estimates 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.
- New and replacement job projections are developed by the Kansas Department of Labor, and are available through the Kansas Labor Information Center online. Long-Term openings reflect the total number of openings projected over a 10 year period- from 2010 to 2020. Long-term projections are created every two years and also cover a ten year time-span, with current projections covering the years 2010–2020. Short-Term openings reflect the total number of openings projected over a 2 year period- from 2012 to 2014. Job Vacancy Survey (JVS) openings reflect the number of openings in the second quarter of 2013.

Reimagining Career Technical Education

- In January 2012, Governor Brownback released a plan that would increase the number of high school graduates that 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 career technical education (CTE) courses and earn industry-recognized credentials. In furtherance of the Governor's CTE Initiative, the State Legislature passed SB 155 providing funds for high school students taking postsecondary CTE courses that are part of an approved technical program. In addition, SB 155 awards local school districts $1,000 for each high school student graduating from that district with an industry-recognized credential in a high-need occupation.
- Find more information on the Governor's CTE initiative here: http://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155.

Page Thirteen

STEM Credentials Awarded

- 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

Page Thirteen

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 a 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 if the degree they were conferred is included on the DHS list of STEM degree programs.

- KBOR pulled the lists from the three sources to create the KBOR STEM list which was used to extract KBOR completion records by CIP to produce the KBOR table for STEM awards.
- 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 and only those post-secondary 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.

University Engineering Initiative Act

- Passed by the state legislature in 2011, the University Engineering Initiative Act appropriates $3.5 million annually for each research university for 10 years (2012-2022) with the goal of increasing the number of engineering graduates to 1,365 annually by 2021.
- University scholarships for engineering majors:
    - Kansas State University - $7.3 million
    - University of Kansas - $6.3 million
    - Wichita State University - $5.7 million
- Figures listed under the University Engineering Initiative Act were compiled from each institution's engineering scorecard report, submitted twice annually. These are preliminary numbers and an updated report can be found at: http://kansasregents.org/workforce_development/university_engineering_initiative.

Enhance understanding of the role of university research in supporting the economy

- Total expenses listed for the Innovation Growth Program ($1.2 million) and University Research Grants ($5 million to each of the three research universities) represents the FY 2015 appropriations to the Department of Commerce for these programs.
- The Innovation Growth Program brings together university partners and related entrepreneurial organizations, in partnership with the Kansas Department of Commerce and Board of Regents, to promote the Governor's strategic plan for Kansas. With clear metrics, this program brings prominent visibility and a focus on commercialization to the university President's/Chancellor's office, resulting in cultural change.
- For information listed under the Innovation Growth Program, figures were compiled based on submissions from each of Kansas' research universities (Kansas State University, University of

Page Thirteen

Kansas, and Wichita State University) at the end of 2014.

- The legislature has appropriated $5 million to each of the three research universities for University Research Grants. To support Governor Brownback's strategic plan and vision for Kansas research universities as engines of economic growth, universities are pursuing a variety of goals. These include agriculture and biodefense research, cancer research and aviation research. Figures listed under the University Research Grants are generated from quarterly reports submitted by each university.

Page Fourteen

University Peers

Emporia State University

Revised Peers	*Aspirational Peers*
Colorado State University - Pueblo	Northeastern State University
Northwest Missouri State University	South Dakota State University
Pittsburg State University	Southeast Missouri State University
University of Nebraska - Kearney	University of Central Missouri
West Texas A&M University	University of Central Oklahoma

Pittsburg State University

Revised Peers	*Aspirational Peers*
Arkansas Tech University	California State University - Chico
Ferris State University	Salisbury University
Indiana University of Pennsylvania	University of Northern Iowa
Northwest Missouri State University	University of Wisconsin - Stout
Valdosta State University	Western Washington University

Fort Hays State University

Revised Peers	*Aspirational Peers*
Northwest Missouri State University	Eastern Washington University
Colorado Mesa University	Morehead State University
Northeastern State University - OK	Troy University - AL
Southeast Missouri State University	University of Central Missouri
Tarleton State University	University of Nebraska - Kearney

University of Kansas

Revised Peers	*Aspirational Peers*
Indiana University	University of Virginia
University of Missouri	University of North Carolina
University of Oregon	University of Colorado
Michigan State University	University of Iowa
University of Buffalo	University of Florida

Page Fourteen

Kansas State University	
Revised Peers	***Aspirational Peers***
Auburn University	Iowa State University
Clemson University	Louisiana State University
Colorado State University	North Carolina State University
Oklahoma State University	Oregon State University
University of Massachusetts-Amherst	Washington State University

Wichita State University	
Revised Peers	***Aspirational Peers***
New Mexico State University	Auburn University
University of Massachusetts - Lowell	Clemson University
University of Nevada - Reno	Oklahoma State University
University of North Dakota	University of Akron
Wright State University	University of Texas - El Paso

Page Fifteen

Market Value and Percentage Change in Value (Endowment)

- Primary source of information comes from a report prepared by the National Associations of College & University Business Officers. Find more information about NACUBO here: www.nacubo.org
- The percentage change values listed for the participating institutions DO NOT represent the rate of return for the endowments' investments. Rather, the percentage change in the market value of an endowment from FY 2013 to FY 2014 reflects the net impact of:
    - Withdrawals to fund institutional operations and capital expenses;
    - The payment of endowment management and investment fees;
    - Additions from donor gifts and other contributions; and
    - Investment gains or losses.
- The market values also include the estimated valuations of real estate and other "illiquid" assets, which may have large increases or decreases in value during a relatively short period of time. In addition, transfers to the endowment from other institutional budget accounts may account for the differences in growth in endowment assets. These factors suggest that any large increases or decreases in endowments over the past year may be exaggerated. As such, large percentage changes should be interpreted with great caution.
- Data for 2014 is reported from individual university endowment/foundation organizations.

Page Sixteen
Higher Education Research & Development (HERD) Survey

- 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.