

# KANSAS BOARD OF REGENTS

## FORESIGHT 2020

### ANNUAL PROGRESS REPORT SUPPLEMENTAL NOTES

#### General Note on Variation of Data from Previous Reports

Based upon several factors such as data updates and definitional enhancements, data can vary slightly from report year to report year.

**NOTE: Page numbers refer to pages in the January 2018 Foresight 2020 Progress Report**

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##### Goal 1: Metric 1

##### Number of certificates and degrees awarded by universities, community and technical colleges

- From AY 2010 to AY 2013, “certificates” include technical certificates, as well as certificates of completion less than 16 hours in length which lead to industry-recognized credentials, licenses or certifications. Post-bachelor’s certificates were included with bachelor’s degrees. “Advanced degrees” include master’s degrees (including educational specialist degrees), post-master’s certificates and doctoral degrees.
- For AY 2014, the Kansas Board of Regents Data, Research, and Planning staff consulted with the Kansas Board of Regents’ Academic Affairs unit to align reporting of certificate completions with IPEDS. As a result, the decision was made to modify the “certificates” category in the Foresight 2020 report. Beginning with AY 2014, “certificates” include all technical certificates and only those postsecondary university certificates such as post-bachelor’s certificates and post-master’s certificates that lead to industry-recognized credentials, licenses, or certifications.
- Wichita State University corrected totals due to an institutional reporting error in AY 2014.
- For AY 2012, Fort Hays State University adjusted totals due to an institutional reporting error.
- For AY 2010, institutions were allowed to note a completion without assigning a specific award level. Also, seven completions found to be reported in the wrong degree type have now been correctly categorized from certificates to associate degrees.
- Kansas State University previously included completions of non-degree programs marked “secondary majors.” In 2016, KBOR removed completions in these non-degree programs resulting in a reduction of 107 completions from the bachelor’s degree attainment category.
- Data in these tables represents actual awards granted. It is not an unduplicated headcount.

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##### Goal 1: Metric 2

##### Attainment Model Progress

- The Kansas Board of Regents asked The National Center for Higher Education Management Systems (NCHEMS) to prepare an attainment model, using data from the American Community Survey from 2005 and 2009. It relies upon data from the U.S. Census Bureau. The model results are derived by combining demographics and related trends in Kansas with data from the KBOR KHEDS Academic Year collection, the IPEDS Enrollment Survey, IPEDS Completions Survey, the U.S. Census Bureau’s 2000 Population Projections, projections of high school graduates from the 2012 “Knocking on the College Door” survey prepared by the

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Western Interstate Commission for Higher Education, and the college-going rate, prepared by Tom Mortenson, author of the Postsecondary Education Opportunity research newsletter.

- The numbers under the green line on the model illustrate the projected total number of credentials the Kansas public higher education system needs to produce each year in order to reach the statewide attainment goal. The numbers above the green line illustrate the total number of actual awards. Actual numbers include technical certificates, associate degrees and bachelor's degrees.
- Included in this report are all Kansas institutions for which the Kansas Board of Regents has IPEDS coordination authority. They include all 32 public institutions (universities, community colleges, technical colleges and the Washburn Institute of Technology) and 21 independent institutions (Baker University, Barclay College, Benedictine College, Bethany College, Bethel College, Central Baptist Theological Seminary, Central Christian College, Donnelly College, Friends University, Hesston College, Kansas Wesleyan University, Manhattan Christian College, McPherson College, Mid-America Nazarene University, Newman University, Ottawa University, Ottawa University – Kansas City, Southwestern College, Sterling College, Tabor College and the University of St. Mary) and Haskell Indian Nations University.
- Data in these tables represents actual awards granted in academic year 2017. It is not an unduplicated headcount.
- Washburn associate degrees are included in the university sector. Washburn certificates are included in the two-year sector.
- In AY 2017, definitions of “degree” were clarified for universities such that a second major should not be counted unless a second degree is conferred. This change affected ESU, KSU and KU as a downward shift.

**Page 7****Goal 1: Metric 3****Graduation rates for university, community colleges and technical colleges**

- The Graduation Rates component of the IPEDS survey collects data on the cohort of first-time (non-transfer), full-time, degree/certificate-seeking undergraduates and tracks them for 100, 125 (universities only) and 150 percent of the normal amount of time to completion.
- 100 percent of normal time = four years for universities; two years for community and technical colleges.
- 125 percent of normal time = five years for universities (does not apply to community or technical colleges).
- 150 percent of normal time = six years for universities; three years for community and technical colleges.
- The data uses a fall cohort of first-time, full-time, degree-seeking students.
- Once a student is in the cohort, he/she remains in the cohort, even if he/she switches to part-time status or drops out. However, adjustments can be made to the initial cohort for exclusions, which include the death of a student, permanent disability, military deployment or an official church mission.
- Preliminary data is typically released seven to eight months after the collection closes.
- For more information visit: <http://nces.ed.gov/ipeds/>

**Page 8****Goal 1: Metric 4****First-to-second year retention rates at universities, community and technical colleges**

- Data on student enrollments is collected by KBOR from Kansas public and municipal institutions twice per year in its Kansas Higher Education Data System (KHEDS) Academic Year (AY) and Fall Collections.
- To the extent possible, IPEDS definitions are used for calculating retention rates from KHEDS. A cohort of first-time, full-time degree-seeking students enrolled in the fall semester is used as the denominator. Of the cohort, those who retain for the subsequent fall are used as the numerator.
- Following IPEDS definitions, for two-year colleges, students who successfully complete their programs by the subsequent fall are also counted as “retained.”
- KBOR does not track cohort exclusions; thus exclusions, as allowed by IPEDS, are not removed.
- Institution Rate: This refers to the number of students who return to the same institution.
- System Rate (shown in the online appendix): The number of students who return to any institution in the Kansas public institution system.

**Page 9****Goal 1: Metric 5****Student Success Index Rates**

- To see individual university rates, visit the Student Success Index page on the KHERS website at <http://stats.kansasregents.org>.
- Given the diverse population and varying mission of Kansas colleges, the Student Success Index provides a more comprehensive measure of institutional effectiveness than traditional graduation and retention rates.
- Components: Completed Home Institution, Completed System Institution or Completed Elsewhere (Degree, Certificate and Credential); Retained Home Institution, Retained System Institution or Retained Elsewhere.
- Filters: The Student Success Index has five independent filters. These are:
  - Institution;
  - Student Type (First Time Entering or New Transfer);
  - Intent (Degree-Seeking or Non-Degree Seeking);
  - Student Status (Full-Time or Part-Time); and
  - Rate Year (Number of Years to evaluate since the Entrance Year).
- Technical Details:
  - Outcomes are determined using data from both the KHEDS AY Collection the National Student Clearinghouse.
  - The student is counted once per academic year for each institution.
  - The associated filters are relevant for the first reporting term in which the student appears in the order of summer, fall and spring.
  - Translations have been made for merged institutions, and the current institution is used for the label.
  - For completions, all completions reported to KBOR in the AY Completions File have been used. This may include stand-alone programs/occupational programs, certificates and degrees.
  - The segments on the bar are mutually exclusive from left to right. Once the student is counted in one segment, he/she is not counted in another.

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- National Student Clearinghouse (NSC) data includes data from public, independent and private institutions but only for NSC Enrollment Verification participating institutions and only for students who have enrolled in a participating Kansas public postsecondary institution at one time. Students with FERPA holds are omitted.
- Variance from Typical IPEDS Measures:
  - The index uses the student population from a particular academic year, not just the student population from a fall term.
  - The index uses all entering students, not just first-time, full-time, degree-seeking students.
  - IPEDS allows exclusion of students from the student population due to death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions. KBOR does not track or remove exclusions.
  - If an institution has a formal transfer prep program, but that student does not receive a formal award from the first institution, the first institution can count the student as a graduate if the student fulfills the transfer prep program and transfers to another institution. KBOR does not track transfer prep specifically.
  - IPEDS allows institutions to count completers as ‘retained’ in retention rates for two-year institutions under some circumstances. These are broken out separately for the index.
  - Types of degrees/awards: In order to count a student or award for IPEDS the student must be seeking a formal degree, certificate or award. KBOR and institutions have not always defined these in the same way, and these awards/occupational programs have not always been collected by KBOR. The index counts postsecondary credit toward degrees, certificates and stand-alone programs (occupational programs) if these have been submitted to KBOR. Any level of completion found within the specified timeframe is counted.
  - Expected time to degree: For the student success index, no differentiation regarding the length of a degree program was made. KBOR evaluates whether a student completed or retained at the end of each rate year whereas IPEDS looks at 150 percent of the time of the degree program.
  - Mergers: KBOR used translations for the merged institutions. It is uncertain how these were reported to IPEDS. For the purposes of the student success index, undergraduate students completing at KU Medical Center without first completing at KU are merged with KU completers.
- Student success rates for previous years may not match previous publications due to updated NSC data and data corrections.
- For more information visit: <http://stats.kansasregents.org>.

**Pages 10 - 12****Goal 1: Metric 6****Comparison of state demographics with higher education participation levels, including Pell Grant eligibility, race/ethnicity, and age**

- **Pell Grant Recipients**
  - Information on national trends for Pell Grant recipients is from the 2017 College Board Trends in Student Aid Report, available online at: <http://trends.collegeboard.org/student-aid>
  - State universities are not eligible for Carl D. Perkins technical education funds, and therefore the Kansas Board of Regents had not collected Pell Grant data from the universities prior to AY 2014. In AY 2014, the Kansas Board of Regents introduced a new Student Financing Module data collection which includes a variety of financial aid data elements including Pell Grant information.
- **Population of Kansas and American Community Survey 2015 One-Year Estimates**

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- 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 if available. If not, then the race or races of a householder in a previously-processed household were allocated.
- **Kansas Public Institutions of Higher Education Racial/Ethnic Composition (KHEDS)**
  - On October 10, 2007, the U.S. Department of Education posted to the Federal Register the “Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education.” (See the Federal Register, Volume 72, Number 202, pp. 59266-59279: <http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>). The new categories separate race and ethnicity and include two categories for data on ethnicity. New categories were also added for Native Hawaiian or Other Pacific Islander and for students who identify themselves in two or more races. The transition to this new method of collecting data in the KBOR KHEDS collection for race and ethnicity began during Academic Year 2010 and was fully implemented in Academic Year 2011.
  - Students who identify themselves as Hispanic/Latino are reported only in that category.
    - **American Indian or Alaska Native**—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through 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. This area includes, 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 who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, South or Central America or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino” or “Latino.”
    - **Native Hawaiian or Other Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
    - **White**— A person having origins in any of the original peoples of Europe, the Middle East or North Africa.
    - **Two or more races**—A person having origins in two or more race categories and not Hispanic/Latino.
    - Unknown and resident aliens were excluded from all numbers in the tables.
  - The definitional changes made in 2010 may result in inflated shifts of Hispanic/Latino reporting and deflated shifts in other populations.

**Page 13****Goal 1: Metric 7****Comparison of postsecondary attainment in Kansas to the nation, by age groups**

- The American Community Survey (ACS) is conducted by the U.S. Census Bureau, and is an ongoing survey that provides data every year - giving communities the current information they need to plan investments and services. Information from the survey generates data that help determine how more than \$400 billion in federal and state funds are distributed each year. The ACS asks about age, sex, race, family and relationships, income and benefits, health insurance, education, veteran status, disabilities, where individuals work and how they get there, where people live, and how much they pay for some essential services. The ACS includes questions not asked by the 2010 Census, and the information collected by the ACS serves different purposes from that of the Census.
- For more information visit: <http://www.factfinder.census.gov>
- The information in this table was taken from the ACS table “Sex by Age by Educational Attainment For the Population 18 Years and Over,” using the one-year estimates dataset, which is available as part of the American FactFinder tool on the U.S. Census Bureau website.
- Additional enrollment reports can be found at: <http://stats.kansasregents.org>.

**Page 14****Goal 1: Metric 9****Number of adults with college credit but no certificate or degree who are returning to complete a certificate, associate or bachelor’s degree**

- The data years covered by the analysis in this table include AY 2008 to AY 2017. For the data displayed, the re-entry date for these students must be on/after 20121. For example, if a student was last enrolled in 2008, is out of enrollment for two years (2010 and 2011) and re-enters higher education, 2012 would be the earliest re-entry point.
- For purposes of this table:
  - “Adults” are defined as those 25 years or older;
  - “Returning to higher education” is defined as those students who reappear in Kansas public higher education enrollment after at least a two-year absence; and
  - Students with a two-year absence are those students who have an enrollment gap in Kansas public higher education of at least two years.
- This table includes only students who are in pursuit of an undergraduate award (certificate, an associate degree or a bachelor’s degree), and excludes students who are non-degree seeking and those who are audit-only.
- The institution groupings (i.e. state universities, Washburn University, community colleges, etc.) represent the institution that receives the student upon his/her reenrollment following a two-year absence.
- Results in this table will fluctuate based upon data availability over time. The years available to measure will shift as more data becomes available and care should be taken not to draw a year-over-year comparison.

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### Goal 1: Metric 10

#### Seamless Transition

- For more information regarding Transfer and Articulation, visit:  
[http://www.kansasregents.org/academic\\_affairs/transfer-articulation](http://www.kansasregents.org/academic_affairs/transfer-articulation).

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### Goal 2: Metric 1

#### Employment and wage first year after completion

- Data sources include the KBOR KHEDS Academic Year collection and wage records gathered from the Kansas Department of Labor as well as the Missouri Department of Labor and Industrial Relations. Wage records include wage earners, but not federal workers, military personnel or sole proprietorships if no wages are reported.
- Students included in the count for a particular completion year are those students who graduated during a given academic year (summer, fall, spring) but did not reenroll in 12 or more hours the following academic year.
- The lowest credential type is used for those students receiving multiple credential types in the same completion year.
- Fourth quarter calendar wages are annualized to obtain average wages.
- The trend graphs depict the percent employed in the region and the average wages for a particular credential type and completion year combination one year after completion.
- Certificates have been divided into two categories: short-term certificates and certificates.

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### Goal 2: Metric 2

#### Number of certificates and degrees awarded in select high-demand fields, and progress made on special state initiatives

- The Kansas Department of Labor releases a list of high-demand occupations by Standard Occupational Classification (SOC) code. KBOR's KHEDS system tracks student completions by Classification of Instructional Program (CIP) code. A crosswalk was needed in order to match the data sets to produce the information for this table. KBOR made use of the CIP 2010 to SOC 2010 Crosswalk from the National Center for Education Statistics (NCES) to accomplish this matching.
- Wage data is from the 2017 Edition of the Occupational Employment Statistics Survey (Kansas Wage Survey) provided by the Kansas Department of Labor. Data reported in this edition was collected in 2016. For more information visit: <https://klic.dol.ks.gov/gsipub/index.asp?docid=600>
- Occupational Projections: Job projections are developed by the Kansas Department of Labor and are available through the Kansas Labor Information Center online. Long-term occupational projections are created every two years, and reflect the total number of openings projected annually over a 10- year period - from 2014 to 2024. For more information visit: <http://klic.dol.ks.gov/gsipub/index.asp?docid=655>

**Page 19****Goal 2: Metric 2, continued****State Initiative: Accelerating Opportunity: Kansas (AO-K)**

- The Kansas Board of Regents, in partnership with the Kansas Department of Commerce, implemented the Accelerating Opportunity initiative in Kansas (AO-K), transforming the delivery system for adult education in Kansas by using Career Pathways to deliver career and technical education simultaneously with adult basic skills instruction. Students complete short-term certificate programs aligned with labor market needs, leading to industry-endorsed credentials and immediate jobs. Kansas was part of a national initiative, originally managed by Jobs for the Future and funded by six philanthropies – Bill and Melinda Gates Foundation, Joyce Foundation, Kellogg Foundation, The Kresge Foundation, Open Society Foundations and the University of Phoenix Foundation. Kansas received \$1.8 million for both design and implementation phases. In addition to Kansas, the Accelerating Opportunity framework was implemented in seven other states: Illinois, Kentucky, Georgia, Mississippi, Louisiana, Arkansas and Texas. In 2015, Kansas continued to offer AO-K through community and technical colleges, supported by funding through agency partnerships and legislated state appropriations.
- A career pathways system offers a clear sequence of education coursework and/or training credentials aligned with employer-validated work-readiness standards and competencies. Career pathways feature: sector strategies, stackable education/training options, contextualized learning, accelerated/integrated education and training, industry-recognized credentials, multiple entry and exit points, and intensive wraparound services. For more information visit:  
[http://www.kansasregents.org/workforce\\_development/accelerating-opportunity-kansas](http://www.kansasregents.org/workforce_development/accelerating-opportunity-kansas)

**State Initiative: Excel in CTE**

- In January 2012, Governor Brownback released a plan to increase the number of high school graduates who are career ready. The Governor laid out his proposal to invest new state dollars for career and technical education (CTE). This proposal included a plan for high school students to enroll in college-level career technical education (CTE) courses and earn industry-recognized credentials. In furtherance of the Governor's CTE Initiative, the State Legislature passed Senate Bill 155 providing funds for high school students taking postsecondary CTE courses that are part of an approved technical program. In addition, Excel in CTE awards incentive funding to local school districts for each high school student graduating from that district with an industry-recognized credential in a high-need occupation.
- For more information visit:  
[http://www.kansasregents.org/workforce\\_development/excel\\_in\\_career\\_technical\\_education\\_initiative\\_senate\\_bill\\_155](http://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155)

**Page 20****Goal 2: Metric 2, continued****State Initiative: Engineering**

- Passed by the State Legislature in 2011, the University Engineering Initiative Act appropriates \$3.5 million annually for each research university for 10 years (2012-2021) with the goal of increasing the number of engineering graduates to 1,365 annually by 2021. Universities match the state appropriation on a dollar for dollar basis.
- University scholarships for engineering majors:
  - Kansas State University - \$9.2 million
  - University of Kansas - \$11.1 million
  - Wichita State University - \$4.4 million

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- Figures listed under the University Engineering Initiative Act were compiled from each institution's engineering scorecard report, submitted twice annually. These are preliminary numbers and an updated report can be found at:  
[http://kansasregents.org/workforce\\_development/university\\_engineering\\_initiative](http://kansasregents.org/workforce_development/university_engineering_initiative)

**Page 22****Goal 2: Metric 3****Summary findings from latest Kansas Training Information Program (K-TIP) Report**

- K-TIP – Kansas Training Information Program – Established in 1987, K-TIP reports employment and wage data for all approved postsecondary career technical education programs offered by technical colleges, community colleges and the Washburn Institute of Technology. For more information visit:  
[http://kansasregents.org/workforce\\_development](http://kansasregents.org/workforce_development).
- Approved metrics for quality assessment are identified as Outcome Metrics. Students included in the three measures are those completing an approved exit point and exiting postsecondary education;
  - Eighty percent must be employed by the end of the second quarter following the end of the academic year;
  - The wage for those students must be 95 percent of the statewide entry level wage for the occupation corresponding to the field of study as reported in the Kansas DOL Wage Survey; and
  - Ninety percent must earn the industry-recognized program credential documented per program alignment.
- This table reflects AY 2016 data at the Academic Discipline level, indicating disciplines exceeding the target of 80 percent employment of exiting graduates, and is sorted by the median wages earned by those graduates. Student attainment of industry-recognized credentials is not available at the Academic Discipline level.

**Page 23****Goal 2: Metric 4****Percent of certificates and degrees awarded in STEM Fields**

- STEM education refers to teaching and learning in the fields of science, technology, engineering and mathematics.
- 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 when the degree they were conferred is included on the DHS list of STEM degree programs.
- KBOR pulled the lists from the three sources to create the KBOR STEM list which was used to extract KBOR completion records by CIP to produce the KBOR table for STEM awards.
- From AY 2010 to AY 2013, "certificates" include technical certificates, as well as certificates of completion less than 16 hours in length which lead to industry-recognized credentials, licenses or certifications. Post-

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bachelor's certificates were included with bachelor's degrees. "Advanced degrees" include master's degrees (including educational specialist degrees), post-master's certificates and doctoral degrees.

- For AY 2012, Fort Hays State University adjusted totals due to an institutional reporting error.
- For AY 2014, the Kansas Board of Regents Data, Research, and Planning staff consulted with the Kansas Board of Regents' Academic Affairs unit to align reporting of certificate completions with IPEDS. As a result, the decision was made to modify the "certificates" category in the Foresight 2020 report. Beginning with AY 2014, "certificates" include all technical certificates and only those postsecondary university certificates such as post-bachelor's certificates and post-master's certificates that lead to industry-recognized credentials, licenses or certifications. "Advanced degrees" include master's degrees (including educational specialist degrees) and doctoral degrees.
- Kansas State University previously included completions of non-degree programs marked "secondary majors." In 2016, KBOR removed completions in these non-degree programs resulting in a reduction of 107 completions from the bachelor's degree attainment category.

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**Goal 3: Metric 1**

**Comparison to peers for each of the six state universities on established metrics**

- **University Peers**

<b>Emporia State University</b>	
<i>Revised Peers</i>	<i>Aspirational Peers</i>
Colorado State University - Pueblo	Northeastern State University
Northwest Missouri State University	South Dakota State University
Pittsburg State University	Southeast Missouri State University
University of Nebraska - Kearney	University of Central Missouri
West Texas A&M University	University of Central Oklahoma

<b>Pittsburg State University</b>	
<i>Revised Peers</i>	<i>Aspirational Peers</i>
Arkansas Tech University	California State University – Chico
Ferris State University	Salisbury University
Indiana University of Pennsylvania	University of Northern Iowa
Northwest Missouri State University	University of Wisconsin – Stout
Valdosta State University	Western Washington University

<b>Fort Hays State University</b>	
<i>Revised Peers</i>	<i>Aspirational Peers</i>
Northwest Missouri State University	Eastern Washington University
Colorado Mesa University	Morehead State University
Northeastern State University – OK	Troy University – AL
Southeast Missouri State University	University of Central Missouri
Tarleton State University	University of Nebraska - Kearney

<b>University of Kansas</b>	
<b>Revised Peers</b>	<b>Aspirational Peers</b>
Indiana University	University of Virginia
University of Missouri	University of North Carolina
University of Oregon	University of Colorado
Michigan State University	University of Iowa
University of Buffalo	University of Florida

<b>Kansas State University</b>	
<b>Revised Peers</b>	<b>Aspirational Peers</b>
Auburn University	Iowa State University
Clemson University	Louisiana State University
Colorado State University	North Carolina State University
Oklahoma State University	Oregon State University
University of Massachusetts-Amherst	Washington State University

<b>Wichita State University</b>	
<b>Revised Peers</b>	<b>Aspirational Peers</b>
New Mexico State University	Auburn University
University of Massachusetts – Lowell	Clemson University
University of Nevada – Reno	Oklahoma State University
University of North Dakota	University of Akron
Wright State University	University of Texas – El Paso

- **Center for Measuring University Performance (MUP):** MUP was used for both faculty awards and national academy members. The most recent data for both metrics is 2014. For more information visit: <https://mup.asu.edu/University-Data>
- **Higher Education Research and Development Survey (HERD):** This survey was used for research expenditures, and the numbers represent total R&D dollars. FY 2016 data was used. For more information see table 5 at: [https://ncesdata.nsf.gov/herd/2016/html/HERD2016\\_DST\\_05.html](https://ncesdata.nsf.gov/herd/2016/html/HERD2016_DST_05.html)
- **Integrated Postsecondary Education Data System (IPEDS):** For completions, headcount, retention and graduation rate data, the 2016 reporting year was used for peer comparison.
- **National Associations of College and Universities Business Officers (NACUBO):** NACUBO is the most complete source available for endowment. FY 2016 data was used, which is the most recent available. The University of Massachusetts did not separate its endowment between school branches when reporting to NACUBO. Because of this, the University of Massachusetts - Amherst and the University of Massachusetts – Lowell do not have data reported in this table. For more information visit: <http://www.nacubo.org/Documents/EndowmentFiles/2016-Endowment-Market-Values.pdf>
- **National Center for Education Statistics (NCES):** NCES operates the College Navigator website, which was used to find the 25th and 75th percentile composite ACT scores for incoming Fall 2016 students. This data applies to first-time degree/certificate-seeking students. Fort Hays State University did not report to College Navigator so staff at KBOR contacted the institution for this metric. Arkansas Tech University, one of PSU’s peers, did not report to College Navigator. KBOR staff found the information needed on Arkansas Tech University’s website at: [https://www.atu.edu/ir/docs/cds/CDS\\_fall\\_2016.pdf](https://www.atu.edu/ir/docs/cds/CDS_fall_2016.pdf).

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### Goal 3: Metric 2

#### Private Giving to Universities

- New Gift activity reported for FY 2016 is for all gifts provided to the Endowment or Foundation—such as for capital projects, student financial aid, faculty or athletics.
- The primary source of information comes from a report prepared by the National Association of College and University Business Officers (NACUBO). Participation in the data collection is voluntary. In some instances, other states' information is consolidated as a single value, rather than providing endowment data for each separate campus. Data is shown in the Foresight 2020 Progress Report where it is available. For more information about NACUBO visit: [www.nacubo.org](http://www.nacubo.org)
- The percentage change values listed for the participating institutions DO NOT represent the rate of return for the endowments' investments. Rather, the percentage change in the market value of an endowment from FY 2016 to FY 2017 reflects the net impact of:
  - Withdrawals to fund institutional operations and capital expenses;
  - The payment of endowment management and investment fees;
  - Additions from donor gifts and other contributions; and
  - Investment gains or losses.
- The market values also include the estimated valuations of real estate and other “illiquid” assets, which may have large increases or decreases in value during a relatively short period of time. In addition, transfers to the endowment from other institutional budget accounts may account for the differences in growth in endowment assets. These factors suggest that any large increases or decreases in endowments over the past year may be exaggerated. As such, large percentage changes should be interpreted with great caution.

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### Goal 3: Metric 3

#### Total research dollars awarded, highlighting federal research dollars (as percent of total) and specific industry support secured

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

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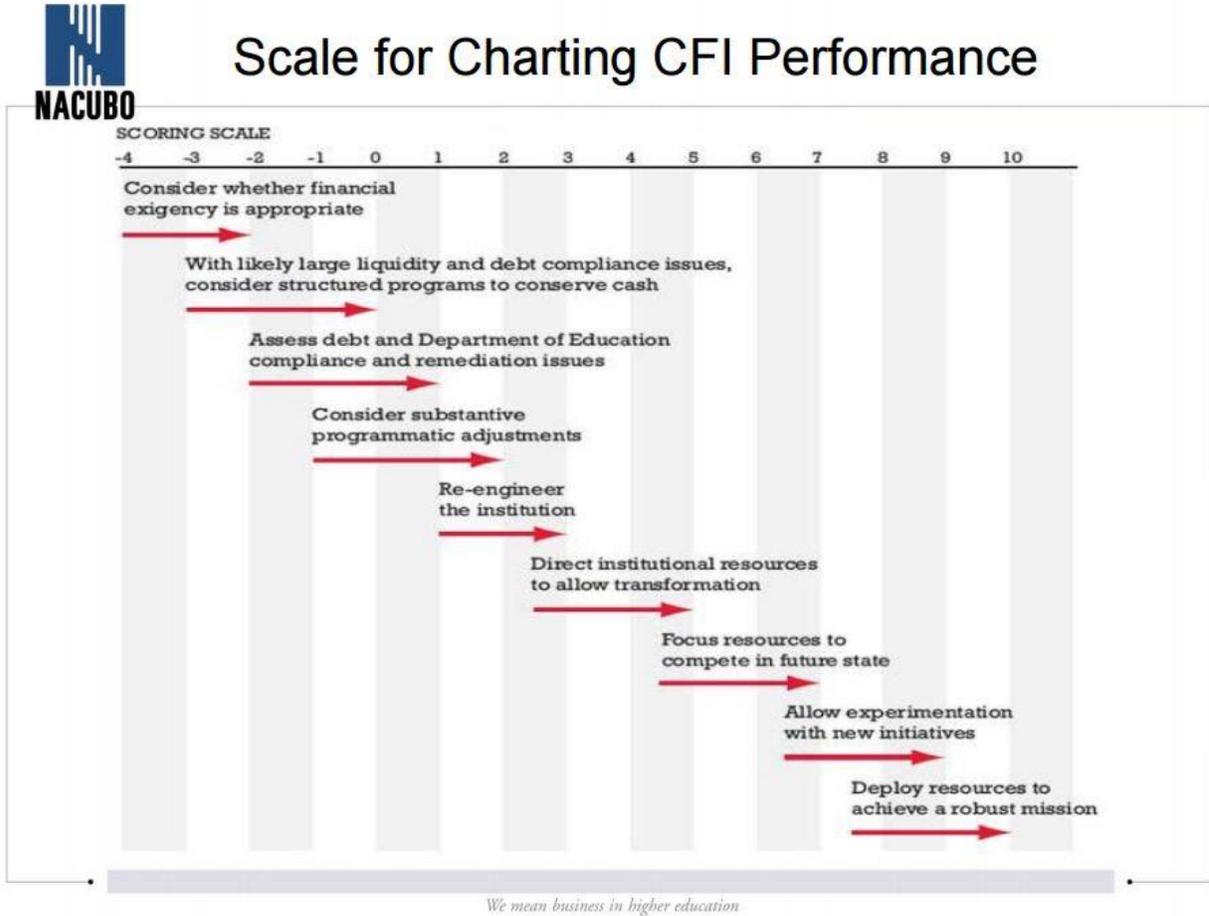
- While the title for Goal 3: Metric 3 is “total research dollars awarded,” the amounts shown in the table come from the HERD survey, and are therefore the Total R&D and Federal R&D expenditures at the universities rather than funding awarded.

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### Goal 3: Metric 4

#### University Excellence Profiles

- **University Excellence Profiles:** The select rankings and assessment of economic impact included in each “University Excellence Profile” were provided by university staff.
- **Composite Financial Index**
  - A holistic measure of an institution’s financial well-being, the Composite Financial index has been refined over a number of years to provide the Board of Regents information on the financial status of the universities. It is sourced from the publication “Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks” through the National Association of College and University Business Officers (NACUBO). The index simplifies and combines key financial ratios into one metric. Interpretation of the score and scale must be viewed in the overall context of each institution’s circumstances.
  - From four high-level questions, four ratios are developed, which are then computed into a composite financial index.
    - Are resources sufficient and flexible enough?
      - Primary Reserve Ratio
      - Expendable Resources ÷ Total Expenses
    - Are debt resources managed strategically?
      - Viability Ratio
      - Expendable Assets ÷ Long Term Debt
    - Does asset performance and management support direction?
      - Return on Net Assets Ratio
      - Change in Net Assets ÷ Total Net Assets Beginning of Year
    - Do operating results indicate living within means?
      - Net Operating Revenues Ratio
      - Revenues over Unrestricted Operating Expenses ÷ Total Unrestricted Operating Revenues
  - The best measure of the CFI is comparing an institution against itself over time rather than against other universities. Age of facilities, consumption of debt and other factors limit the use of cross-institutional comparisons.
  - Understanding the operating dependencies (annual philanthropy levels, sustainability of tuition discount rates), sources of liquidity and the composition of the university’s assets (are they expendable or not?) will impact how the CFI is interpreted.
  - The potential range of the CFI scores is -4 to 10 with 3 representing a threshold value of “health.”



- The recent drop in Pittsburg State University’s index is impacted by several major construction projects that were completed in FY 2015 and 2016. Revenue from private contributions for those projects was non-recurring, which reduced the University’s return on net assets. Also, the characterization of the new assets was updated within the balance sheet. While the University's ratios and resulting CFI index decreased, total net position remained static.