

KANSAS BOARD OF REGENTS



Foresight 2020

A Strategic Agenda for Higher Education in Kansas

★ LEADING HIGHER EDUCATION ★



Why Does Kansas Need a Strategic Agenda for Higher Education?

- ★ ***The Mission*** – The Kansas Board of Regents shall pursue measurable continuous improvement in the quality and effectiveness of the public postsecondary educational system in Kansas, with expanding participation for all qualified Kansans.
- ★ ***Foresight 2020*** provides an instrument for ensuring that KBOR is “on track” and mission-focused as it leads the Kansas system of higher education.
- ★ ***Foresight 2020*** provides goals/objectives that constitute a road map for system improvement and a mechanism for retaining focus on objectives that are critically important for the State of Kansas, while also leaving space for institutions to pursue initiatives and objectives that are institutionally-driven.



Why Does Kansas Need a Strategic Agenda for Higher Education

- ★ ***Foresight 2020*** constitutes a public statement from the Board of Regents regarding what matters most to the state's higher education leaders, and it represents a public commitment to move the system toward purposeful improvement in those areas.
- ★ ***Foresight 2020*** positions the Kansas system of higher education to enhance opportunities for student success, meet the workforce needs of the Kansas economy, and function effectively as the engine for economic growth and vitality for the State of Kansas.



***Foresight 2020 –
Constructed Around Five Critically Important Pillars***

- ★ **Educational Systems Alignment**
- ★ **Robust Participation in the Higher Education System**
- ★ **Increased Persistence and Credential Production**
 - ★ **Sharp Focus on Learner Outcomes**
 - ★ **Alignment With the Kansas Economy**



Pillar #1: Achieve the Alignment of the State's K-12 Education and Higher Education Systems

Why This Matters –

- ★ Students in Kansas are ill-served when the expectations for what a student should know/be able to do for high success fail to match-up with expectations for what they should know/be able to do to successfully launch their pursuit of postsecondary education.
- ★ When this misalignment exists, stretched and limited resources must be diverted to support the delivery of more remedial/developmental education than should otherwise be necessary.



- ★ When this misalignment exists, students are more likely to fail when they enter the postsecondary system -- stigmatizes the students, reduces the likelihood that they will acquire the education and training they need to meet their own work objectives and the workforce needs of the state's economy, and generates wasteful expenditures – for the students and for the institutions.
- ★ When K-12 and postsecondary system expectations are aligned, seamlessness is enhanced, as are student opportunities to thrive



What We Know –

- ★ ***Data that provides meaningful insight regarding this important issue is difficult to find, but we do know that . . .***
- ★ Postsecondary institutions in Kansas deliver varying amounts of developmental programming on their campuses, with the state's community colleges delivering particularly high levels of such education.
- ★ National data supports the existence of a profound disconnect between what secondary educators believe a high school graduate ought to know/be able to do, and what postsecondary educators believe such students should know/be able to do for success as they begin their postsecondary studies.



- ★ A focus on systems alignment will benefit students, enable the system to deploy resources more effectively, and produce improved rates of postsecondary success for students across the state of Kansas.



Foresight 2020 Strategic Objectives –

- ★ **By June 2011**, the Board of Regents will adopt a set of state university admissions standards that send clear messages to the state's high school students about the level of preparation required to achieve success at institutions within the state system.
- ★ Through the Kansas P-20 Education Council, the Board will work with the Council as it continues its effort to identify and eliminate the gaps that currently exist between the K-12 completion and postsecondary preparation expectations.



Pillar #2: Achieve Participation in the State’s Higher Education System that is Increasingly Robust, Reflects the Demography of the State, and More Fully Engages Adult Learners

Why This Matters –

- ★ Any meaningful and credible analysis of the developing global economy tells us that some postsecondary credential – whether a one-year technical certificate from a technical college, a two-year associates degree from a community college, or a four-year bachelors degree or advanced degree from a university – is increasingly necessary for success in the workplace.
- ★ The Good News: Kansas has long been a “high participation” state based on strong tradition that places great value on pursuit of postsecondary education.



- ★ The Challenge: With Kansas's flat-to-shrinking population base, even its traditionally high levels of participation might be insufficient, over time, to produce the volume of trained workers necessary to retain high-quality employers and sustain a vibrant economy.
- ★ The Bottom Line: Kansas must boost levels of participation in its postsecondary education system to maximize its opportunity for economic vitality over the course of the next decade. There are at least three roads that could lead to increased participation: increasing the college going rate (with a particular emphasis on Hispanic students), expanding participation by adult learners, and recruiting more non-Kansans into the state to pursue higher education.



What We Know –

- ★ Kansas is a high participation state for traditional students, but is not the top state in this regard. Its population is declining, which means that even high rates of participation fail to ensure that workforce and other state needs will be met.
- ★ With the significant exception of the state's Hispanic population (which is also the state's most rapidly growing segment), the racial/ethnic make-up of the state's higher education enrollments is typically at least equal to levels reflected in Kansas's general population. However, Hispanics represent approximately 8% of the state's population, yet currently represent only 3% of the enrollment in four-year institutions and 6% of the state's two-year institutions.



- ★ Kansas enjoys levels of postsecondary participation among adult learners that is above average nationally for adults aged 25-39 with only a high school diploma and below average for those similarly situated aged 40-64.
- ★ Nearly 500,000 working-age (18-64) Kansans have earned some postsecondary credit, but have no postsecondary credential.
- ★ Kansas provides no state-funded, need-based student financial assistance for students who either attend 2-year institutions or pursue their postsecondary studies part-time.

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- ★ The state's Adult Basic Education program enjoys an outstanding reputation for quality, and has received impressive national recognition for its effectiveness. However, most program sites are burdened with long waiting lists,. Thus, the program fails to serve many who seek its services. It is an excellent program that lacks sufficient capacity to meet the needs of Kansans.
- ★ Kansas is below the national average for adults enrolled in state adult basic education programs with less than a high school diploma.
- ★ Kansas is below the national average for adults enrolled in English as a second language programs with little/no English proficiency.



Foresight 2020 Strategic Objectives –

- ★ Achieve and maintain levels of participation, within each institution and across the entire system, which at least reflect the racial and ethnic demography of the entire State of Kansas. This requires a significant push to increase the level of Hispanic participation across the system.
- ★ Achieve First in the Nation State Status for in-state postsecondary participation (the college going rate) among “traditional” students. The Kansas in-state going rate is 53% -- third in the nation. To achieve First in the Nation status would require improvement to above 59.7% (South Carolina)



- ★ Achieve Top 5 State Status for participation of adults (aged 25-39) with only a high school diploma. 238 per 1000 of such Kansans currently participate, which is above the national average of 190 per 1000; movement into the Top 5 would require that 317 per 1000 do so.
- ★ Achieve Top 5 State Status for participation of adults (aged 40-64) with only a high school diploma. Only 48 per 1000 of such Kansans currently participate, which is slightly above the national average of 47 per 1000; movement into the Top 5 would require that 103 per 1000 do so.

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- ★ Achieve the national average for the enrollment of those with limited or no English language proficiency in English as a Second Language (ESL) programs. 83.3 per 1000 of such Kansans are enrolled in ESL programs; the national average is 101 per 1000.
- ★ Achieve the national average for enrollment of those with less than a high school diploma in our state-administered Adult Basic Education program. 55 per 1000 of such Kansans are currently participating in ABE programs; the national average is 101 per 1000.
- ★ Double the percentage of Kansas ABE participants who express and achieve a goal of continuing on to postsecondary education after completion of their ABE program. Currently, 14% of ABE participants are in this category; the goal would be to double that level to 28%.



- ★ **By January 2012**, the Board of Regents will develop and submit for legislative consideration a proposal that would authorize new state funding to expand the state's Comprehensive Grant Program to provide need-based student assistance for two-year and part-time students. As a starting point, this aid could be targeted to such students who pursue studies that lead to jobs in high-demand areas of the state's economy. This initiative would also include a proposal to increase state funding for adult basic education.
- ★ **By September 2012**, the Board of Regents, working with state university leaders, will use the Board's newly-acquired tuition waiver authority to fashion something like a “**Kansas: It's a Great Place to Learn!**” initiative that will bring additional numbers of out-of-state students into Kansas to pursue their postsecondary studies



Pillar #3: Achieve Meaningful Improvement in Persistence and Completion Rates for Institutions Across the State's Higher Education System

Why This Matters –

- ★ The importance of increased persistence and completion rates and the value to be derived from improving institutional and system performance in those areas is self-evident.
- ★ While robust participation in the state's higher education system is critically important, that participation loses much of its value if students who launch their studies either (1) fail to continue them or (2) return for some limited duration, but ultimately fail to complete their programs of study.



- ★ To meet the increasing demand for workers with some postsecondary credential – certificate, two-year degree, four-year degree, and beyond – high levels of persistence and completion are essential.



What We Know –

- ★ Whether assessed by the traditional measures that have been used to determine persistence and completion performance (IPEDS) or assessed through the use of emerging approaches (National Clearinghouse), our rates fall below the most high-performing of our ***Foresight 2020*** peers.
- ★ Collectively, our research institutions currently retain 77.5% of their students from their first to second year. The average first-to-second year retention rate for their ***Foresight 2020*** peers is 80%. The rate for the top performing peer is 91%, for the fifth-best, it is 84%.



- ★ Collectively, our research institutions graduate 53.3% of their students within six years, as measured by IPEDS, and 78% of their students within six years as measured by National Clearinghouse data.
 - The IPEDS average for their ***Foresight 2020*** peers is 57.6%. The National Clearinghouse average is 80%.
 - The IPEDS rate for their top performing peer is 74.3%. The National Clearinghouse top performer is at 90%.
 - The IPEDS rate for their fifth-best peer is 67.4%; the fifth-best National Clearinghouse rate is 87%.



- ★ Collectively, our comprehensive universities currently retain 71.2% of their students from their first to second year. The average first-to-second year retention rate for their **Foresight 2020** peers is 71.4%. The rate for the top performing peer is 82%; for the fifth-best, it is 77%.

- ★ Collectively, our comprehensive universities graduate 48.2% of their students within six years, as measured by IPEDS, and 68.5% of their students within six years as measured by National Clearinghouse data.
 - The IPEDS average for their **Foresight 2020** peers is 46.2%. The National Clearinghouse average is 73.8%.



- The IPEDS rate for their top performing peer is 65.3%. The National Clearinghouse top performer is at 84.2%.
- The IPEDS rate for their fifth-best peer is 55.5%; the fifth-best National Clearinghouse rate is 79%.
- ★ Collectively, our two-year institutions retain their students at a rate of 57.6%, which exceeds the average retention rate for their ***Foresight 2020*** peers, which is 56.5%.
- ★ Collectively, our two-year institutions graduate 30.7% of their students within three years. That rate exceeds the rate for their ***Foresight 2020*** peers, which is 20.4%.



- ★ 39% of young adults (aged 25-34) in Kansas have earned an associates degree or higher, which ranks Kansas 23rd in the nation. In the nation's tenth-ranked state, 43.4% of such individuals have earned such credentials.



Foresight 2020 Strategic Objectives –

- ★ Achieve a ten percent improvement in first-to-second year retention rates across the system.
- ★ Achieve a ten percent improvement in six-year/three-year graduation rates across the system, measured either by IPEDS data or National Clearinghouse data.
- ★ Achieve Top Ten state status for the percentage of young adults who have earned an associates degree or higher. This will require movement upward from 39.2% to 43.4%.



- ★ **By September 2012**, the Board of Regents will work with institutional leaders to develop and launch something like a system-wide “**Top it Off**” initiative, which will aim to identify and recruit back into the postsecondary education system, working adults who have earned substantial postsecondary credit, but have not finished the work necessary to earn a credential.



Pillar #4: Work to Ensure that Students Earning Postsecondary Credentials Across the Kansas Higher Education System Possess the Cross-Cutting Skills Essential for Success in Work and in Life

Why This Matters –

- ★ It is, of course, critically important for those who earn credentials in the Kansas higher education system to possess the skills and competencies associated with their particular course of study.
- ★ The often expressed concern from the business and industry community, however, relates not to those discipline-specific competencies, but instead to perceived deficiencies regarding a broader and more general skill set.



What is that Skill Set?

- oral and written communication skills
- general technical and numerical literacy
- critical thinking and problem-solving capacity
- the ability to work collaboratively and in teams



- ★ To ensure that the state's higher education system is truly meeting its obligation to provide its graduates/completers with the full array of tools necessary to meet workforce needs and achieve broader success in life, it must apply a determined focus on whether these competencies are being conveyed, and make adjustments as necessary if it identifies deficiencies



What We Know –

- ★ What we know in this area is that we have much to learn and much to do. Meaningful, informative, and measurable data in this important area of focus is generally not available.
- ★ This is a developing area of interest and concern nationally, and as a result, tools are being developed that should enable institutions and systems to better assess whether they are effectively delivering these competencies to students that complete their programs of study.
- ★ Among the tools that some are using to gauge effectiveness in this area are the Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE).



- ★ The CLA seeks to measure this kind of student learning directly; NSSE provides an indirect measure. The evidence regarding whether these tools gauge effectiveness in a reliable way is as yet unclear.
- ★ Many Kansas institutions of postsecondary education are, across all sectors, actively engaged in this effort, and many are administering either the CLA, NSSE, or both as they seek to assess these aspects of student learning.



Foresight 2020 Strategic Objectives –

- ★ **During the 2010-11 academic year**, the Board of Regents will establish a cross-system Learner Outcomes Task Force, which shall consider and make recommendations regarding the establishment of a common framework through which institutions will report to the Board annually regarding their measurements of student learning for the cross-cutting skills and competencies described above.
- ★ **By June 2011**, the Board of Regents will adopt a framework that enables it to be informed regarding campus measurement of learner outcomes for those cross-cutting skills essential for success in work and life.



Pillar #5: Enhance the Alignment Between the Work of the Kansas State's Higher Education System and the Needs of the Kansas Economy

Why This Matters –

- ★ In the 21st Century global economy, it is increasingly apparent that higher education provides the fuel necessary to spur economic growth and development.
- ★ Given that connection, all public postsecondary institutions and public systems of higher education have a special responsibility to ensure that alignment with the needs of the state's economy is among the most important goals they seek to achieve.



- ★ 21st Century economies will not thrive without a vital connection to the world of higher education. We must fully embrace our role in advancing the economic health of Kansas



What We Know –

- ★ History suggests that it is difficult to maintain a current and meaningful sense of the state's economic and workforce needs. It is also often difficult for our system to respond quickly when those needs are identified.
- ★ Even so, we know that there are existing and emerging workforce shortages in work categories that rely heavily on those who have well-developed skills and training in science, technology, engineering and mathematics (STEM) fields. And we know as well that these shortages are likely to grow.



- ★ According to IPEDS data, as a percentage of total credentials awarded in Kansas –
 - Less than 1% of the one-year certificates awarded are in STEM areas. The top performer in the region is Nebraska at 3.6%. The regional average is 1.33%.
 - Less than 3% (2.3%) of associates degrees and two-year certificates fall into the STEM category. The top performer in the region is Oklahoma at 6.7%. The regional average is 2.75%.
 - 15% of the bachelors degrees awarded and just over 14% of the masters degrees awarded are in STEM fields. The top performers regionally are Iowa (20.9%) and Colorado (28.3%), respectively. The regional average for bachelors degrees is 17.8%; for masters degrees, it is 17.2%.



- ★ Over 24% of doctoral degrees awarded are STEM-focused. Colorado is the top regional performer at 54.7%. The regional average is 39.2%.
- ★ The Board of Regents Nursing Initiative stands as an impressive example of how, with appropriate levels of state support, the state's system of higher education can deliver on a focused commitment to help address a critical workforce shortage issue.
- ★ The Kansas Postsecondary Technical Education Authority has been engaged in work aimed at producing alignment between delivery of technical programs in the two-year sector and the needs of the state's economy. Given the impending growth in jobs that require some technical training, which is expected to be significant, this work is essential.



- ★ To their credit, institutions across all sectors in the Kansas system use business and industry advisory groups to develop and maintain connections with the needs of the economy. The state's two-year institutions are particularly effective at forging partnerships with business and industry at a regional level. However, even with this good work, our system lacks a consistent mechanism for forging an on-going business and industry connection at the system level.



Foresight 2020 Strategic Objectives –

- ★ **By the end of December 2010**, the Board of Regents will appoint and convene the first meeting of a ***Statewide Economic Prosperity Council*** to advise the Board regarding workforce trends and shortages in Kansas. Membership could be drawn from Fall 2009 Business and Industry Roundtable participants, and representatives from the Technical Education Authority, the P-20 Council, the Kansas Department of Commerce, and the Kansas Department of Labor.
- ★ **By June 2011**, the Statewide Business and Industry Advisory Group to make specific recommendations to KBOR that identify acute workforce shortage areas where a significant workforce supply/demand gaps exists and propose specific initiatives to address educational program capacity issues in targeted areas (the KBOR Nursing Initiative could be a model here)..



- ★ The **Statewide Economic Prosperity Council** will also advise the Board regarding its effort to ensure that system completers have acquired the cross-cutting skills and competencies necessary for workplace success.
- ★ Achieve increased production of STEM-related credentials across the full breadth of the Kansas Higher Education System, moving from current levels to at least the regional averages for percentages of credentials awarded that are in STEM fields.



What Next?

If the Kansas Board of Regents adopts Foresight 2020 . . .

- ★ This document will provide the framework for what will be a primary focus of the Board's work over the coming years.
- ★ Except as otherwise noted throughout the ***Foresight 2020*** document, the Strategic Objectives that have been proposed are to be achieved over a ten-year period.
- ★ System Goals in the institutional Performance Agreements will reflect the priorities outlined in ***Foresight 2020***.



- ★ An annual progress report regarding ***Foresight 2020*** is to be presented at the start of each academic year during the Board of Regents' September meeting. The annual progress report shall include an update regarding the ***Foresight 2020 Strategic Objectives***, along with reports regarding campus or staff activity related to the achievement of those Strategic Objectives.



Summary of Key Dates –

- ★ **Dec 2010** ○ Convene *Statewide Economic Prosperity Council*

- ★ **Jun 2011** ○ Adopt Admissions Standards
 ○ Learner Outcomes Task Force Report

- ★ **Jan 2012** ○ Adult Learner Legislative Initiative Introduced

- ★ **Sept 2012** ○ “Kansas: A Great Place To Learn” Initiative
 ○ “Top It Off” Initiative