

# FORESIGHT 2020

## ANNUAL PROGRESS REPORT GLOSSARY

**Academic Year (AY):** As used in the *Foresight 2020* Report, KBOR Kansas Higher Education Data System (KHEDS) Academic Year consists of consecutive summer, fall, and spring terms (i.e. the 2013 Academic Year covers Summer 2012 + Fall 2012 + Spring 2013).

**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. (For more information:

[http://www.kansasregents.org/workforce\\_development/accelerating\\_opportunity\\_kansas](http://www.kansasregents.org/workforce_development/accelerating_opportunity_kansas))

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

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

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

**American Community Survey (ACS):** 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. (Source: <https://www.census.gov/acs/www/>)

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

**Center for Law and Social Policy (CLASP):** CLASP develops and advocates for federal, state and local policies to strengthen families and create pathways to education and work. (For more information: <http://www.clasp.org/>)

**Certificate:** For purposes of the Foresight 2020 report, from AY 2010 to AY 2013, “certificates” include technical certificates, as well as certificates of completion for students who complete a program that is less than 16 hours in length, and leads to an industry recognized credential, license, or certification. Additionally, this category includes post-secondary undergraduate certificates. For AY 2014, KBOR Data, Research, and Planning staff consulted with KBOR’s Academic Affairs unit to align reporting of certificate completions with IPEDS. As a result, the decision was made to modify the “certificates” category in the Foresight 2020 report, beginning with AY 2014, to include all technical certificates 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.

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

**College Portrait:** The College Portrait website is a source of basic, comparable information from over 300 public colleges and universities presented in a common, user-friendly format. The website is designed to be a tool for prospective students and their families during the college search process as well as a resource for high school guidance counselors, community college advisors, state policy-makers or anyone interested in learning more about public colleges and universities. Each institution’s College Portrait has a variety of information including the characteristics of students and faculty, admissions requirements, popular majors, average class sizes, campus safety, the future plans of graduates, and much more. Every College Portrait provides cost of attendance and financial aid information and an interactive tool for users to more specifically estimate their own costs at a particular institution. (Source: <http://www.collegeportraits.org/about>)

**Community College Survey of Student Engagement:** CCSSE provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The CCSSE survey is a versatile, research-based tool appropriate for multiple uses.

**Complete College America:** Established in 2009, Complete College America is a national nonprofit organization that works with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Complete College America has established an alliance of 34 states who have committed to 1) significantly increase the number of students completing college and achieving degrees and credentials with value in the labor market, and 2) close attainment gaps for traditionally underrepresented populations. Through research, advocacy, and technical assistance, Complete College America helps those states enact reforms to meet their goals. (For more information: <http://www.completecollege.org/index.html>)

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

**Innovation Growth Program:** The Innovation Growth Program consists of partnerships between the Department of Commerce, Kansas universities, and related organizations. The partners are tasked with leveraging university research to better support commercialization efforts using public-private partnerships. (For more information: <http://www.kansascommerce.com/index.aspx?NID=362>)

**Integrated Postsecondary Education Data System (IPEDS):** IPEDS is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. KBOR assists IPEDS by serving as state coordinator for all public and independent postsecondary educational institution surveys in Kansas. IPEDS data is generally available nine months after the close of a collection. (For more information: <http://nces.ed.gov/ipeds/>)

**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: <https://www.iso.org/obp/ui/#iso:std:iso-iec:17024:ed-2:v1:en>)

**Kansas Higher Education Data System (KHEDS):** Passage of the Kansas Higher Education Coordination Act in 1999 gave KBOR coordinating authority over the community colleges, technical colleges, and the municipal university, in addition to its governing authority over the state universities. The act mandated that KBOR “collect and analyze data and maintain a uniform postsecondary education data base.” In response to this legislation, KBOR developed the Kansas Higher Education Data System. KHEDS supports informed decision-making through the collection, analysis, and reporting of postsecondary education in Kansas. (For more information: 2014 KHEDS Manual [http://data.kansasregents.org/public\\_doc/data\\_collections/KHEDS/2014%20KHEDS%20Manual-DIGITAL.pdf](http://data.kansasregents.org/public_doc/data_collections/KHEDS/2014%20KHEDS%20Manual-DIGITAL.pdf))

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

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

**National Associations of College & University Business Officers (NACUBO):** NACUBO is a membership organization representing more than 2,500 colleges, universities, and higher education service providers across the country and around the world. NACUBO specifically represents chief business and financial officers through advocacy efforts, community service, and professional development activities. The association's mission is to advance the economic viability and business practices of higher education institutions in fulfillment of their academic missions. See Notes section for specific information regarding the “Market Value and Percentage Change in Value” table on page 16 of the *Foresight 2020* Progress Report. (For more information: [www.nacubo.org](http://www.nacubo.org))

**National Association of Manufacturers – Endorsed Manufacturing Skill Certification System:** The Skills Certification System is designed by and for industry, and endorsed by the National Association of Manufacturers. The Manufacturing Institute has developed a variety of toolkits to help employers, educators and communities across the nation implement skills certifications to build a skilled manufacturing talent pipeline.

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

**National Governor's Association (NGA):** Founded in 1908, the NGA is an organization made up of the governors of the 55 states, territories and commonwealths. NGA provides governors with services that range from representing states on Capitol Hill and before the administration on key federal issues to developing and implementing solutions to public policy challenges through the NGA Center for Best Practices. NGA also provides management and technical assistance to both new and incumbent governors. (For more information: <http://www.nga.org/cms/about>)

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

**National Survey of Student Engagement (NSSE) and the College Student Report -** Through NSSE's student survey, *The College Student Report*, NSSE annually collects information 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.

**New, Replacement, and Total Jobs:** 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:** 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 (Source: <https://klic.dol.ks.gov/gsipub/index.asp?docid=442>)

**Performance Agreements:** Kansas Statute 74-3202d established improvement plans for technical colleges, community colleges, state universities and Washburn University and tied the awarding of new state funds to these improvement plans. These plans are commonly known as performance agreements. The Board is responsible approving performance agreements goals and for determining the amount of new state funds awarded. The awarding of new state funds is based on an institution's level of compliance with its performance agreement and the funds available for distribution. Institutions submit a Performance Agreement for Board approval once every three years and performance is evaluated annually. (For More Information: [http://www.kansasregents.org/academic\\_affairs/performance\\_agreements](http://www.kansasregents.org/academic_affairs/performance_agreements))

**Postsecondary Education OPPORTUNITY (PEO):** The Pell Institute for the Study of Opportunity in Higher Education produces the PEO newsletter. The newsletter is authored by Pell Institute Senior Scholar Tom Mortenson. The purpose of the newsletter is to inform those who formulate, fund, and administer public policy and programs about the current state of postsecondary education opportunity for all Americans. In addition, the newsletter focuses on influences that affect access to postsecondary education. (Source: <http://www.postsecondary.org/>)

**Program Alignment:** One of the initiatives underway by the Post-Secondary Technical Education Authority (TEA) to enhance technical education in our state is the alignment of specific technical programs. This project is driven by the needs of business and industry in the state. Groups of business leaders are convened by the Kansas Department of Commerce and the Kansas Board of Regents with participation by program advisory committee members from our colleges to essentially "map" a preferred outcome for an occupational category. The purposeful outcomes of the project include:

- a) Allow business and industry to identify value-added exit points within programs;
- b) Identify and support student acquisition of nationally recognized 3rd party industry credentials;
- c) Identify common courses that can serve as a bridge for articulation opportunities;
- d) Decrease the variability in program length.

**Race/Ethnicity:**

**As used by the U.S. Census Bureau:** The racial classifications used by the Census Bureau adhere to the October 30, 1997, Federal Register notice entitled, "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" issued by the Office of Management and Budget. These standards govern the categories used to collect and present federal data on race and ethnicity. OMB requires five minimum categories (White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander) for race. In addition to the five race groups, OMB also states that respondents should be offered the option of selecting one or more races. If an individual did not provide a race response, the race or races of the householder or other household members were imputed using specific rules of

precedence of household relationship. For example, if race was missing for a natural-born child in the household, then either the race or races of the householder, another natural-born child, or spouse of the householder were allocated. If race was not reported for anyone in the household, their race was imputed based on their prior census record (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.

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

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

**Regional University:** These 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.

**Research University:** These 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.

**Senate Bill 155 (SB155):** 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. (For More Information: [http://www.kansasregents.org/workforce\\_development/excel\\_in\\_career\\_technical\\_education\\_initiative\\_senate\\_bill\\_155](http://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155))

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

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

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

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

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

**University Engineering Initiative Act (UEIA):** 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. (Source: [http://www.kansasregents.org/workforce\\_development/university\\_engineering\\_initiative](http://www.kansasregents.org/workforce_development/university_engineering_initiative))

**Western Interstate Commission for Higher Education (WICHE):** WICHE is a regional organization created by the Western Regional Education Compact and adopted in the 1950s by western states. WICHE was created to facilitate resource sharing among the higher education systems located in the western part of the United States. It implements a number of activities to accomplish its objectives. (Source: <http://www.wiche.edu/>)

**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/>.