

FORESIGHT 2020

A 10-Year Strategic Agenda for the State's Public Higher Education System

ALIGN SYSTEMS & INSTITUTIONS

INCREASE PARTICIPATION

IMPROVE RETENTION & GRADUATION RATES

ENHANCE STUDENT SUCCESS

ALIGN WITH KANSAS WORKFORCE NEEDS

ENSURE STATE UNIVERSITY EXCELLENCE



★ LEADING HIGHER EDUCATION ★

Annual Progress Report January 2012

Foresight 2020 is a 10-year strategic agenda for the state's public higher education system. Adopted by the Kansas Board of Regents in September 2010, the plan sets long-range achievement goals that are measurable, reportable, and ensure the state's higher education system meets the needs of Kansans and Kansas.

This is the first annual report, which describes progress toward achievement of 2020 goals and objectives.

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EX. 148

Align Systems & Institutions



Our Progress



Incomplete

A fundamental belief is that America is the land of opportunity. One of the keys to sustaining that belief is the availability of a high-quality public education system for all citizens, regardless of status or background. This is best achieved with aligned systems.

Aligning the preK-12 and higher education systems ensures that students have the opportunity to be prepared for achieving increasing levels of education that lead to success in work and in life. When students are adequately prepared, the systems, students and Kansas benefit through a more prepared workforce, higher levels of citizen engagement, a reduction in dependence on social programs, and a higher quality of living for families.

With this in mind, the Board adopted as its first strategic goal “achieve alignment between the state’s preK-12 and higher education systems and continue coordination between higher education

institutions.”

Six objectives were identified to track progress toward systems and institution alignment:

- 1.1 Identify Education Gaps
- 1.2 Ensure Local Engagement
- 1.3 Revise Admissions Standards
- 1.4 Address Institutional Alignment
- 1.5 Communicate Admission Standards
- 1.6 Increase Collaboration

1.1 Identify Education Gaps

By December of 2010, the Board of Regents and its staff, in cooperation with the P-20 Council and the Kansas State Department of Education, will identify gaps that currently exist between preK-12 completion and higher education preparation expectations.

Why We Care

This objective reflects national, regional and state concerns about the preparation of high school graduates, in particular the need to align the expectations of high school and postsecondary faculty regarding what is required to succeed in the first year at a college or university. The objective is intended to create high school graduates who are better prepared for higher education, thereby decreasing the number of students entering postsecondary institutions in need of remedial course work.

Task Accomplishment

In 2010, the Kansas P-20 Council conducted a gap analysis to determine how well current high school standards align with the requirements for success in postsecondary and the world of work.

Based on the results of the gap analysis, the Council determined to use the Common Core Standards (adopted by the Kansas State Department of Education in 2010) for mathematics and language arts as the baseline for aligning expectations. High school and postsecondary faculty concurred with the adoption of the Common Core Standards as an indicator of student success. In 2011, the Board of Regents adopted revised state university admissions standards that include a required precollege curriculum.

The Future

The Board of Regents and State Department of Education are developing a longitudinal data system. The data collected will enable greater understanding of what is required to succeed at the postsecondary level. Also, the system will provide feedback reports to secondary institutions on the performance of students.

Our Progress



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1.2 Ensure Local Engagement

By August of 2011, all higher education institutions will have had discussions with local preK-12 partner high schools regarding education gaps and a plan to eliminate them.

Why We Care

A major component in overcoming real and perceived gaps in understanding postsecondary expectations is bringing together faculty from high schools and postsecondary institutions to discuss standards, curricula content, and instruction techniques.

Task Accomplishment

The Board of Regents asked the 32 public postsecondary institutions to engage local high schools in discussion on the gaps and issues identified in the P-20 Council's final report. As a result a collaborative plan was to be developed by each postsecondary institution to make progress on eliminating the gaps.

All colleges and universities have visited with high school partners and have engaged them in a variety of ways:

- Emporia State University sends an annual report to area high schools;
- Fort Hays State University hosts Superintendent Forums three times per year and will begin preparing summary sheets for the top 10 feeder schools on their graduates' success;
- Garden City Community College is meeting with its local high school to discuss math and language arts standards.
- Kansas City Community College representatives report regular engagement with area schools;
- Pittsburg State University representatives meet monthly with area school superintendents and have programs in several high schools on student preparation; and
- The Kansas State Department of Education, in cooperation with the Kansas Board of Regents, is finalizing a

reporting system that provides reports for high schools on their students' achievement at the postsecondary level.

The Future

The Board of Regents will receive reports from the institutions on the status of progress in initiating conversations with high schools and collect approved plans when completed.

Our Progress



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1.3 Revise Admissions Standards

By June of 2011, the Board of Regents will adopt a revised set of state university admissions standards designed to identify a level of high school preparation that significantly enhance student success at the state's higher education institutions.

Why We Care

A rigorous high school curriculum plays a critical role in students' ability to succeed at the postsecondary level. Revising admissions standards to reflect recognized benchmarks that contribute to postsecondary success ensure that the high school experience is adequate preparation for college or university degree attainment and empower students to be successful at the secondary and postsecondary levels.

Task Accomplishment

In 2011, the Board of Regents adopted new state university admissions standards that will go into effect the fall of 2015. The new standards include the following requirements:

Admissions Standards At A Glance

Students graduating from an accredited Kansas high school, under the age of 21, MUST:

- Complete the precollege or Kansas Scholars Curriculum with at least a 2.0 GPA; AND
- Achieve ONE of the following:
 - ACT score of 21 or higher; OR
 - SAT score of 980 or higher; OR
 - Graduate in the top one-third of their class; AND
- Achieve a 2.0 GPA or higher on any college credit taken in high school.

The Future

The Board of Regents and State Department of Education, through collaboration on a longitudinal data system are ensuring that electronic transcripts for high school students are in place and indicate the students performance on the revised admissions standards. Also, data will be collected to enable greater

understanding of the impact of the new admissions standards on postsecondary success.

Our Progress



Complete

1.4 Address Institutional Alignment

During the 2010-11 academic year, the Board will create a task force to review progress on alignment of higher education institutions and charge the task force with developing recommendations for additional enhancements needed to ensure greater alignment.

Why We Care

In a time of limited resources, it is imperative that the Kansas public higher education system use resources as efficiently as possible. It is also critical that students be able to move across the system with ease in order to ensure a reasonable time to degree completion and to avoid incurring excessive debt in pursuit of a degree.

Task Accomplishment

The Board created a Transfer and Articulation Task Force in 2010. It charged the task force to examine transfer and articulation and make recommendations regarding improvement. The Task Force provided recommendations to the Board in June of 2011. The Board approved the recommendations and created a Transfer

and Articulation Advisory Council in the fall of 2011 dedicated to implementing the recommendations.

Program Alignment

Public two-year institutions have implemented a program alignment model that harmonizes technical programs across the state. This will help ensure that students can more easily transfer among two-year institutions in specified programs without increasing time to program completion.

Policy Adoption

The Board adopted a policy that set goals for identifying and reporting a set of general education courses that will transfer between all Kansas public postsecondary institutions. These activities are also supporting improved institution alignment.

eTranscript

Increasing the ease with which students and institutions can share transcript information will reduce the time it takes for students to enroll upon transfer. The Board of Regents has initiated an eTranscript

program for governed, coordinated and independent colleges and universities.

The Future

The Board of Regents will monitor the progress of the Transfer and Articulation Advisory Council and adopt a set of general education courses and a policy on quality measures by December 2012.

Our Progress



Complete

1.5 Communicate Admissions Standards

Beginning in the 2011-2012 academic year, the Board and its staff will work with the Kansas State Department of Education and local school districts to inform parents, students and counselors of the new qualified admissions requirements and request that high school transcripts begin reflecting a student's grade point average in the Qualified Admissions Precollege Curriculum for those students who will be required to meet the revised standards that go into effect in 2015.

Why We Care

It is important that the public and K-12 be informed about the new admissions standards to ensure that students are adequately prepared for college. The ability for college admissions staff to quickly identify if students meet the curriculum and GPA requirements will increase efficiency in the admissions process.

Task Accomplishment

The Board of Regents developed communication strategies to inform parents, students, and high school

counselors of the new admissions requirements. New admissions brochures have been developed and are available to the public on the Board of Regents website. High school counselors received communication on the new standards as well as the availability of the brochures to share with students and parents. Board staff also engage in routine communication with the staff at the Kansas State Department of Education and have discussed the new standards, their impact, and promoted the availability of the brochures.

Board staff are working with staff at the Kansas State Department of Education on implementation strategies to publish the completion of a precollege curriculum and the GPA on each student's high school transcript.

The Future

Board staff will continue to educate audiences about the new admissions standards and will adapt communication strategies as necessary. Continued collaborative engagement with the Kansas State Department of Education will facilitate

the accomplishment of publishing the curriculum and GPA on the high school transcript no later than fiscal year 2014.

Our Progress



Incomplete

1.6 Increase Collaboration

Regents' universities will demonstrate increased collaboration including alignment within the Kansas higher education system through a biennial report beginning in the spring of 2013.

Why We Care

Postsecondary education is undergoing significant changes that make it important to increase efficiency. Meaningful alignment entails true collaboration in the use of resources and academic programming.

Task Accomplishment

This objective is in progress. Board of Regents staff have initiated discussion with Presidents and Chief Academic Officers regarding collaboration. Additionally, the Board has continued to emphasize the importance of this objective. Since the Board has been given oversight of the EPSCoR program, evidence of collaboration efforts at research institutions have become apparent.

The Future

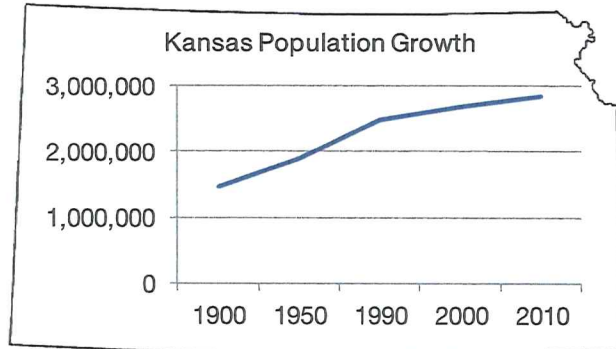
The Board of Regents will receive reports beginning in 2013 on collaboration efforts within the higher education system.

Our Progress



Incomplete

Increase Participation



Our Progress



No Change

Achieving a higher education credential or degree is central to the success of citizens in getting and retaining high-quality jobs and in meeting the workforce needs of Kansas. In order to accomplish this, it is imperative the public higher education system actively recruit and encourage citizens to engage in available educational opportunities to them.

According to the U.S. Census Bureau, the Kansas population grew by 6% during the last decade. Although the overall trend is positive, growth is not happening equally. More than 70% of Kansas counties lost population. Counties experiencing growth were located in, or adjacent to, urban areas. In addition to the loss of population in rural counties, the overall population continues to age while the number of young citizens declines. Another striking trend is the increase in the minority population. In the last decade, the Hispanic population has increased dramatically, up 59% since the 2000 Census.

These population trends indicate the higher education system must more fully engage minorities and adults who have not yet earned a higher education credential.

Eleven objectives have been established to increase the percent of Kansas citizens who have earned a postsecondary credential.

- 2.1 Mirror the Kansas Demography
- 2.2 Increase In-State Participation
- 2.3 Engage the 25-39 Population
- 2.4 Engage the 40-64 Population
- 2.5 Increase ABE Participation
- 2.6 Increase ESL Participation
- 2.7 Increase ABE Transitions
- 2.8 Increase Student Financial Assistance
- 2.9 Promote Out-of-State Recruitment
- 2.10 Provide Workforce Assistance
- 2.11 Enhance Distance Education

2.1 Mirror the Kansas Demography

By 2020 or before, Kansas will improve levels of participation, within each higher education institution and across the system, that reflects the racial, ethnic, and economic demography of the state with a special focus on the most underrepresented students as measured by biannual progress on the baseline year of 2010.

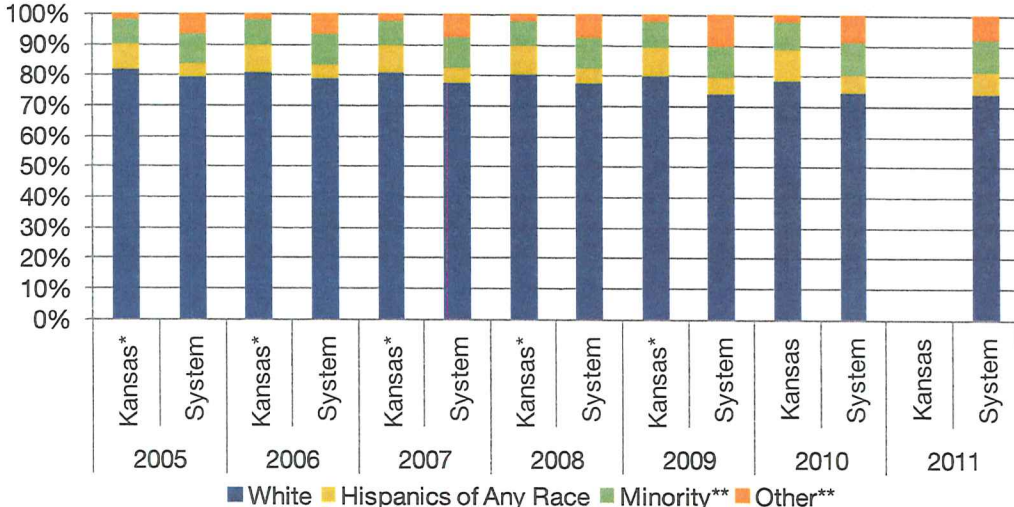
Why We Care

Participation rates reflect the higher education system’s effectiveness in recruiting and serving students from diverse cultural and socio-economic backgrounds. Based on employment projections that indicate the majority of job growth will occur in occupations requiring some level of postsecondary achievement and the aging of the Kansas population, improving levels of participation by underrepresented populations is a critical strategy.

Measure Accomplishment

Comparing the Kansas and System Enrollment Census data, the higher education system is attracting students that resemble the Kansas demography. While the system is enrolling more Hispanic

Kansas and Higher Education System Demography Comparison



*2005-2009 are estimates based on the U.S. Census Bureau’s American Community Survey.
 **Minority includes African American, American Indian, Asian, and Pacific Islander. Other includes Unknown and Two or More Races.
 Kansas Census - U.S. Census Bureau, System Enrollment Census - KBOR, KSPSD

students, the increases are not sufficient to mirror the rapidly expanding Hispanic demography in Kansas.

The Future

As socio-economic data becomes available, a clear picture of demographic comparisons will emerge. Additional recruiting emphasis is necessary if the

system is to more accurately reflect the growing Hispanic population.

Our Progress



Trending Toward Goal

2.2 Increase In-State Participation

By 2020 or before, Kansas will achieve “first in the nation” state status for in-state postsecondary participation among “traditional” students.

Why We Care

The number of Kansas high school graduates that enter a Kansas postsecondary institution reflects the high quality educational experiences available and the confidence students have in those choices. Attracting and retaining Kansas high school students into in-state postsecondary institutions also reflects the ability of the system to protect a valuable state resource because students that are educated in Kansas are more likely to remain Kansas citizens following graduation.

Measure Accomplishment

Kansas’ ranking for in-state going rate for Kansas high school graduates has fluctuated greatly during the past five years, while the rate has remained relatively consistent.

**In-State Postsecondary Participation
Percent of Kansas High School Graduates
Going Directly to a Kansas Public Postsecondary Institution**

	1999-2000		2001-2002		2003-2004		2005-2006		2007-2008	
	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate
Kansas	2	59	23	47	6	53	9	56	12	56
Top State	NA	59	NA	60	NA	60	NA	69	NA	72

The Future

Institutions have recruiting plans and incentives in-place to attract Kansas high school graduates. Since trends in high school graduates are predicted to remain relatively flat, a special effort on attracting and retaining Kansas students in Kansas postsecondary institutions will be essential to achieve this goal.

Our Progress



No Change

2.3 Engage the 25-39 Population

2.4 Engage the 40-64 Population

By 2020 or before, Kansas will achieve “top five” state status for participation of adults between the ages of 25-39 with only a high school diploma.

By 2020 or before, Kansas will achieve “top five” state status for participation of adults between the ages of 40-64 with only a high school diploma.

Why We Care

According to the U.S. Census Bureau, 52% of Kansans (957,153) over the age of 25 graduated from high school but have not obtained a postsecondary credential.

Adults between the ages of 25 to 39 are of prime age to start or complete a credential that adds value to the individual, their family and the workplace. Kansas is above the national average in the number of adults between the ages of 40 to 64 who participate in the workforce.

Encouraging adults without a postsecondary credential to enter higher education is vital if Kansas is to have the highly-skilled workforce necessary to succeed in the global economy.

Higher Education Participation per 1,000 Adults 25-39 With Only a High School Diploma

	Rank	Rate
Kansas	12	415
National Average	NA	377
Top 5 State	5	490

Higher Education Participation per 1,000 Adults 40-64 With Only a High School Diploma

	Rank	Rate
Kansas	15	78
National Average	NA	76
Top 5 State	5	128

National Center for Education Statistics—Fall 2009 Enrollment Data

U.S. Census—2009 American Community Survey.

Measure Accomplishment

Although Kansas is performing above the National Average on both measures, improvement is necessary to achieve “top five” state status.

The Future

The Board of Regents is encouraging postsecondary institutions to recruit students in the targeted age group and to provide learning opportunities to meet their needs. Recruitment of these non-traditional students will require alternate delivery systems and changes within the admissions process.

Our Progress



No Change

2.5 Increase ABE Participation

By 2020 or before, Kansas will achieve the national average for enrollment of those with less than a high school diploma in the state-administered Adult Basic Education (ABE) programs.

Why We Care

Encouraging adults without a high school diploma or equivalency to enter into the Adult Basic Education program is the first step in enabling these individuals to improve their skills. With the skills learned, these individuals can enter the postsecondary system or return to the workforce with the potential for higher earnings.

Measure Accomplishment

In FY10, we served 5,300 participants. Using FY10 as our baseline, we would need to serve approximately 7,950 Kansans annually to be at the national average.

ABE Participation per 1,000 Adults 18-64 without a High School Diploma

	Rate
Kansas	24
National Average	37

CAEL, 2009

The Future

There is a correlation between spending and the numbers of adults served. On average, states which meet the national average provided a 227% match to federal funding. Kansas meets the minimum match requirement, 33%. Increasing the state match for ABE programs, coupled with the existing performance based funding for individual ABE programs, will be required to make progress on this objective.

Our Progress



No Change

2.6 Increase ESL Participation

By 2020 or before, Kansas will achieve the national average for enrollment of those with limited or no English language proficiency in English as a Second Language (ESL) programs.

Why We Care

In order to fully engage in the American experience, it is vital that citizens whose first language is not English have the opportunity to learn English in a supportive teaching environment. ESL programs offer Kansans such an opportunity, fill a vital role in helping individuals fully integrate into communities, and provide additional opportunities for graduates in employment and education. With more non-English speakers making their home in Kansas, it is vital that these programs remain available to support and integrate this population.

Measure Accomplishment

In FY10, we served 3,500 participants. Using FY10 as our baseline, we would need to serve approximately 5,100 Kansans annually to be at the national average.

ESL Participation per 1,000 Adults 18-64 Who Speak English Less Than Very Well

	Rate
Kansas	61
National Average	88

CAEL, 2009.

Currently, we have 670 individuals on the ABE waiting list, of which one-half are in need of ESL services. Persons who need ABE services are usually on the waiting list from 4-8 weeks. However, persons on the waiting list who need ESL services often have to wait 12-16 weeks.

The Future

Progress on this objective will require additional funding.

Our Progress



No Change

2.7 Increase ABE Transitions

By 2020 or before, Kansas will double the percentage of Kansas ABE participants who achieve the goal of continuing on to postsecondary education.

Why We Care

By 2018, an estimated 64% of Kansas jobs will require some level of postsecondary achievement. Helping ABE participants successfully transition to postsecondary is necessary to develop the workforce needed for the future.

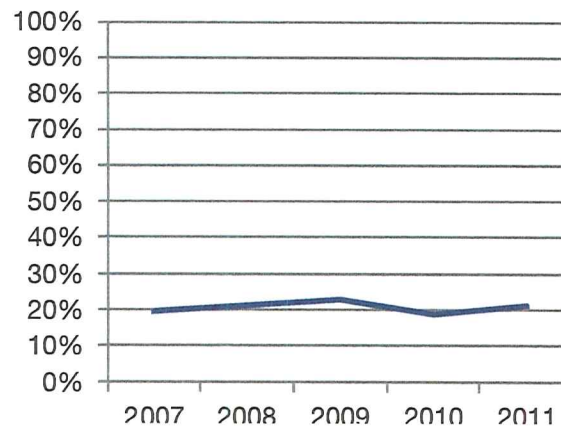
Measure Accomplishment

Although the trend of ABE participants who continue their education at the postsecondary level is rising, the rate has remained relatively constant since 2004.

Kansas has been awarded grant programs that help ABE participants capitalize on success.

Kansas Health Professions Opportunity Program. Funded by the U.S. Department of Health & Human Services, the grant offers integrated technical skills, comprehensive support services and incentives for GED completion.

ABE Participants Transitioning to Postsecondary



Kan-GO I and II. Funded with Workforce Investment Act incentive funds, the programs create a stronger system to move adults from ABE to high-demand postsecondary technical education programs.

Kansas Next Step. Funded by a grant from the Office of Vocational and Adult Education, this program piloted transition programs enabling collaboration between ABE and postsecondary faculty to ensure curriculum demands of higher education were taught.

AO-K. Awarded in late fall 2011, and funded by private foundations, the program puts ABE students on track to earn a postsecondary credential while in an ABE program.

The Future

Kansas has pursued a vision for helping ABE participants access postsecondary education and earn a certificate or credential. This vision, coupled with the grants, should help Kansas achieve this objective. Also, additional funding for ABE will improve participation and increase the likelihood that more participants will transition to a postsecondary program.

Our Progress



No Change

2.8 Increase Student Financial Assistance

By January of 2011, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to provide need-based assistance to students at public universities.

Why We Care

Affordability can be a significant barrier to postsecondary access and increasing student debt loads are a growing concern. Declining state support of the postsecondary system, increasing tuition, and limited trend data on net prices and increasing student borrowing point to fewer affordable options at a time when attaining a higher education is critical for success in work and life.

Task Accomplishment

During the 2011 Legislative Session, the Board of Regents proposed a new \$10 million need-based financial aid program for state university students entitled Kan-Help. Despite the best advocacy efforts, the proposal was not approved by the Legislature.

The Future

Students and their families continue to voice concerns about growing student debt and the need for increased financial aid. The Board of Regents has proposed a similar, although more modest, enhancement to the need-based financial aid program for the 2012 Legislative Session.

Our Progress



Incomplete

2.9 Promote Out-of-State Recruitment

By September of 2012, the Board of Regents, in cooperation with state university leaders, will develop an initiative aimed at bringing additional out-of-state students into Kansas to pursue their postsecondary studies.

Why We Care

The number of Kansas high school graduates is predicted to remain relatively flat through 2021 (National Center of Education Statistics). Recruiting out-of-state students to Kansas postsecondary institutions is an opportunity to maintain necessary levels of enrollment in programs, represents an opportunity to recruit long-term residents to the state, and can increase the availability of high-skilled and educated Kansans necessary to sustain a vibrant workforce and economy.

Task Accomplishment

Although a system plan does not exist for recruiting out-of-state students, each institution has recruiting plans. Additionally, the Board of Regents has approved a number of incentive programs developed by institutions to attract out-of-state students.

The Future

The Board of Regents will develop and endorse an out-of-state recruiting plan with measurable goals by September of 2012.

Our Progress



Incomplete

2.10 Provide Workforce Assistance

By January of 2012, the Board of Regents will develop and submit for legislative consideration, a proposal that would authorize new state funding to provide need-based student assistance for two-year, certificate, and part-time students with an initial focus on those students who pursue studies that lead to jobs in high demand areas of the state's economy.

Why We Care

With lower prices and geographical proximity to many students, community and technical colleges provide education and training opportunities that would otherwise be unavailable to many. As the need for postsecondary attainment increases, ensuring affordability and access to two-year institutions is critical. Kansas does not have a need-based student assistance program available to those attending two-year institutions.

Task Accomplishment

The Board of Regents has included a redesign of the vocational scholarship program in its FY13 Legislative Initiatives. The out-dated existing program will be

redesigned to a technical education grant program available to students enrolled in high-demand, high-cost programs at two-year institutions. If approved and funded at an increased amount, the grant would serve approximately 500 students.

The Future

Many students at two-year colleges access the federal Pell Grant program for need-based assistance. This program is at risk of either being reduced or changing eligibility requirement which would reduce availability to students. Also, efforts to attract more adults to attend higher education to obtain a certificate or degree will require continued efforts to establish and fund a financial aid program.

Our Progress



Incomplete

2.11 Enhance Distance Education

By the summer of 2012, Regents' institutions will have an approved plan to meet the Regent's policy on distance education which includes the use of alternative delivery systems to accommodate the variety of student educational needs.

Why We Care

Online learning opportunities broaden access to postsecondary institutions, especially for those Kansans who are place-bound or those who find the flexibility of online learning (anyplace/anytime) to be the best delivery model given professional or personal demands. Online learning opportunities also provide a valuable outreach tool for Kansas institutions to educate people in other states and other countries. As the global economy impacts higher education, it is imperative that Kansas is well positioned to capitalize on the opportunities.

Task Accomplishment

In accordance with the Board of Regents policy, each state university has submitted a plan for distance education. The plans reflect the individual mission of each

institution and provide a breadth of opportunities available to Kansans through distance learning. Some highlights include:

- Emporia State University offers 26 undergraduate and graduate programs online, and offers an E-Learning Institute to faculty each spring to promote professional development.
- Fort Hays State University has 92 programs available online. The Virtual College, created in 1997, offers a range of support services, resources and structures to facilitate the creation of online programs.
- Kansas State University offers 48 bachelor degree completion, graduate and certificate programs online.
- Pittsburg State University currently offers nine programs online. The university is establishing an E-Learning Academy to provide professional development for faculty to learn the skills necessary to successfully develop and teach on-line courses.
- The University of Kansas offers 10 programs and has established priorities

for online distance education. Six staff members are dedicated to assist faculty with online course development.

- Wichita State University has four program areas in the final stages of development.

The Future

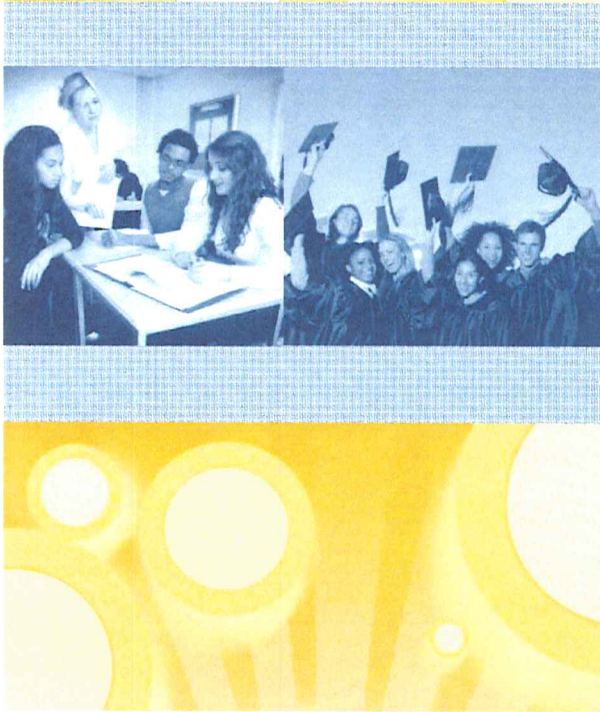
The Board of Regents will monitor institution performance based on the submitted plans and will validate updated distance education plans for each university in 2013.

Our Progress



Complete

Improve Retention & Graduation Rates



Our Progress



No Change

In order for Kansas to experience the full benefits of having a highly educated citizenry, it is imperative that students who enter the higher education system leave with a credential.

Retention and graduation rates are traditional benchmarks in higher education. Of particular interest for the Kansas system is the number of students that enter the Kansas public higher education system at one institution in year one and are retained at any Kansas public higher education institution in year two. This system retention rate is preferred to the more traditional institution rate because it better reflects the desired goal of improving access within the system and more accurately captures the mobility of students. The system graduation rate is also of particular interest as opposed to the more traditional institution graduation rate. The system rate better reflects improved access across the system.

These measures are clear indications of the system's overall effectiveness in delivering education. The measures also complement each other as retention rates are highly correlated to graduation rates.

The Board of Regents have established four bold objectives to encourage measurable improvement in both retention and graduation rates.

- 3.1 **Recruit Non-Completers Back**
- 3.2 **Improve System Retention**
- 3.3 **Improve System Graduation**
- 3.4 **Improve Educational Attainment**

3.1 Recruit Non-Completers Back

By September of 2012, the Board of Regents, in cooperation with higher education institution leaders, will develop an initiative aimed at identifying and recruiting back into the higher education system working adults who have earned substantial credit but have not finished the work necessary to earn a credential or degree.

Why We Care

Earning a postsecondary credential is becoming increasingly vital to work and life success. According to a January 2011 Lumina Foundation Policy Brief, 370,000 Kansas adults had completed some college but not earned a degree. Many of these individuals are working adults.

The large number of non-completers in Kansas is a population the public higher education system must engage to ensure an adequate workforce for the economic success of the state.

Task Accomplishment

Kansas postsecondary institutions have begun initiatives targeted at non-completers. Planning is underway to

engage institution leaders to develop a recommended initiative for the system.

The Future

The Board of Regents in September of 2012 will endorse a recruiting plan with measureable goals aimed at working adults who have earned substantial credit but not yet earned a credential.

Our Progress



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3.2 Improve System Retention

By 2020 or before, Kansas will achieve a 10 percentage point increase in first-to-second year retention rates across the higher education system.

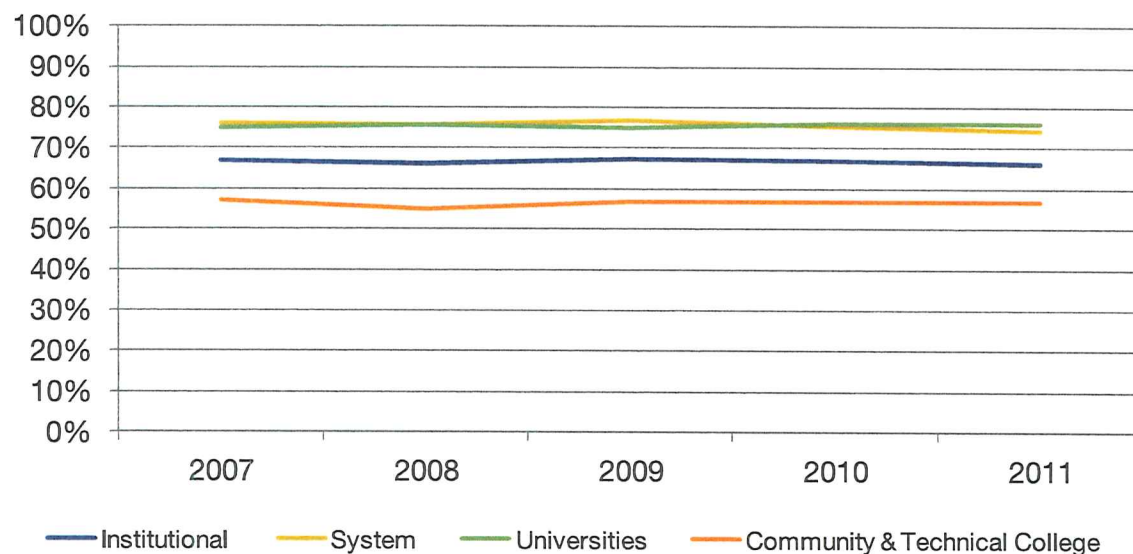
Why We Care

The Kansas public higher education system annually educates more than 200,000 Kansas postsecondary students. Because retention rates are highly correlated to graduation rates, measurable improvement in retention rates are vital to improving graduation rates and the overall educational attainment rate of Kansas citizens.

Measure Accomplishment

Retention of first-time, full-time degree seeking students is slightly declining. The exclusion of part-time students is a data limitation. The Board has selected 2010 as the baseline year. The objective of achieving a 10 percentage point increase requires the system retention rate to improve to 84%.

Higher Education Retention Rates



KSPSD Fall Enrollment and Completion Files

The Future

All Kansas institutions are actively engaged in retention efforts. The Board of Regents will monitor success and encourage institutions to share knowledge and experiences on this vital issue.

Our Progress



No Change

3.3 Improve System Graduation

By 2020 or before, Kansas will achieve a 10 percentage point increase in the six-year graduation rate for public universities and the three-year graduation rate for community and technical colleges.

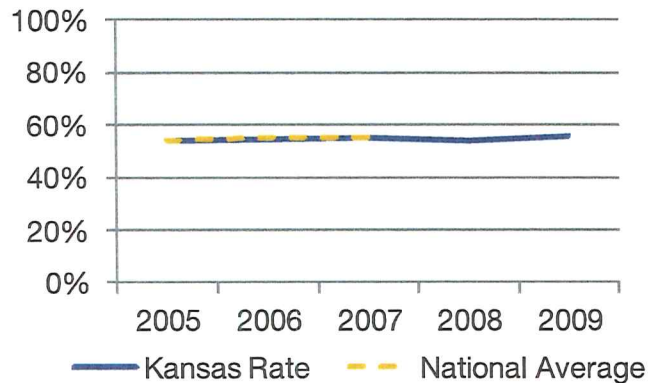
Why We Care

Degree completion is a clear measure of student and institutional success. A high value on this measure benefits Kansas in two ways: 1) it leads to higher degree production and a better educated citizenry, and 2) demonstrates an efficient postsecondary pipeline as students move through the education system at higher rates which is more cost efficient.

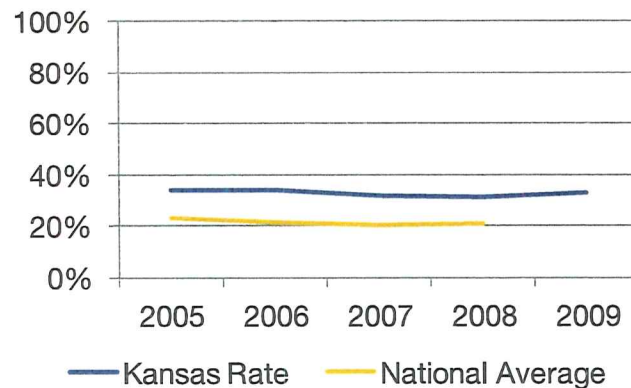
Measure Accomplishment

Graduation rates at the both 4-year and 2-year institutions have remained relatively flat. The objective of achieving a 10 percentage point increase in three- and six-year graduation rates will require improvement to 43% and 65% respectively.

University 6-Year Graduation Rates



Community & Technical College 3-Year Graduation Rates



The Future

A key indicator for improving graduation rates will be the institutions' ability to improve retention rates. Additional study is needed in defining graduation rates for two-year colleges.

Our Progress



No Change

3.4 Improve Educational Attainment

By 2020 or before, Kansas will achieve “top ten” state status for the percentage of students who have earned an associate degree or higher.

Why We Care

Increasingly, economic success for the state and the individual will depend on attaining some level of postsecondary success. Increasing national attention on higher education attainment has highlighted the importance of this objective. A national goal for higher education achievement in the population has been established at 60%.

Measure Accomplishment

Kansas consistently ranks in the top 20 of states for the percentage of citizens who have earned an associate degree or higher, but there has been little change in the overall rate of achievement.

The Future

Numerous initiatives are targeting degree attainment. Success on this objective will depend, in part, on efforts aimed at improving retention and associate degree

Percent of Kansans with Associate Degree or Higher

	2005		2006		2007		2008		2009		2010	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Kansas	19	38	18	38	17	39	16	40	18	39	18	41
Top 10 State	NA	43	NA	43	NA	44	NA	44	NA	44	NA	44

U.S. Census

attainment rates. Cooperative efforts between two- and four-year institutions could accelerate progress.

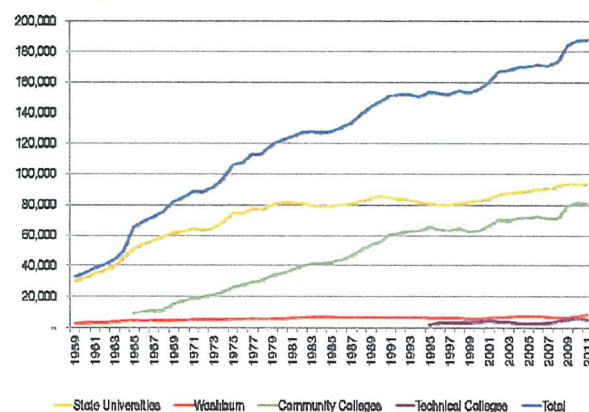
Our Progress



No Change

Enhance Student Success

Higher Education Enrollment Growth



Postsecondary education institutions are educating greater numbers of students than ever before. In the knowledge-based economy, obtaining a postsecondary credential is increasingly vital for personal economic success.

Earning a postsecondary credential should mean that graduates have the foundational skills, such as oral and written communication, technical and numerical literacy, critical thinking and problem-solving, essential for success in work and in life. Although assessing foundational skills can be a challenge, it is critical that the system be able to collect and report data on learner outcomes.

The Board of Regents established three task objectives that will help move the system toward a comprehensive measurement, assessment and reporting strategy of these vital foundational skills. As the tasks are completed, it is anticipated specific measurement-based objectives will

be developed to ensure improvement is occurring.

- 4.1 Define Foundational Skills
- 4.2 Develop Skills Measures
- 4.3 Report Foundational Skills

Our Progress



Incomplete

During the 2010-11 academic year, the Board of Regents' system-wide learner outcomes task force, in consultation with the university Chief Academic Officers, shall make recommendations regarding the identification and measurement of foundational skills (such as oral and written communication, technical and numerical literacy, critical thinking and problem-solving) which institutions will report to the Board.

During the 2011-12 academic year, the Board of Regents will adopt a framework that enables each institution to report on the measurement of foundational skills identified as essential to success in work and in life.

Beginning in fiscal year 2014, each Regents institution will report to the Board on assessment of learner outcomes, and based on the initial results, institutions will develop goals for each outcome to be included in performance agreements.

Why We Care

The increasing requirement of postsecondary attainment in the workforce means that more students are entering the postsecondary system. Without mastery of foundational skills necessary for work and life, just obtaining a credential is not enough. The Kansas public higher education system must be more intentional about identifying and measuring these skills in order to help the citizenry and the state meet its full economic potential.

With little consensus on how foundational skills should be measured across the postsecondary industry, it is imperative that Kansas have consistent and clear measurement definitions.

Task Accomplishment

Although progress has been made in understanding the foundational skills and areas to be assessed, no recommendations have been made to the Board for consideration. The institutions are considering how to utilize the learner

4.1 Define Foundational Skills

4.2 Develop Skills Measures

4.3 Report Foundational Skills

outcomes required for Higher Learning Commission accreditation as the measures to be used.

The public postsecondary institutions have submitted preliminary proposals for assessing student outcomes. The System Council of Chief Academic Officers will review the proposals and develop a system proposal for consideration by the Board during the fall of 2012.

The Future

Beginning in fiscal year 2014, the Board of Regents will receive annual reports on learner outcomes in order to monitor performance.

Our Progress



Incomplete

Align with Kansas Workforce Needs



According to a study by Georgetown University, 64% of Kansas jobs will require some level of postsecondary attainment by 2018. The public higher education system is the largest producer of individuals with the skills and credentials necessary to fuel the Kansas economy and meet the projected workforce demands.

The postsecondary system balances the needs and desires of the individual seeking personal growth with the demands of the economy. Responding to these evolving, and sometimes incongruous, needs can be challenging. Viewing the system from only one lens, workforce production or personal growth, is not effective or productive as all postsecondary achievement is relevant.

Although all credentials have value, certain credentials are highly desired to respond to workforce and economic demands. The Board of Regents has developed a mixture of tasks and measures to recognize the extraordinary responsibility the system has

in developing the workforce necessary for economic success.

- 5.1 **Workforce Needs Report**
- 5.2 **University Research Initiatives**
- 5.3 **STEM Awards**

Our Progress



Incomplete / Exceeding Objective

5.1 Workforce Needs Report

By December of 2011, the Board will begin receiving an annual report on the workforce needs of the state and the number of persons educated in the higher education system to fill those needs to determine alignment and gaps.

Why We Care

Economic prosperity relies on an educated workforce. In order for Kansans to succeed in the workforce they must have a postsecondary education that matches demand occupations. While college completion ensures individuals have higher average lifetime earnings than those without a degree, different credentials lead to different careers, and significantly different earnings. Targeting resources to meet the evolving needs of the economy can be accomplished if routine workforce analysis data is collected, analyzed and reported.

Task Accomplishment

The Board of Regents received the first Workforce Alignment Report in December 2011. Some of the conclusions of that report are as follows:

- The level of higher education affects lifelong earnings for Kansas citizens and the fastest growing and highest wage jobs in Kansas will require postsecondary education.
- The type of degree/certificate program completed affects lifelong earnings. The Board should ensure that Kansans are aware of these differences as they choose postsecondary programs of study.

The Future

To inform strategic direction, it is important to understand the influence of higher education completion on occupational earnings and career direction. A robust data system complete with job placement and earnings information is necessary to make wise program decisions. The Board should use this information to develop strategic initiatives that address workforce

shortages needing postsecondary graduates.

Our Progress



Incomplete

5.2 University Research Initiatives

By December of 2012, the Board will begin receiving an annual report on the university research initiatives designed to meet the needs of the Kansas economy.

Why We Care

University research contributes to the personal and economic well-being of the state. Linking research to the economy is essential to further understanding of the critical role research plays in the state and nation.

Task Accomplishment

The Board has established a Council of Chief Research Officers which meets on a periodic basis. The Council has been asked to give an update to the Board in the spring of 2012 on research initiatives and collaboration.

The Future

The first University Research Initiative Report will be delivered to the Board in December of 2012. The report will provide information on research that directly benefits the economy.

Our Progress



Incomplete

5.3 STEM Awards

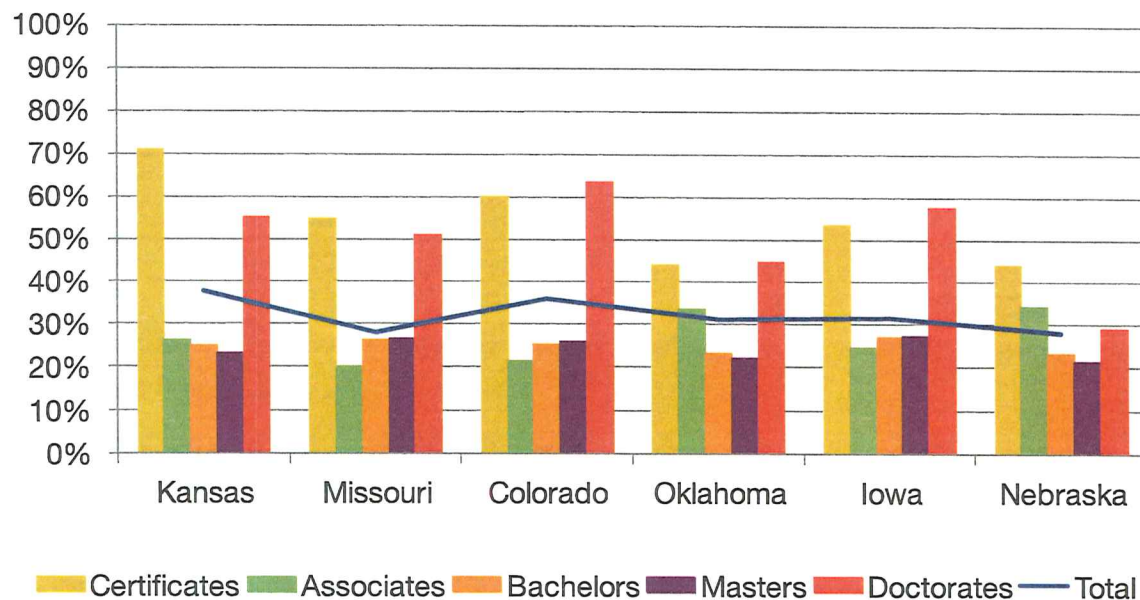
By 2020 or before, Kansas will achieve or exceed the regional average for percentage of credential or degrees awarded in science, technology, engineering and mathematics (STEM) fields.

Why We Care

Employers worldwide express a desire for graduates in STEM disciplines. A recent Georgetown University Center of Education and the Workforce study concludes that there is a need for workers across disciplines and the economy with STEM competencies and credentials. In order to compete successfully for jobs in the current and future global economy, Kansas graduates need a basic grounding in science and mathematics.

Measure Accomplishment

Kansas has a larger percentage of graduates in STEM fields compared to other states in the region. In fact, a report presented in December of 2011 at a workforce forum in Wichita indicated that Kansas ranked second in the nation in the number of STEM graduates per capita.



Kansas Board of Regents KSPSD and IPEDS 2010.

The Future

Although the goal is met, the need for STEM graduates and graduates with STEM competencies remains great. One of the challenges facing Kansas is the ability to retain STEM graduates in the Kansas workforce. The Board will continue to monitor STEM trends to ensure the postsecondary system is meeting this economic need.

Our Progress



Exceeding Objective

Ensure State University Excellence

State Universities have a variety of tools available to attract the best and brightest minds. The Board of Regents has asked state universities to develop bold goals that will captivate the intellectual capital of each institution.

These goals may translate into positive movement in national higher education rankings, but the intent is to focus on improvement that will propel institutions forward and will inspire excellence in teaching, research and service.

6.1 University Rankings

6.2 Mission Driven Research

Our Progress



Incomplete

6.1 University Rankings

By June of 2011, Regents' universities will identify benchmarks of excellence in comparison with peer institutions and establish goals to pursue in order increase regional, national, and/or peer rankings.

Why We Care

Great universities not only serve a variety of intellectual and professional needs of individuals and society, but also continually aspire to be better. It is upon this premise that the Board has required each university to measure itself against rankings and/or peers.

Task Accomplishment

Beginning in the fall of 2011, Regents university CEOs began identifying the aspirational goals and benchmarks that they established for their respective universities. These can be found online at:

Emporia State University
www.emporia.edu/strategicplanning/

Fort Hays State University
www.fhsu.edu/president/Strategic-Plan-2011/

Kansas State University
www.k-state.edu/2025/

Pittsburg State University
www.pittstate.edu/office/president/initiatives/planning/strategic-plan.dot

The University of Kansas
www.provost.ku.edu/planning/

Wichita State University
webs.wichita.edu/?u=pcampbell&p=matrixfront

The Future

The goals identified by the institutions will become reportable and will enable the Board and CEO to determine progress and make adjustments as needed.

Our Progress



Incomplete

6.2 Mission Driven Research

By June 2012, Regents' universities, according to mission, will identify areas for expansion of research capacity and/or focus and will establish goals to pursue.

Why We Care

Research is critical to driving discovery and innovation at the state's universities, and to furthering the Kansas economy. It takes many forms, e.g., publication, performance, composition, and artistic creation. The fact that Kansas' six state universities have different mission orientations—the broadest distinction being between heavily research-oriented and regional universities--makes it imperative that each institution's core research emphases reflect its unique mission.

Task Accomplishment

Each university, consistent with its mission, has procedures in place for encouraging development of new research efforts, recruiting faculty with research potential, and rewarding faculty and student research of various types.

In spring 2011, the Board of Regents created a Council of Chief Research Officers (COCRO) that reports to the Board through the Council of [University] Presidents. COCRO is responsible for developing a state research and development plan that identifies core science and technology sectors that are strong in Kansas and which have the potential both to achieve world class research and development stature and to establish economic viability.

The Board delegated to COCRO the responsibility for coordination of the Experimental Program to Stimulate Competitive Research (EPSCoR). The state research and development plan will also play a role in determining how state funds are distributed for the purpose of matching federal grants in accordance with federal EPSCoR requirements.

The Future

The Council of Chief Research Officers meets quarterly to promote the research missions of the Kansas university system, including undergraduate and graduate research programs. It is also charged with making presentations and/or recommendations to the Kansas Board of Regents at the request of the Council of Presidents on issues related to the nature, impact and needs of research in system universities. Research officers, through the Council of Presidents, will recommend a list of areas for expansion and/or development of research with accompanying goals.

Our Progress



Incomplete

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