

KANSAS BOARD OF REGENTS

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 2016 Foresight 2020 Progress Report

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Number of Certificates and Degrees Awarded by Universities, Community and Technical Colleges

- 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 less than 16 hours in length that leads to an industry-recognized credential, license, or certification. Additionally, this category includes post-secondary undergraduate certificates.
- For AY 2014, Kansas Board of Regents Data, Research, and Planning staff consulted with the agency’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 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 AY 2010, 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.

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Attainment Model Progress

- 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 Kansas Board of Regents 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 numbers under the red line on the model illustrate the projected total number of credentials the Kansas public higher education system needs to produce each year in order to reach the statewide attainment goal. The numbers above the red line illustrate the total number of credentials the system is projected to award if no changes are made.
- Included in this report are all Kansas institutions for which the Kansas Board of Regents has IPEDS coordination authority. They include all 32 public institutions (universities, community colleges, technical

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colleges, and the 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, and the University of St. Mary).

- For more information visit: http://www.kansasregents.org/data/attainment_model

2/3-Year Graduation Rates for Community and Technical Colleges

4/5/6-Year Graduation Rates for Universities

- The Graduation Rates component of the IPEDS survey collects data on the cohort of first-time (non-transfer), full-time, degree/certificate-seeking undergraduates and tracks them for 100, 125 (universities only) and 150 percent of the normal amount of time to completion.
- 100 percent of normal time = four years for universities; two years for community and technical colleges.
- 125 percent of normal time = five years for universities (does not apply to community or technical colleges).
- 150 percent of normal time = six years for universities; three years for community and technical colleges.
- Once a student is in the cohort, he/she remains in the cohort, even if he/she switches to part-time status or drops 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 seven to eight months after the collection closes.
- For more information visit: <http://nces.ed.gov/ipeds/>

First-to-Second Year Retention Rates at Universities, Community and Technical Colleges

- Data on student enrollments is collected by the Kansas Board of Regents 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.”
- The Kansas Board of Regents does not track cohort exclusions; thus exclusions, as allowed by IPEDS, are not removed.
- Institution Rate: This refers to the number of students who return to the same institution.
- System Rate: The number of 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 who attended in fall 2014 and returned in fall 2015, the header on this table reads 2015.

Student Success Index Rates

- 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 Home Institution, Completed System Institution, or Completed Elsewhere (Degree, Certificate, and Credential); Retained Home Institution, Retained System Institution, or Retained Elsewhere.
- Filters: The Student Success Index has five independent filters. These are:
 - Institution;
 - Student Type (First Time Entering or New Transfer);
 - Intent (Degree-Seeking or Non-Degree Seeking);
 - Student Status (Full-Time or Part-Time); and
 - Rate Year (Number of Years since the Entrance Year).
- Technical Details:
 - Outcomes are determined using data from both the KHEDS AY Collection the National Student Clearinghouse.
 - The student is counted once per academic year for each institution.
 - The associated filters are relevant for the first reporting term in which the student appears in the order of the 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 the Kansas Board of Regents in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates, and degrees.
 - The segments on the bar are mutually exclusive from left to right. Once the student is counted in one segment, he/she is not counted in another.
- National Student Clearinghouse (NSC) data includes data from public, independent, and private institutions but only for NSC Enrollment Verification participating institutions and only for students who have enrolled in a participating Kansas public postsecondary institution at one time. Students with FERPA holds are omitted. Data from individual institutions with less than a 1,000 records are omitted.
- Variance from Typical IPEDS Measures:
 - The index uses the student population from a particular academic year, not just the student population from a fall term.
 - The index uses all entering students, not just first-time, full-time, degree-seeking students.
 - Exclusions. IPEDS allows exclusion of students from the student population due to 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. The Kansas Board of Regents 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 graduate if the student fulfills the transfer prep program and transfers to another institution. The Kansas Board of Regents does not track transfer prep specifically.

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- 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. The Kansas Board of Regents and institutions have not always defined these in the same way, and these awards/occupational programs have not always been collected by the Kansas Board of Regents. The index counts postsecondary credit toward degrees, certificates, and stand-alone programs (occupational programs) if these have been submitted to the Kansas Board of Regents. 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. The Kansas Board of Regents evaluates whether a student completed or retained at the end of each rate year whereas IPEDS looks at 150 percent of the time of the degree program.
 - Mergers. Kansas Board of Regents 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.
- For more information visit: <https://submission.kansasregents.org/public/ibi-redirect.jsp>

Comparison of State Demographics with Higher Education Participation Levels, Including Pell Grant Eligibility, Race/Ethnicity, and Age

- **Pell Grant Recipients**

- Information on national trends for Pell Grant recipients is from the 2015 College Board Trends in Student Aid Report, available online at: <http://trends.collegeboard.org/student-aid>
- State universities are not eligible for Perkins funds, and therefore the Kansas Board of Regents was not collecting Pell Grant data from the universities prior to AY 2014. In AY 2014, the Kansas Board of Regents introduced a new Student Financing Module data collection which includes a variety of financial aid data elements including Pell Grant information.

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Comparison of State Demographics with Higher Education Participation Levels, Including Pell Grant Eligibility, Race/Ethnicity, and Age

- **Population of Kansas and American Community Survey 2014 One-Year Estimates**

- 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

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census record 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 Kansas Board of Regents 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.

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Comparison of Postsecondary Attainment in Kansas to the Nation, by Age Groups

- 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, where people live, and how much they pay for some essential services. The ACS includes questions 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: <http://www.factfinder.census.gov>

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- 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 one-year estimates dataset, which is available as part of the American FactFinder tool on the U.S. Census Bureau website.
- Additional enrollment reports can be found at:
http://www.kansasregents.org/data/system_data/enrollment_reports

Number of Adults with College Credit but No Certificate or Degree Who are Returning to Complete a Certificate, Associate, or Bachelor’s Degree

- The data years covered by the analysis in this table include AY 2005 to AY 2015. For the data displayed, the re-entry date for these students must be on/after 2010. For example, if a student was last enrolled in 2007, is out of enrollment for two years (2008 and 2009) and re-enters higher education, 2010 would be the earliest re-entry point.
- For purposes of this table:
 - “Adults” are defined as those 25 years or older;
 - “Returning to higher education” is defined as those students who reappear in Kansas public higher education enrollment after at least a two-year absence; and
 - 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 University, Community Colleges, etc.) represent the institution that receives the student upon his/her reenrollment following a two-year absence.
- Results in this table will fluctuate based upon data availability over time. The years available to measure will shift as more data becomes available and care should be taken not to draw a year-over-year comparison.

Seamless Transition

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

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Percent of Graduates Employed and Average Wages in Kansas, by Award Level

Tips for Reading the Chart

Data are organized in two ways: **Completion year of graduates** (completion year in rows - blue) and **average wages** (wage year in columns - green). Students included in the count for a particular completion year are those students who graduated during a given academic year (summer, fall, or spring) but did not reenroll in 12 or more hours the following academic year. The students are then tracked over a five-year period in order to determine whether Kansas graduates are gaining and retaining employment in Kansas as well as increasing earnings with each subsequent year of reported wages.

Data is stair-stepped due to data availability. The chart can be read two ways: (1) Reading the chart diagonally, a person could compare the first year earnings (first calendar year post graduation) of 2009 graduates with those of 2013 graduates (red print); or (2) Reading a row straight across, a person could follow one group of

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graduates such as those who completed in 2009 to track them over multiple years (yellow).

Credential types are grouped together, allowing for comparison in determining whether higher degree attainment translates to higher earnings in the workforce on average (pink).

Certificates										
Wage Year:	2010		2011		2012		2013		2014	
Completion Year	% graduates employed in Kansas	Average Wages	% graduates employed in Kansas	Average Wages	% graduates employed in Kansas	Average Wages	% graduates employed in Kansas	Average Wages	% graduates employed in Kansas	Average Wages
2009	65.62%	\$23,572	63.31%	\$24,711	61.99%	\$26,969	60.42%	\$28,437	58.60%	\$30,868
2010	--	--	67.23%	\$23,439	64.75%	\$25,407	63.00%	\$27,592	61.22%	\$29,571
2011	--	--	--	--	65.77%	\$24,212	64.48%	\$26,199	62.55%	\$28,515
2012	--	--	--	--	--	--	68.19%	\$24,933	65.78%	\$27,054
2013	--	--	--	--	--	--	--	--	68.71%	\$25,768

BLUE=	Graduation Year
GREEN=	Wage Year
YELLOW=	Earnings of 2009 Graduates tracked over five years
PINK=	Levels of Awards or Degrees
RED PRINT=	Comparison of first year earnings of 2009 grads with those of 2013 grads

Technical Notes

Data sources include the Kansas Board of Regents 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.

The lowest credential type is used for those students receiving multiple credential types in the same completion year. Fourth calendar quarter wages are multiplied by four and are used for annual wages.

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

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Number of Certificates and Degrees Awarded in Select High-Demand Fields, and Progress Made on Special State Initiatives

- The Kansas Department of Labor releases a list of high-demand occupations by Standard Occupational Classification (SOC) code. The Kansas Board of Regents 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. The Kansas Board of Regents 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

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experts, and modified pursuant to modifications agreed upon during the review period.

- Wage data is from the 2015 Edition of the Occupational Employment Statistics Survey (Kansas Wage Survey) provided by the Kansas Department of Labor. Data reported in this edition was collected in 2014. For more information visit: <https://klic.dol.ks.gov/gsipub/index.asp?docid=554>
- Occupational Projections: Job projections are developed by the Kansas Department of Labor, and are available through the Kansas Labor Information Center online. 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>
- ^ = Undisclosable data which means the data did not pass the Bureau of Labor Statistics' confidentiality and/or reliability standards.

State Initiative: 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, originally managed by Jobs for the Future and funded by six philanthropies – Bill and Melinda Gates Foundation, 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 to Kansas, the Accelerating Opportunity framework was implemented in seven other states: Illinois, Kentucky, Georgia, Mississippi, Louisiana, Arkansas, and Texas. In 2015, Kansas continued to offer AO-K through community and technical colleges, supported by funding through agency partnerships and legislation.
- 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. For more information visit: http://www.kansasregents.org/workforce_development/accelerating_opportunity_kansas

State Initiative: Excel in CTE

- In January 2012, Governor Brownback released a plan to 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 career technical education (CTE) courses and earn industry-recognized credentials. In furtherance of the Governor's CTE Initiative, the State Legislature passed Senate Bill 155 providing funds for high school students taking postsecondary CTE courses that are part of an approved technical program. In addition, SB 155 awards incentive funding to 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

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State Initiative: Engineering

- 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. Universities match the state appropriation on a dollar for dollar basis.
- 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

State Initiative: University Research Grants

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

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Summary Findings from Latest K-TIP Report, Providing Systemwide Analysis of All Approved Postsecondary CTE Programs, by Program

- 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 the Washburn Institute of Technology. For more information visit:
https://kansasregents.org/workforce_development/k-tip-report .
- Approved metrics for quality assessment are identified as Outcome Metrics, and the Outcome Metrics Pilot program is currently entering year three. Students included in the three measures are those completing an approved exit point and exiting postsecondary education;
 - Eighty percent must be employed by the end of the second quarter following the end of the academic year;
 - The wage for those students must be 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; and
 - Ninety percent must earn the industry-recognized program credential documented per program alignment.

This table reflects AY 2014 data at the Academic Discipline level, indicating disciplines exceeding the target of 80 percent employment of exiting graduates, and those disciplines exceeding the target of 95 percent of statewide entry level wages earned by those graduates. Student attainment of industry-recognized credentials is not available at the Academic Discipline level.

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Percent of Certificates and Degrees Awarded in STEM Fields

- STEM education refers to teaching and learning in the fields of science, technology, engineering, and mathematics.
- The Kansas Board of Regents 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.
- The Kansas Board of Regents pulled the lists from the three sources to create the Kansas Board of Regents STEM list which was used to extract Kansas Board of Regents completion records by CIP to produce the Kansas Board of Regents 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 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, the Kansas Board of Regents Data, Research, and Planning staff consulted with the Kansas Board of Regents’ 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.

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Student Performance on Assessments Tracking Industry-Requested “Foundational Skills” in Mathematics/ Analytical Reasoning, Written and Oral Communication, and Critical Thinking/Problem Solving

- The full report to the Board can be found at:
https://kansasregents.org/academic_affairs/student-learning-assessment

Comparison to Peers for Each of the Six State Universities on Established Metrics

- **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***

Arkansas Tech University
 Ferris State University
 Indiana University of Pennsylvania
 Northwest Missouri State University
 Valdosta State University

Aspirational Peers

California State University - Chico
 Salisbury University
 University of Northern Iowa
 University of Wisconsin - Stout
 Western Washington University

Fort Hays State University***Revised Peers***

Northwest Missouri State University
 Colorado Mesa University
 Northeastern State University - OK
 Southeast Missouri State University
 Tarleton State University

Aspirational Peers

Eastern Washington University
 Morehead State University
 Troy University - AL
 University of Central Missouri
 University of Nebraska - Kearney

University of Kansas***Revised Peers***

Indiana University
 University of Missouri
 University of Oregon
 Michigan State University
 University of Buffalo

Aspirational Peers

University of Virginia
 University of North Carolina
 University of Colorado
 University of Iowa
 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

- **Center for Measuring University Performance (MUP):** MUP was used for both faculty awards and national academy members. 2012 is the most recent data for both metrics. For more information visit: http://mup.asu.edu/research_data.html

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- **Higher Education Research and Development Survey (HERD):** This survey was used for research expenditures, and the numbers represent total R&D dollars. FY 2014 data was not available at the time this measure was compiled. FY 2013 data was used. For more information see table 83 at: http://ncesdata.nsf.gov/herd/2013/html/HERD2013_DST_83.html
- **Integrated Postsecondary Education Data System (IPEDS):** For the 2014 reporting year, retention, graduation rates, completions, and headcount data was used for peer comparison. This is the most current data available from IPEDS.
- **National Associations of College and Universities Business Officers (NACUBO):** NACUBO is the most complete source available for endowment. FY 2014 data was used, which is the most recent available. The University of Massachusetts did not separate their endowment between school branches when reporting to NACUBO. Because of this, the University of Massachusetts - Amherst and the University of Massachusetts – Lowell do not have data reported in this table. For more information visit: http://www.nacubo.org/Documents/EndowmentFiles/2014_Endowment_Market_Values_Revised2.27.15.pdf
- **National Center for Education Statistics (NCES):** NCES operates the College Navigator website, which was used to find the 25th and 75th percentile composite ACT scores for incoming Fall 2014 students. This data applies to first-time degree/certificate-seeking students. Fort Hays State University did not report to College Navigator so staff at the Kansas Board of Regents reached out to them for this metric.

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Private Giving to Universities

- The primary source of information comes from a report prepared by the National Association of College and University Business Officers (NACUBO). Participation in the data collection is voluntary. In some instances, other states' information is consolidated as a single value, rather than providing endowment data for each separate campus. Data is shown in the Foresight 2020 Progress Report where it is available. For more information about NACUBO visit: 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 2014 to FY 2015 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 2015 is reported from individual university endowment/foundation organizations.

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Total Research Dollars Awarded, Highlighting Federal Research Dollars (as percent of total) and Specific Industry Support Secured

- **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.
- While the title for Goal 3: Metric 3 is “Total Research Dollars Awarded,” the amounts shown in the table come from the HERD survey, and are therefore the Total R&D and Federal R&D expenditures at the Universities rather than funding awarded.

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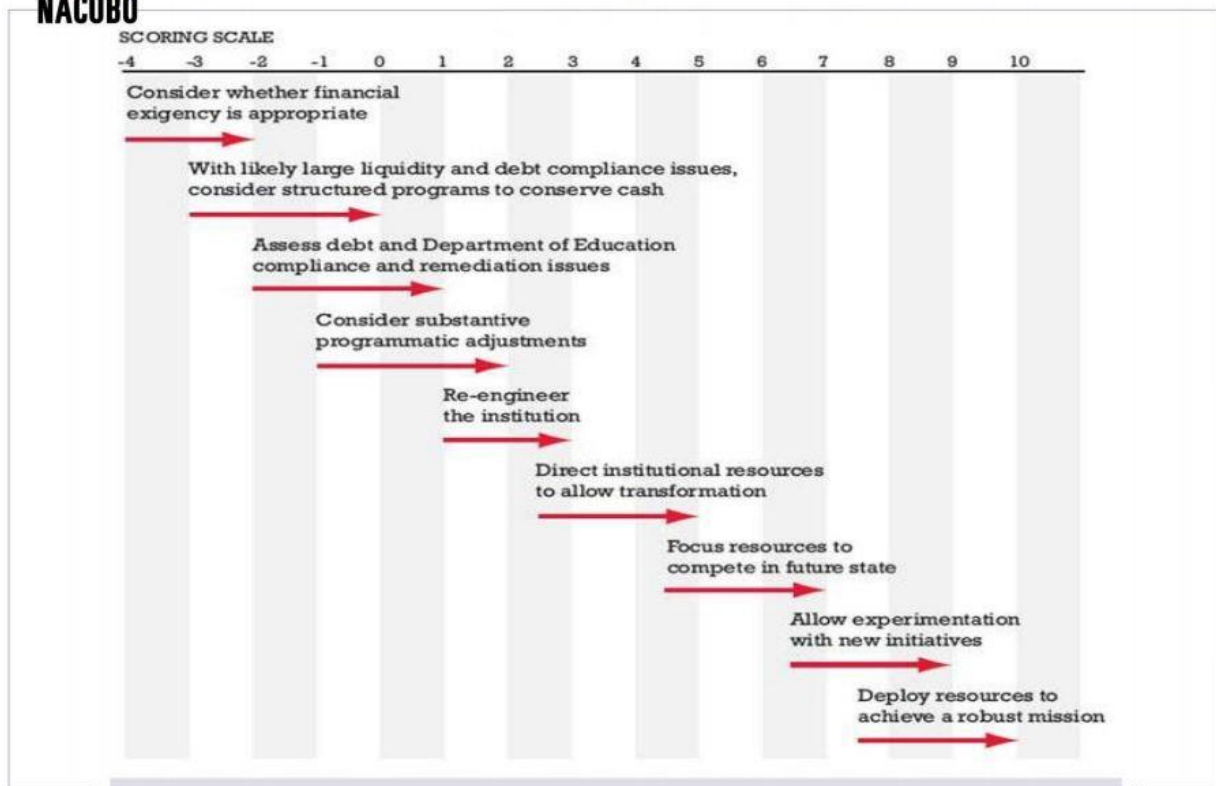
University Excellence Profiles

- **University Excellence Profiles:** The select rankings and assessment of economic impact included in each “University Excellence Profile” were provided by University staff.
- **Composite Financial Index**
 - A holistic measure of an institution’s financial well-being, the Composite Financial index has been refined over a number of years to provide the Board of Regents information on the financial status of the universities. It is sourced from Strategic Financial Analysis for Higher Education through the National Association of College and University Business Officers (NACUBO) and simplifies and combines key financial ratios into one metric. Interpretation of the score and scale must be tailored to each institution’s circumstances.
 - From four high-level questions, four ratios are developed, and then computed into a composite financial index.
 - Are resources sufficient and flexible enough?
 - Primary Reserve Ratio
 - Are debt resources managed strategically?
 - Viability Ratio
 - Does asset performance and management support direction?
 - Return on Net Assets Ratio
 - Do operating results indicate living within means?
 - Net Operating Revenues Ratio
 - The best measure of the CFI is comparing an institution against itself over time rather than against

- other universities. Age of facilities, consumption of debt, and other factors limit the use of cross-institutional comparisons.
- Understanding the operating dependencies (annual philanthropy levels, sustainability of tuition discount rates), sources of liquidity, and the composition of the university’s assets (are they expendable or not?) will impact how the CFI is interpreted.
- The potential range of the CFI scores is -4 to 10 with 3 representing a threshold value of “health.”



Scale for Charting CFI Performance



We mean business in higher education