

FORESIGHT 2020

ANNUAL PROGRESS REPORT GLOSSARY

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

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

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

Academic Year (AY): As used in the *Foresight 2020* Report, KBOR Kansas Higher Education Data System (KHEDS) Academic Year consists of consecutive summer, fall, and spring terms (i.e. the 2013 Academic Year covers Summer 2012 + Fall 2012 + Spring 2013). For KBOR's data collections, an academic year runs from July 1 to June 30.

Accelerating Opportunity: Kansas (AO-K): The Kansas Board of Regents, in partnership with the Kansas Department of Commerce, implements the Accelerating Opportunity initiative in Kansas (AO-K), transforming the delivery system for adult education in Kansas by using Career Pathways to deliver career and technical education simultaneously with adult basic skills instruction. Students complete short term certificate programs aligned with labor market needs, leading to industry endorsed credentials and immediate jobs. Kansas is part of a national initiative managed by Jobs for the Future and funded by six philanthropies – Bill and Melinda Gates Foundation, Joyce Foundation, Kellogg Foundation, Kresge Foundation, Open Society Foundations and the University of Phoenix Foundation. Kansas received \$1.8 million for both design and implementation phases. In addition to Kansas, Accelerating Opportunity is also implemented in seven other states: Illinois, Kentucky, Georgia, Mississippi, Louisiana, Arkansas and Texas. (For more information: http://www.kansasregents.org/accelerating_opportunity_kansas)

American Community Survey (ACS): The American Community Survey (ACS) is conducted by the U.S. Census Bureau, and is an ongoing survey that provides data every year -- giving communities the current information they need to plan investments and services. Information from the survey generates data that help determine how more than \$400 billion in federal and state funds are distributed each year. The ACS asks about age, sex, race, family and relationships, income and benefits, health insurance, education, veteran status, disabilities, where individuals work and how they get there, and where people live and how much they pay for some essential services. The ACS includes questions that are not

asked by the 2010 Census, and the information collected by the ACS serves different purposes from that of the Census. (Source: <https://www.census.gov/acs/www/>)

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

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

Certificate: For purposes of the *Foresight 2020* report, this category includes technical certificates, as well as certificates of completion for students who complete a program that is less than 16 hours in length, and leads to an industry recognized credential, license, or certification. Additionally, this category includes post-secondary undergraduate certificates.

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

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

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

Council for Adult and Experiential Learning (CAEL): CAEL is a nonprofit that works at all levels within the higher education, public, and private sectors to make it easier for people to get the education and training they need. (Source: <http://www.cael.org/home>)

Experimental Program to Stimulate Competitive Research (EPSCoR): The Experimental Program to Stimulate Competitive Research (EPSCoR) program has become the centerpiece of the federal government's efforts to ensure that all states and regions benefit from its science and engineering (S&E) research and education activities. States that historically have received a disproportionately low per capita average of federal research dollars are eligible to apply for EPSCoR funds so that taxpayers in these states no longer subsidize the research efforts of states that historically receive a large share of federal research dollars. The program also aims to improve the ability of EPSCoR-designated states to compete for federal and private sector research and development funding. The experience gained from competing successfully in a merit review process enables many scientists to compete more effectively later in the regular research programs of federal agencies. The EPSCoR program requires a state match of federal funding. For every state dollar invested in this program, at least one more dollar of federal or industrial match is contributed to strengthen our universities' research competitiveness. Kansas is eligible to participate in the Department of Energy, Environmental Protection Agency, National Aeronautics and Science Administration, National Science Foundation and National Institutes of Health competitions.

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

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

Kansas Higher Education Data System (KHEDS): Passage of the Kansas Higher Education Coordination Act in 1999 gave KBOR coordinating authority over the community colleges, technical colleges, and the municipal university, in addition to its governing authority over the state universities. The act mandated that KBOR “collect and analyze data and maintain a uniform postsecondary education data base.” In response to this legislation, KBOR developed the Kansas Higher Education Data System. KHEDS supports informed decision-making through the collection, analysis, and reporting of postsecondary education in Kansas. (For more information: 2013 KHEDS Manual

http://data.kansasregents.org/public_doc/data_collections/KHEDS/2013_KHEDS_Manual.pdf)

Kansas Nursing Initiative: The Kansas Nursing Initiative was developed to address the growing nursing shortage in the state, providing needed resources to nursing education programs to enable them to increase their capacity of nursing students. In 2006, the Kansas State Legislature invested \$3.4 million dollars in grant funds as part of a 10-year commitment to begin addressing four identified barriers to nursing education program expansion. Today, subject to annual appropriation from the Legislature, \$1.9 million is annually available to both public and privately funded educational institutions with registered nursing programs. Over the ten-year lifespan (July 2006 to June 2016) of this initiative, a total of \$23 million will have been invested by the state to increase the education of additional registered nurses.

(For more information: http://www.kansasregents.org/kansas_nursing_initiative)

Labor Market Information Services (LMIS): LMIS is a division of the Kansas Department of Labor, which provides regular reports, data, and analysis of labor market conditions in the state of Kansas. (Source:

<http://www.dol.ks.gov/LMIS/Default.aspx>)

Milken Institute: The Milken institute is a nonprofit, nonpartisan, economic think tank that produces independent economic research. Research is prepared by a team of economists, industry experts, and scholars. The Milken Institute focuses on the factors that drive job creation and the public policies that foster sustainable economic growth. The institute facilitates collaboration between the public and private sectors in order to maximize the impact of their research and devise practical solutions to challenges affecting the global economy. (For more information: <http://www.milkeninstitute.org/>)

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

National Governor’s Association (NGA): Founded in 1908, the NGA is an organization made up of the governors of the 55 states, territories and commonwealths. NGA provides governors with services that range from representing states on Capitol Hill and before the administration on key federal issues to developing and implementing solutions to public policy challenges through the NGA Center for Best

Practices. NGA also provides management and technical assistance to both new and incumbent governors. (For more information: <http://www.nga.org/cms/about>)

National Reporting System for Adult Education (NRS): The NRS is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process through which state adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education. The NRS uses "Educational Functioning Levels" for adult basic education to establish benchmarks for student progress. The four NRS levels utilized in this report are High Adult Secondary Education, Low Adult Secondary Education, High Intermediate Basic Education, and Low Advanced ESL. (For more information: www.nrsweb.org)

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

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

New, Replacement, and Total Jobs: According to the Kansas Department of Labor, new jobs are openings due to growth and do not include job declines. If an occupation's employment change is negative, there is no job growth and new jobs are set to zero. New jobs may not equal numerical change. Replacement needs estimates the number of job openings created when workers retire or permanently leave an occupation and need to be replaced. Total jobs are the sum of new jobs and replacement needs.

New and Replacement Job Projections: New and replacement job projections are developed by the Kansas Department of Labor, and are available through the Kansas Labor Information Center online. Long-Term openings reflect the total number of openings projected over a 10 year period- from 2010 to 2020. Long-term projections are created every two years and also cover a ten year time-span, with current projections covering the years 2010–2020. Short-Term openings reflect the total number of openings projected over a 2 year period- from 2012 to 2014. Job Vacancy Survey (JVS) openings reflect the number of openings in the second quarter of 2013 (Source: <https://klic.dol.ks.gov/gsipub/index.asp?docid=442>)

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

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

Race/Ethnicity:

As used by the U.S. Census Bureau: The racial classifications used by the Census Bureau adhere to the October 30, 1997, Federal Register notice entitled, "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" issued by the Office of Management and Budget. These standards govern the categories used to collect and present federal data on race and ethnicity. OMB requires five minimum categories (White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander) for race. In addition to the five race groups, OMB also states that respondents should be offered the option of selecting one or more races. If an individual did not provide a race response, the race or races of the householder or other household members were imputed using specific rules of precedence of household relationship. For example, if race was missing for a natural-born child in the household, then either the race or races of the householder, another natural-born child, or spouse of the householder were allocated. If race was not reported for anyone in the household, their race was imputed based on their prior census record (either from Census 2000 or the American Community Survey), if available. If not, then the race or races of a householder in a previously processed household were allocated.

As used in the KBOR KHEDS Collection: In 1997, the U.S. Office of Management and Budget (OMB) published "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity" in the Federal Register. The new categories separate race and ethnicity and include two categories for data on ethnicity. New categories were also added for Native Hawaiian or Other Pacific Islander and for students who identify themselves in two or more races. The transition to this new method of collecting data in the KBOR KHEDS collection for race and ethnicity began during Academic Year 2010 and was fully implemented in Academic Year 2011. Unknown and resident aliens were excluded from all numbers in the tables. These definitional changes may result in inflated shifts of Hispanic/Latino reporting and deflated shirts in other populations. Therefore, a three-year trend was indicated in the *Foresight 2020*

report, measuring AY2011-AY2013, given the shift in definitions effective with AY2011 reporting. Students who identify themselves as Hispanic/Latino are reported only in that category. The revised categories are:

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

RedTire Program: The University of Kansas School of Business has a program designed to keep rural businesses open for business. The Redefining Retirement program – nicknamed RedTire – matches qualified graduates who want to own a business with business owners who are retiring. The program prevents rural businesses from closing because an owner can't find a successor. RedTire is available to all graduates of a Kansas Regents institution and to current owners of businesses operating in Kansas. (For more information: <http://redtire.dept.ku.edu/>)

Regional University: These institutions offer a wide range of baccalaureate programs, and are committed to graduate education through the master's degree. They offer few, if any, doctoral programs. In Kansas, regional universities include Pittsburg State University, Fort Hays State University, and Emporia State University.

Research University: These institutions offer a wide range of baccalaureate programs, are committed to graduate education through the doctorate, emphasize research, and are annually awarded at least \$40 million in research and development funds. In Kansas, research universities include Wichita State University, the University of Kansas, and Kansas State University.

Senate Bill 155 (SB155): In January 2012, Governor Brownback released a plan that would increase the number of high school graduates that are career ready. The governor laid out his proposal to invest new state dollars for career and technical education (CTE) to encourage high school students to enroll in college-level career technical education (CTE) courses and earn industry-recognized credentials. In furtherance of the Governor's CTE Initiative, the State Legislature passed SB 155 providing funds for high school students taking postsecondary CTE courses that are part of an approved technical program. In

addition, SB 155 awards local school districts \$1,000 for each high school student graduating from that district with an industry-recognized credential in a high-need occupation. (For More Information: http://www.kansasregents.org/governors_cte_initiative)

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

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

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

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

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

University Engineering Initiative Act (UEIA): The UEIA supports the increase of engineering graduates in Kansas with legislative appropriations totaling \$105M over 10 years. Recognizing the competitive need for an increase in the number of engineering graduates in Kansas, beginning in 2012, the legislature has provided support to the Kansas research universities: Kansas State University, the University of Kansas and Wichita State University, to ensure engineering industry partners find the new talent, designs and

techniques needed to fuel economic growth and business success in Kansas. Through increased enrollments, better connections for students at critical stages with Kansas companies, and increased opportunities for scholarships and internships, the three universities will increase undergraduate engineering degrees to 1365 annually by 2021. Each university is measured bi-annually on progress benchmarked against specific metrics to ensure goals are met. (Source: http://www.kansasregents.org/university_engineering_initiative)

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

Wichita State University Cooperative Education and Work-Based Learning Program: Wichita State University's Cooperative Education and Work-Based Learning program allows undergraduate and graduate students to obtain paid employment in a supervised, educational work setting related to the student's major field of study or career focus. A cooperative education position is multi-semester with in-state and out-of-state opportunities. Enrollment is required and credit may be awarded. Co-op positions range from a minimum of 15 up to 40 hours of work a week. (Find more information about WSU's Cooperative Education program here: <http://www.wichita.edu/thisis/offices/coop/>)