

# FORESIGHT

2020

Increase Higher Education Attainment Among Kansans

Improve Alignment with the Needs of the Economy

Ensure State University Excellence



# 1

## Strategic Goal

Americans have a fundamental belief that this is the land of opportunity. One of the keys to sustaining that belief is the availability of a high-quality public higher education system.

# Increase Higher Education Attainment

## THE IMPORTANCE *of* HIGHER EDUCATION

Achieving a higher education credential is central to the success of citizens in getting and retaining high-quality jobs and in meeting the workforce needs of Kansas. Increasingly, economic success for the state and the individual will depend on Kansans attaining some level of postsecondary education.

According to a study by Georgetown University, 64% of Kansas jobs will require some level of postsecondary attainment by 2018, including 54% requiring an associate degree or higher. Another 9% require a postsecondary certificate, usually one year or more of education resulting in an industry-endorsed credential.

Another factor that must be considered to achieve this goal is the growth in Kansas high school graduates over the next decade is expected to be small. Therefore, an emphasis must be placed on increasing participation of citizens in higher education and retaining and graduating more students.

Two aspirations will guide the higher education system to increase the overall educational attainment among Kansans by 2020:

1. **Increase, to 60%, the number of Kansas adults who have a certificate, an associate's**

**degree, or a bachelor's degree.**

2. **Achieve a 10% increase in retention and graduation rates.**

If the Kansas public higher education system hopes to achieve these aspirations, it will have to accelerate the progress it has been making.



## KANSAS IS CHANGING

According to the U.S. Census Bureau, the Kansas population grew by 6% during the last decade. Although the overall trend is positive, growth is not distributed equally as more than 70% of Kansas counties lost population.

Counties experiencing growth were located in, or adjacent to, urban areas. In addition to the loss of population in rural counties, the overall average age of the population continues to increase while the number of young citizens declines. Another striking trend is the increase in ethnic diversity of the Kansas population. In the last decade, the Hispanic population has increased dramatically, up 59% since the 2000 census.

The postsecondary education experience provides an opportunity to explore the world through academic and cultural diversity. In order to provide students with the most complete experience, campuses must reflect the increasing racial and ethnic diversity of Kansas and the growing adult population.

# Participation by Race & Ethnicity

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

Comparing the Kansas and higher education system enrollment data reveals the system is attracting a diverse student population, achieving a higher rate of participation among the white and black/African American groups. Among the Hispanic population, the system has made gains but still does not reflect the Kansas demography.

Of particular note is the higher rate of participation of Hispanics in Community and Technical Colleges. This may be reflective of numerous trends such as proximity to existing Hispanic population centers, the shorter time to credential completion, and a higher rate of first-generation postsecondary students among the Hispanic population.

2010 / 2011	White	Black African American	Hispanic Any Race	All Other*
Kansas	78% 78%	6% 6%	11% 11%	6% 6%
Higher Education System	78% 79%	8% 9%	7% 8%	4% 5%
State Universities	86% 84%	5% 5%	5% 5%	5% 6%
Washburn University	82% 81%	7% 7%	7% 7%	5% 5%
Community Colleges	78% 75%	11% 11%	8% 9%	4% 4%
Technical Colleges	75% 77%	12% 10%	8% 8%	5% 5%

\*All Other includes Asian, American Indian, Pacific Islander, and Two or More Races.

Source: For Kansas, U.S. Census Bureau, American Community Survey. For Higher Education System, Kansas Board of Regents, KHEDS.

## MEASURING a DIFFERENCE

### *measure*

Compare state demographics with higher education participation levels of Kansas citizens, including underrepresented groups.

### *progress*

Kansas institutions continue to recruit a diverse student population that reflects the Kansas demography. While the system is enrolling more Hispanic students, the increases are not sufficient to mirror the rapidly expanding Hispanic population.



# 1

## Strategic Goal

### Increase Higher Education Attainment

## Participation by Kansas Adults

Raising educational attainment among adults is an imperative if Kansas is to raise the overall level of population with postsecondary achievement. States with higher proportions of the population with a postsecondary education tend to have a higher per capita median income. College educated adults also possess desirable social characteristics, such as higher voting rates and higher philanthropic tendencies. Equally important, college educated parents tend to pass on their knowledge and aspirations to their children resulting in multigenerational socio economic mobility.

Kansas ranks above the national average among states in educational attainment. This measures, in broad terms, the education level of the population.

Among citizens who have completed some college, but not earned a credential, Kansas also ranks above the national average.

#### 47% Kansas

Citizens with Some College,  
but No Degree

38% U.S.

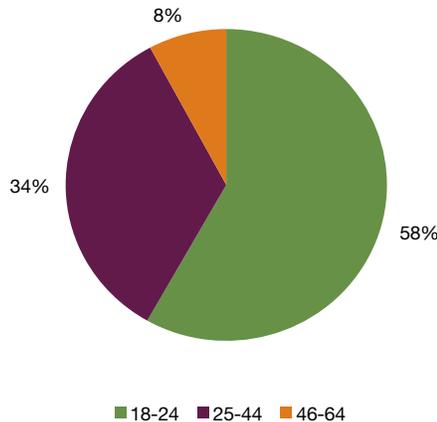
Source: U.S. Census Bureau, American Community Survey 2011

Kansas public higher education institutions are consistent in recruiting citizens to Kansas institutions. The rate of in-state participation for adults has remained constant from 2010 to 2011.

Adults with Associate Degree or Higher				
	Kansas		U.S.	
	2010	2011	2010	2011
Adults 18-24	16%	15%	14%	14%
Adults 25-34	43%	44%	40%	40%
Adults 35-44	44%	43%	40%	41%
Adults 45-64	38%	39%	37%	37%

Source: U.S. Census Bureau, American Community Survey, 2010 & 2011

In-State Adult Participation  
2010 & 2011



Source: Kansas Board of Regents, KSPSD.

### MEASURING a DIFFERENCE

#### measure

Compare postsecondary attainment of Kansans, by age groups, to the United States.

#### progress

Although Kansas has a higher rate of working adults who have earned some college credit or obtained an Associate Degree or higher, the overall educational attainment of the state has not increased sufficiently to achieve the aspiration.



#### measure

In-state postsecondary participation by age groups.

#### progress

The rate of in-state participation has been consistent.



# Participation by Adult Learners

Another group of potential postsecondary students includes adults who have not earned a high school diploma or equivalency.

Kansans without a High School Diploma or Equivalency

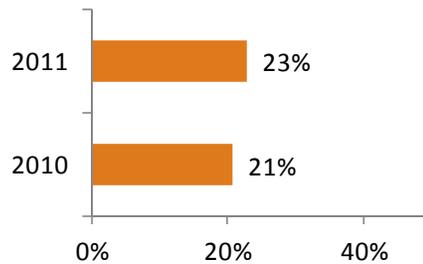
14% 18-24 Years Old

10% 25 And Older

The overall number of Kansas participants in adult learning programs (Adult Basic Education and/or English as a Second Language) has been uneven, fluctuating from a high of 9,034 in 2010 to 7,642 in 2012. The most significant decrease has been in the Hispanic population with a 16% reduction.

Successful completion of adult learning programs can lead to postsecondary enrollment. Among Kansas adult learners, the rate of participants who go on to postsecondary education within three years is increasing.

**ABE Completers Transitioning**



Source: Kansas Board of Regents, KSPSPD.

New efforts are currently underway to help Adult Basic Education participants transition to Kansas postsecondary institutions. The Accelerating Opportunity Initiative is focusing on improving this trend.

## NEW MEASURE for NEW INSIGHT

One additional strategy that will be necessary to meet the need for more Kansans with postsecondary education is to attract adults with college credit back to school to complete a postsecondary credential. Higher education institutions have begun to engage this population and the results have been positive.

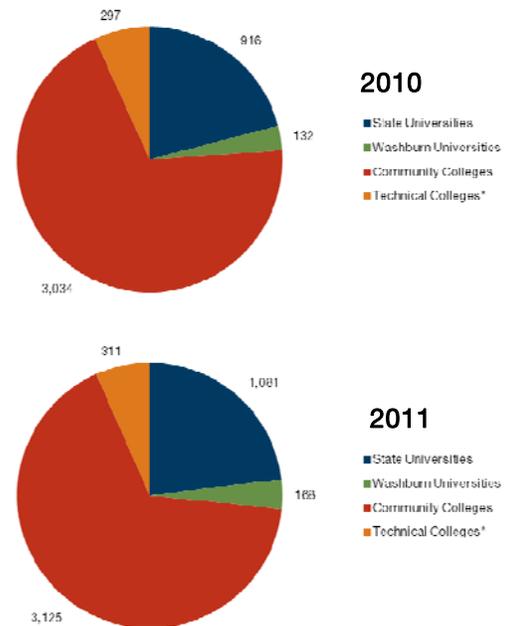
### *measure*

Number of adults with college credit returning to complete a postsecondary credential.

### *progress*

The overall number of adults who are returning to higher education to complete a credential after a 2-year absence increased 7% from 2010 to 2011.

**Adults With Credit Returning**



\*Includes Washburn Institute of Technology.

## MEASURING a DIFFERENCE

### *measure*

Number of Adult Basic Education (ABE) participants.

### *progress*

The overall number of Kansans participating in ABE programs has declined. The most significant decrease is among Hispanics. Given the importance of returning working adults to postsecondary and the continued growth in the Hispanic population, this trend needs to be reversed.



### *measure*

Percent of ABE participants in postsecondary education.

### *progress*

Although the percent of ABE participants transitioning to postsecondary is positive, additional efforts will be necessary to continue success in attracting, retaining, and graduating this population.



# 1

Strategic Goal

## Increase Higher Education Attainment

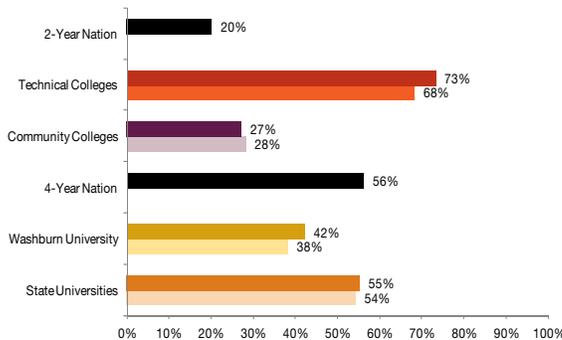
### Retention & Graduation

In order for Kansas to experience the full benefits of having a highly educated citizenry, it is imperative that students who enter the higher education system leave with a postsecondary credential. Retention and graduation rates are traditional benchmarks and complement each other as retention rates are highly correlated to graduation rates.

First to second year retention rates indicate the number of first-time, full-time undergraduate students who enroll in a fall term and return for the next fall term. The traditional method of retention is at the institution level, meaning a student enrolled at the same institution the first and second fall terms. The system retention rate means a student enrolled at a public institution in the first and second fall terms. Shown below is the retention rate by sector, which reflects students who enrolled in one type of institution the first Fall, and any public institution the second Fall.

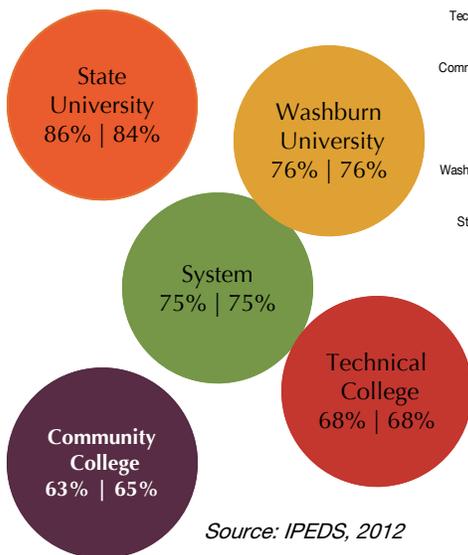
Graduation rate is a clear measure of student and institutional success. Rates are based on the number of students who graduate within 150% of degree time (within six years of entry for 4 year institutions, within three years for 2 year institutions). Two measures are used to express this rate: sector and institution. The national graduation rate for sectors is also shown. The ultimate goal is to increase the graduation rate by 10 percentage points for each sector by 2020.

**Graduation Rates by Sector**  
2010 | 2011  
National is 2010 only.



Source: Nation, National Center for Education Statistics, 2012. Kansas, IPEDS.

**Retention Rates by Sector**  
2010 | 2011



Source: IPEDS, 2012

#### MEASURING a DIFFERENCE

**measure**

First to second year retention rates at universities, community colleges and technical colleges.

**progress**

Retention rates have remained stable.



**measure**

Three-year graduation rate for community and technical colleges.

**progress**

There is wide variance between the graduation rates for community and technical colleges. While the graduation rate for community colleges has improved slightly, the technical college graduation rate has dropped slightly even though the institutions have high graduation rates. Kansas community and technical colleges continue to exceed the national average.



**measure**

Six-year graduation rate for universities.

**progress**

Graduation rates have dropped slightly.



# Certificate & Degree Production

NEW MEASURE *for* NEW INSIGHT

The overall number of certificates and degrees produced is another indicator of the system's overall effectiveness.

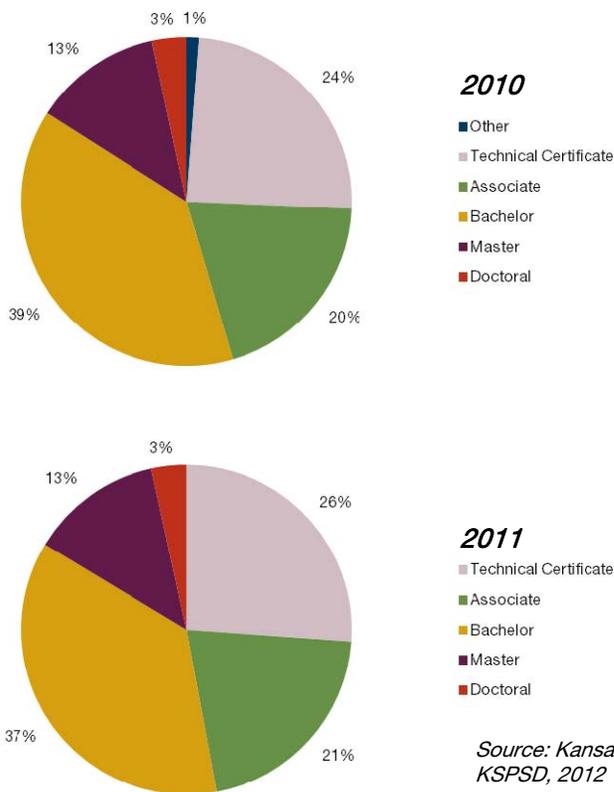
*measure*

Number of certificates and degrees awarded at universities and community and technical colleges.

*progress*

In 2010, 37,462 credentials and degrees were awarded. In 2011, 39,344 credentials and degrees were awarded, an increase of 5% (1,882). Of the 39,344 credentials awarded in 2011, the highest number were bachelor degrees. Monitoring the number and type of credentials produced is vital in developing a complete picture of performance.

**Certificate & Degree Production, by Award**



 **Positive Trend**

# Student Success Index

NEW MEASURE *for* NEW INSIGHT

Retention and graduation rates do not reflect the full postsecondary experience. This is especially true among students entering community and technical colleges, where students may only attend in order to achieve a certain number of credit hours before transferring or take a limited number of courses to refresh job skills.

*measure*

Performance on Student Success Index for community and technical colleges.

*progress*

To provide a more complete picture for community and technical college students, we will begin reporting the Student Success Index in 2014. The Index will include information on the following:

- Certificate Completion,
- Associate Degree Completion,
- Retention,
- Transfer within the Public Higher Education System.

## Measure In Progress

# 2

Strategic Goal

The public higher education system is the largest producer of individuals with the skills and credentials necessary to fuel the Kansas economy and meet projected workforce demands.

## Improve Economic Alignment

### THE IMPORTANCE of HIGHER EDUCATION

In the knowledge-based economy, obtaining a postsecondary credential is increasingly vital for personal economic success, and the long term economic success of the state.

The postsecondary system balances the needs and desires of the individual seeking personal growth with the demands of the Kansas dynamic. Responding to these evolving, and sometimes incongruous, needs can be challenging. However, viewing the system from only one lens, workforce production or personal growth, is limiting as all postsecondary attainment is relevant. Earning a postsecondary credential should mean all graduates have the foundational skills essential for success in work and in life.

Five aspirations will guide the higher education system toward economic alignment by 2020:

1. Meet business and industry expectations for core workplace skills in mathematics/analytical reasoning, communications, and problem solving.
2. Reduce workforce shortages in selected high demand fields.
3. Meet expectations of quality in all technical programs.

4. Enhance understanding of the role of university research in supporting the economy.
5. Continue to exceed the regional average for percent of credentials awarded in STEM fields.

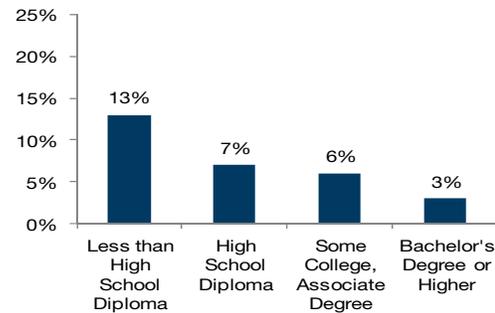


## JOBS OF THE FUTURE

As Kansas and the nation emerge from the recession, experts report the economic recovery is dependent on a highly skilled workforce. Current and future jobs with staying-power will require higher levels of education, advanced skill sets, and continuous updates.

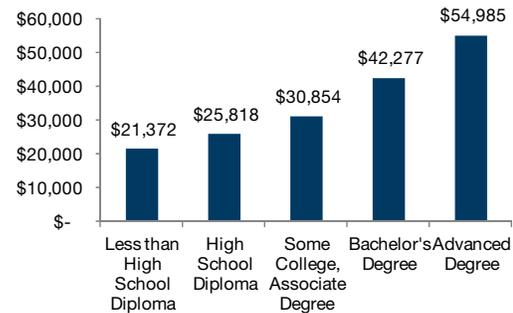
Postsecondary education achievement provides access to occupations across a wide spectrum of the economy. Kansans with in-demand skills have increased earnings capacity and the ability to remain employed even during economic downturns.

2011 Kansas Unemployment



Source: U.S. Bureau of Labor Statistics, 2011

2011 Median Kansas Earnings



Source: U.S. Census, American Community Survey, 2011

Measures that provide insight into the higher education systems alignment with the Kansas economy will ensure the system is responding to the needs of the Kansas economy.

# Business & Industry Expectations

Four measures have been developed to help determine how the higher education system is responding to business and industry expectations for graduates. The measures include student learning assessment strategies, tracking employment and wages post graduation, and performance on credential assessments.

Student learning assessment is the most direct measurement of the system's ability to meet and exceed expectations of employers.

***measure***

Performance of students on institutional assessments in three areas:

- Mathematics/Quantitative/Analytical Reasoning,
- Written and Oral Communication,
- Critical Thinking/Problem Solving.

***progress***

Beginning in 2014, each institution will use a set of approved common outcomes to report on student learning.

## Measure In Progress

Two indirect, but telling measurements are graduates employed and wages earned post graduation. These measures indicate the system is meeting expectations based on the desirability of graduates in the job market.

***measures***

Percent graduates employed in Kansas.  
Average wages earned by graduates.

***progress***

The first study of these measures was conducted in 2012 for graduates of 2007, 2008 and 2009. Results indicate total employment for graduates of the public higher education system, post graduation, in Kansas was 64%. The second year after graduation, Kansas employment among all graduates dropped to 61%. The average earnings for graduates employed in Kansas ranged from \$19,600 for certificate holders to more than \$56,000 for those with advanced education. As anticipated, earnings increased in the second year of employment post graduation among all graduates.

Award Type	One Year Post Graduation		Two Years Post Graduation	
	% Employed in Kansas	Average Earnings	% Employed in Kansas	Average Earnings
Certificate	74.4	\$19,641	70.0	\$21,001
Associate	70.1	\$24,643	67.4	\$26,420
Bachelor's	61.6	\$27,299	57.6	\$30,186
Master's	53.1	\$42,434	50.7	\$44,617
Professional	44.7	\$56,141	43.6	\$63,333
Doctoral	36.1	\$48,907	32.4	\$54,055

Source: University of Kansas Center for Research, Inc., KBOR-DOL Crosswalk, 2012

## NEW MEASURE *for* NEW INSIGHT

Many programs of study require students to successfully pass third-party assessments. The ability to track student performance and success on these assessments is a good indication of student learning and program alignment with employer and industry expectations.

***measure***

Performance of students on selected third-party technical program certificate/credential assessments.

***progress***

Beginning in 2014, performance on selected third-party assessments will be reported.

## Measure In Progress

# 2

Strategic Goal

## Improve Economic Alignment

### Workforce Shortages

Economic prosperity relies on an educated workforce. The higher education system plays a critical role in developing the workforce to meet the needs of the economy. By the end of this decade, over 60% of Kansas jobs will require some postsecondary education. Therefore, it is imperative higher education become aware of, and respond to, specific needs in the workforce.

One such partnership began in 2006, when institutions worked with the Governor and Legislature to create an initiative to increase the number of registered nurses in Kansas. The results of that effort have exceeded expectations.

2,612 additional nursing students  
174% above goal

Additional Nursing Faculty Hired  
217 full-time | 218 part-time

135 Nurse Educator Service  
Scholarships Awarded

27 Human Patient Simulators  
in nursing classrooms

1,438 additional nursing graduates

Nursing Initiative Achievements  
FY2007 - FY 2012

In 2011, the Governor and Legislature partnered with research universities to increase the number of engineers in Kansas by 60% by 2021. The universities, in cooperation with the Kansas Department of Commerce and the Board of Regents, are currently in the process of implementing the initiative.

In the fall of 2012, the Board of Regents, with information from the Kansas Departments of Labor and Commerce, developed a process that would assist the state and the higher education system in

identifying and responding to workforce needs. The initial study identified several occupational areas with high demand and low supply:

- Business & Financial Operations
- Computer & Mathematics
- Architecture & Engineering,
- Healthcare Practitioners & Technicians
- Construction, Extraction & Installation,
- Maintenance, Repair & Production.

The study also highlighted the importance of knowing that many high demand occupations match multiple instructional program areas. This would indicate graduates from a number of certificate and degree programs could be prepared for specific high demand occupations. Likewise graduates from a specified program area could be qualified for more than one high demand occupation.

There are also programs where there is no linear educational path to specific occupations. These programs often develop talented individuals who thrive in a variety of occupations. Programs may include general studies, liberal arts, history, and other social and psychology related fields.

### NEW MEASURES *for* NEW INSIGHTS

#### *measure*

Number of certificates and degrees awarded in selected high-demand occupations.

#### *progress*

By putting in place the process to identify high demand and low supply areas, trends will become clear as well as appropriate responses for the higher education system.

### Measures In Progress

# STEM Credential Production

Employers worldwide express a desire for more graduates in STEM (Science, Technology, Engineering and Mathematics) disciplines. A recent study from Georgetown University concludes there is both a need for STEM disciplines and a broader need for workers across the economy to possess STEM competencies. In order to compete successfully for jobs in the current and future global economy, many Kansas graduates need a basic grounding in science and mathematics.

Kansas continues to exceed the regional average for the overall percentage of all STEM credentials awarded. Compared to regional peers; Colorado, Iowa, Missouri, Nebraska and Oklahoma, Kansas exceeded overall STEM production by 4%.

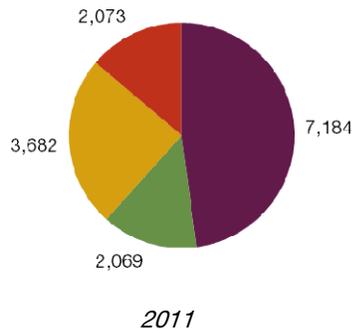
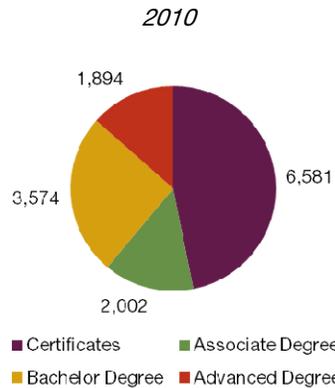
**38% Kansas**

STEM Credential Production

**34% Regional**

Among all STEM credentials awarded in Kansas in 2011, the largest number were Certificates. STEM-related certificates support a variety of higher graduate level STEM professionals and serve as an entry point for individuals who intend to pursue additional education in STEM fields.

*Kansas STEM Credentials Awarded*



## MEASURING a DIFFERENCE

### *measure*

Percent of credentials awarded in STEM fields.

### *progress*

Kansas institutions continue to produce a high percent of STEM credentials as a percent of all graduates. Continued monitoring is necessary given the high demand for STEM graduates and graduates with STEM competencies.

 **Positive Trend**

## INITIATIVES for ECONOMIC ALIGNMENT

Two additional initiatives are included in Foresight 2020 to ensure the public higher education system is aligning with the Kansas economy.

### *initiative*

Enhance understanding of the role of university research in supporting the economy.

### *progress*

University research is conducted on a host of issues. This initiative, which will begin in 2013, is aimed at better understanding the research being conducted at Kansas universities that directly impact selected sectors of the economy.

### *initiative*

Meet expectations of quality in all technical programs.

### *progress*

The Kansas Board of Regents and the Kansas Postsecondary Technical Education Authority have been in the process of implementing a legislative directive aimed at improving technical education in Kansas. The Board and Authority have already developed and implemented a technical program alignment process, and, with the Governor's and Legislature's support, new funding incentives for technical education. Now the Board and Authority are developing a process for assessing program quality through the use of outcome metrics. It is anticipated some initial reporting on this initiative will begin in 2014.

# 3

Strategic Goal

Great universities serve a variety of intellectual and professional needs of individuals and society. Great universities also aspire to continually improve and be recognized for quality in research, teaching and service.

## Ensure State University Excellence

### THE IMPORTANCE *of* HIGHER EDUCATION

Over the past two to three decades, public perceptions of university excellence have been impacted by a host of media stories, surveys, polls, and ranking systems. These communications have served to raise public awareness but can be confusing and sometimes misleading about the quality of a particular institution or raised concerns they might not have otherwise had. However, as a result of these changes, greater focus has been placed on measures of university performance.

The Kansas Board of Regents has identified selected measures of performance for state universities that can consistently be reviewed and which are important to ensure excellence both in practice and perception. These measures include a review of selected rankings for research universities, performance of regional universities in comparison to selected peer institution, the amount and proportion of federal research dollars awarded, and private giving to the universities.

The Board's aspiration that will guide the state universities in pursuit of excellence is as follows:

1. Improve the regional and national reputations of state universities.



## Research Universities

Kansas State University, the University of Kansas, and Wichita State University are selecting rankings that reflect each institution's unique strengths and are relevant to the established mission and vision of each university.

### *measure*

Improvement in selected regional and national rankings for research universities.

### *progress*

Beginning in 2013, the three research universities will report on selected regional and national rankings.

### Measure In Progress

## Regional Universities

Emporia State University, Fort Hays State University, and Pittsburg State University are selecting peer institutions and establishing measures for performance comparisons.

### *measure*

Improvement in institution performance of regional universities on quality measures compared to peers.

### *progress*

Beginning in 2013, the three regional universities will report on performance of quality measures compared to peers.

### Measure In Progress

# Federal Research Funding

University research is vital in developing products and spurring innovations that will shape our future. Researchers are performing work that benefits their intellectual growth, expands knowledge in fields ranging from medicine to energy, and contributes to the growth of the state's economy. Kansas universities have a solid track record in attracting federal research funding, but there is ample room for improvement. As Kansas' participation in the Experimental Program to Stimulate Competitive Research (EPSCoR) indicates, Kansas attracts fewer federal research dollars per capita than most states.

Increased research capacity through such initiatives as the National Bio and Agro-Defense Facility at Kansas State University and National Cancer Center Designation by the University of Kansas, will likely result in an increased capacity to attract additional research dollars.

	2010		2011	
	Federal R&D \$	% of Total University R&D	Federal R&D \$	% of Total University R&D
United States	34,475,292,000	—	40,764,823,000	—
Kansas	230,908,000	—	260,587,000	—
Emporia State University	*	*	304,000	56%
Kansas State University	68,560,000	43%	76,953,000	45%
Pittsburg State University	999,000	57%	1,280,000	76%
University of Kansas	147,598,000	55%	162,550,000	54%
Wichita State University	13,751,000	27%	12,972,000	26%

\*Emporia State University did not participate in the 2010 Survey.  
Source: Higher Education Research and Development (HERD) Survey, 2011

## MEASURING a DIFFERENCE

### *measure*

Amount and proportion of federal research dollars awarded.

### *progress*

The ability to attract federal research dollars is central to the continued success and growth of research at state universities. Since 2004, Kansas has attracted less than 1% of all federal research dollars. In order to qualify as a non-EPSCoR state, Kansas would have to receive more than .75% of federal research dollars. Over the past two years, federal research dollars awarded to Kansas universities has increased by \$29.7 million, or 13%. Overall university research and development dollars totaled \$481,923,000 in 2010 and \$524,241,000 in 2011.



# Private Giving

With the decline in state support for public universities, private giving has become increasingly important. Private giving allows universities to provide a margin of excellence for students that cannot be accomplished with state funding or tuition revenues alone.

The Voluntary Support of Education survey, conducted by the Council for Aid to Education, reveals that charitable contributions increased 8.2% in 2011.

### *measure*

Private giving to universities.

### *progress*

Assets for university endowments from 2010 to 2011 increased by \$297 million or 18%. The following chart indicates the growth in market value for each state university over the past two years and includes additional donations as well as increases from investments.

### Endowment Fund Market Value % Change

Emporia State University  
2010: 62,795,000 | 9.8%  
2011: 74,166,000 | 18.1%

Fort Hays State University  
2010: 47,464,000 | 17.2%  
2011: 50,624,000 | 6.7%

Kansas State University  
2010: 277,584,000 | 6.8%  
2011: 337,460,000 | 21.6%

Pittsburg State University  
2010: 48,101,000 | 20.5%  
2011: 59,333,000 | 23.4%

University of Kansas  
2010: 1,054,739,000 | 10.4%  
2011: 1,250,433,000 | 18.6%

Wichita State University  
2010: 177,017,000 | 20.1%  
2011: 193,039,000 | 9.1%





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## FORESIGHT 2020 SUMMARY

Higher education institutions in Kansas are making a difference in the lives of many Kansans and having a direct impact on the economy of the state. Also, state universities in Kansas are more focused than ever on achieving excellence through improved outcomes, increased research, and increased philanthropy.

During the past year, Foresight 2020 was revised to bring greater clarity and focus to the strategic goals. Six goals were revised into three goals. Also, the format was changed from a listing of objectives to identifying aspirations, measures, and current strategies being used to reach the goals.

Based on the data from this second report, several conclusions can be drawn. First, even though our institutions have a diverse population, additional progress is needed to increase participation in higher education and retain and graduate those who attend. A positive sign is that the number of certificates and degrees is increasing which is directly related to the first goal. The addition of a student success index for the community and technical colleges

should provide a more comprehensive picture of student success based on the mission of those institutions.

The higher education system is more cognizant of and focused on the needs of the economy. Partnerships with the Departments of Commerce and Labor have provided new opportunities to see the employment and wage patterns of graduates. Also, production of graduates in STEM fields is comparatively good but needs continuous attention. Lack of data on several of the measures for the second goal limit an overall assessment of progress. However, these are in the process of being developed and, once in place, should be very helpful in understanding the impact of the system on the economy and identifying areas in need of focus.

Finally, the initial data on pursuit of excellence in the state universities is very positive. No doubt, the addition of information on rankings and comparisons with peers will help the institutions better understand areas for growth and improvement.

Educational Attainment	Trend	Economic Alignment	Trend	State University Excellence	Trend
Higher Education & State Demographics	↑	Performance on Institutional Assessments	○	Research University Rankings	○
Postsecondary Attainment	↔	Graduates Employed	○	Regional University Peer Comparisons	○
In-state Postsecondary Participation	↔	Wages Earned by Graduates	○	Federal Research Dollars	↑
Adult Basic Education Participants	↓	Third-Party Assessments	○	Private Giving	↑
ABE Participants in Higher Education	↑	Certificates & Degrees in High-Demand Occupations	○		
Adults Returning to Complete	↑	STEM Credential Production	↑		
First to Second Year Retention	↔				
Three-Year Graduation Rates	↔				
Six-Year Graduation Rates	↔	↑ Positive Trend		↔ No Change	
Certificates & Degrees Awarded	↑	↓ Negative Trend		○ Measure In Progress	
Student Success Index	○			○ Baseline Data	