

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 2014 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.
- NCHEMS contacts: Matt Crellin, Research Associate, who assisted in putting together this model, and Dennis Jones, President.
- 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/attainment_model

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Kansas Population in 2012, 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.
- The definitional changes made in 2010 may result in inflated shifts of Hispanic/Latino reporting and deflated shifts in other populations. Therefore, a three-year trend was reported in the *Foresight 2020* report, measuring AY11 - 13, given the shift in definitions effective with AY2011 reporting.

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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.

Mean Annual Earnings of Workers 18 Years and Over: 1975-2012

- This chart was created by Dr. Art Hall of the Center for Applied Economics at the University of Kansas. The chart ratifies research cited in the Milken Institute report titled “A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity”. To create this chart, Dr. Hall notes that he “adjusted all dollar figures to today’s dollars [2011], so the annual comparisons are as accurate as possible in terms of their “real” economic meaning.”
- According to Dr. Hall, “[t]his is the fundamental education story in one snap shot. During the 1980s and 1990s, the returns to education accelerated, but then leveled off in 2000. The relative gaps have remained.”
- “A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity”, is a report prepared by the Milken Institute. The report highlights and analyzes the disparities of educational attainment among the workforce in key U.S. metropolitan areas and for different occupations. The study then examines the statistical relationship between the educational achievement of the workforce and regional economic prosperity, measured as real GDP per capita. The primary purpose of the study is to inform policymakers, education officials, business executives, and civic leaders about the importance of deploying deliberate strategies and investments to increase the educational attainment of human capital.
- The Milken Institute is a nonprofit, nonpartisan, economic think tank that produces independent economic research. Research is prepared by a team of economists, industry experts, and scholars. The Milken Institute focuses on the factors that drive job creation and the public policies that foster sustainable economic growth. The institute facilitates collaboration between the public and private sectors in order to maximize the impact of their research and devise practical solutions to challenges affecting the global economy.

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National Reporting System levels

- The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process through which state adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education.
- The NRS uses “Educational Functioning Levels” for adult basic education to establish benchmarks for student progress. The four NRS levels utilized in this report are High Adult Secondary Education, Low Adult Secondary Education, High Intermediate Basic Education, and Low Advanced ESL.

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 implemented in seven other states: Illinois, Kentucky, Georgia, Mississippi, Louisiana, Arkansas and Texas.
Find more here: http://www.kansasregents.org/accelerating_opportunity_kansas
- 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.

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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/>

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.

Student Success Index Tables

- 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),
- Intent (Degree-Seeking or Non-Degree Seeking), Enrollment Status (Full-Time or Part-Time)
- 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 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

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 by 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.

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AY2013 Certificate and Degree Production, by Award

- For purposes of the *Foresight 2020* report, “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 AY2010, institutions were allowed to note a completion without assigning a specific award level.
- The 3 percent figure in the pie chart represents the number of Doctoral degrees granted in AY2013. (This information was left out of the legend for the pie chart in the *Foresight 2020* report)
- Data in these tables represents actual awards granted. It is not an unduplicated headcount.

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/governors_cte_initiative

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Adults with Some College Credit but No Degree Returning

- The time period covered by the analysis in this table is AY2005 to AY2013. 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 1,000 more adults with previously accumulated college credits returned to pursue an undergraduate award in AY2013.

Returning Adults, by Credit Hours Earned

- This graph represents the same students as reported in the table at the top of page eight, based on prior credit hours passed.

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Improve Alignment of the State’s Higher Education System With the Needs of the Economy

- Further information about the Kansas Nursing Initiative can be found here:
http://www.kansasregents.org/kansas_nursing_initiative
- The UEIA supports the increase of engineering graduates in Kansas with legislative appropriations totaling \$105M over 10 years. Recognizing the competitive need for an increase in the number of engineering graduates in Kansas, beginning in 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 1365 annually by 2021. Each university is measured bi-annually on progress benchmarked against specific metrics to ensure goals are met. Find more information about the UEIA here:
http://www.kansasregents.org/university_engineering_initiative

- The University of Kansas School of Business has a program designed to keep rural businesses open for business. The Redefining Retirement program – nicknamed RedTire – matches qualified graduates who want to own a business with business owners who are retiring. The program prevents rural businesses from closing because an owner can't find a successor. RedTire is available to all graduates of a Kansas Regents institution and to current owners of businesses operating in Kansas. Find more information about KU's Red Tire Program here: <http://redtire.org/>
- Wichita State University's Cooperative Education and Work-Based Learning program allows undergraduate and graduate students to obtain paid employment in a supervised, educational work setting related to the student's major field of study or career focus. A cooperative education position is multi-semester with in-state and out-of-state opportunities. Enrollment is required and credit may be awarded. Co-op positions range from a minimum of 15 up to 40 hours of work a week. Find more information about WSU's Cooperative Education program here: <http://www.wichita.edu/thisis/offices/coop/>

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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 that were also established.

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Employment and Earnings

- This data was prepared by Dr. Donna Ginther, Professor of Economics and the Director of the Center for Science Technology & Economic Policy at the Institute for Policy and Social Research at the University of Kansas. Dr. Ginther has worked with KBOR to conduct research on job placement in Kansas and average earnings for students graduating from institutions in the KBOR system. Dr. Ginther notes "A bachelor's degree is general education that in many cases is not directly related to jobs." She goes on to note that, especially since 2008, it has taken graduates with a bachelor's degree longer to find jobs that require a college degree. Dr. Ginther also notes that "in addition, their earnings profiles are steeper because they learn on the job and they change jobs more frequently."
- "Professional Degrees" refers to a degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. Examples of this degree include the J.D., M.D., and D.V.M.
- "Doctoral Degrees" refers to a Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree are the Ed.D., D.Sc., or D.M.

- Additional notes from Dr. Ginther, related to the appendices for average earnings and employment rates, can be found in the Appendices section of this document.

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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.

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.
- Find more information here: <https://klic.dol.ks.gov/gsipub/index.asp?docid=442>

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 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.

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

- o Total expenses listed for the Innovation Growth Program (\$1.25 million) and University Research Grants (\$5 million to each of the three research universities) represents the FY 2014 appropriations to the Department of Commerce for these programs.
- o 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.
- o 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 Kansas, and Wichita State University) at the end of 2012.
- o 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.
- o Figures listed under the University Engineering Initiative Act were compiled from each institution's engineering scorecard report, submitted twice annually. More information on the University Engineering Initiative Act can be found here: http://www.kansasregents.org/university_engineering_initiative
- o 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.

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Research Universities and Regional Universities Average Annual Tuition

- o Regional institutions offer a wide range of baccalaureate programs, and are committed to graduate education through the master's degree. They offer few, if any, doctoral programs. In Kansas, regional universities include Pittsburg State University, Fort Hays State University, and Emporia State University.
- o Research institutions offer a wide range of baccalaureate programs, are committed to graduate education through the doctorate, 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.
- o The data in this chart represents an average resident, full-time, undergraduate student's tuition and required fee expenses for the academic year.
- o Data is compiled from the IPEDS Institutional Characteristics (IC) survey. The primary purpose of the (IC) component is to collect basic institutional information. IC collects student charges data including tuition for different levels and cost data for first-time, full-time students. This includes tuition and required fee data. IPEDS defines required fees as a fixed sum charged to students for items not covered by tuition and required of such a large proportion of all students that the student who does not pay the charge is an exception.
- o IPEDS defines a first-time student as a student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. It includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).

- o IPEDS defines full-time undergraduate students as a student enrolled for 12 or more semester credits. Find more information on IPEDS here: <http://nces.ed.gov/ipeds/>

Improve the regional and national reputations of the universities

- o In October 2013, KBOR approved a new set of revised peers as well as aspirational peers for each of the six state universities. In the year prior, the Governance Committee has conducted a study of university peers, the previous set of peers for the universities having been established over 20 years ago. This study was conducted to address the following measures in Goal Three of *Foresight 2020*:
 - Selected regional and national rankings and other quality measures of research universities compared to peers.
 - Institutional performance of regional universities on quality measures compared to peers.
- o The peers for each institution are listed below:

Emporia State University	
<i>Revised Peers</i>	<i>Aspirational Peers</i>
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	
<i>Revised Peers</i>	<i>Aspirational Peers</i>
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	
<i>Revised Peers</i>	<i>Aspirational Peers</i>
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	
<i>Revised Peers</i>	<i>Aspirational Peers</i>
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

Kansas State University

Revised Peers

Auburn University
Clemson University
Colorado State University
Oklahoma State University
University of Massachusetts-Amherst

Aspirational Peers

Iowa State University
Louisiana State University
North Carolina State University
Oregon State University
Washington State University

Wichita State University

Revised Peers

New Mexico State University
University of Massachusetts - Lowell
University of Nevada - Reno
University of North Dakota
Wright State University

Aspirational Peers

Auburn University
Clemson University
Oklahoma State University
University of Akron
University of Texas - El Paso

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Experimental Program to Stimulate Competitive Research (EPSCoR)

- o The Experimental Program to Stimulate Competitive Research (EPSCoR) program has become the centerpiece of the federal government's efforts to ensure that all states and regions benefit from its science and engineering (S&E) research and education activities. States that historically have received a disproportionately low per capita average of federal research dollars are eligible to apply for EPSCoR funds so that taxpayers in these states no longer subsidize the research efforts of states that historically receive a large share of federal research dollars. The program also aims to improve the ability of EPSCoR-designated states to compete for federal and private sector research and development funding. The experience gained from competing successfully in a merit review process enables many scientists to compete more effectively later in the regular research programs of federal agencies.
- o The EPSCoR program requires a state match of federal funding. For every state dollar invested in this program, at least one more dollar of federal or industrial match is contributed to strengthen our universities' research competitiveness. Kansas is eligible to participate in the Department of Energy, Environmental Protection Agency, National Aeronautics and Science Administration, National Science Foundation and National Institutes of Health competitions.

Higher Education Research & Development (HERD) Survey

- o 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.
- o 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.

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Market Value and Percentage Change in Value (Endowment)

- 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 2011 to FY 2012 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 very cautiously.
- Data for 2013 is reported from individual university endowment/foundation organizations.

Appendix

Earnings in Kansas Post-Graduation by Institution

- Data on earnings in Kansas post-graduation was prepared by Dr. Donna Ginther, Professor of Economics and the Director of the Center for Science Technology & Economic Policy at the Institute for Policy and Social Research at the University of Kansas. She provided the following comment in her analysis.
 - Salary growth for the Northwest Kansas Technical College is likely the result of low starting salaries.
- In order to comply with Department of Labor data restrictions, wage data has been hidden for any category that had less than five students employed.
- "Professional Degrees" refers to a degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. Examples of this degree include the J.D., M.D., and D.V.M.
- "Doctoral Degrees" refers to a Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree are the Ed.D., D.Sc., or D.M.
- For the community colleges that recently merged with a technical institution pursuant to K.S.A. 72-4479, data was adjusted to incorporate data from the former technical institution.
 - Kansas City Area Technical School merged with Kansas City Kansas Community College
 - Southwest Kansas Technical School merged with Seward County Community College
 - Northeast Kansas Technical College merged with Highland Community College
- Fort Hays State University has addressed their data issue, and will have complete data beginning with AY2012.

Employment Rate in Kansas Post-Graduation

- Data on the employment rate in Kansas post-graduation was also prepared by Dr. Donna Ginther, Professor of Economics and the Director of the Center for Science Technology & Economic Policy at the Institute for Policy and Social Research at the University of Kansas. She provided the following analysis.
 - Average employment rates for technical colleges are higher because those degree programs are designed to meet the needs of the local labor market and those students find jobs in the state.
 - Employment rates are higher for Wichita State because it is an urban university and has a large number of students who will remain in the Wichita area. The University of Kansas, Kansas State University, and the University of Kansas Medical Center draw more out of state students and confer more graduate/professional degrees that have a national labor market.
 - Employment rates at Johnson County Community College (JCCC) may be lower as a result of many JCCC students finding jobs in Missouri.
 - Employment rates at Barton County Community College are lower because many of the students are in the military, and military employment is not gathered by the department of labor.
- For the community colleges that recently merged with a technical institution pursuant to K.S.A. 72-4479, data was adjusted to incorporate data from the former technical institution.
 - Kansas City Area Technical School merged with Kansas City Kansas Community College
 - Southwest Kansas Technical School merged with Seward County Community College
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