

MINUTES OF THE SELECT COMMITTEE ON HIGHER EDUCATION.

The meeting was called to order by Chairperson Eugene Shore at 9:00 a.m. on February 20, 1996 in Room 527-S of the Capitol.

All members were present except: Representative Michael O'Neal
Representative Edward Pugh

Committee staff present: Carolyn Rampey, Legislative Research Department
Helen Abramson, Committee Secretary

Conferees appearing before the committee: Dale Dennis, State Board of Education
Steve Jordan, Kansas Board of Regents

Others attending: See attached list

Steve Jordan, Kansas Board of Regents, reviewed for the Committee the process that lead to the preparation of a Scan of the Environment for postsecondary education in Kansas. The Scan was distributed to the members of the Committee. The State Board of Education and Kansas Board of Regents will use this scan for planning purposes. The Scan was presented to the Council last week. The Council is comprised of an executive committee and four working committees (governance, finance, academic, and articulation), mirroring the charge that was passed last year.

Dale Dennis, State Board of Education and Steve Jordan, Kansas Board of Regents reviewed for the Committee the summary points, highlights, context, and themes of "A scan of the environment for postsecondary education in Kansas" prepared by the National Center for Higher Education Management Systems (Attachment 1)

Some Committee members had remarks concerning some of the data on the Scan pages.

The next meeting was not scheduled.



NCHEMS

**A SCAN OF THE ENVIRONMENT FOR
POSTSECONDARY EDUCATION IN KANSAS**

DRAFT

January 31, 1996

National Center for Higher Education Management Systems
P.O. Drawer P/Boulder, Colorado 80302/(303) 497-0301

Select Higher Education

*Feb. 20, 1996.
Attachment #1*

Summary Points Environmental Scan

The overall context for Kansas postsecondary education in the immediate future and most likely over the next twenty years will be shaped by these trends:

- Escalating demands and expectations.
 - More students
 - More complicated students in terms of level of preparation for postsecondary education
 - Escalating demands for other services (e.g., applied research and service).
 - Increasing number of adults requiring retraining
 - Higher (and different) performance expectations
 - Growing importance of higher education
- Constrained resources
 - Competition from other sectors (e.g., health and criminal justice)
 - Public resistance to increased taxes
 - Uncertain consequences of changing federal role (e.g., devolution)
 - Student resistance to increasing tuition and fees
 - Tendency of state governments to use higher education as the “budget balancer”

The interaction of increased demands and limited resources will present Kansas with a fundamental dilemma: How to enhance access, increase efficiency and maintain (if not enhance) quality.

Highlights of Scan

- Many of the conditions that will affect the future demand for postsecondary education vary significantly from county-to-county. For this reason, data are presented whenever possible on maps of Kansas on which the locations of the state’s postsecondary institutions are also shown.
- The maps depicting population trends show:
 - Continued movement of population to a limited number of metropolitan areas and surrounding counties, reflecting a pattern of several decades. The growth of these areas stems from both migration within Kansas as well as in-migration to these areas.
 - While the rate of growth in urban areas is projected to slow, growth in surrounding suburban areas will continue (e.g. in Butler county in relationship to Sedgwick).
 - Growth of the 20-24 age group, the group generating the greatest demand for postsecondary education, will range from more than 100% in some counties to a decline of 20% in other counties. It is significant that several of the counties projected

to have the greatest growth in Southwest Kansas (e.g., Finney county) are also counties with the highest Hispanic population.

- The state's African-American and Hispanic populations are highly concentrated in certain counties, but the most significant development in terms of future educational policy is the growing Hispanic population in Southwest Kansas.
- The maps on education attainment show that:
 - Adult literacy is a major problem in three-quarters of the counties. In twenty-six counties more than 20% of the population age 25 and older has less than a high school diploma.
 - If the counties with a high percentage of people over age 55 are not considered, the potential demand for adult education is more sharply focused on Southwest Kansas and to some extent in Southeastern Kansas.
- In terms of college-level education attainment in comparison with other states, Kansas has:
 - A small proportion of its population with associate degrees compared to the U.S. as a whole and all but one of the comparison states.
 - A larger proportion of its population with baccalaureate degrees compared to the U.S. and all but two of the comparison states.
 - Roughly comparable proportions of its population with masters degrees and professional/doctorate degrees.
- Detailed charts and maps are presented on employment by industry and the occupations of employed persons.
 - Reflecting overall population trends, employment is becoming more concentrated in urban areas.
 - Traditional industries (durable goods manufacturing, farming and mining) are declining employment sources.
 - New growth is occurring in areas such as retail, finance, business services and professional services.
- Reflecting national trends, the Kansas occupational structure is shifting toward jobs which require higher skill levels.
 - National data show that while most jobs will continue to require less than postsecondary education, the fastest growing categories of jobs will require at least an

associate degree.

-- In Kansas, growth will occur primarily in professional, paraprofessional and technical occupations and in service occupations.

-- Detailed charts are presented showing the occupations projected to have the largest number of annual job openings and percentage growth to from 1994 to 2005. These show that:

** The number of jobs requiring postsecondary education and training will continue to grow.

** The number of jobs for which postsecondary training at less-than-the-associate degree level is likely to grow at a slower rate than those requiring an associate degree or more education. This may result in increasing expectations that postsecondary vocational/technical training will lead to an associate degree.

-- An analysis of projected demand compared to current degree production suggests that:

** The current capacity at the baccalaureate level meets or exceeds the projected demand at the baccalaureate level.

** At the associate degree-level, the projected number of job openings in certain specific fields (e.g., in certain health-related fields) exceeds the current degree production.

-- The data on projected work-force needs suggest that Kansas should:

** Sustain its capacity at the baccalaureate and graduate level. Within this capacity, however, it will be necessary for the state to make changes in programs and modes of delivery to respond to increasing demands. At this level, the demands will be driven as much by student demand as by specific work-force needs.

** Strengthen its capacity at the associate degree level, recognizing that many occupations for which less-than-associate degree training used to be sufficient will increasingly require higher levels of preparation.

- Kansas will experience a sharp increase in the number of high school graduates until the year 2000. The number of graduates will stabilize and decline slightly in the early years of the next century. As suggested by the earlier maps on population growth across Kansas, these increases will vary dramatically among counties.
- The Kansas participation rate of high school graduates in higher education (attending both in-state and out-of-state institutions) is in the middle range of comparison states (lower than

Colorado, Oklahoma and Iowa, and higher than New Mexico and Oregon).

- Kansas educates a high percentage (80%) of its students in-state, a pattern shared with comparison states. Those students who do attend institutions out-of-state appear to select institutions to specific reasons (e.g., specific programs or religious preferences). In contrast to the patterns observed in other states, Kansas students do not attend institutions in neighboring states because of geographic proximity to any significant degree.
- In the past five years, freshman enrollments at the Regents institutions and Washburn University have been declining while they have been increasing at the community colleges. Freshman enrollments at the Area Vocational Technical Schools have been relatively stable. These data do not reflect significant variations among institutions.
 - The projected increase in high school graduates is likely to lead to increased freshman enrollments in each sector in the remaining years of the 90s. This demand will stabilize and decline slightly in the first years of the next century.
 - The demand for postsecondary degree programs driven by the changing structure of the economy will likely sustain the demand for the degree-granting institutions throughout the planning period. As suggested earlier, changes will be necessary in the focus of that capacity.
- The community colleges report major increases in non-credit enrollments in short-term contract and other training programs. The differences in the reported number of these courses and students served suggest that the colleges follow different practices in accounting for this growing community service.
- An analysis of the geographic origin of students attending each of the major sectors (universities, community colleges, private institutions and area vocational-technical schools), shows significant potential gaps in service to certain counties. These gaps may reflect a mismatch between the geographic location of the state's postsecondary education capacity and the state's future education and work-force needs.
- Perceptions and the reality of increasing economic benefits of postsecondary education are likely to be major forces for increased demand in the coming decade. Data from surveys in other states indicate that access to a credential is as important -- if not more important -- than the knowledge and skills associated with the credential. If this trend reflects attitudes in Kansas, one can expect increasing demands for students to be able to transfer from non-degree programs to degree programs, and to transfer from associate degree to baccalaureate-degree institutions. Increasing numbers of adults will be returning to obtain further education and credentials. These trends are likely to increase the demands for articulation between and among the state's postsecondary education sectors.
- Available data on financial resources -- from tax resources, students and families and private sources, suggest that the next decade will be one of serious constraints.

- It is difficult to predict what impact the impending changes in federal policy will have on higher education, but these effects are likely:
 - ** Limited increases in overall funding for student assistance
 - ** An acceleration of the shift from need-based grant aid to loans
 - ** Cuts in federal funding for research, especially in fields related to defense. The exception may be funding for health-related research.
 - ** Indirect impacts on higher education as states face significant cuts in funding associated with programs consolidated into block grants to the states.

- In comparison with other states, Kansas has sustained the percentage of its state budget allocated to higher education in recent years. Whether this can be continued will likely depend heavily on the impact of federal "devolution," and other competing public priorities (e.g., health, criminal justice, K-12 public education).

- The capacity at the county level in Kansas to support postsecondary education varies dramatically, and changes in that capacity in the past five years vary even more widely. Many of the counties with significant demand have limited tax capacity and therefore must pay more for these services. Others with limited demand have comparatively high capacity and consequently pay far less for the same services.

- Kansas tuition as a percentage of personal disposable income is lower than comparison states, but this percentage has been increasing steadily in recent years as the state has been shifting more of the burden of financing to students and their families.


- Access to postsecondary education in Kansas varies significantly among counties and among population groups as a result of the way in which the system is financed. It also is affected by the ways in which resources are distributed and allocated. The current patch-work patterns of financing pose significant barriers to the state's capacity to respond to changing student and work-force needs. The system provides limited incentives for the different sectors and institutions to work together to meet these needs.
 - The geographic locations and service areas of institutions mean that students have varying access to community college services and to baccalaureate and graduate-level programs.
 - Critical needs in areas such as adult basic education are supported primarily with federal funding. Funding of these programs is not seen as a core state or local obligation.
 - Depending on whether a student attends a state-funded university or a locally funded institution, the relative shares of state and local support for that student will vary dramatically. In some counties, access is primarily a state responsibility; in others it is largely a county responsibility.

CONTEXT

ENVIRONMENTAL SCAN

- **Demographics**
 - High School Graduates
 - Educational Attainment of Adult Population
 - Numbers of 25-44 Year Olds
- **Economy**
 - Employment by Industry
 - Employment by Size of Establishment
 - Employment by Occupation
- **Fiscal Environment**
 - Tax Capacity and Effort
 - Share of State Budget for Higher Education
 - Emerging Issues
- **Other Factors**
 - Political/State Priorities/Political Culture
 - Technological
 - Social (Social Indicators)
 - Other Education Sectors (K-12, etc.)

SOME KEY CONDITIONS AFFECTING HIGHER EDUCATION POLICY IN THE NINETIES

- 
- **Limited Revenues and Escalating Requirements**
 - Rising Enrollment (and Other Service) Demands
 - Flat Economy and Taxpayer Resistance
 - **Higher Education as the "Budget Balancer"**
 - Salience of Other Sectors
 - Non-Discretionary Spending
 - **The Dilemma of Access and Efficiency--Without Changing Quality**

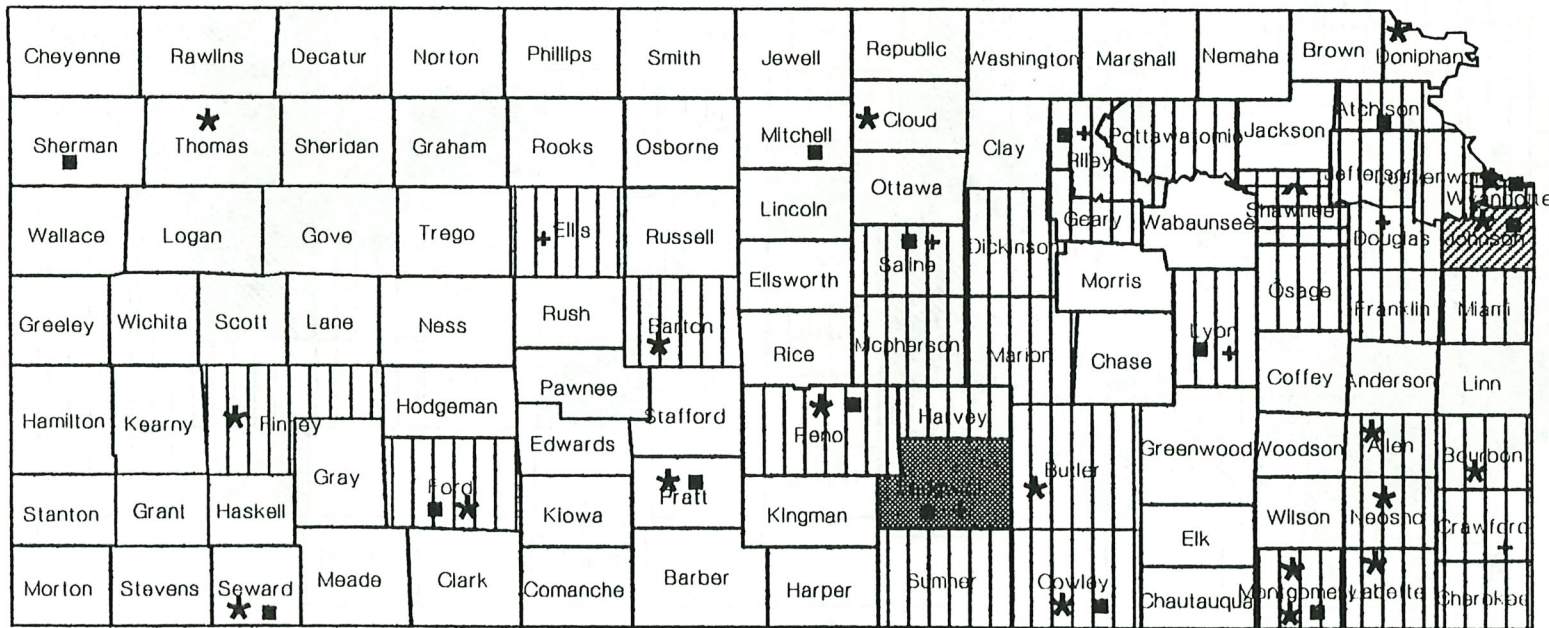
**INCREASED
DEMANDS**

**LIMITED
RESOURCES**

**DEMANDS FOR
INCREASED
PRODUCTIVITY**

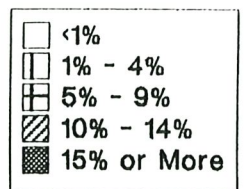
**POPULATION
EDUCATION ATTAINMENT
ECONOMY/EMPLOYMENT**

Percent of Kansas Population by County



- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution
- ^ Washburn University

Source: U.S. Bureau of Census, 1990



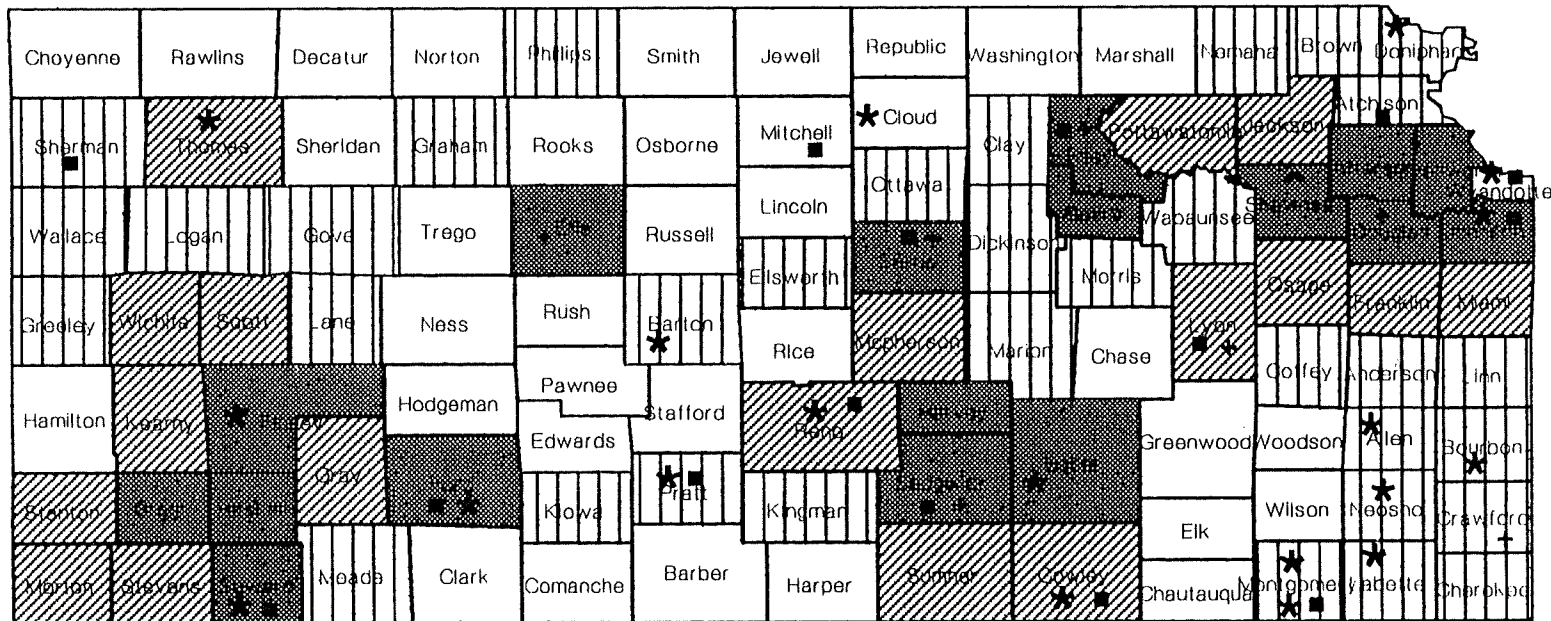
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Percent Change in Population of the Counties in Kansas, 1950-1990

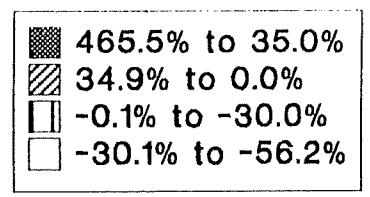
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- * Community College
- Area Vocational-Technical School
- + Regents' Institution
- ^ Washburn University

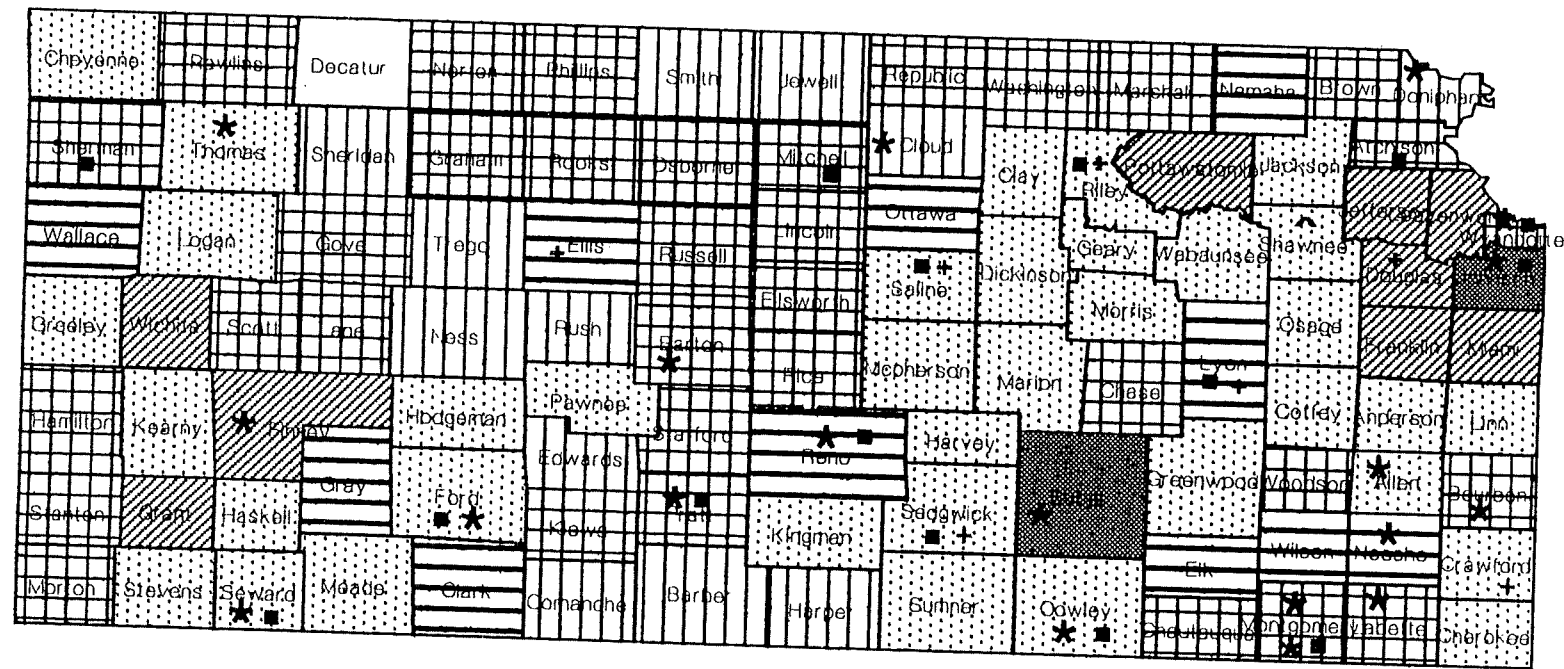
Source: Kansas Business Review, Vol. 17, No. 1, Fall 1993, p.30



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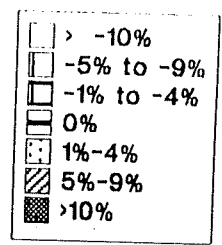
Population of Kansas Counties 1990-1994, Percent Change

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- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University

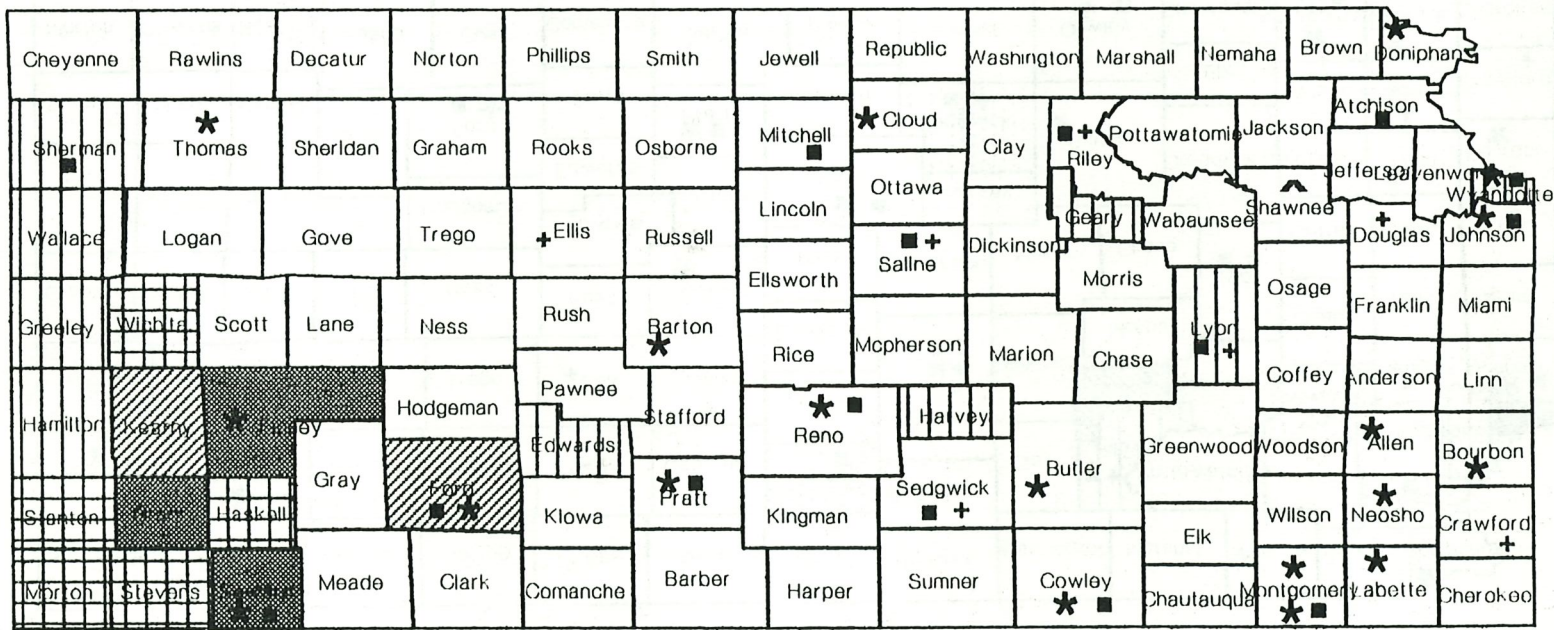


Source: U.S. Bureau of the Census, PPL-15, January 12, 1995

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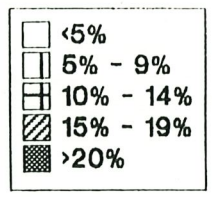
Hispanic Population as Percent of Total Population By County, 1990

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- * Community College
- Area Vocational-Technical School
- + Regents' Institution
- ^ Washburn University

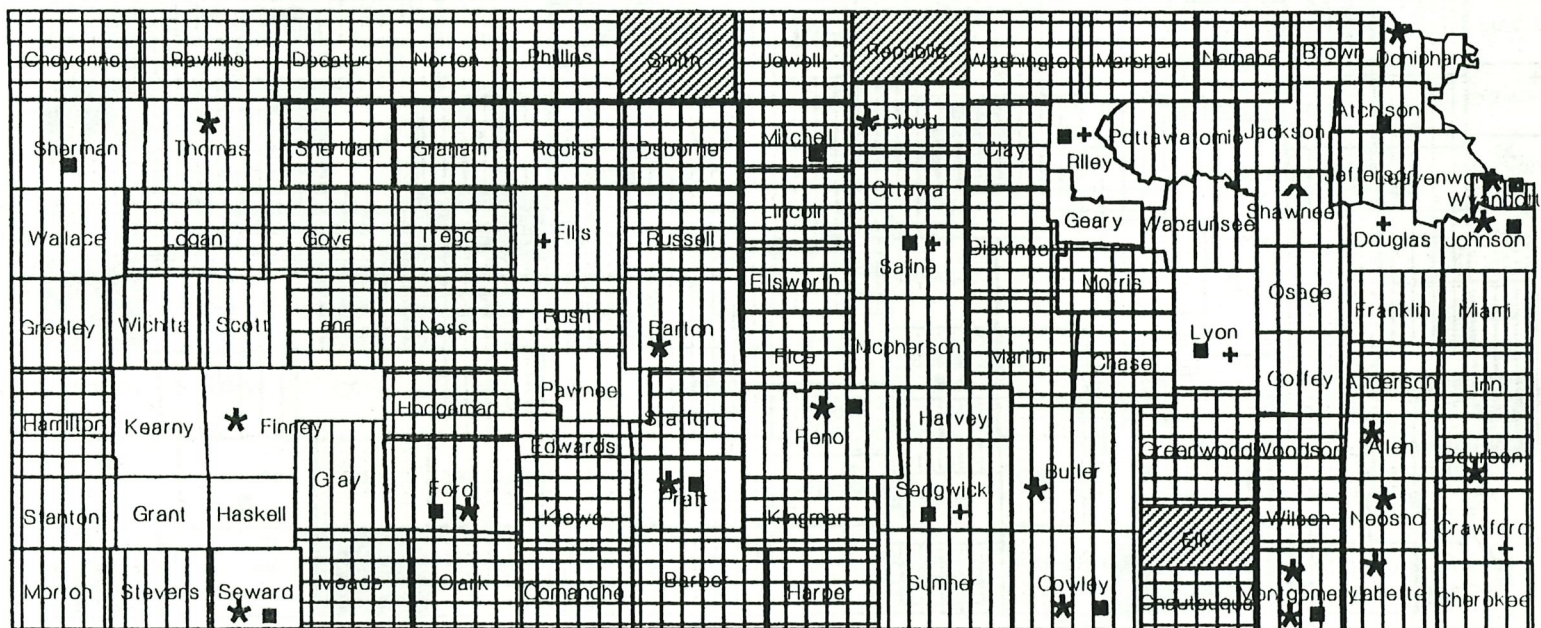
Source: U.S. Bureau of Census, 1990



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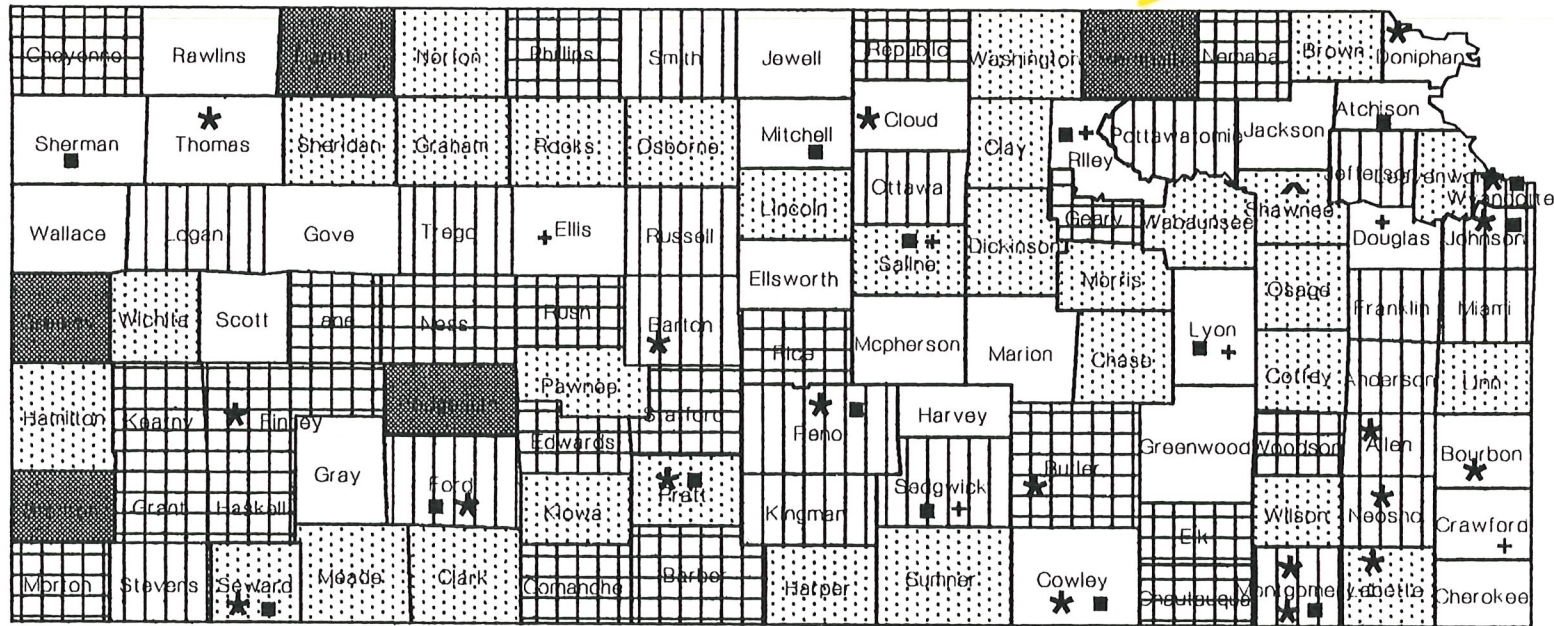
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Percent of Population Age 55 and Over By County, 1990



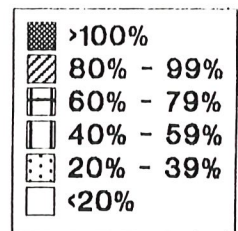
Population Projections 1995 to 2010 20-24 Age Group, By County

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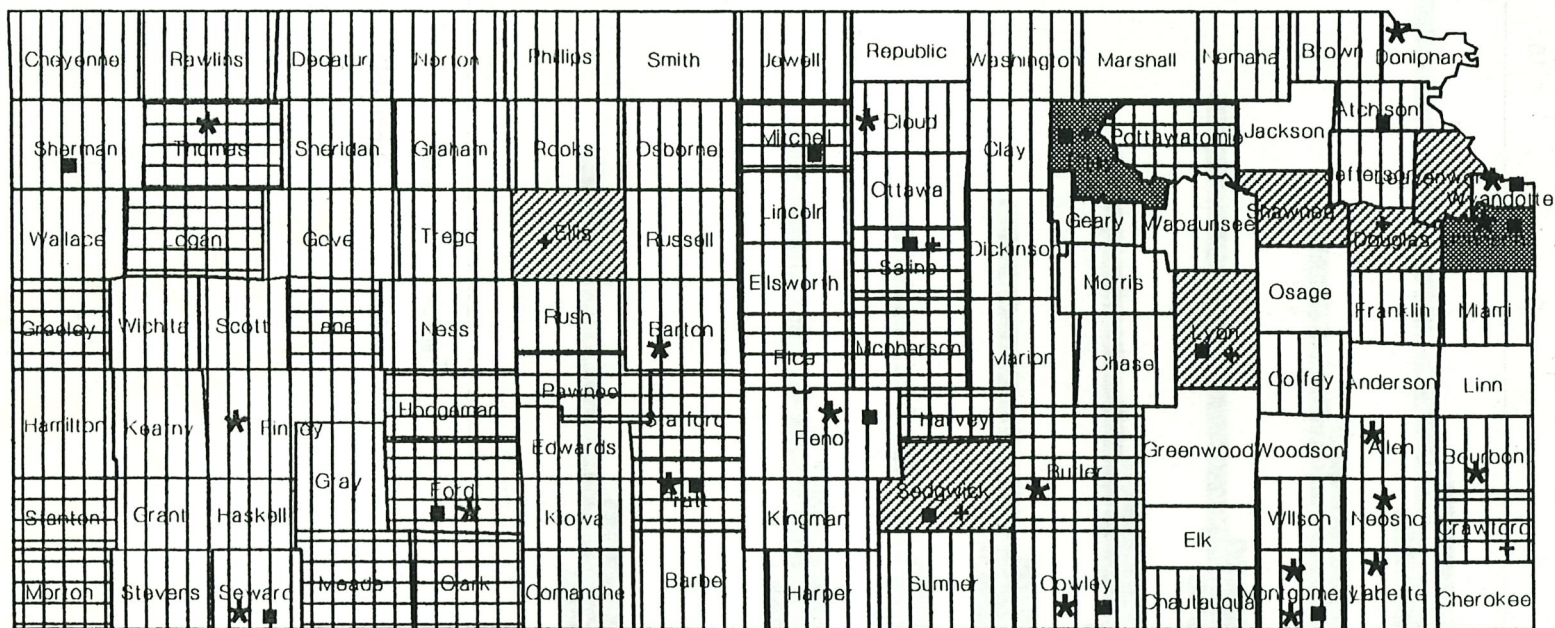
- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University



Source: KS Division of the Budget, KS Pop. Proj., 1995-2030

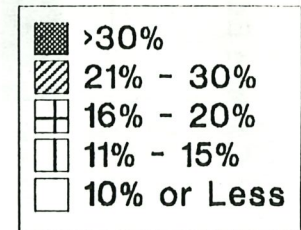
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Education Attainment - Persons 25 Years and Older Percent with a Bachelor's Degree or More By County, 1990

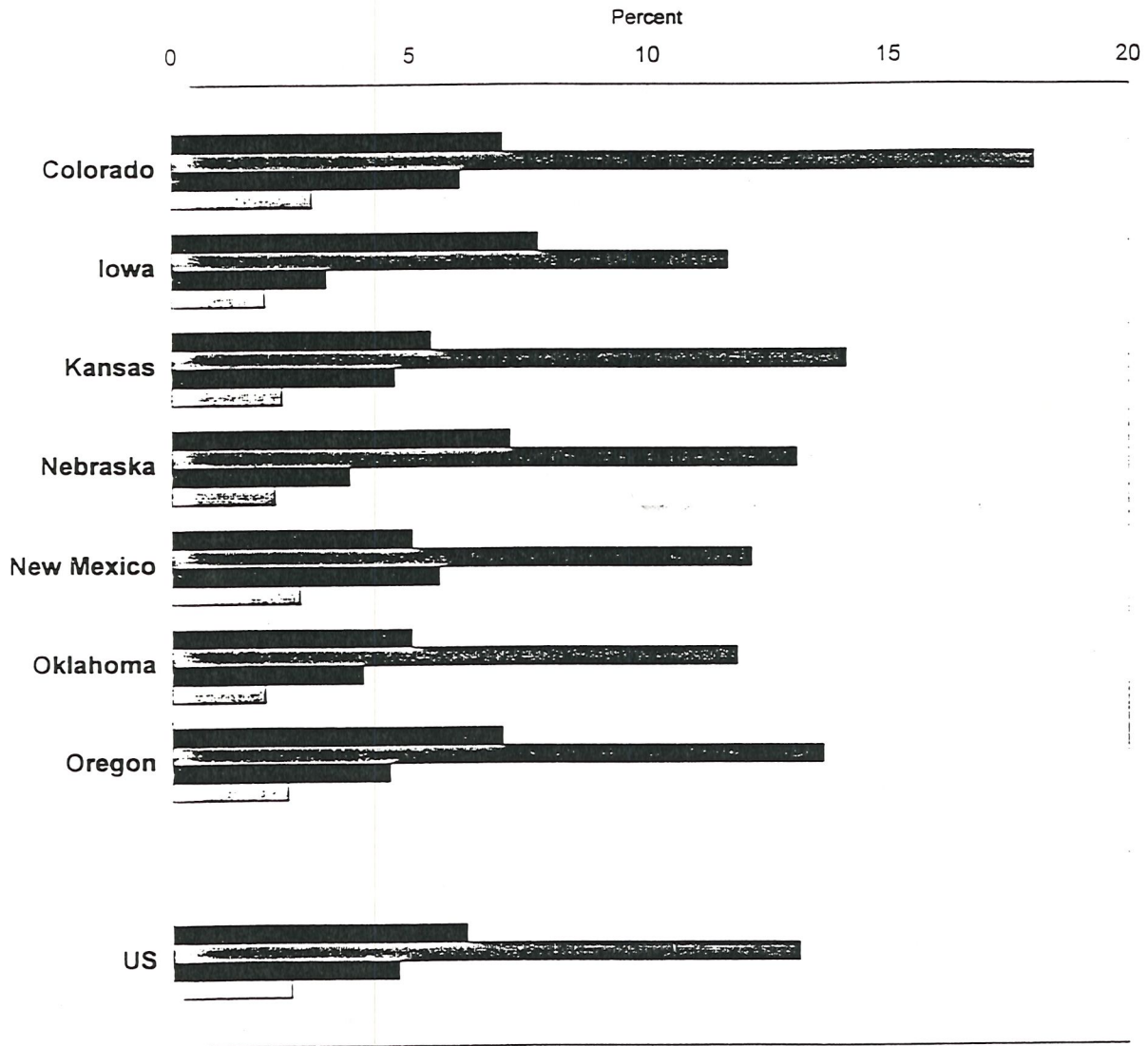


- * Community College
- Area Vocational-Technical School
- + Regents' Institution

Source: U.S Bureau of the Census, 1990



College Educational Attainment of the Adult Population, 1990

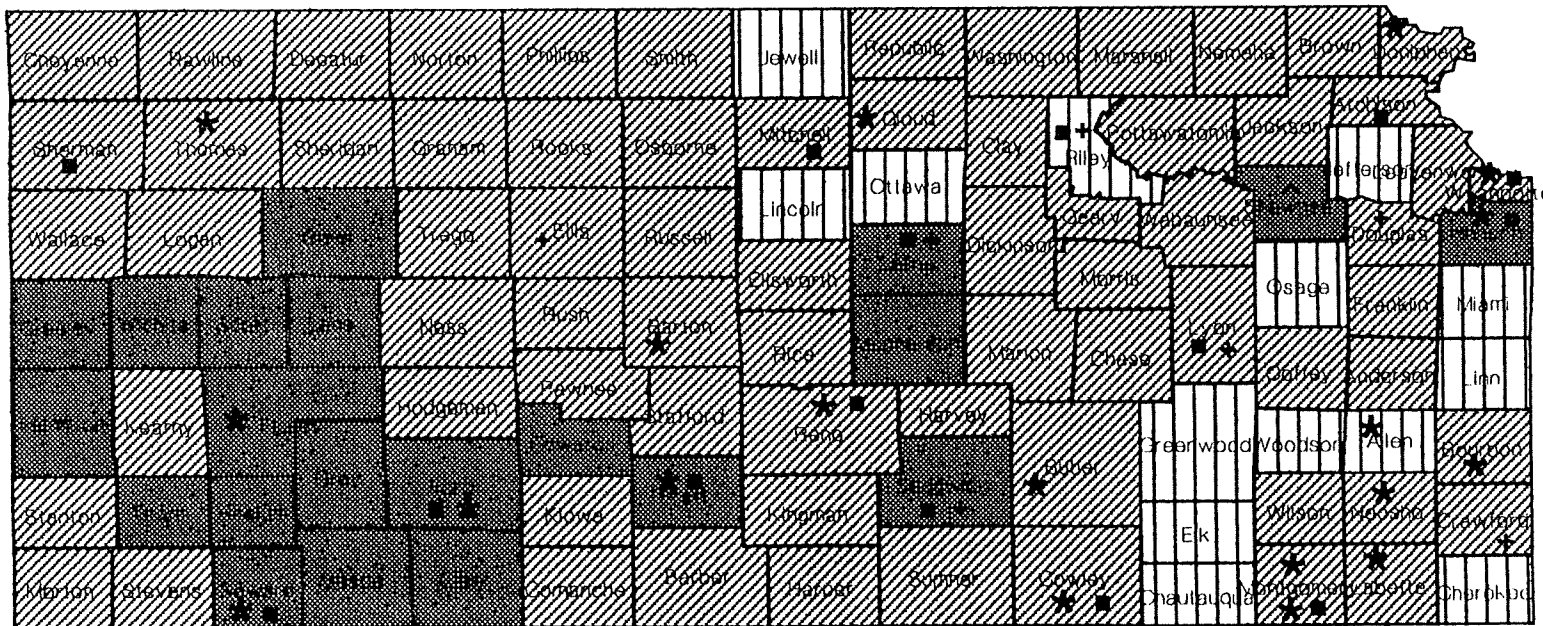


■ AA ■ MA
 □ BA □ Prof+PhD

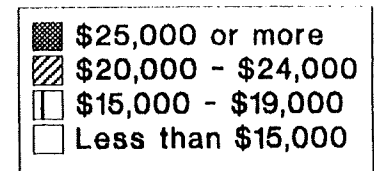
Source U S Census Bureau, 1990

Similar to KS in Population & occupation

Per Capita Personal Income 1993



- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University

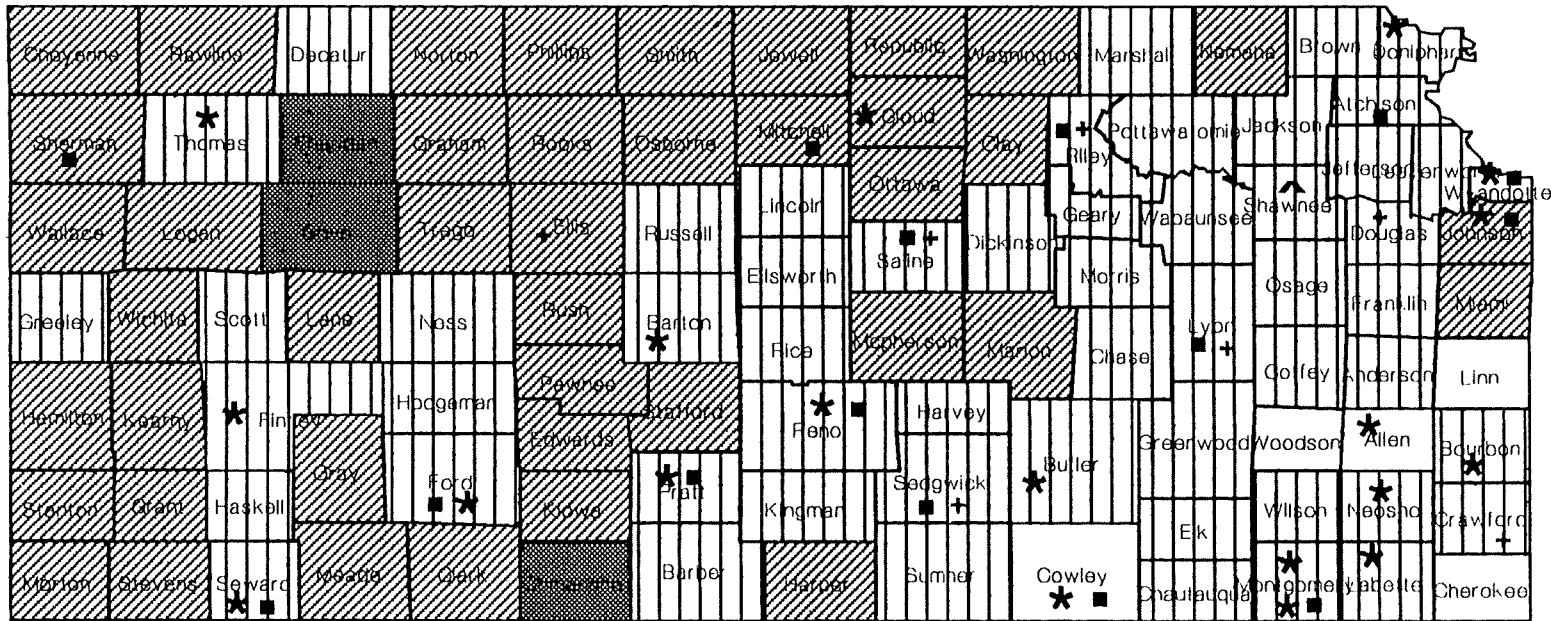


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Unemployment Rate by County June 1995 (Preliminary)

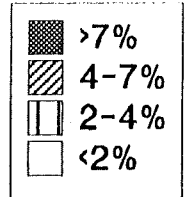
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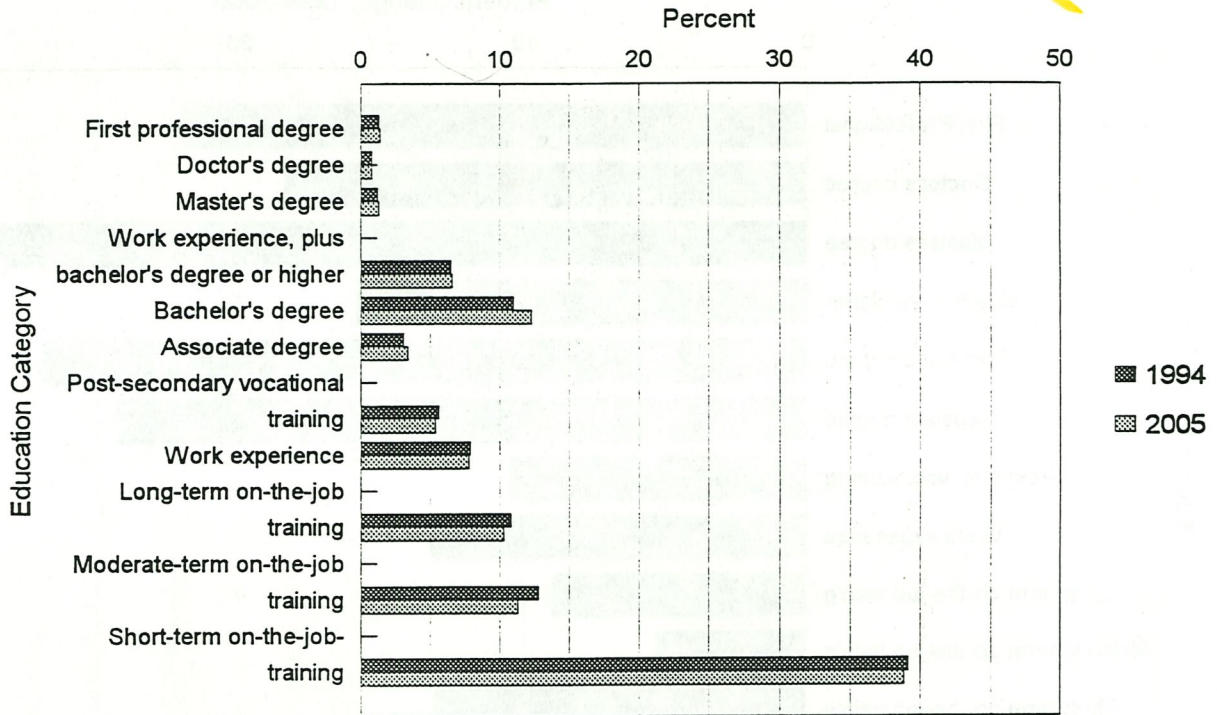
- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University

Source: Kansas Labor Force Estimates
Place of Residence Data



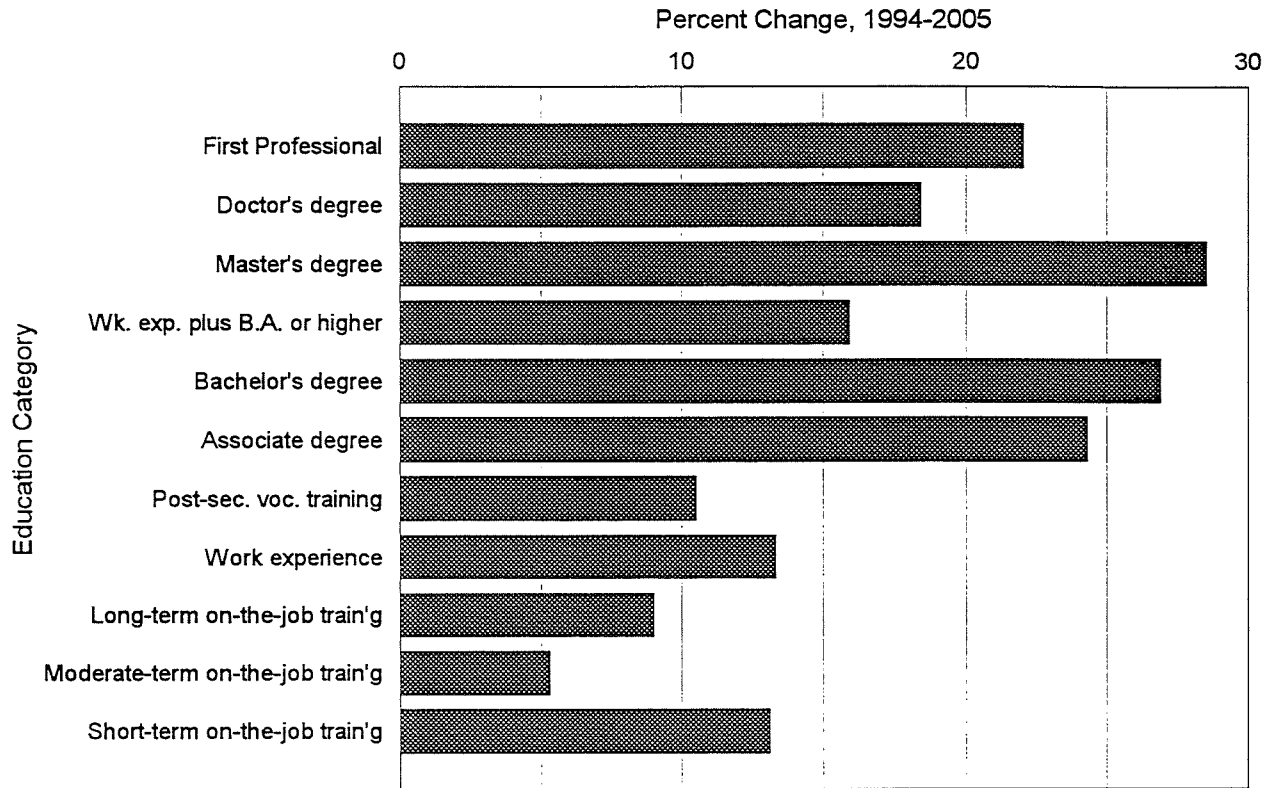
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Percent of Total Employment by Category
1994 and Projected for 2005, U.S.



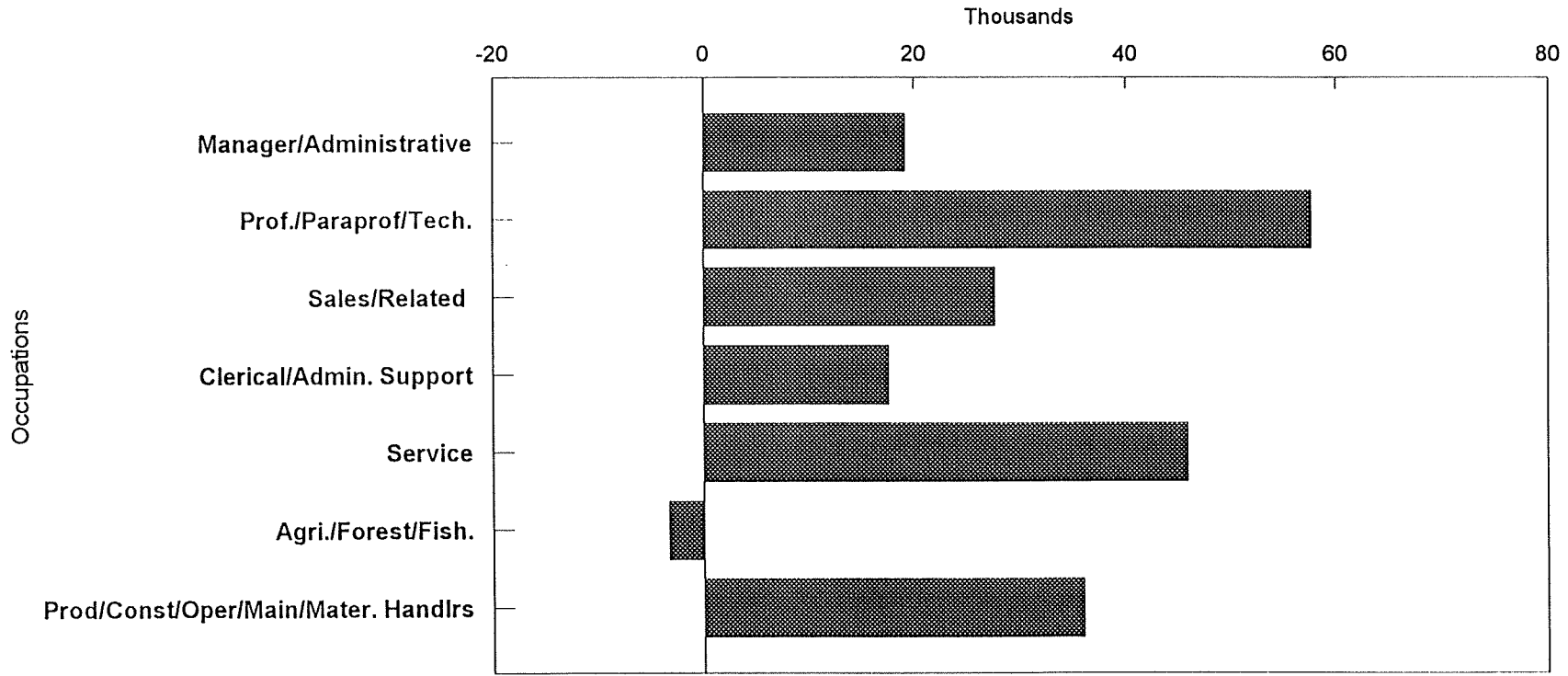
Source: U.S. Dept. of Labor, Bureau of Labor Statistics, 1994-2005 Employment Projections
USDL News Release: 95-485, Table 6, December 1, 1995

Projected Change in Employment by Education & Training Category
1994-2005, Moderate Alternative Projection



Source: U.S. Dept. of Labor, Bureau of Labor Statistics, 1994-2005 Employment Projections
USDL News Release: 95-485, Table 6, December 1, 1995

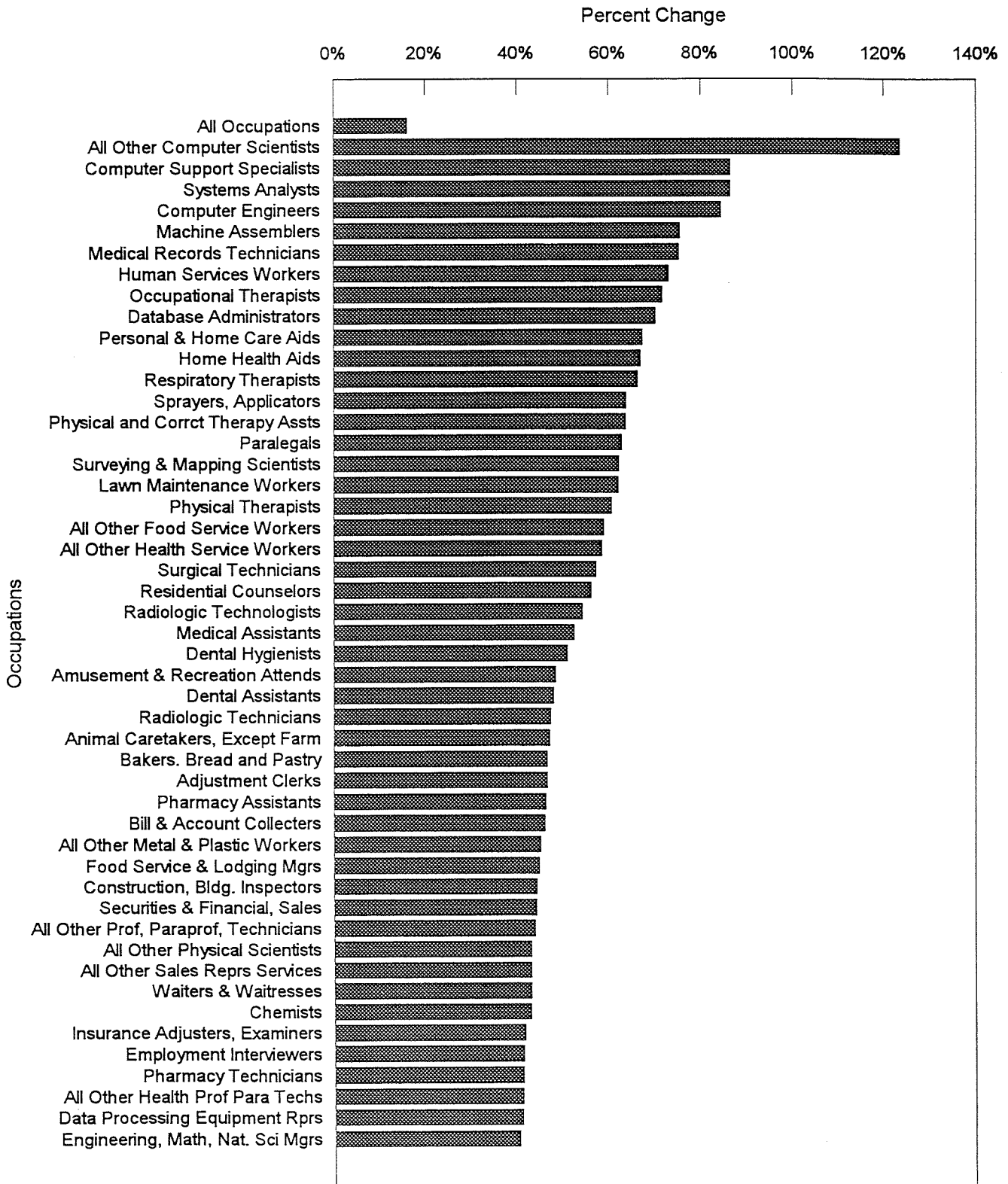
Change in Kansas Employment by Occupational Group, 1993-2005



Source: Kansas Dept. of Human Resources, Labor Market Information Services

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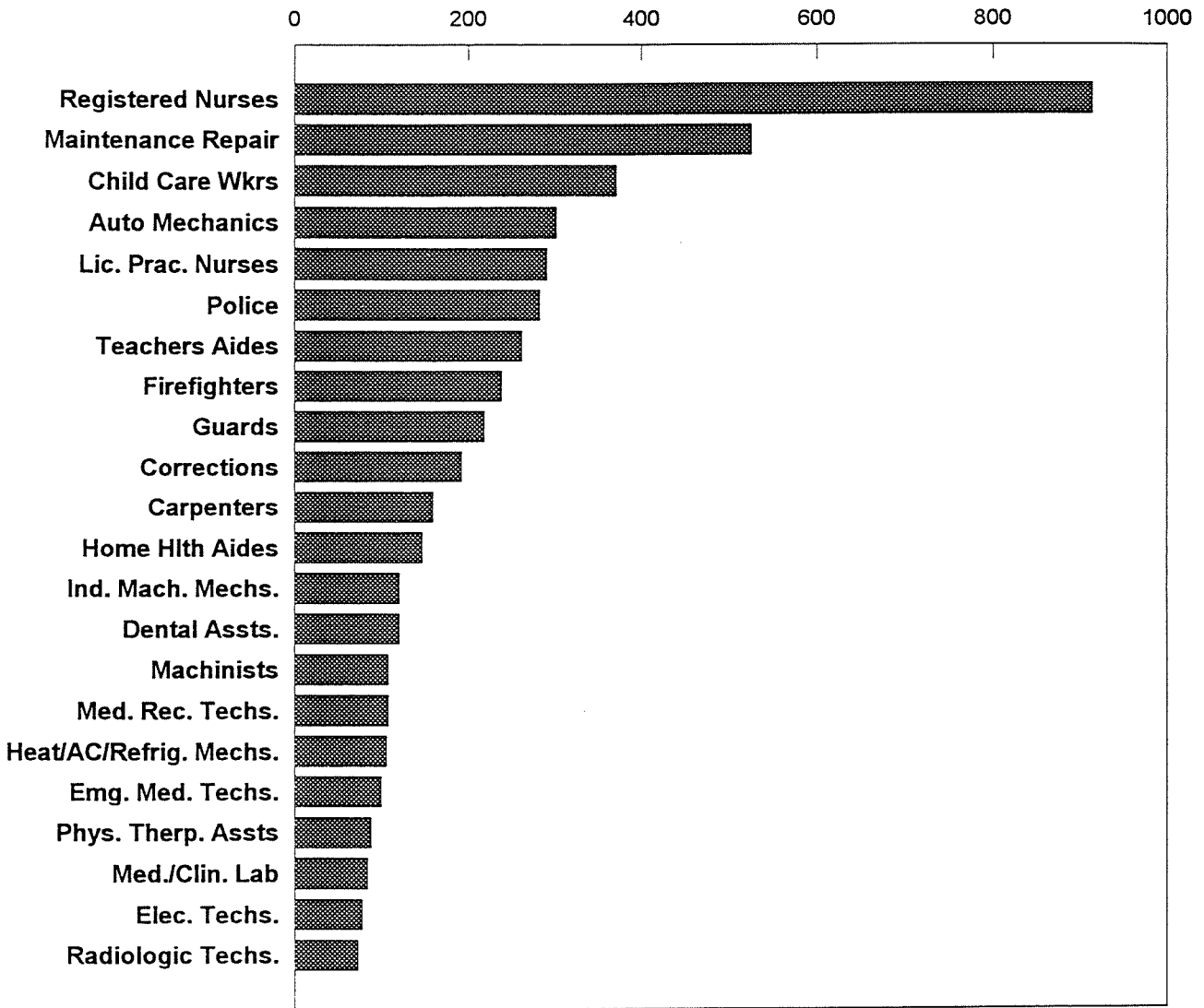
Kansas Occupations with More Than 500 Persons Projected Percent Increase, 1994-2005



Source: Kansas Dept. of Human Resources, Labor Market Information Services

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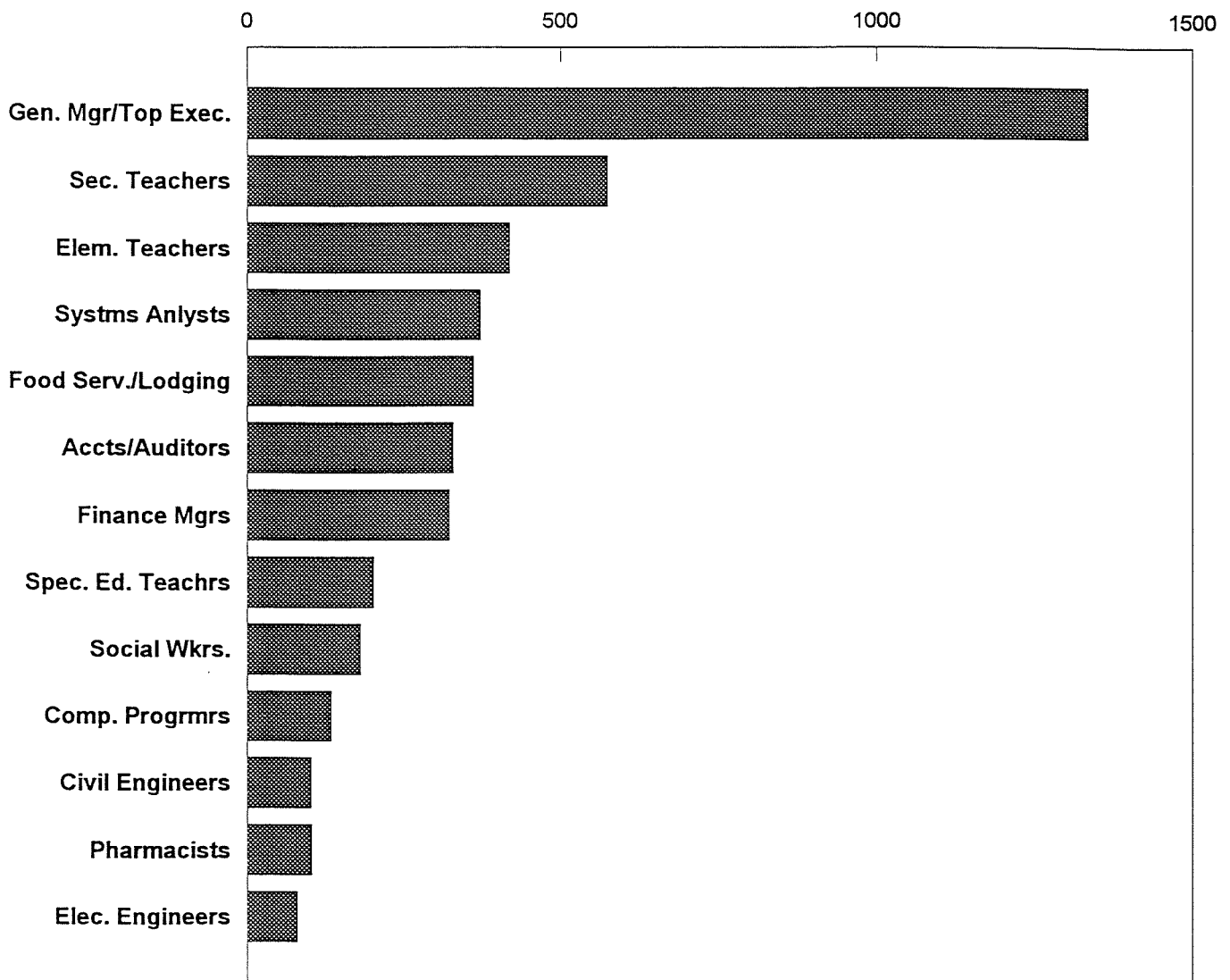
Kansas Annual Job Openings, Selected Occupations (AA Required)



Source: Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

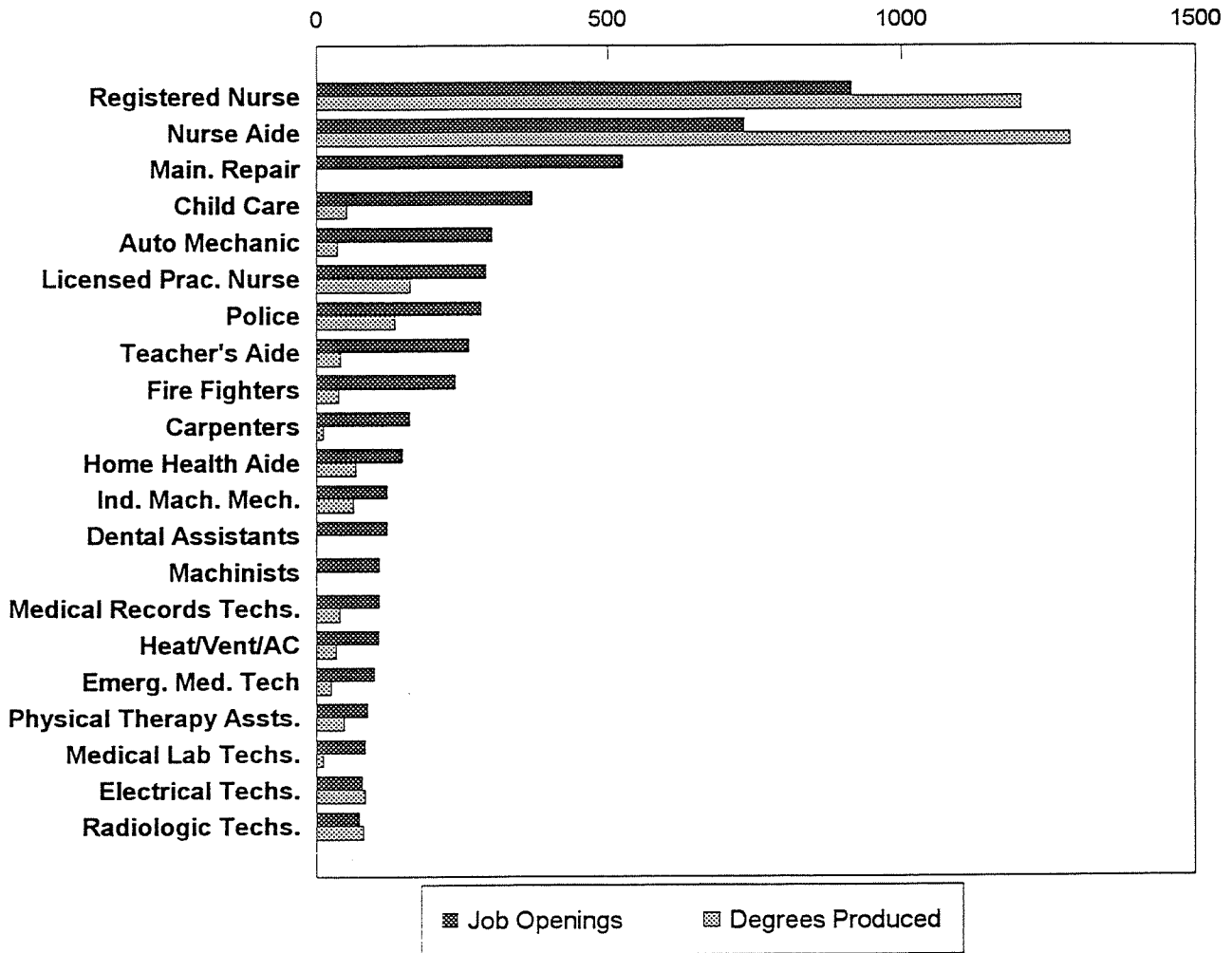
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Kansas Annual Job Openings, Selected Occupations (BA Required)



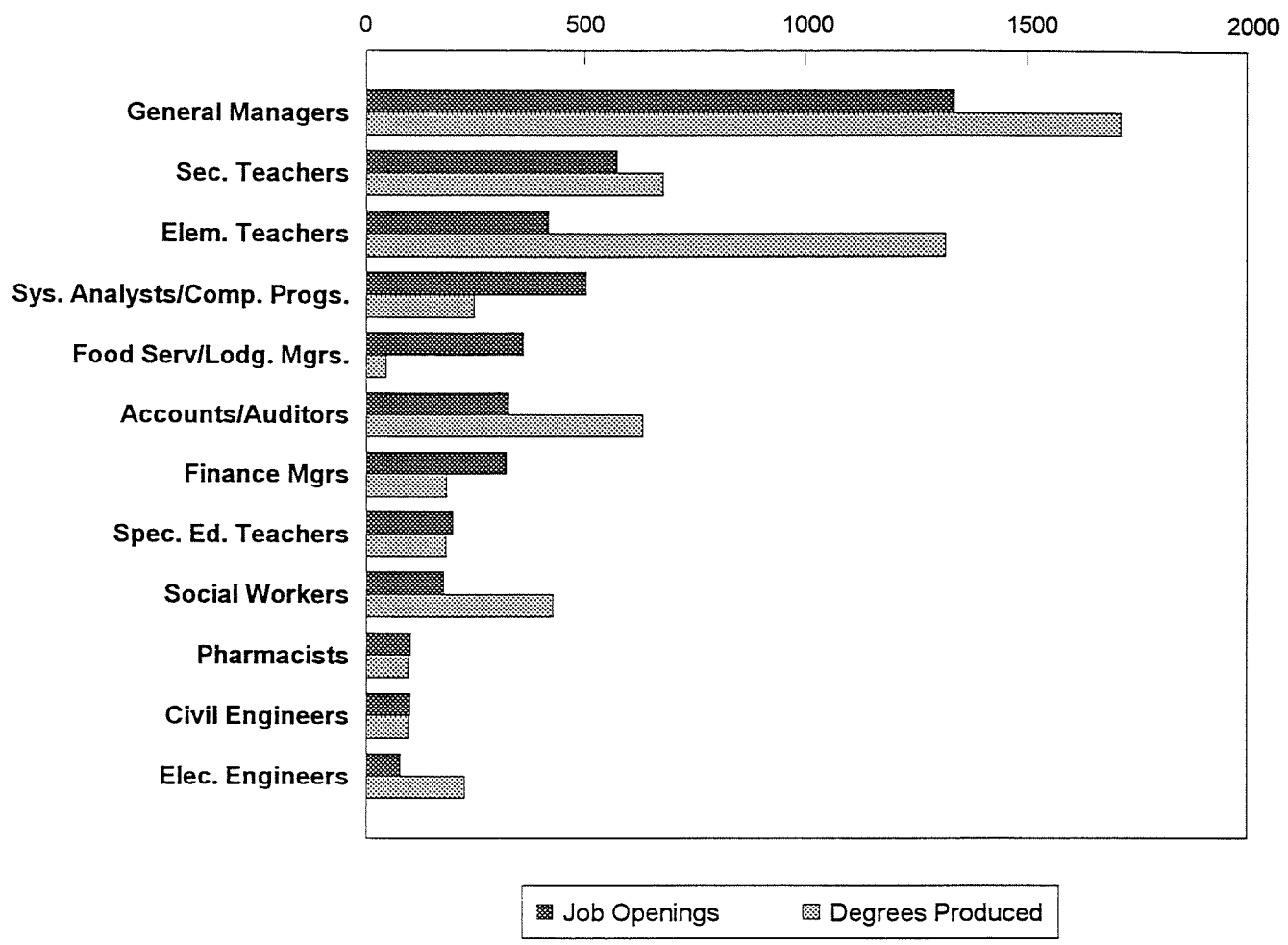
Source: Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

Projected Annual Job Openings vs Degree Production (Selected Fields, Associates)



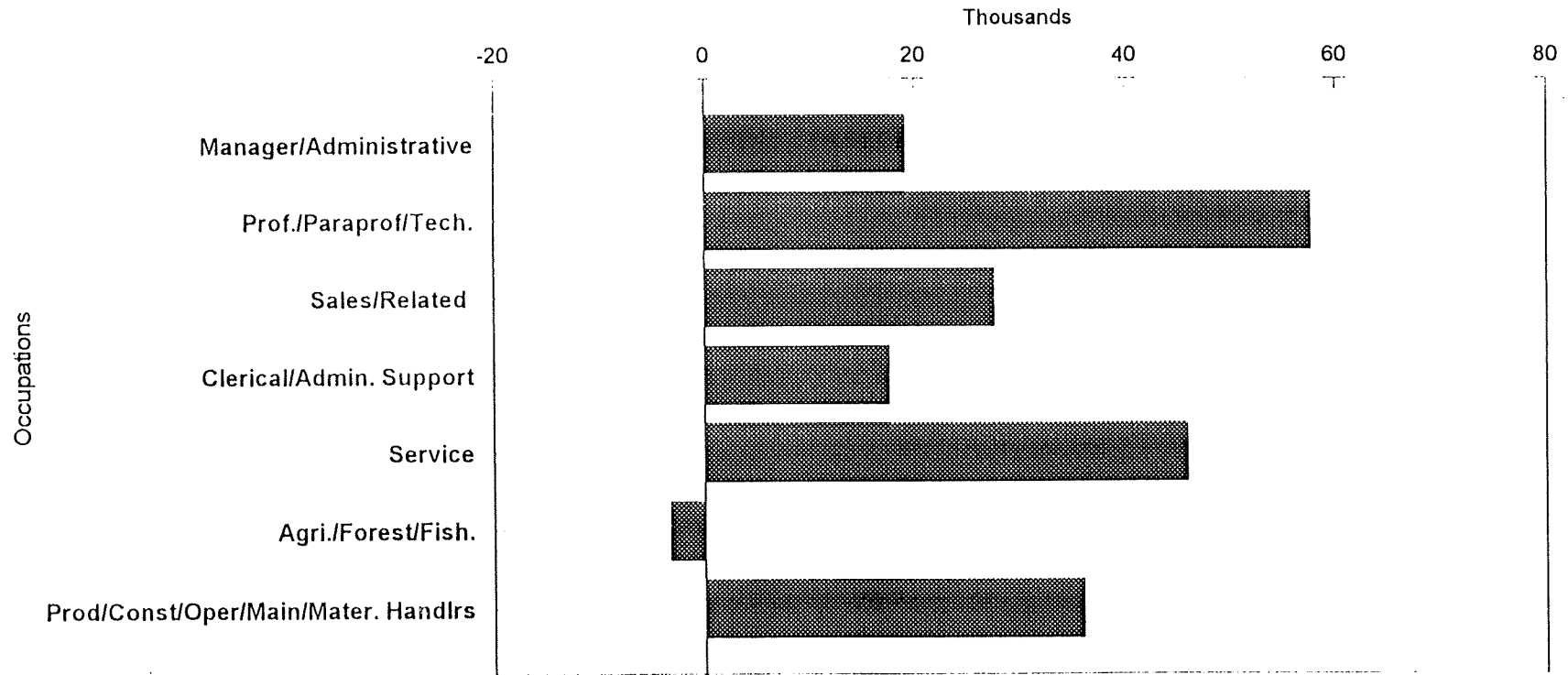
Source: IPEDS; Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

Projected Annual Job Openings vs Degree Production (Selected Fields, Baccalaureates)



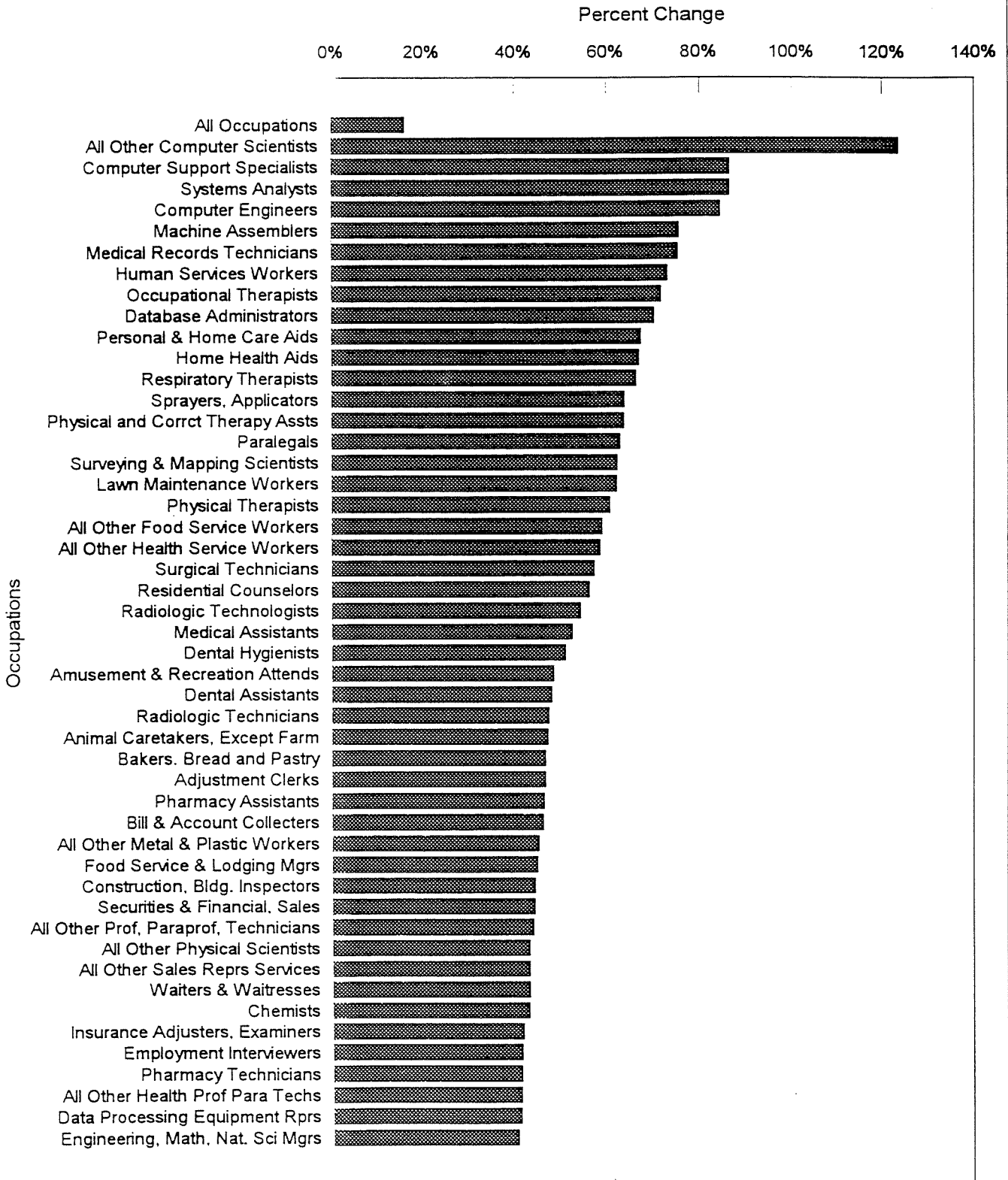
Source: IPEDS; Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

Change in Kansas Employment by Occupational Group, 1993-2005



Source: Kansas Dept. of Human Resources, Labor Market Information Services

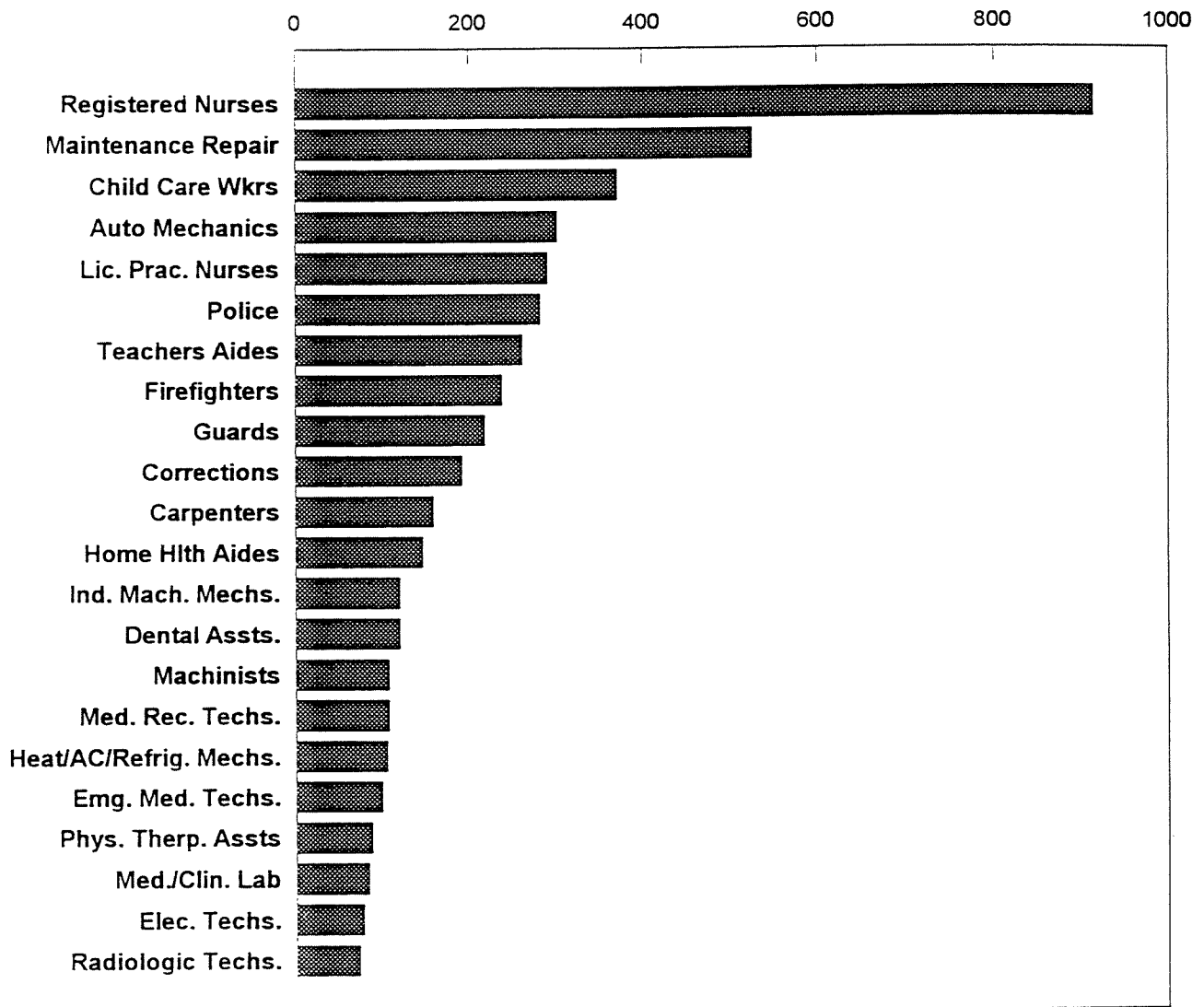
Kansas Occupations with More Than 500 Persons Projected Percent Increase, 1994-2005



Source: Kansas Dept. of Human Resources, Labor Market Information Services

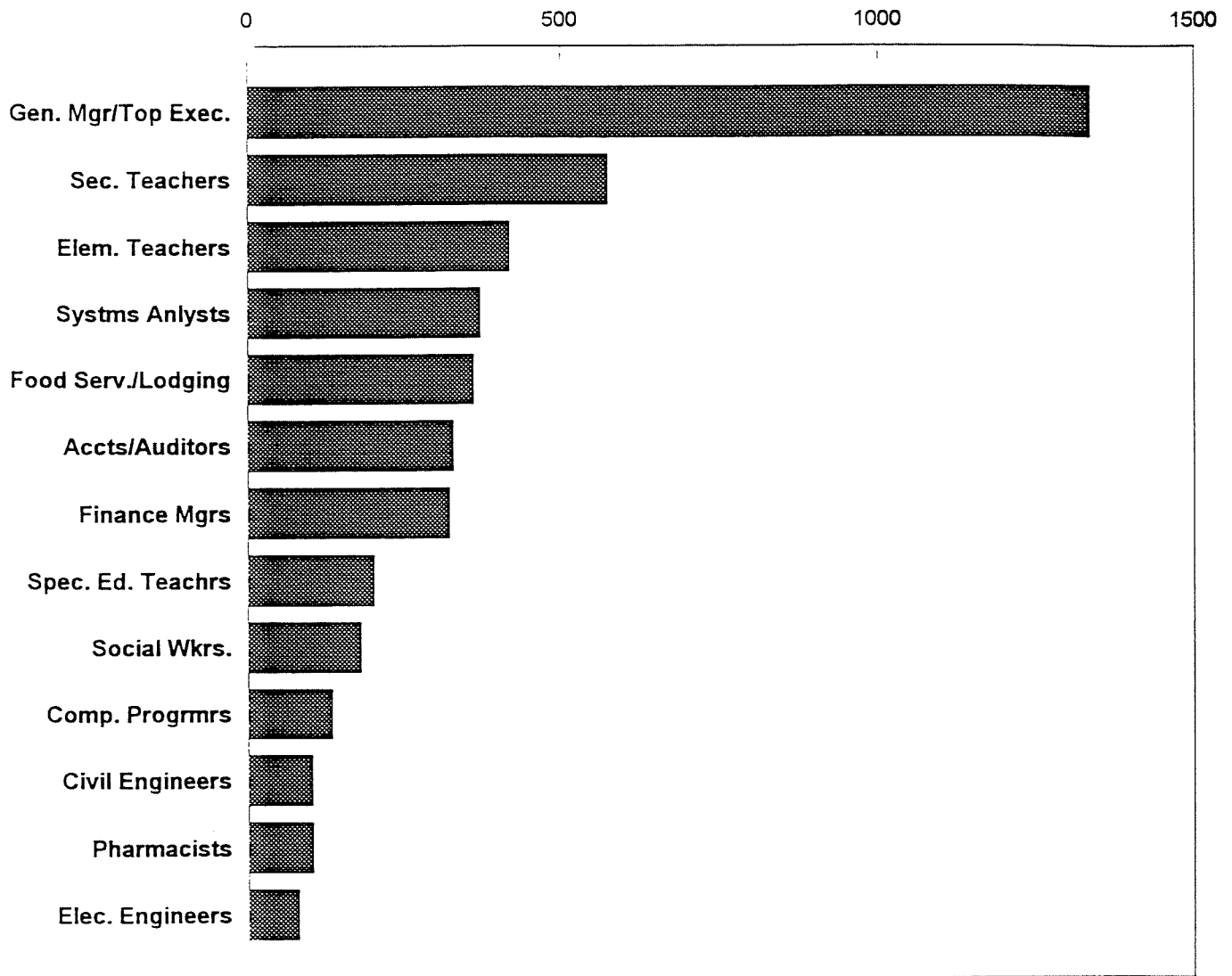
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Kansas Annual Job Openings, Selected Occupations (AA Required)



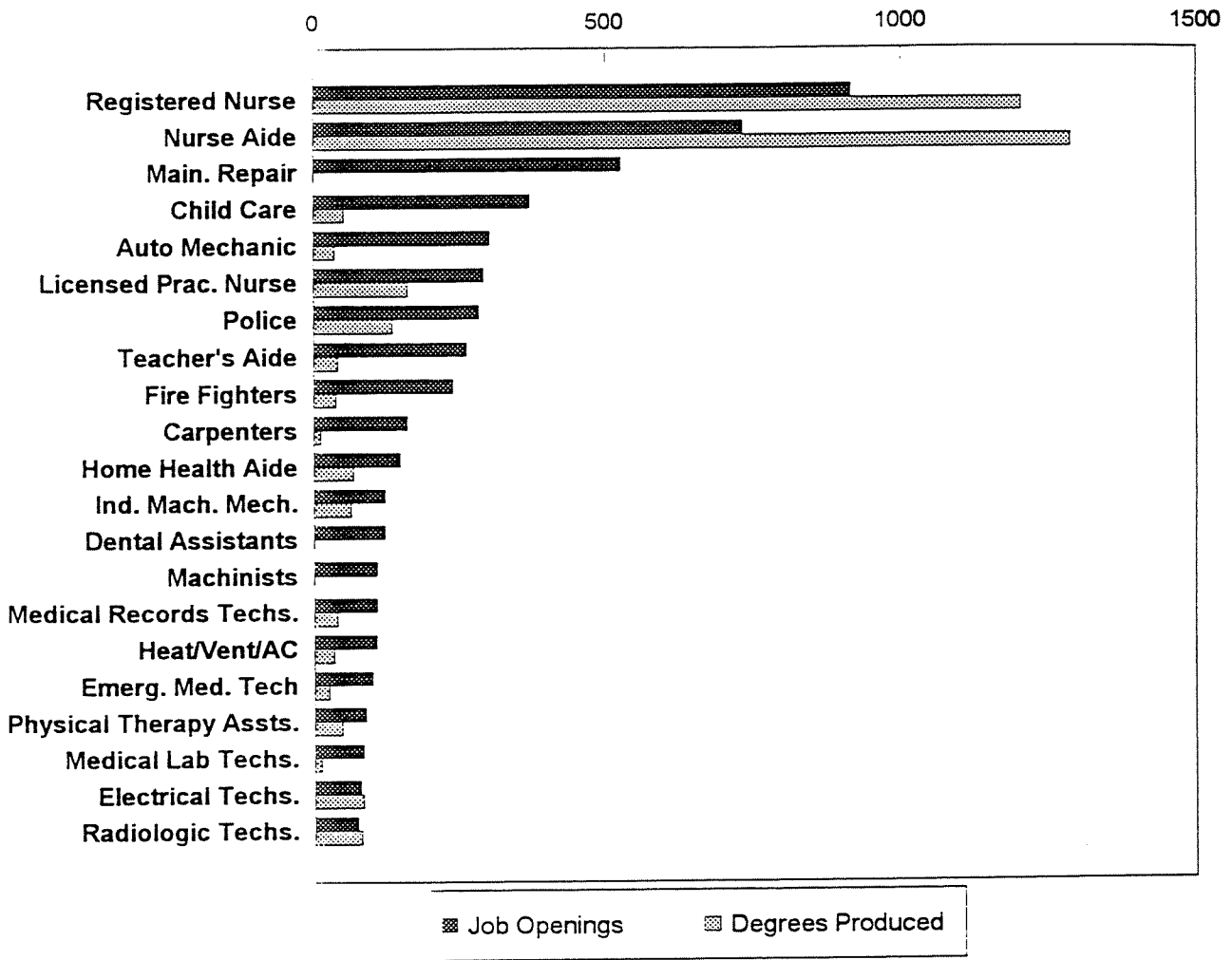
Source: Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

Kansas Annual Job Openings, Selected Occupations (BA Required)



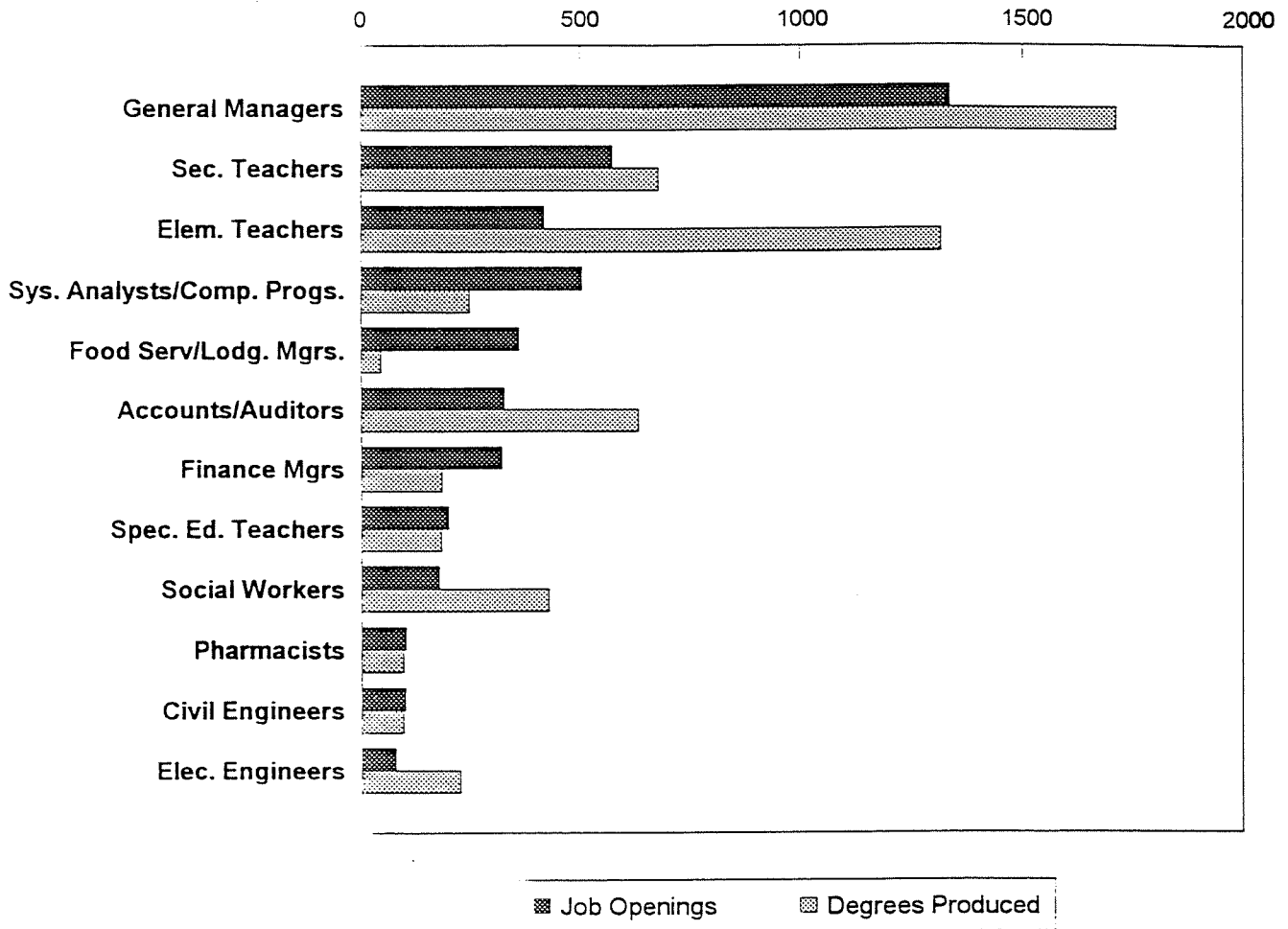
Source: Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

Projected Annual Job Openings vs Degree Production (Selected Fields, Associates)



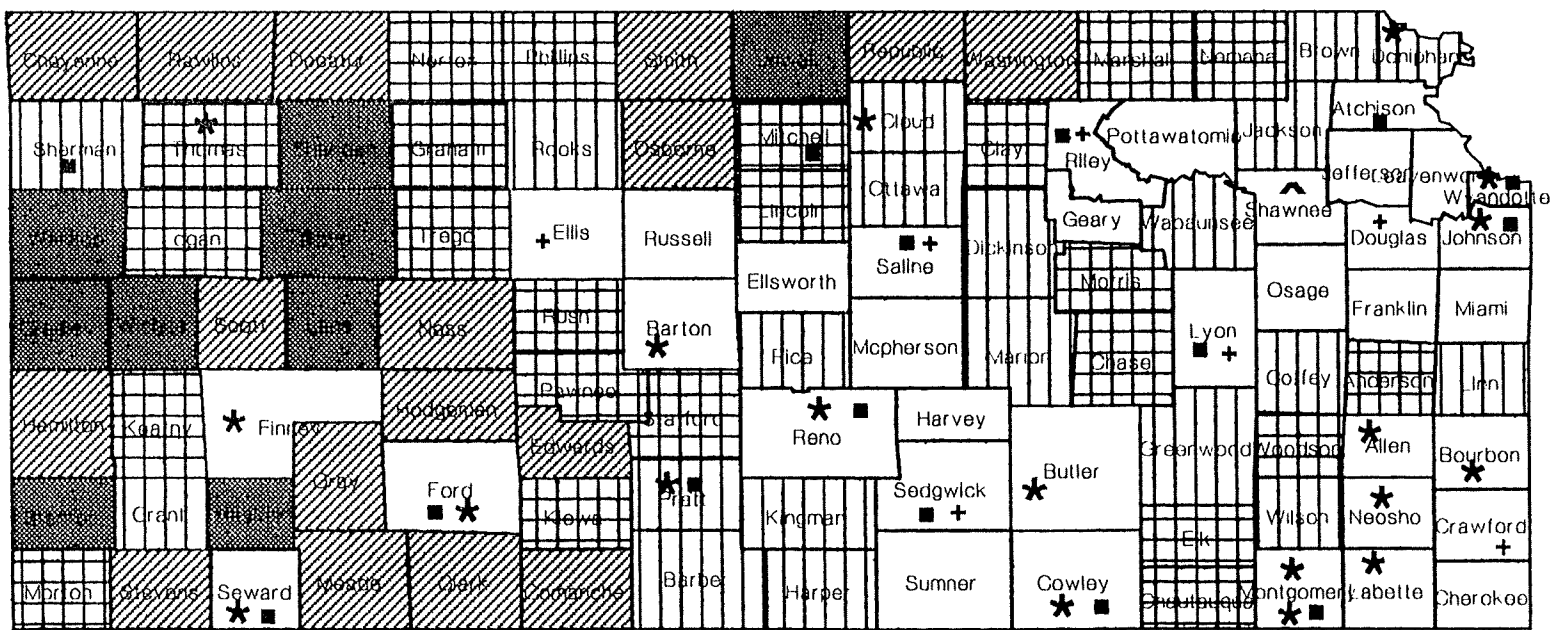
Source: IPEDS; Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

Projected Annual Job Openings vs Degree Production (Selected Fields, Baccalaureates)



Source: IPEDS; Kansas Dept. of Human Resources, Labor Market Info Services, Kansas Employment by Occupations, 1993-2005

Employed Persons Age 15 and Older by Industry, 1990 Agriculture, Forestry, and Fisheries

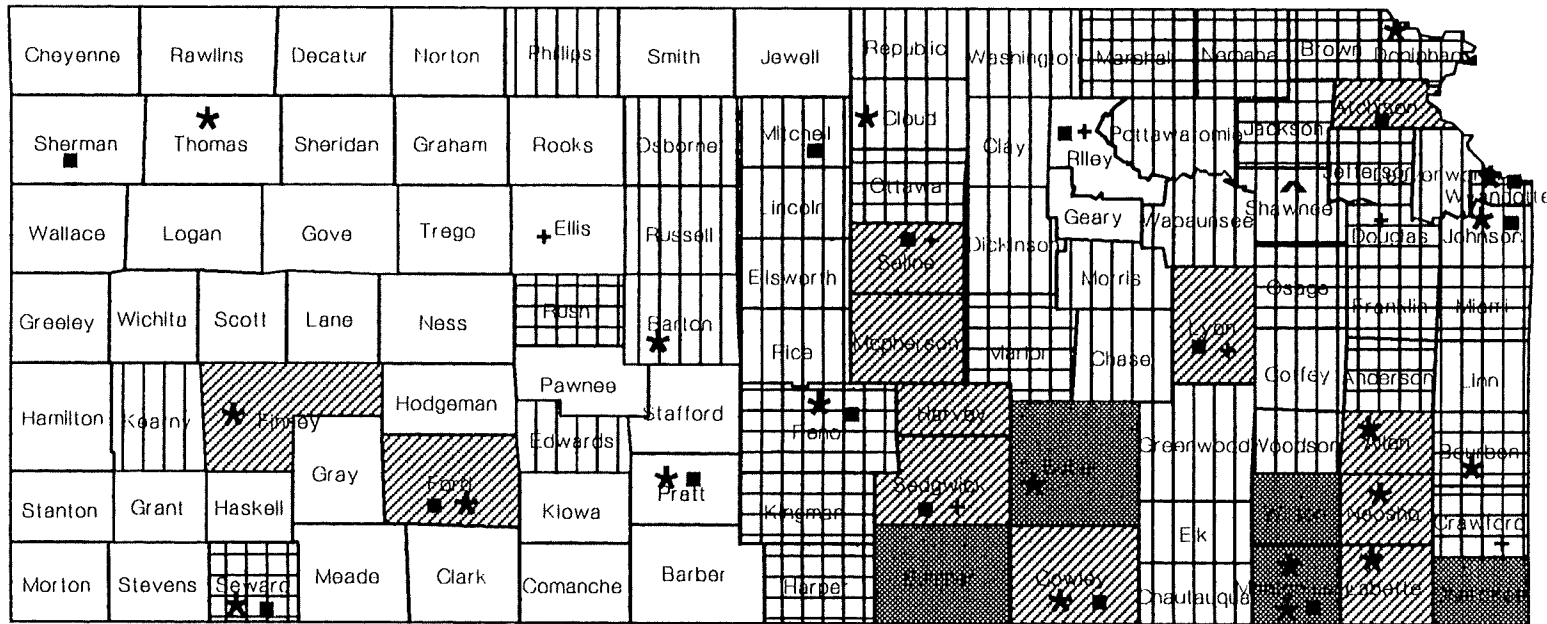


- * Community College
- Area Vocational-Technical School
- + Regents' Institution
- ▲ Washburn University

	>31%
	24% - 30%
	17% - 23%
	10% - 16%
	1% - 9%

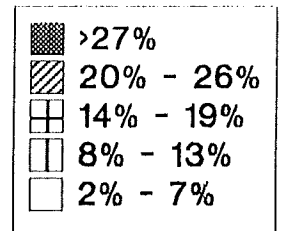
Source: U.S. Bureau of the Census, 1990

Employed Persons Age 15 and Older by Industry, 1990 Manufacturing

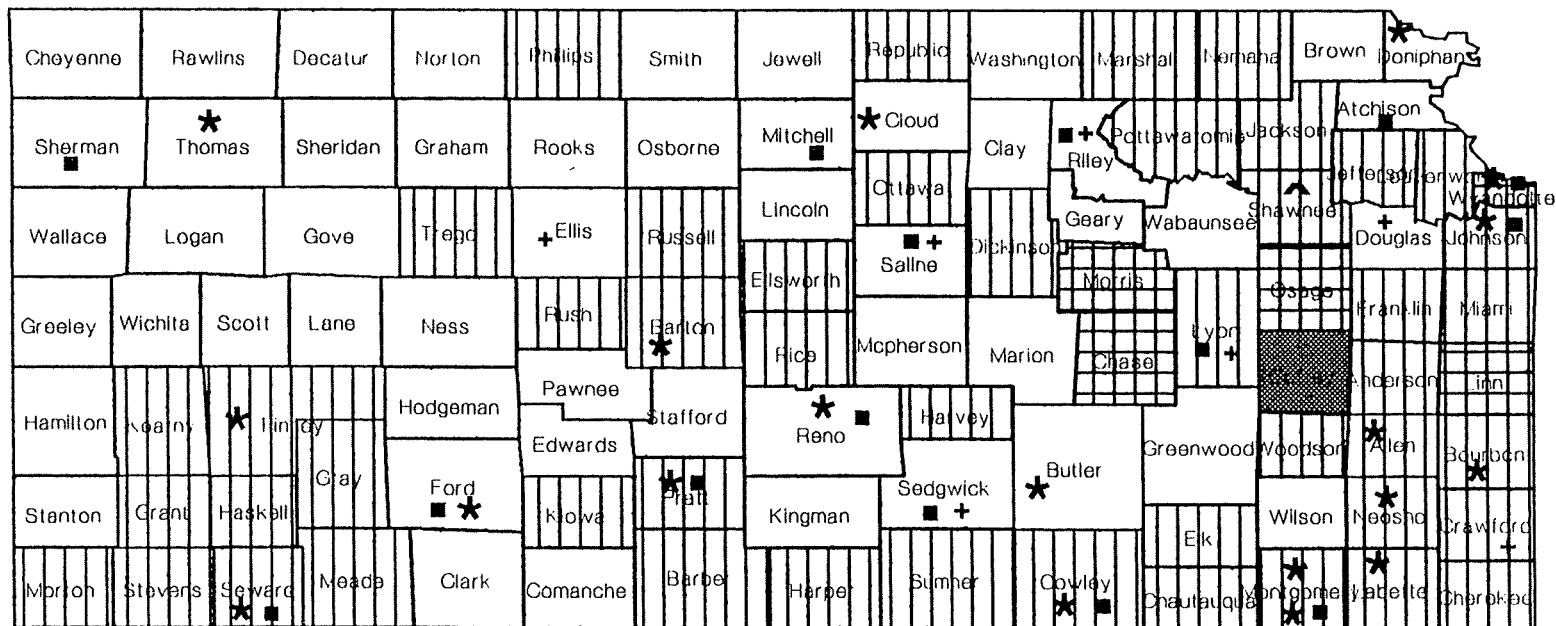


- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University

Source: U.S. Bureau of the Census, 1990

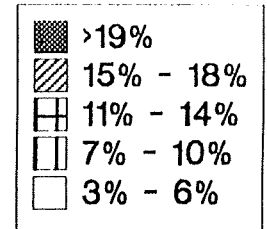


Employed Persons Age 15 and Older by Industry, 1990 Transportation



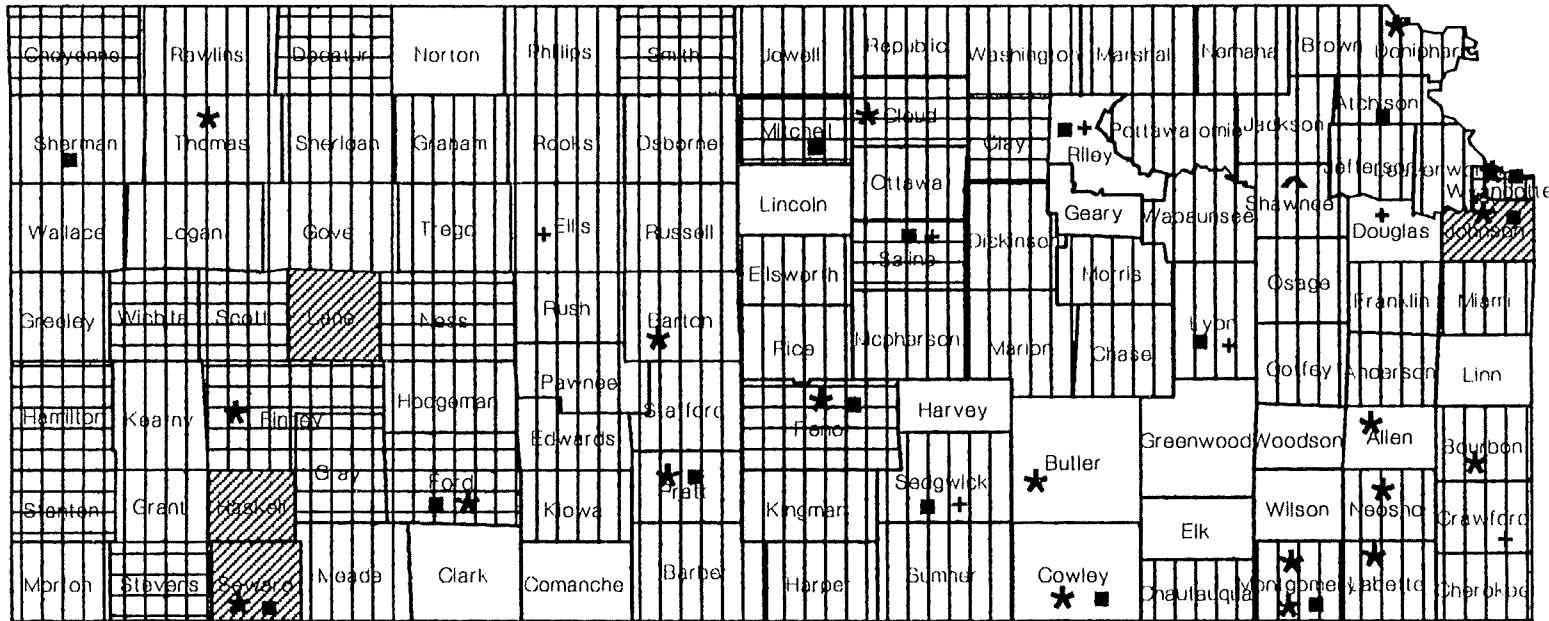
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Source: U.S. Bureau of the Census, 1990

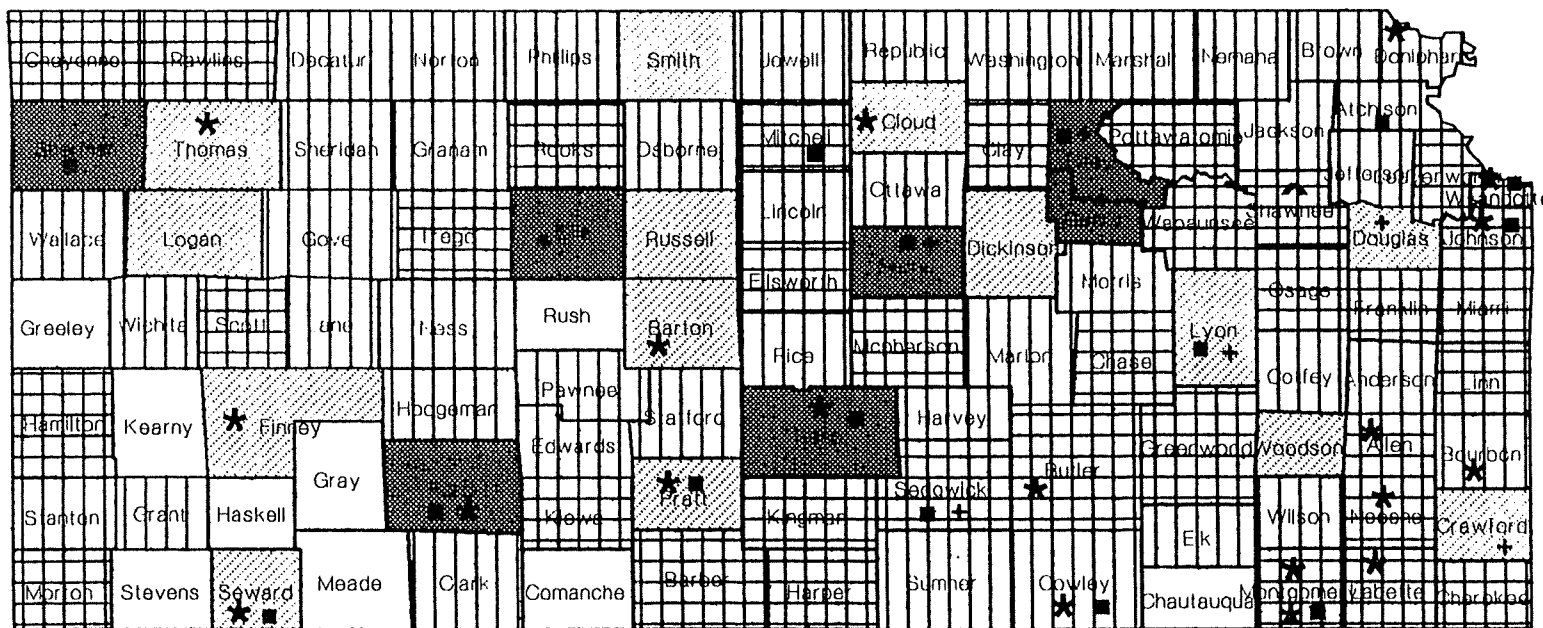


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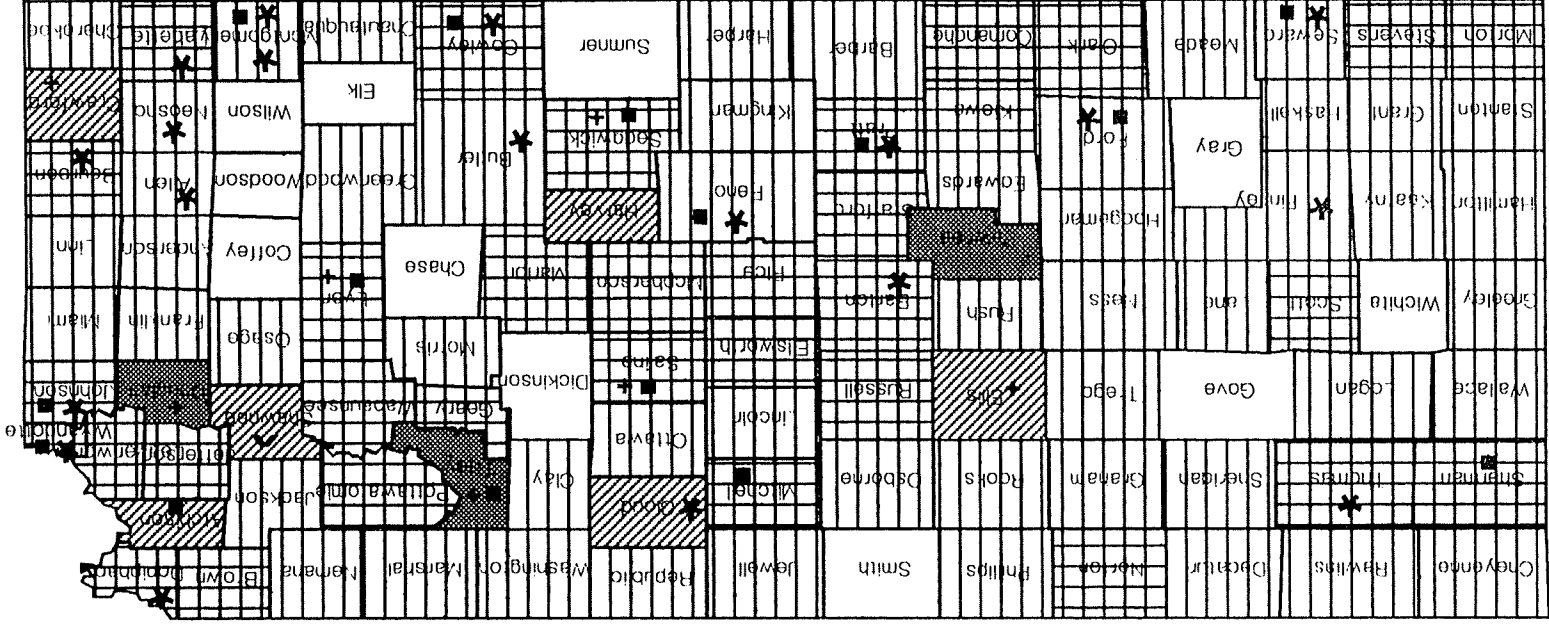
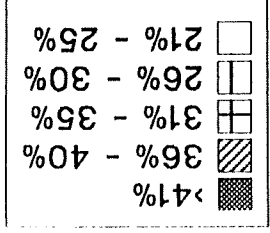
Employed Persons Age 15 and Older by Industry, 1990 Wholesale



Employed Persons Age 15 and Older by Industry, 1990 Retail



Employed Persons Age 15 and Older by Industry, 1990

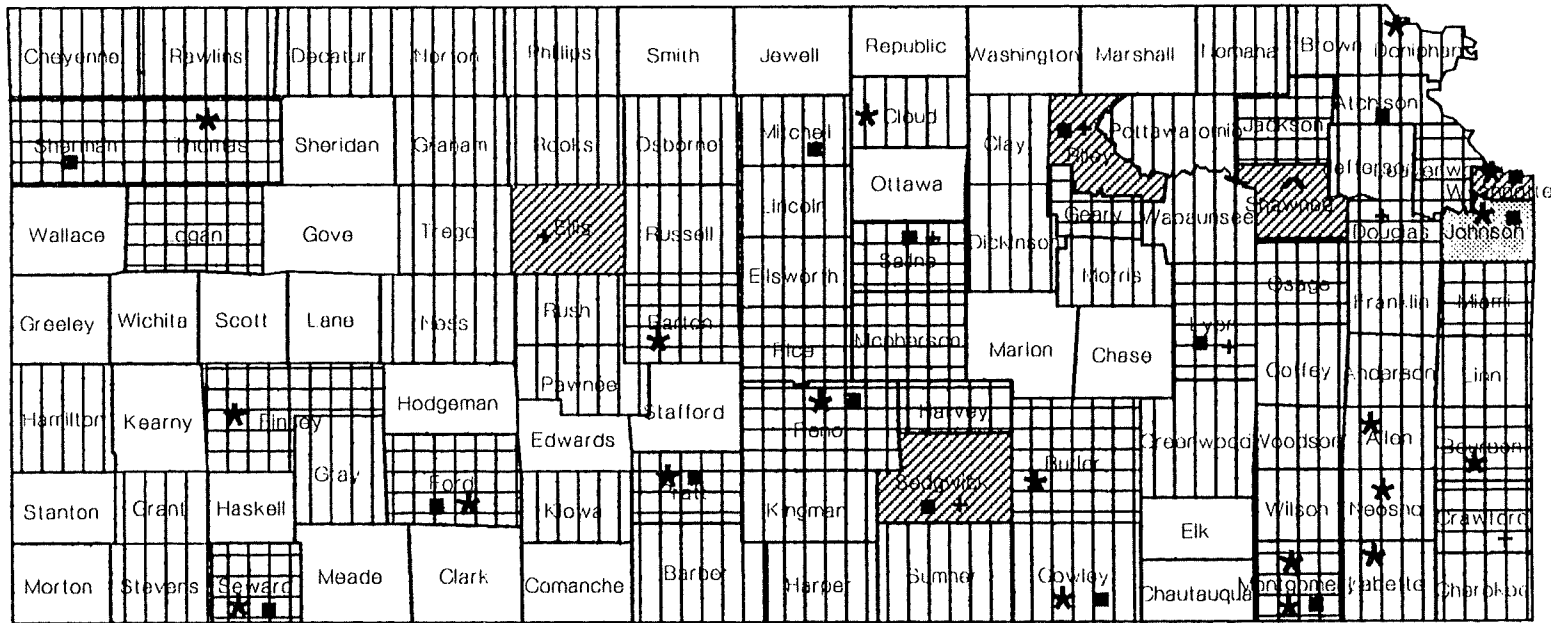


Source: U.S. Bureau of the Census, 1990

* Community College
 ■ Area Vocational-Technical School
 + Regents' Institution
 ✓ Washburn University

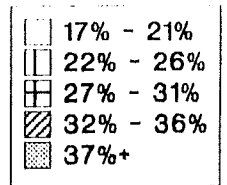
1-48

Occupation of Employed Persons Age 25+ Technical/Sales

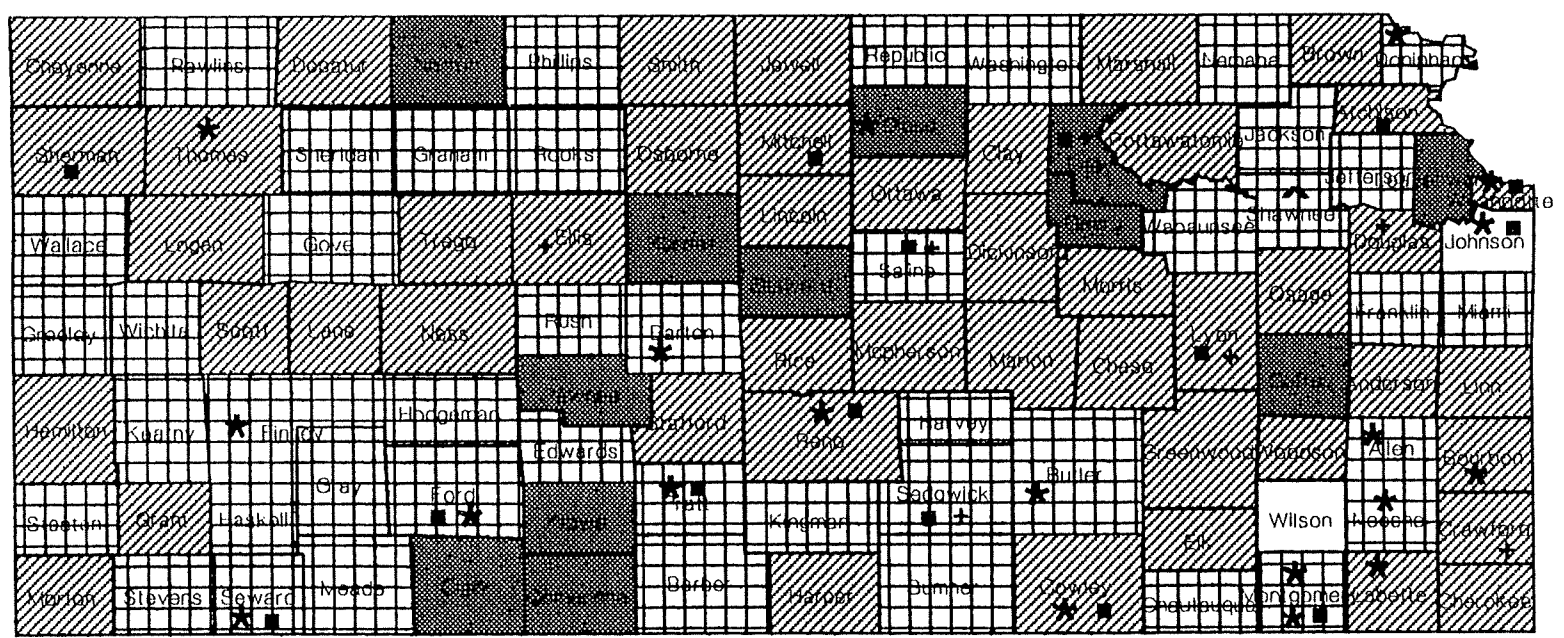


- ★ Community College
- Area Vocational-Technical School
- † Regents' Institution
- ▲ Washburn University

Source: U.S. Bureau of Census, 1990



Occupation of Employed Persons Age 25+ Service



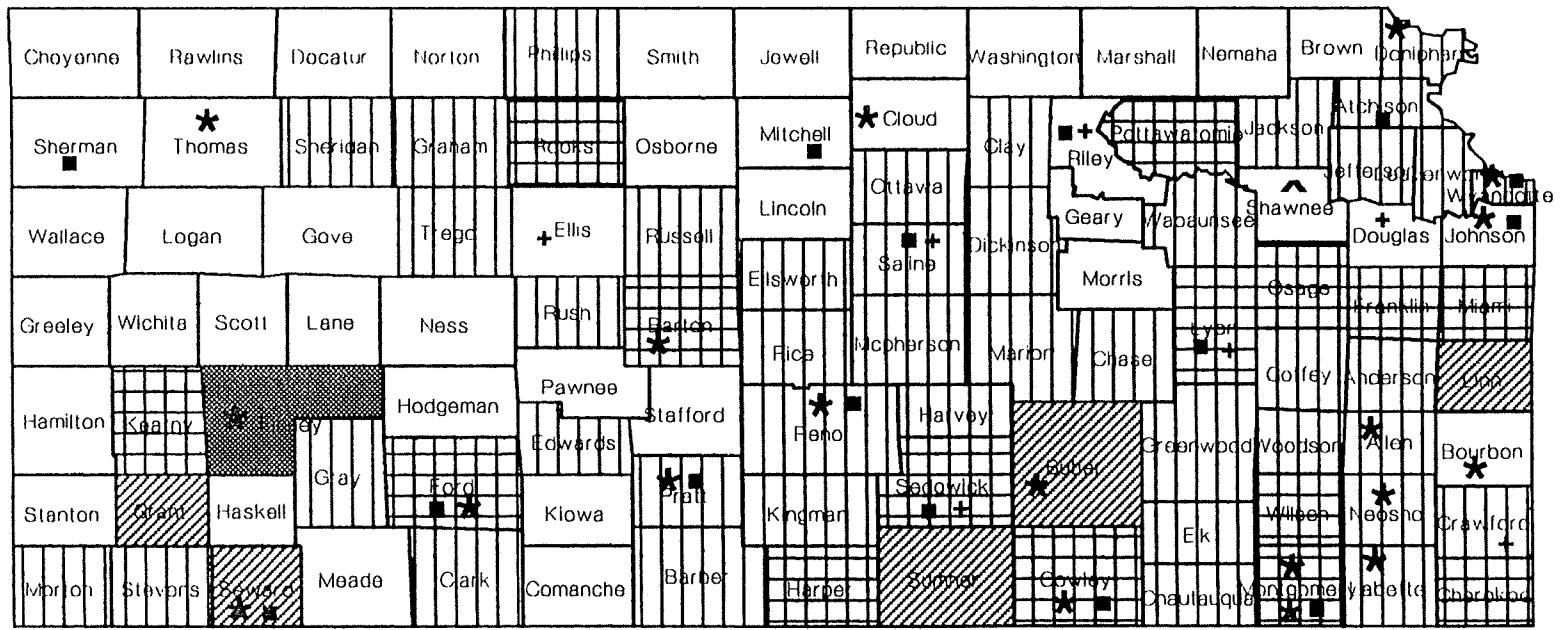
- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University

Source: U.S. Bureau of Census, 1990

□	9% - 11%
▤	12% - 14%
▨	15% - 17%
■	18% - 21%

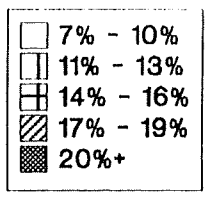
1-54

Occupation of Employed Persons Age 25+ Precision Products



- * Community College
- Area Vocational-Technical School
- + Regents' Institution
- ^ Washburn University

Source: U.S. Bureau of Census, 1990

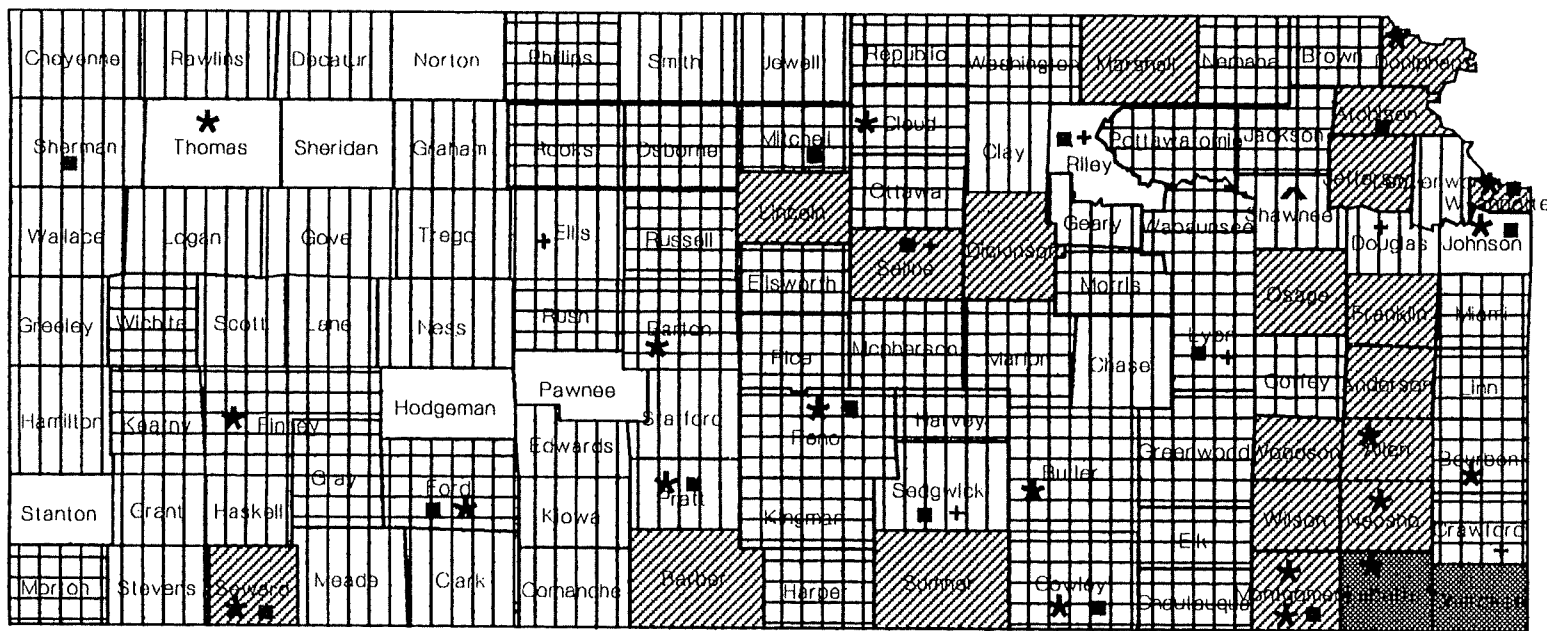


54

1-54
7-4

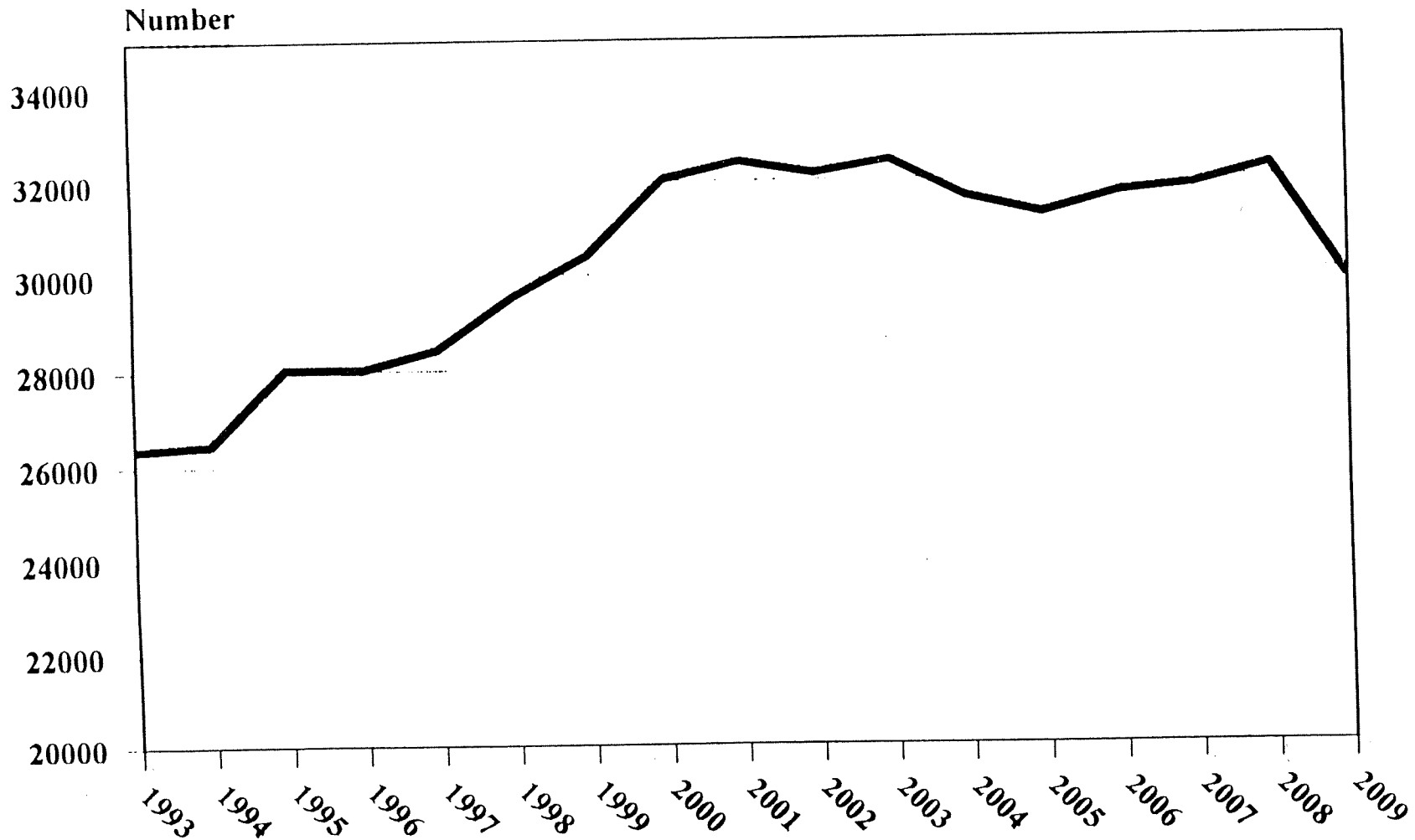
1-55

Occupation of Employed Persons Age 25+ Operators



HIGH SCHOOL GRADUATES

Projected Number of High School Graduates Kansas

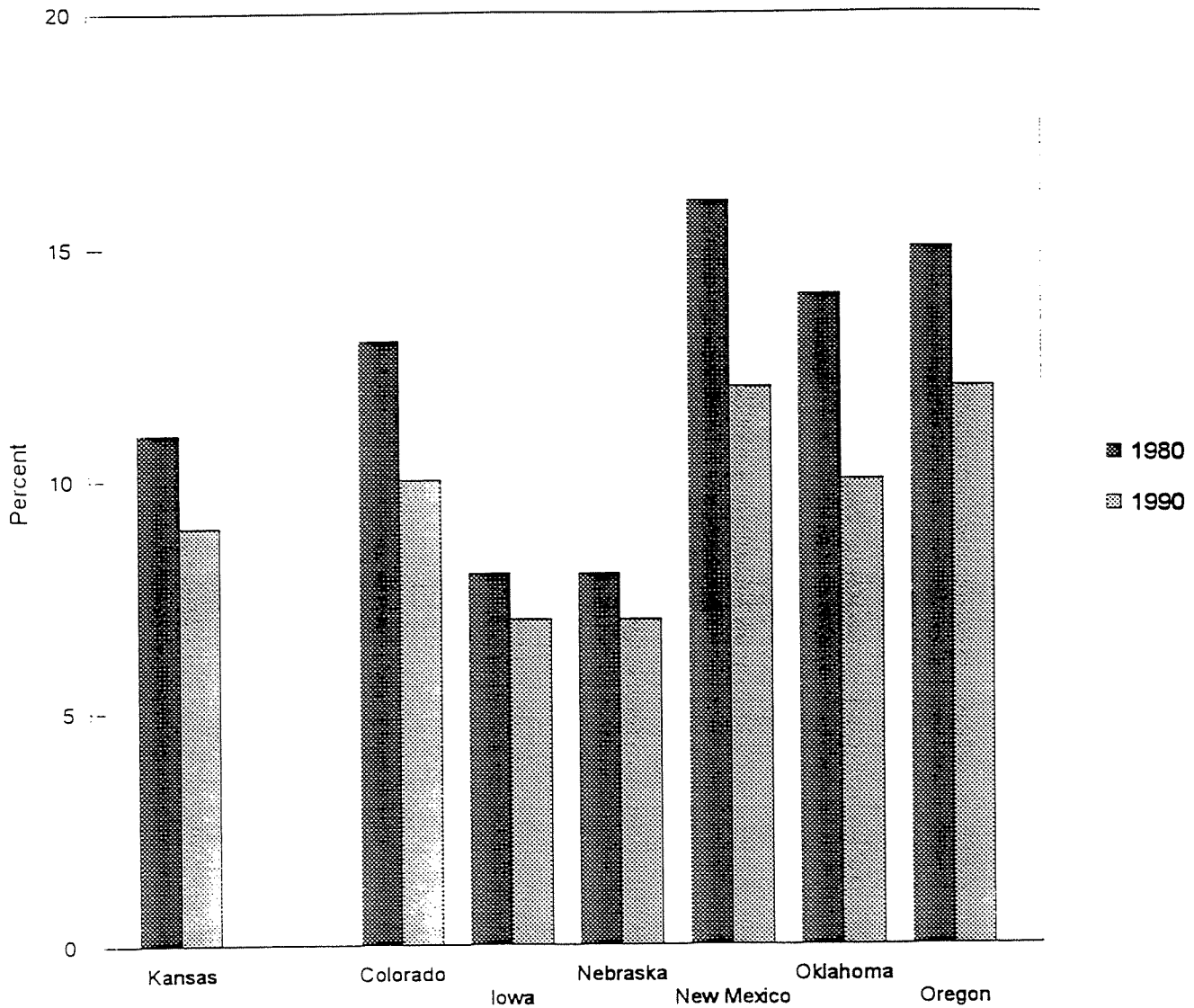


Source: WICHE: High School Graduates
Note: Includes both public and private high schools

58

1-57

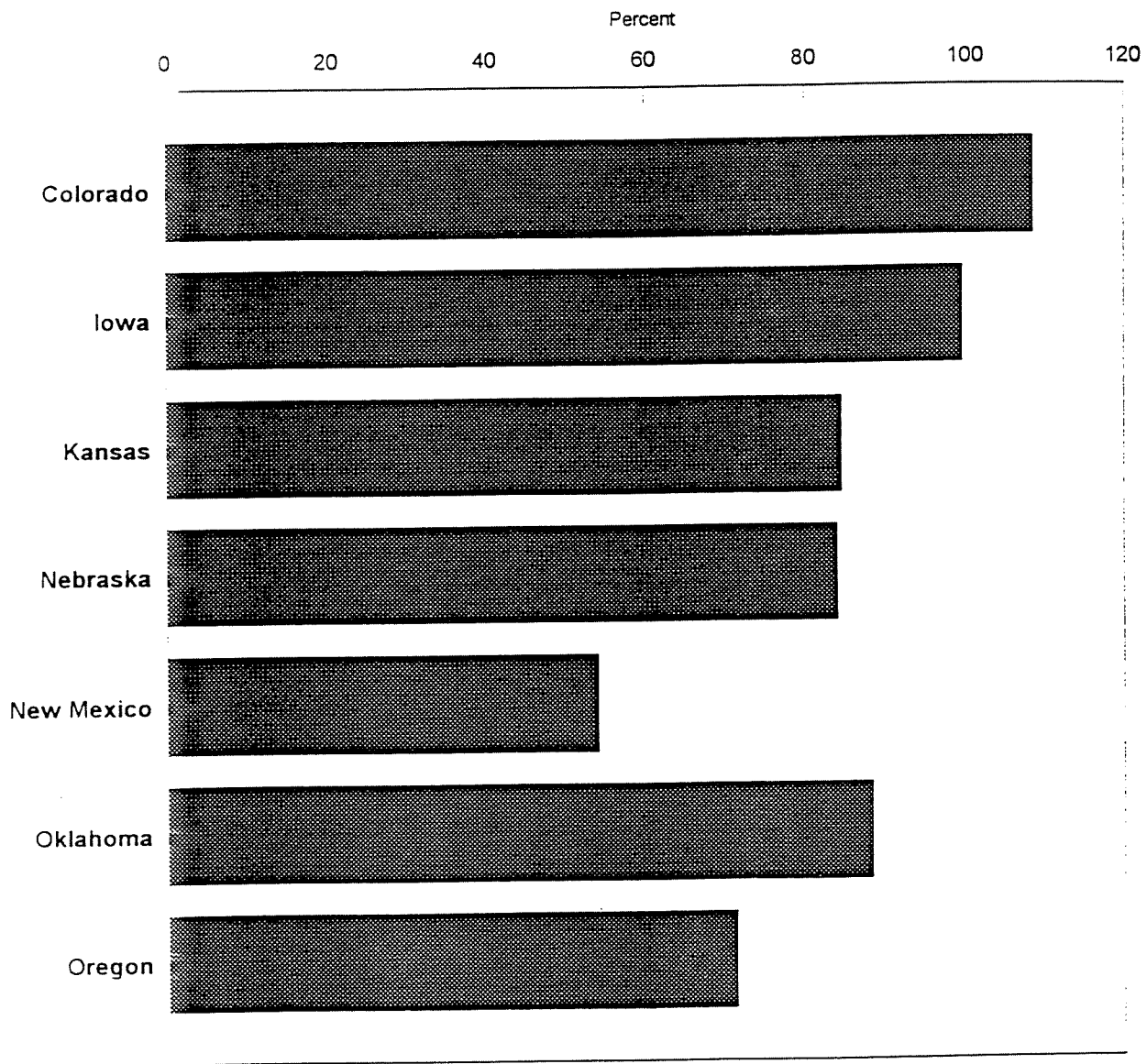
High School Dropouts*



* Note: Defined as 16-19 year olds who
o have not graduated from high school and
o are not still enrolled

**PARTICIPATION RATES/
STUDENT MIGRATION**

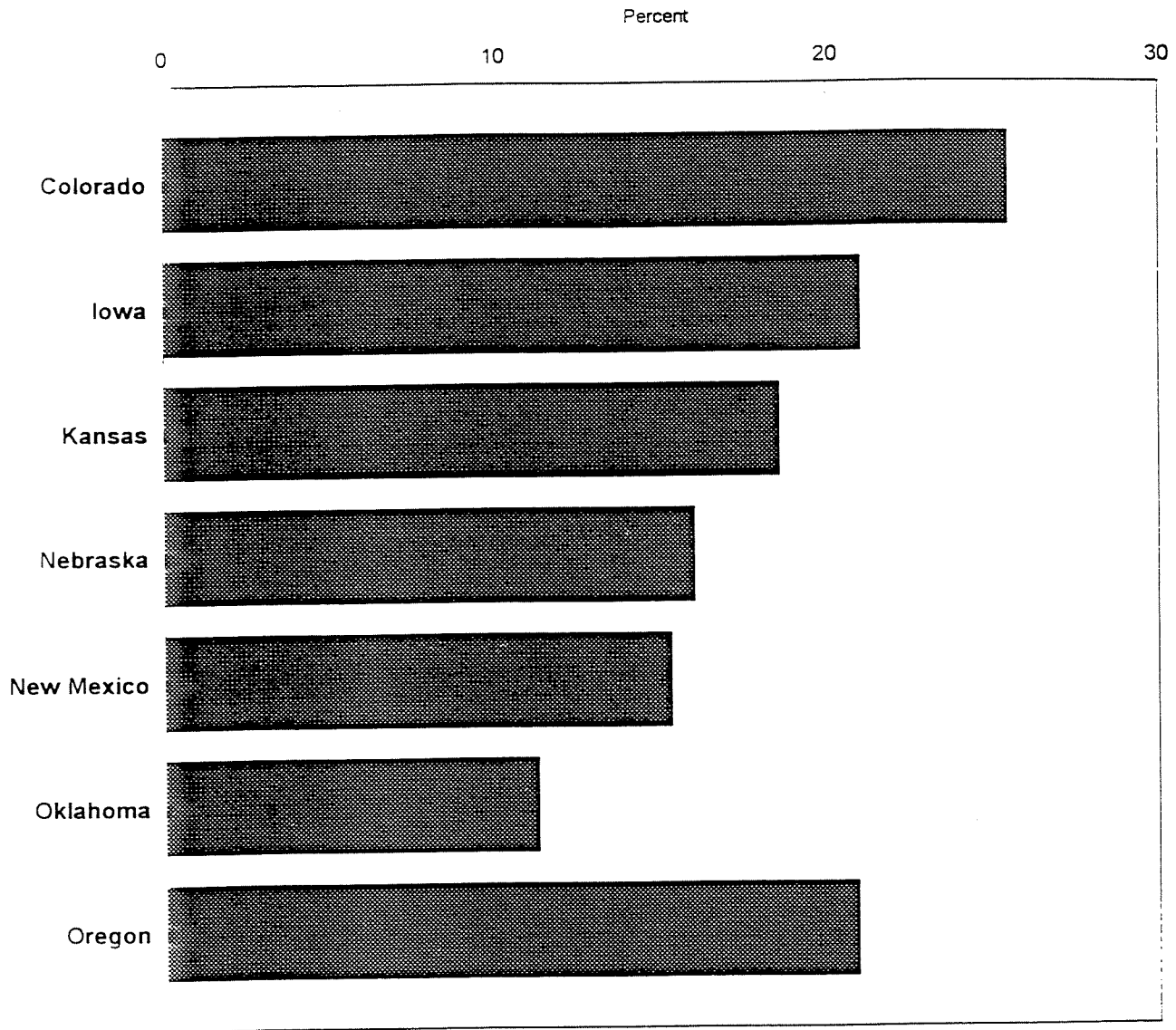
**Rates of Participation (In- and Out-of-State)
(First-time, Full-Time Freshmen [1992-93]/HS Graduates [1990-91])**



Source: IPEDS, WICHE, High School Graduates

60
1-17

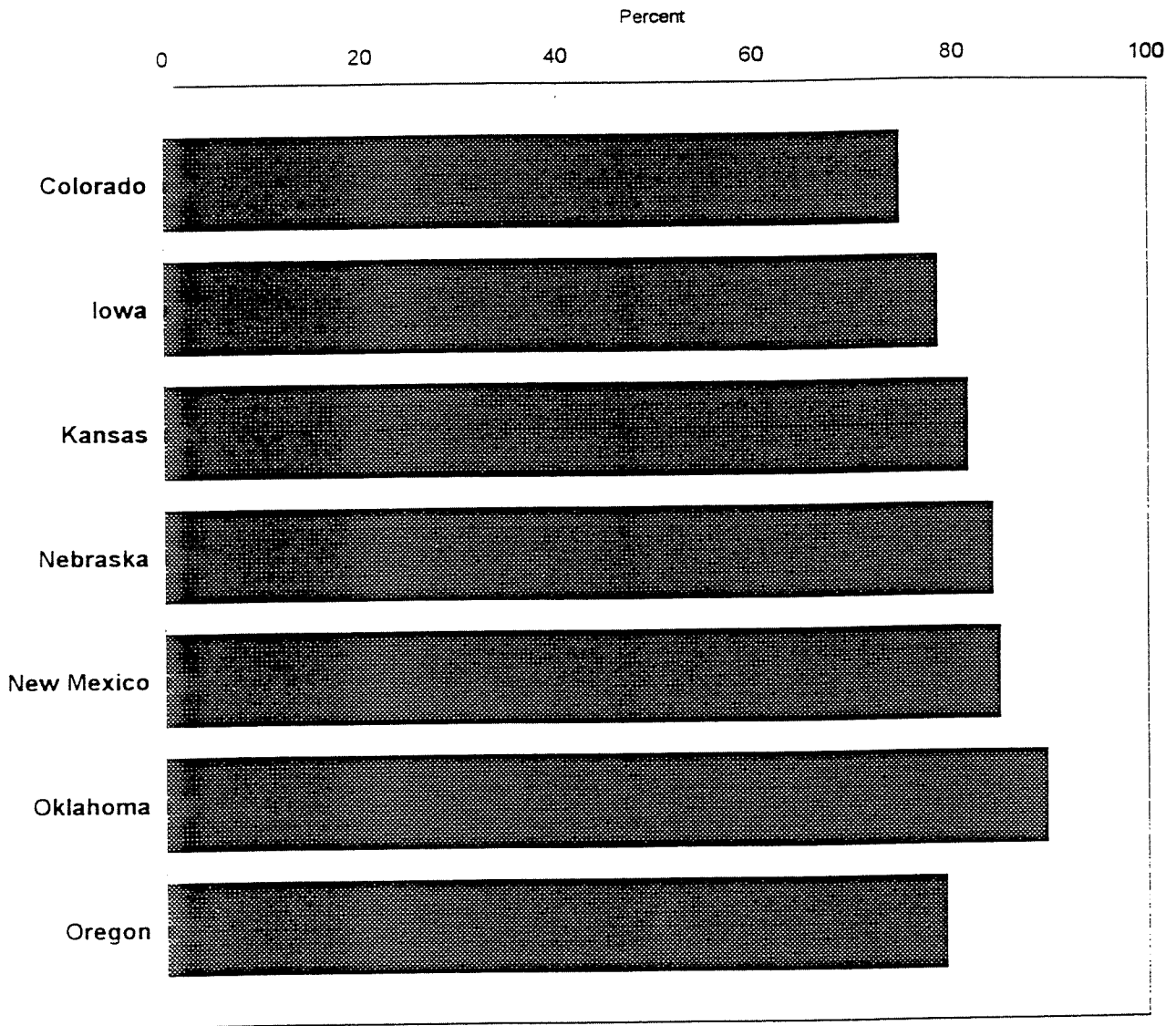
Proportion of Freshmen from Out-of-State, 1992-93



Source: IPEDS

Note: Includes First-time, Full-and Part-time Freshmen

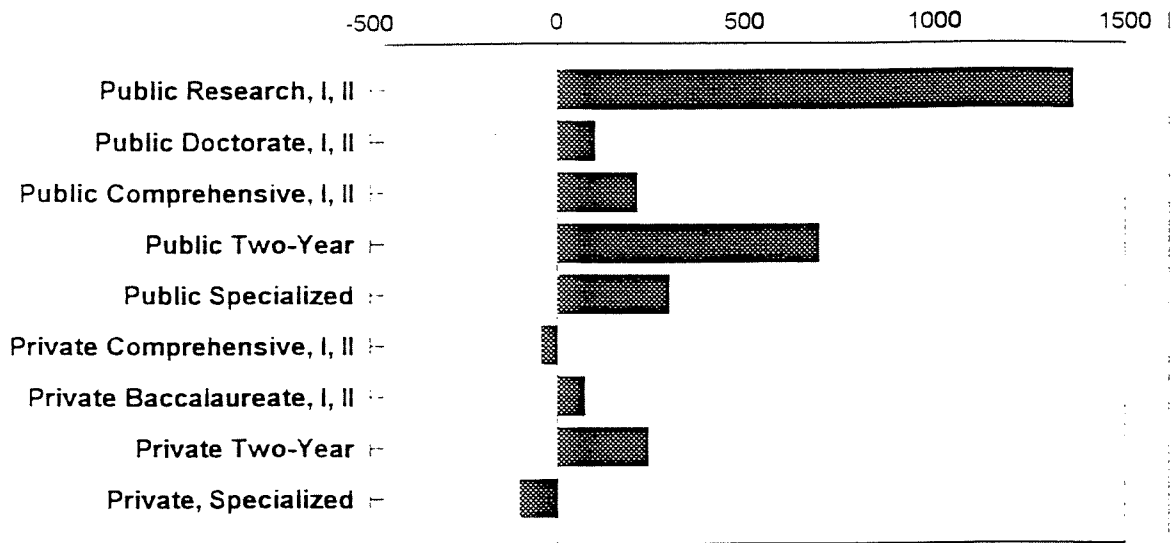
Proportion of States' College Enrollees Attending In-State, 1992-93
(In-State Enrollees/Total Enrollees)



Source: IPEDS

Note: This includes First-time, Full- and Part-time Freshmen

Net Migration of First-Time, Full-Time Students
by Type of Institution, 1992-93

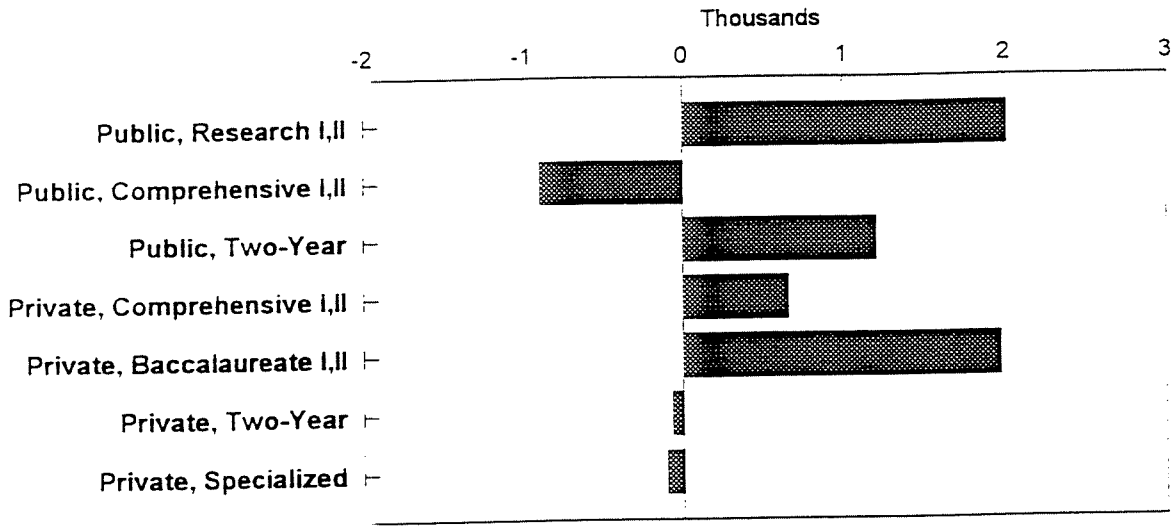


Source: IPEDS

63
1-7



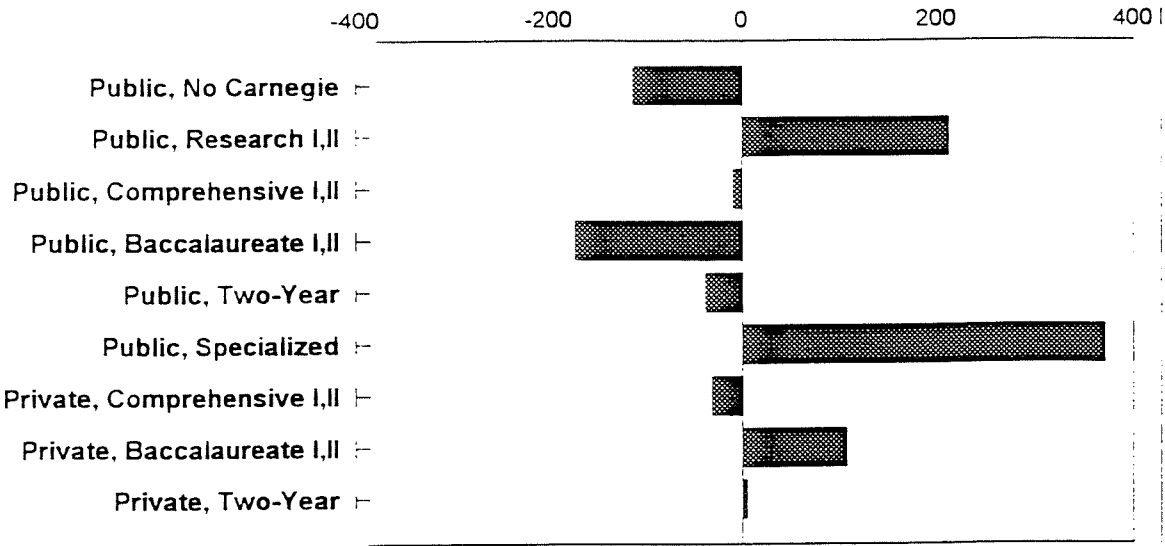
Net Migration of First-time, Full-time Freshmen by Type of Institution, 1992-93



Source: IPEDS

**Net Migration of First-time, Full-time Freshmen
by Type of Institution, 1992-93**

NEBRASKA



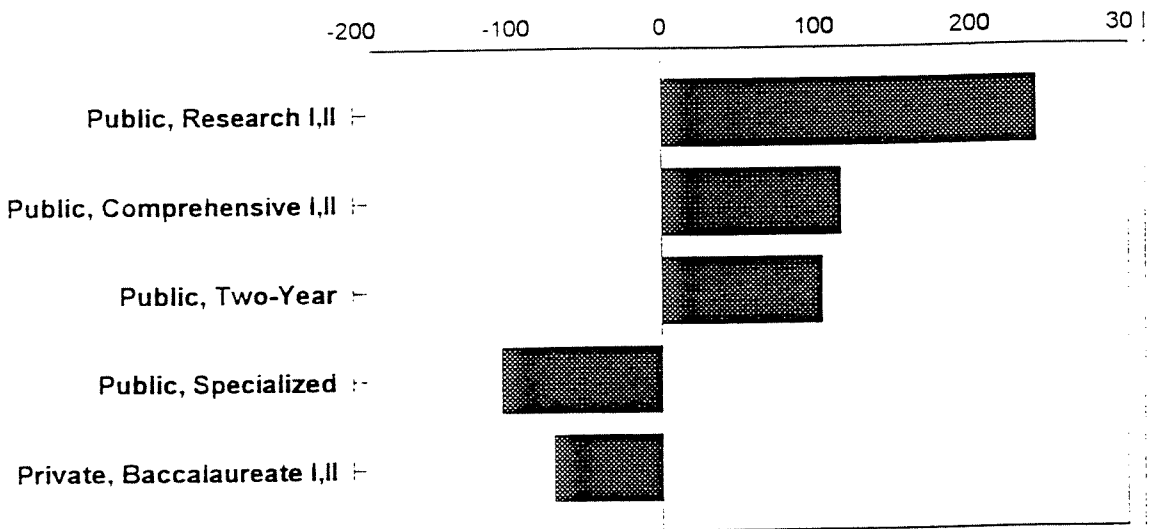
Source: IPEDS

65
1-78



**Net Migration of First-time, Full-time Freshmen
by Type of Institution, 1992-93**

NEW MEXICO

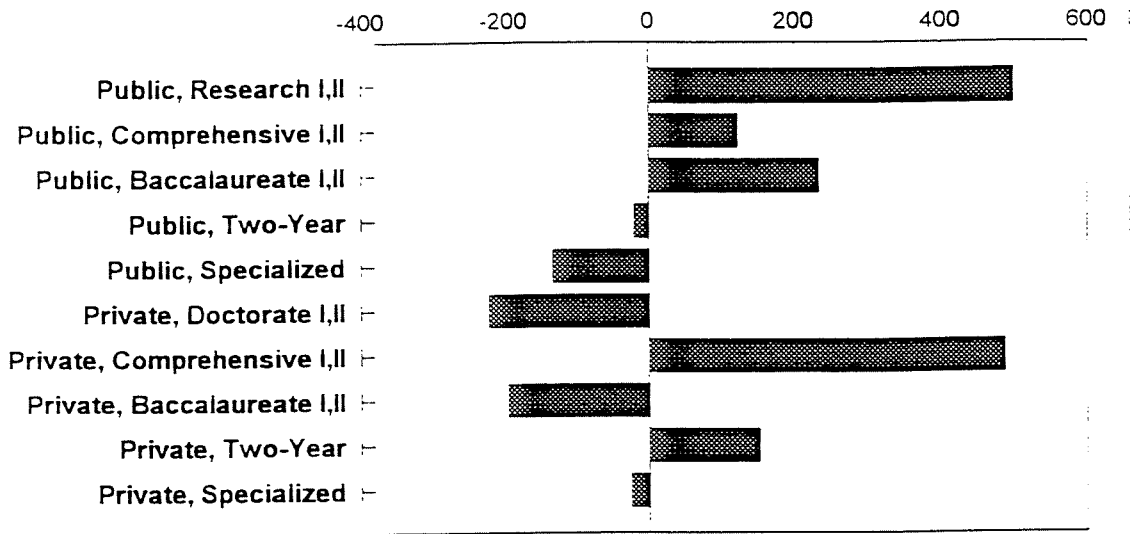


Source: IPEDS

66
1-B

Net Migration of First-time, Full-time Freshmen
by Type of Institution, 1992-93

OKLAHOMA

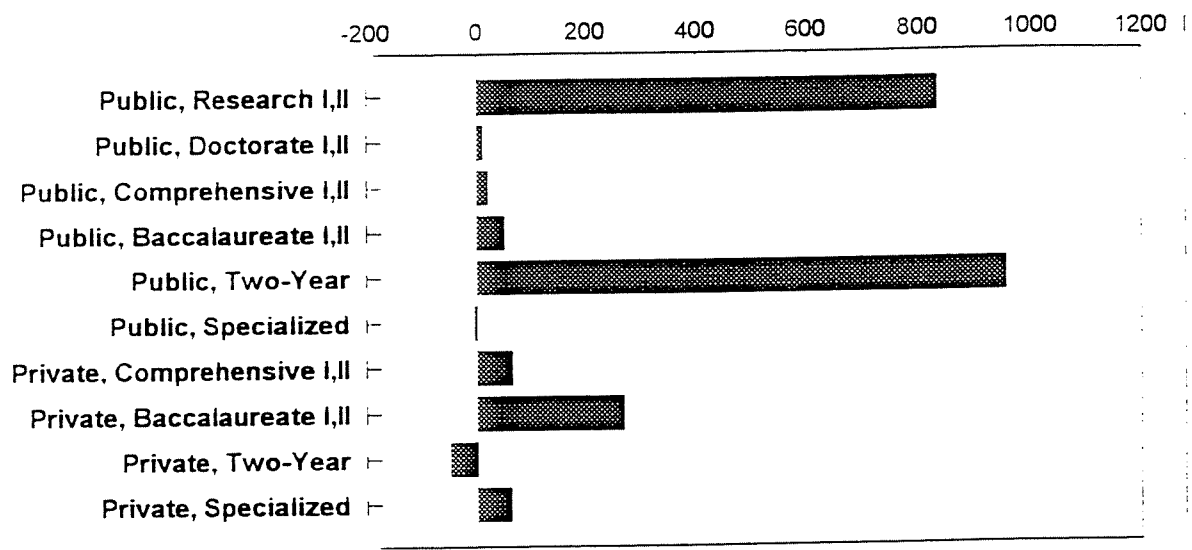


Source: IPEDS



**Net Migration of First-time, Full-time Freshmen
by Type of Institution, 1992-93**

OREGON

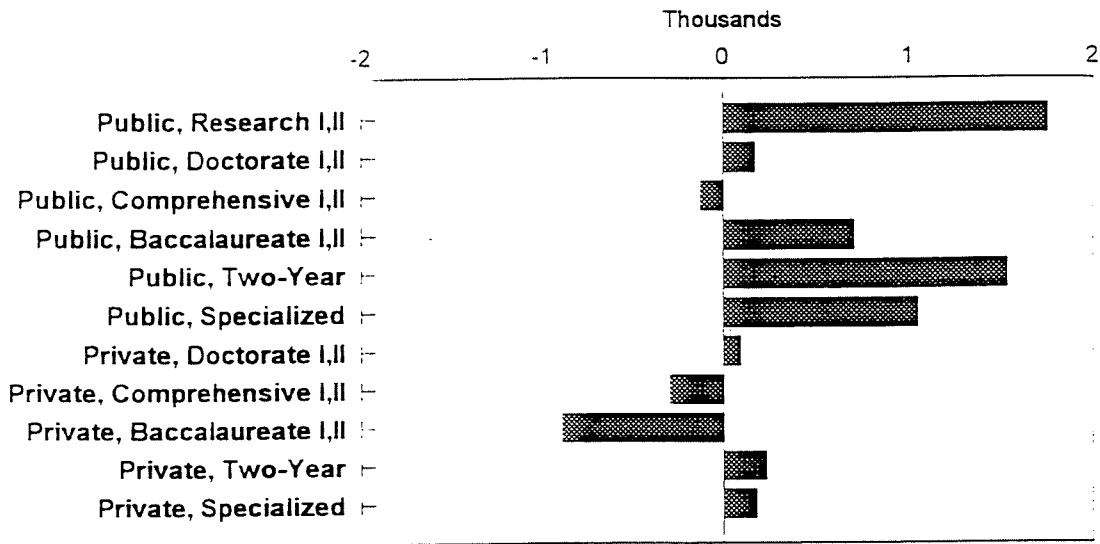


Source: IPEDS

68
1-75

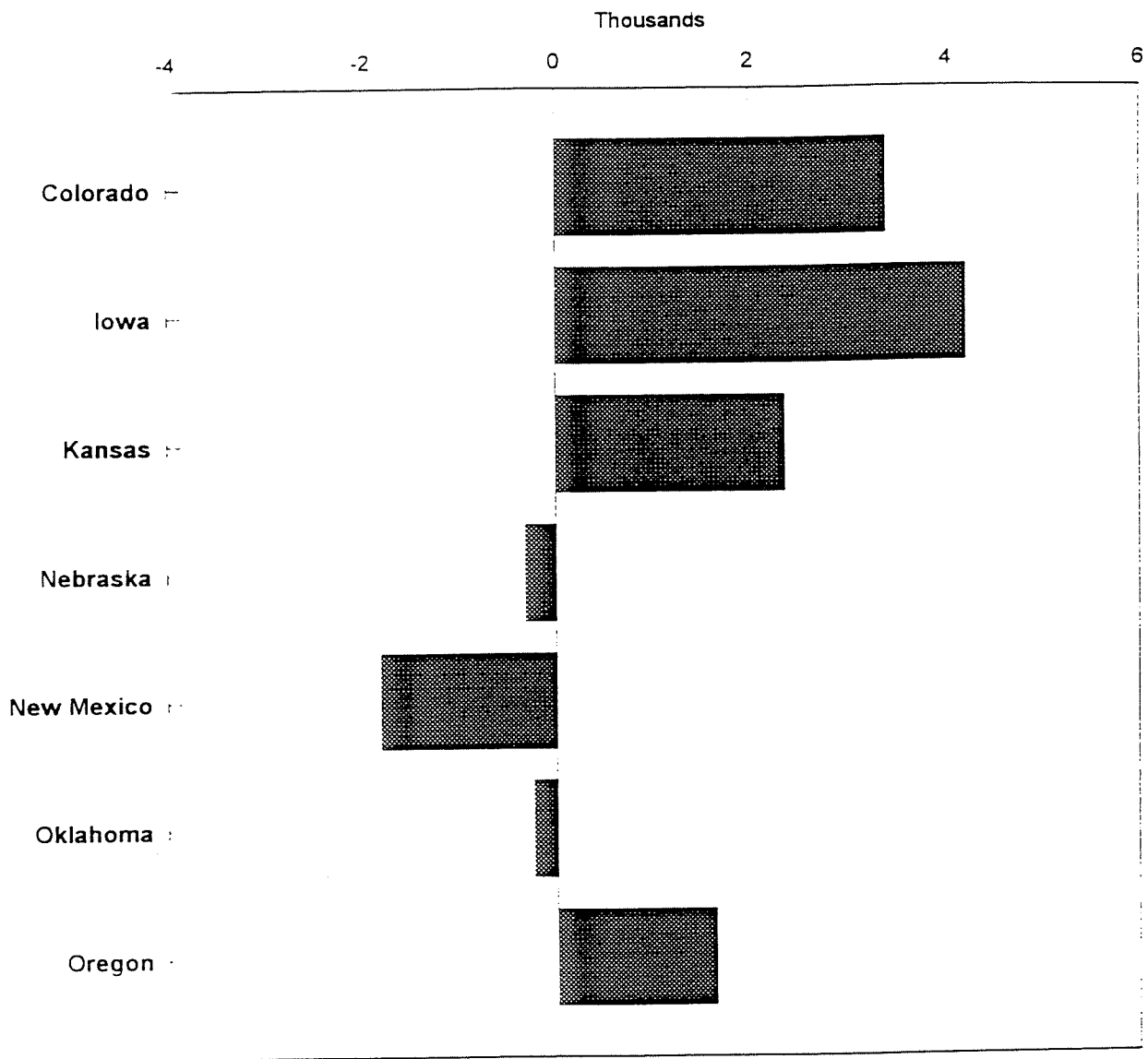
**Net Migration of First-time, Full-time Freshmen
by Type of Institution, 1992-93**

COLORADO



Source: IPEDS

Net Migration of First-time, Full-time Freshmen, 1992-93



Source: IPEDS

**Out-of-State Institutions Attended by 20
or More Kansas First-Time Freshman, Fall 1992**

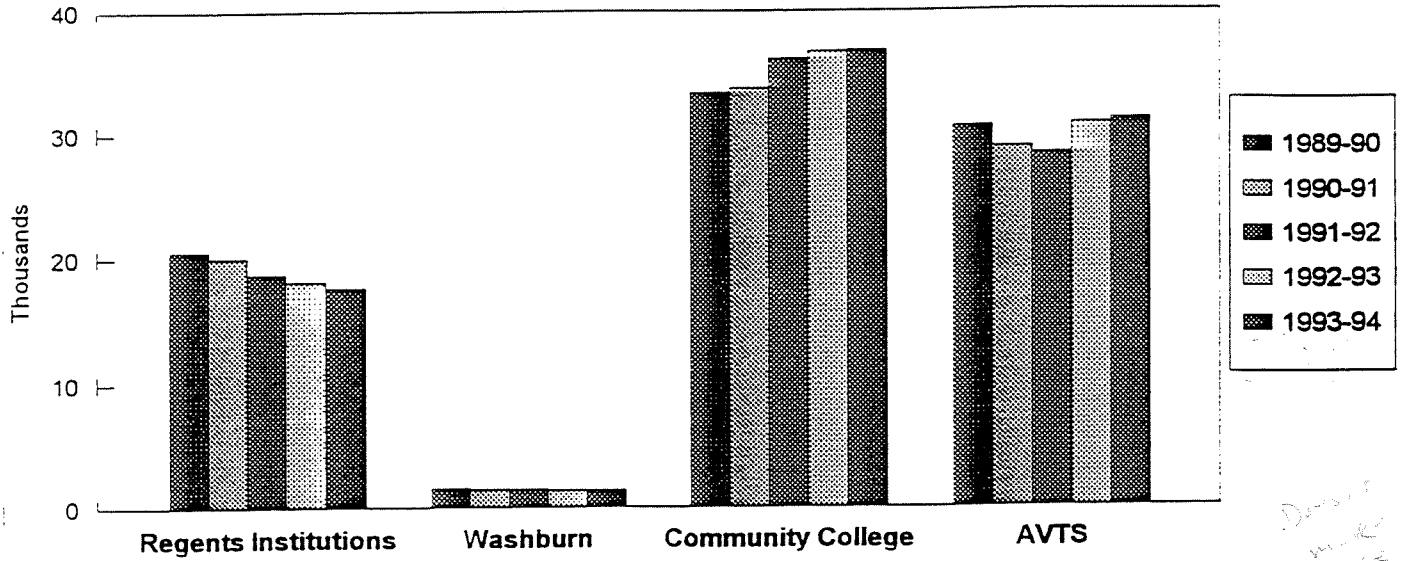
Institution	State	Number of First-time Kansas Freshman
Devry Institute of Technology	Missouri	79
University of Missouri Kansas City	Missouri	42
Baptist Bible College	Missouri	36
Drake University	Iowa	35
Rockhurst College	Missouri	34
Western Nebraska Community College	Nebraska	34
William Jewell College	Missouri	32
Baylor University	Texas	30
Oklahoma Christian University	Oklahoma	28
Oklahoma State University	Oklahoma	28
Northeastern Oklahoma A and M	Oklahoma	26
Penn Valley Community College	Missouri	25
Southwest Missouri State University	Missouri	23
Texas Christian University	Texas	23
U.S. Air Force Academy	Colorado	21
University of Notre Dame	Indiana	21
Creighton University	Nebraska	21
Washington University	Missouri	20



ENROLLMENTS



Freshmen Enrollments

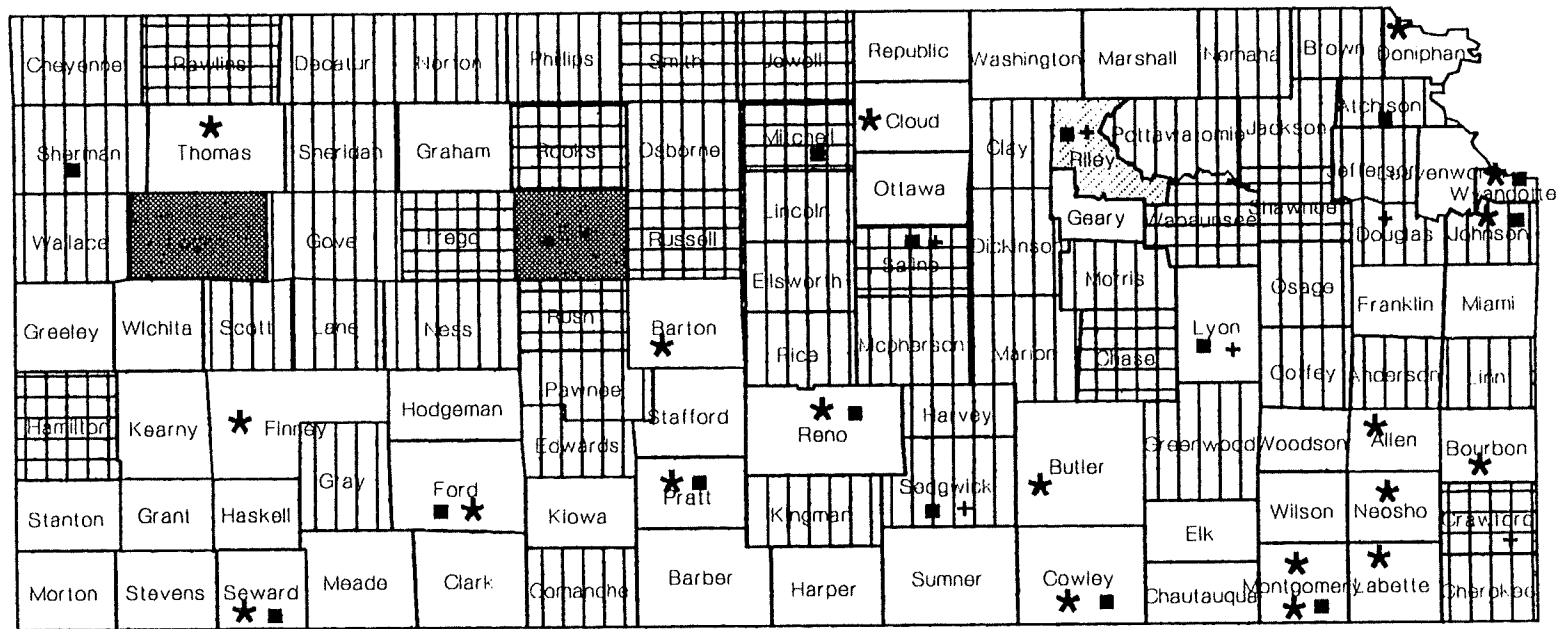


Does it make sense?

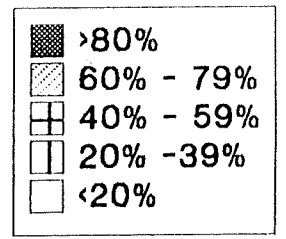
Source: Kansas Legislative Research Dept.

First-Time Freshmen Related to Number of County High School Graduates, 1994 Regents' Institutions and Washburn University

75



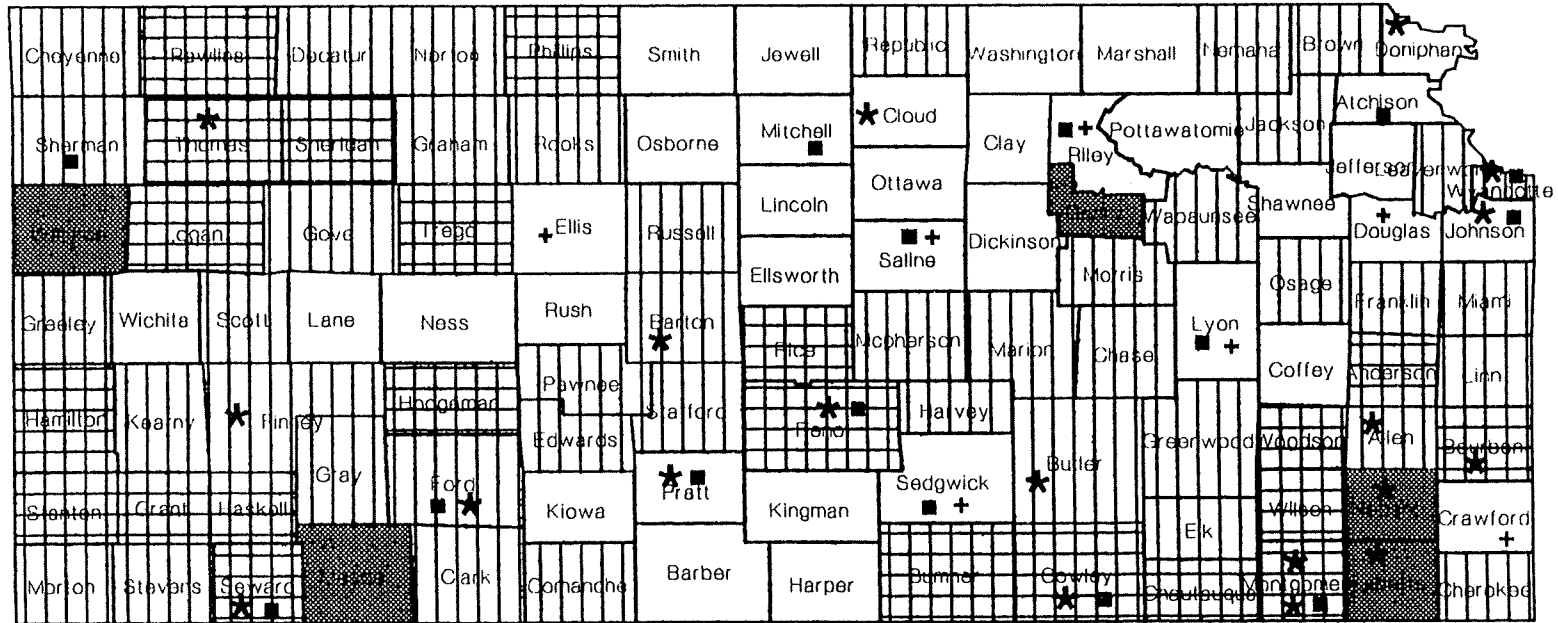
- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution



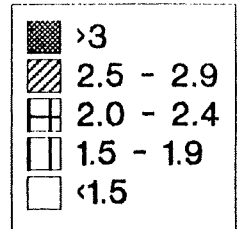
Source: Kansas State Board of Education; KS Leg. Research Office

76

First-Time Freshmen Related to Number of County High School Graduates, 1994 Community Colleges

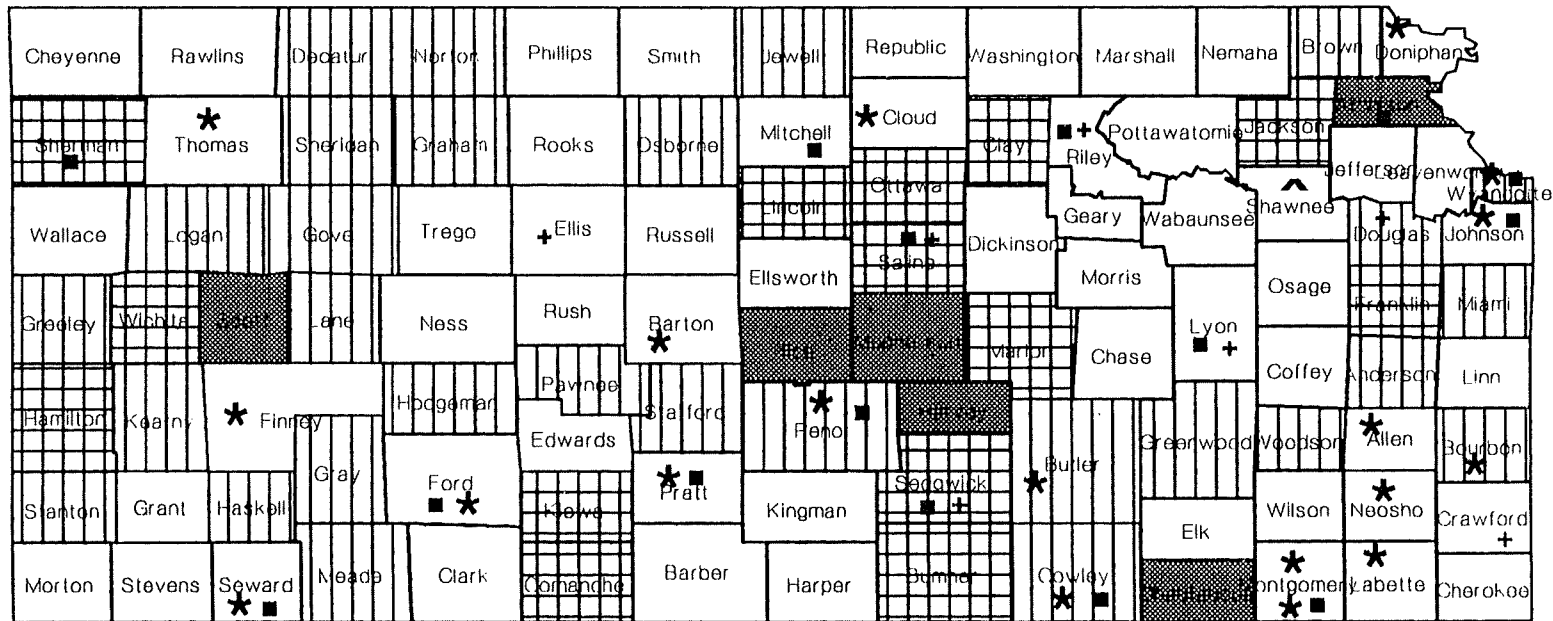


- ★ Community College
- Area Vocational-Technical School
- + Regents' Institution

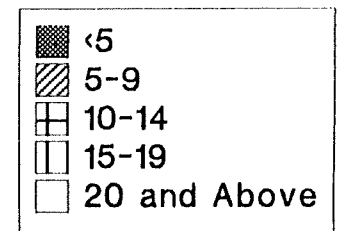


Source: Kansas State Board of Education; KS Leg. Research Dept.

First-Time Freshmen Related to Number of County High School Graduates, 1994 Private Institutions



- * Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University

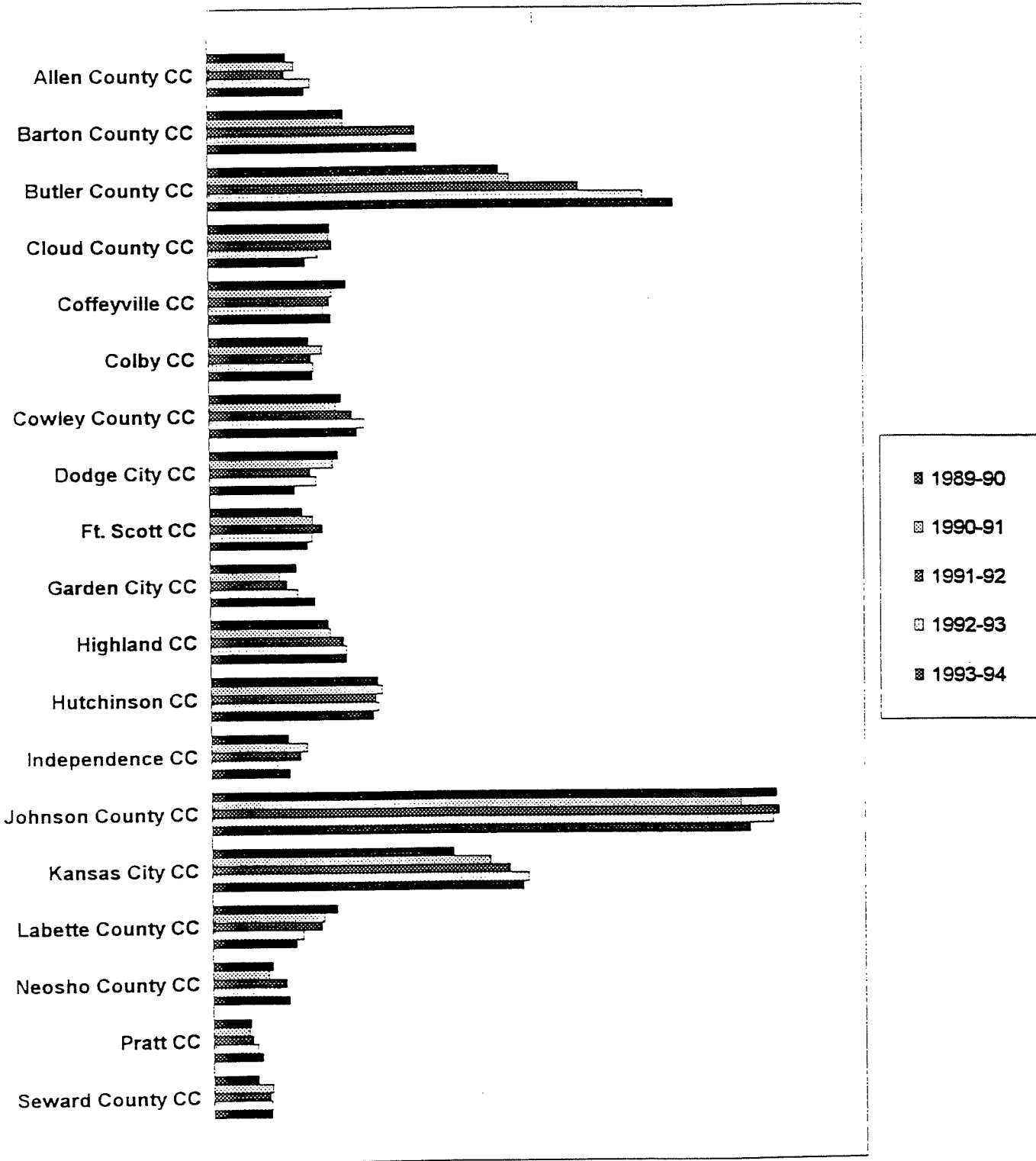


Source: Kansas State Board of Education; KS Leg. Research Dept.

Freshmen Enrollments

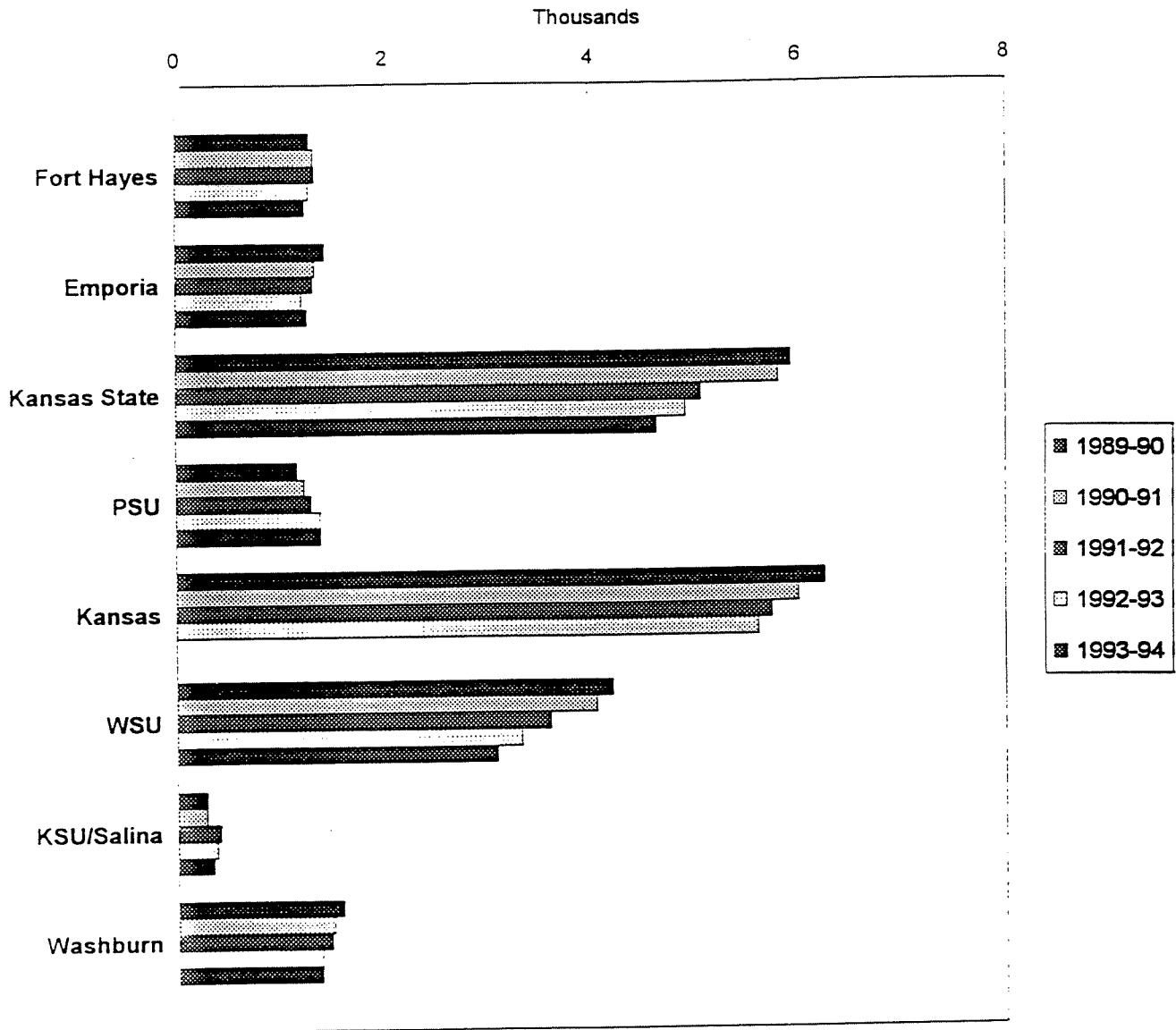
Thousands

0 2 4 6 8



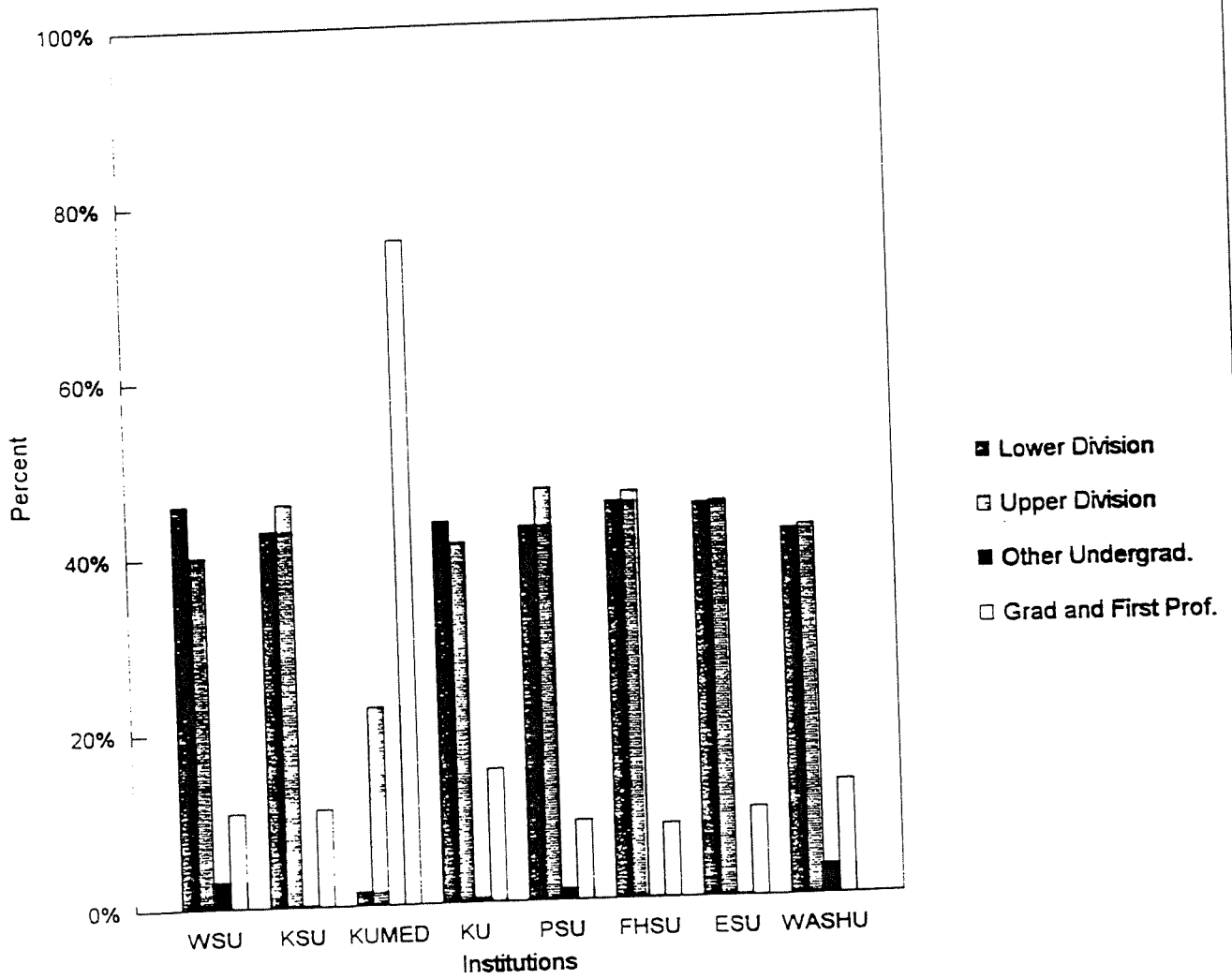
Source: Kansas Legislative Research Dept.

Freshmen Enrollments



Source: Kansas Legislative Research Dept.

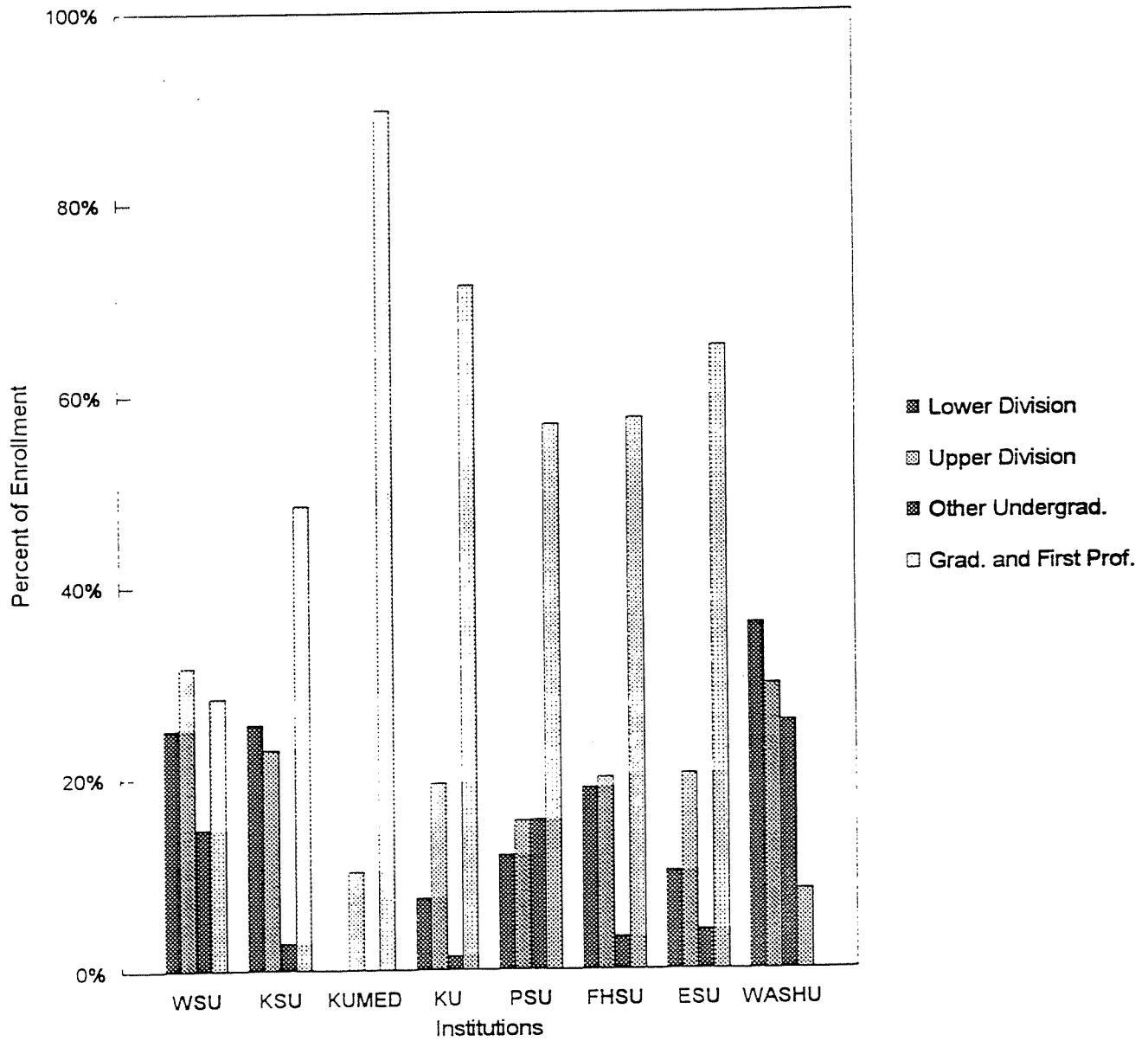
Full-time Enrollment by Level Regents Universities and Washburn University, Fall 1993



Source: IPEDS, NCHEMS Data File

~~1~~

Part-time Enrollment By Level Regents Universities and Washburn University, 1993



Source: IPEDS, NCHEMS Data Base

82 LEV

81
1-27

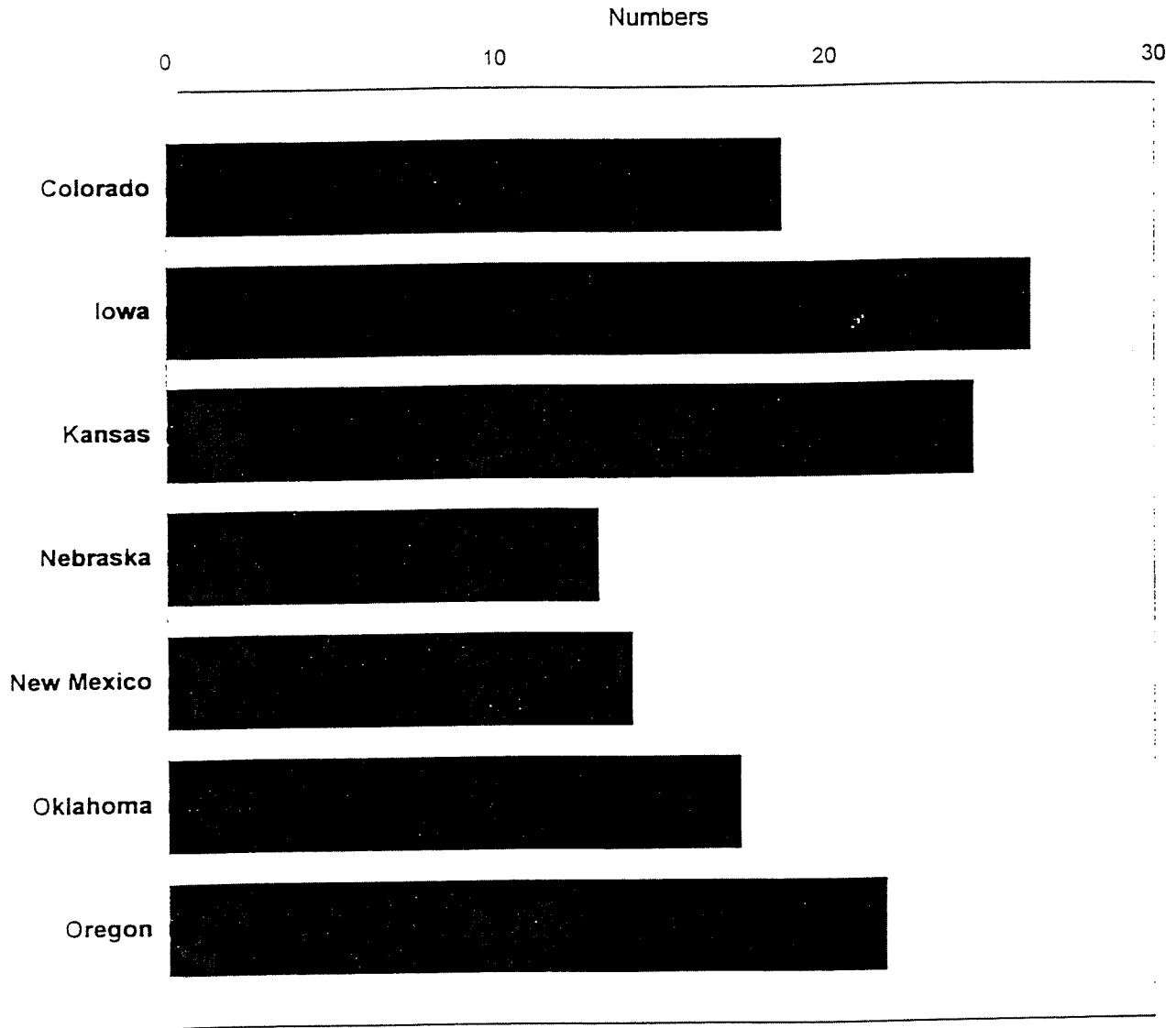
Non-Credit Courses, Kansas Community Colleges

Community Colleges	# of Courses	Students Served	Percent in District	Avg. Hours per Course
Allen County CC	50	512	95%	11
Barton County CC	39	1,199	4%	7.5
Butler County CC	3,665	88,340	95%	8
Cloud County CC	2	7	100%	6
Coffeyville CC	40	517	100%	33
Colby CC	41	767	100%	33
Cowley County CC	156	1,795	10%	6
Dodge City CC	8	73	100%	20
Fort Scott CC	15	150	3%	6
Garden City CC	1,112	1,324	88%	35
Highland CC	29	330	11%	25
Hutchinson CC	279	4,185	56%	6
Independence CC	8	175	90%	8
Johnson County CC	2,154	46,917	78%	13
Kansas City Kansas CC	215	1,845	90%	12
Labette CC	21	242	95%	10
Neosho County CC	40	565	84%	3
Pratt CC	18	1,153	75%	4
Seward County CC	25	300	80%	4
TOTAL	7,917	149,878		12

Source: Kansas State Board of Education

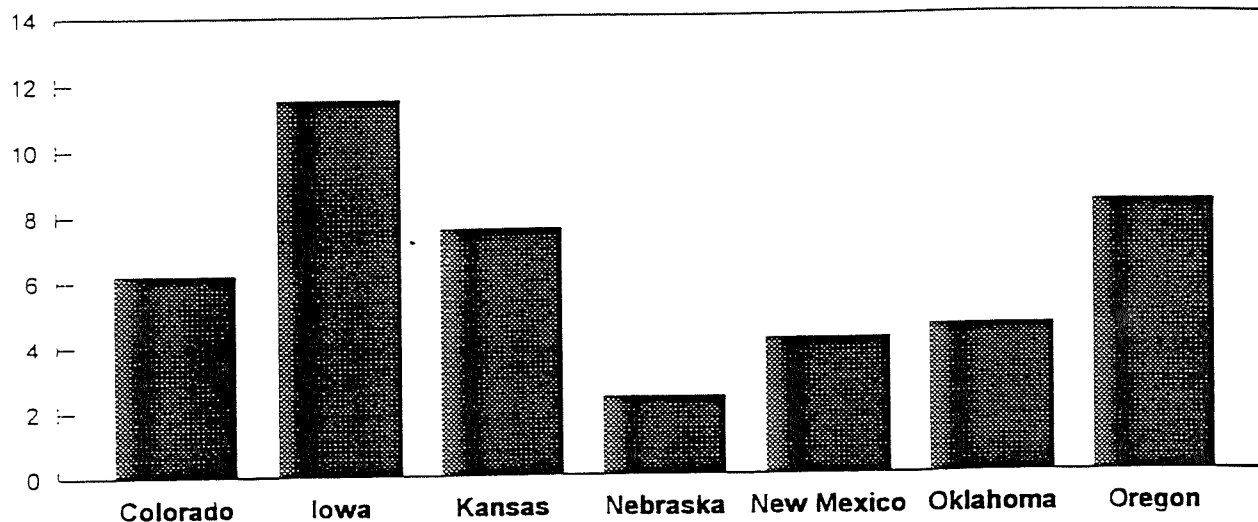
DEGREES

Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91)



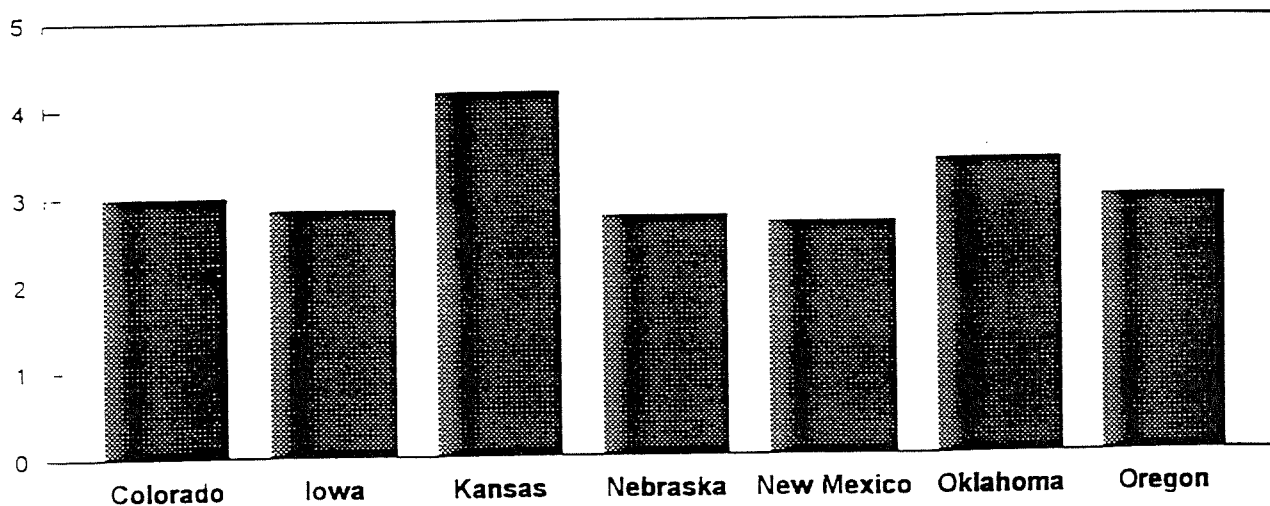
Source: IPEDS, WICHE, High School Graduates, 1992-2009

**Associate Degrees Produced (1992-93)
per 100 High School Graduates (1990-91) in Arts & Sciences**



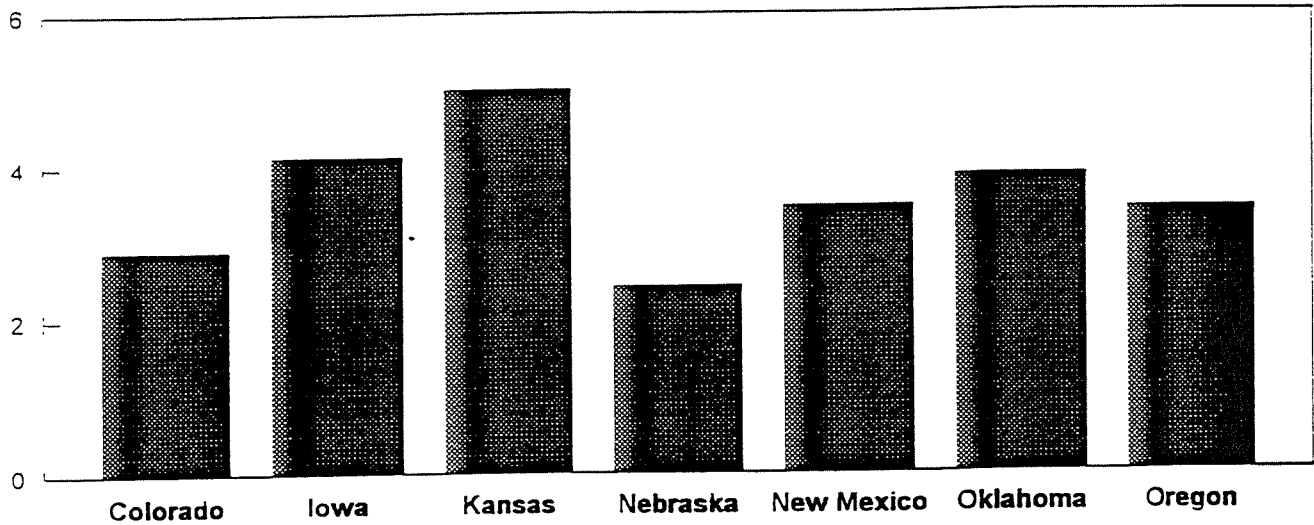
Source: IPEDS, WICHE, High School Graduates

**Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Business**



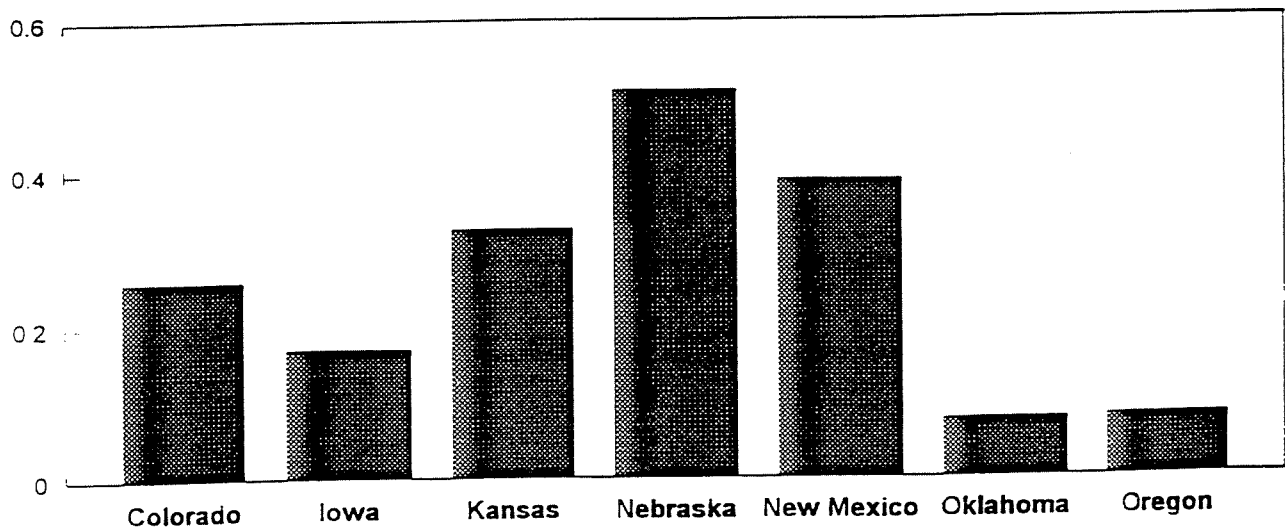
Source: IPEDS, WICHE, High School Graduates

Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Health



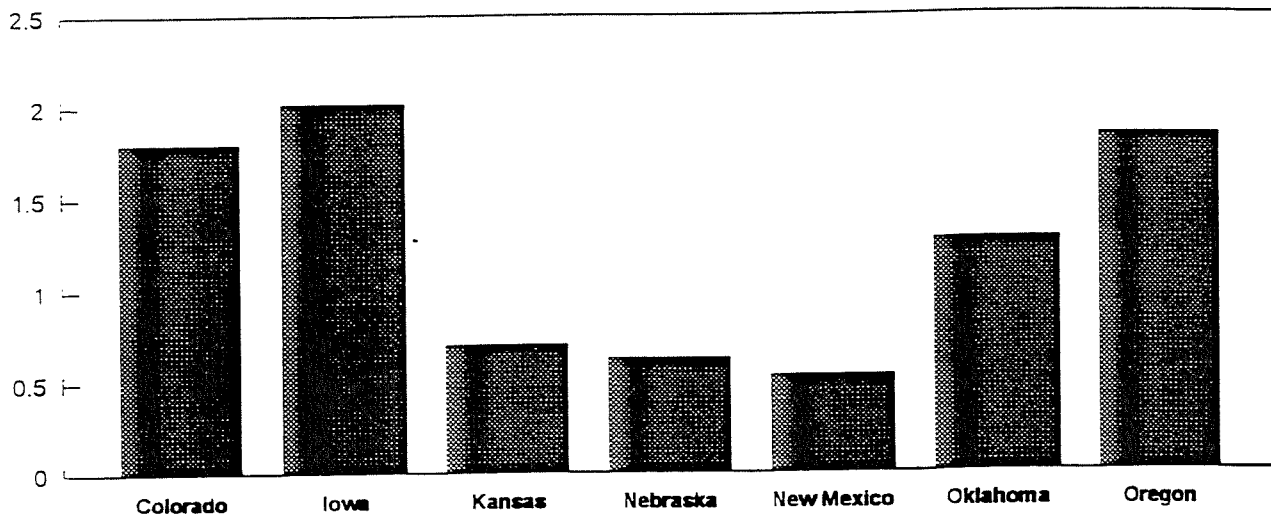
Source: IPEDS, WICHE, High School Graduates

Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Computer Science



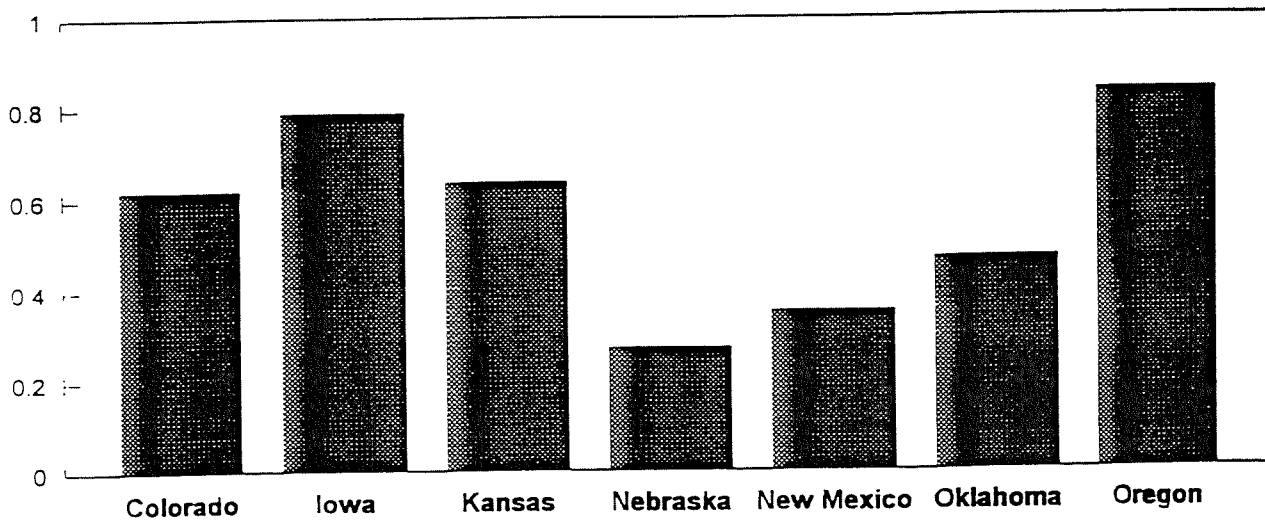
Source: IPEDS, WICHE, High School Graduates

**Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Engineering**



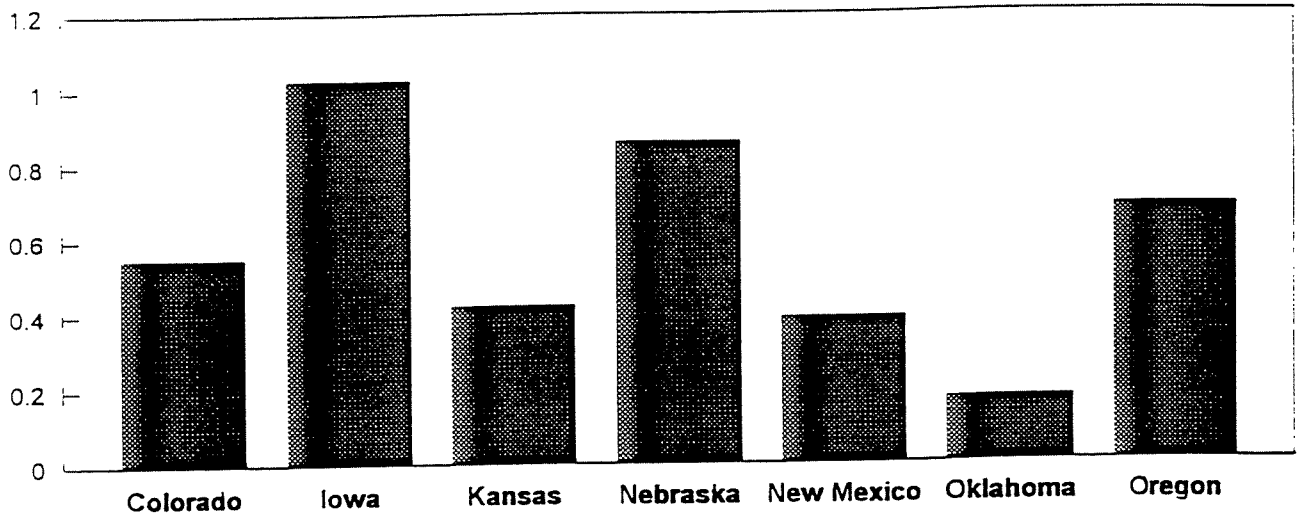
Source: IPEDS, WICHE, High School Graduates

**Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Protective Services**



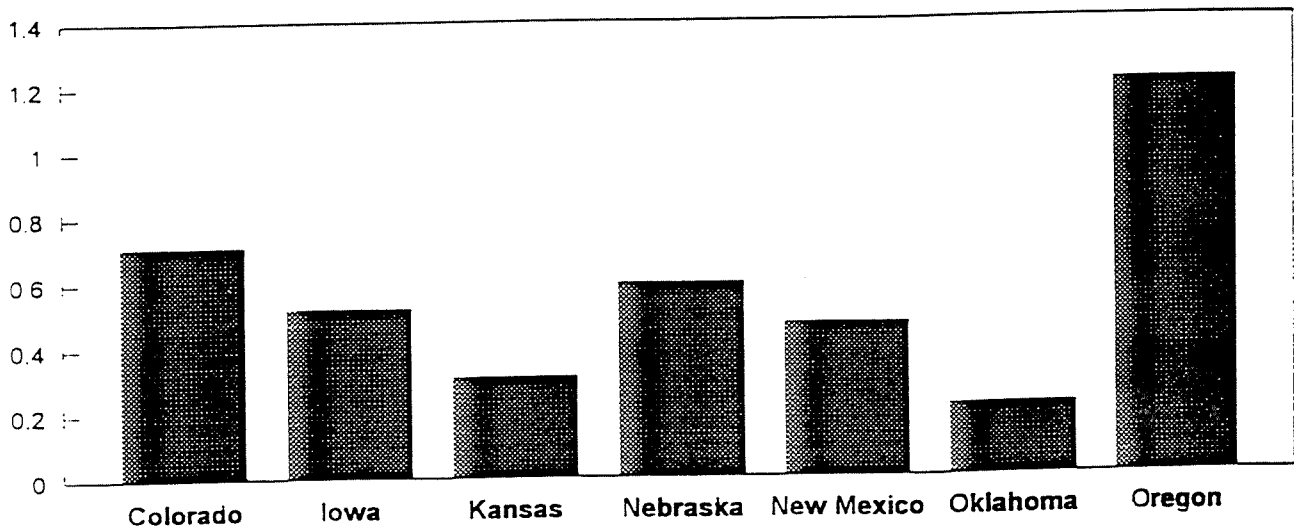
Source: IPEDS, WICHE, High School Graduates

**Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Mechanics**



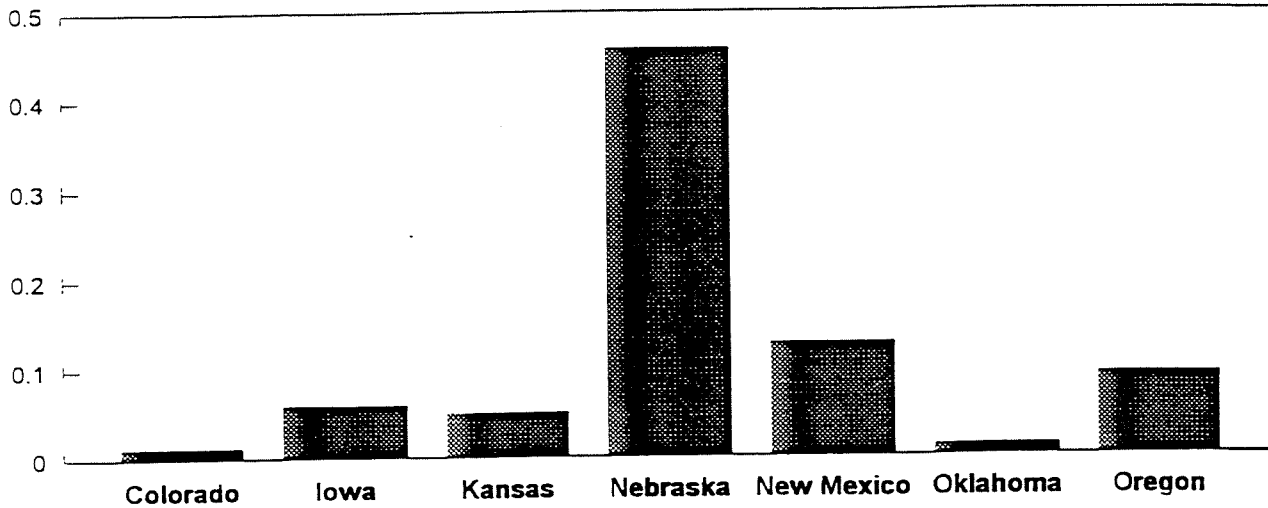
Source: IPEDS, WICHE, High School Graduates

**Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Precision Production**



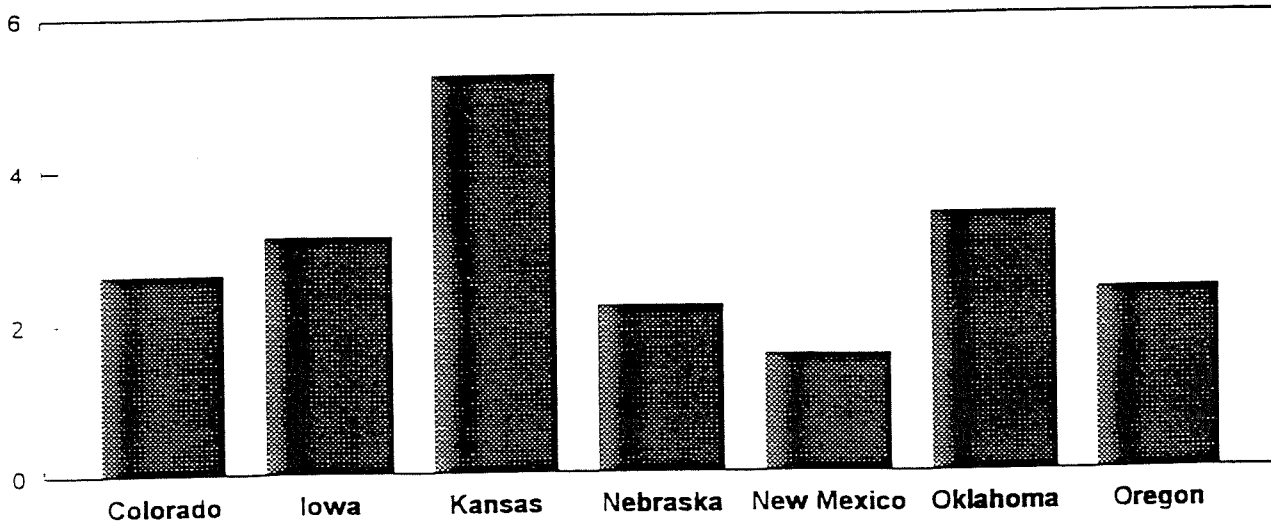
Source: IPEDS, WICHE, High School Graduates

**Associate Degrees Produced (1992-93) per
High School Graduates (1990-91) in Construction**



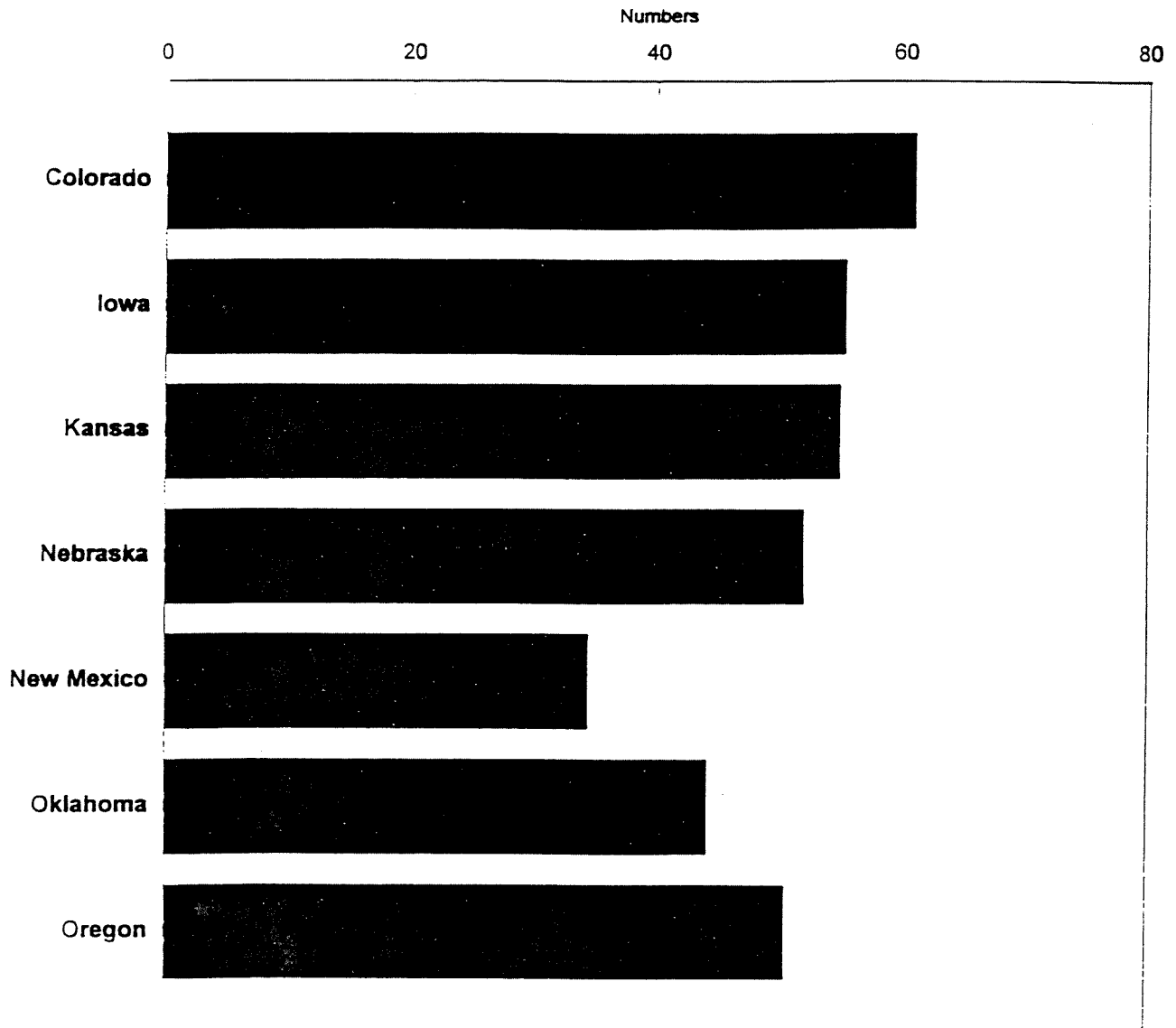
Source: IPEDS, WICHE, High School Graduates

**Associate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in All Other Fields**



Source: IPEDS, WICHE, High School Graduates

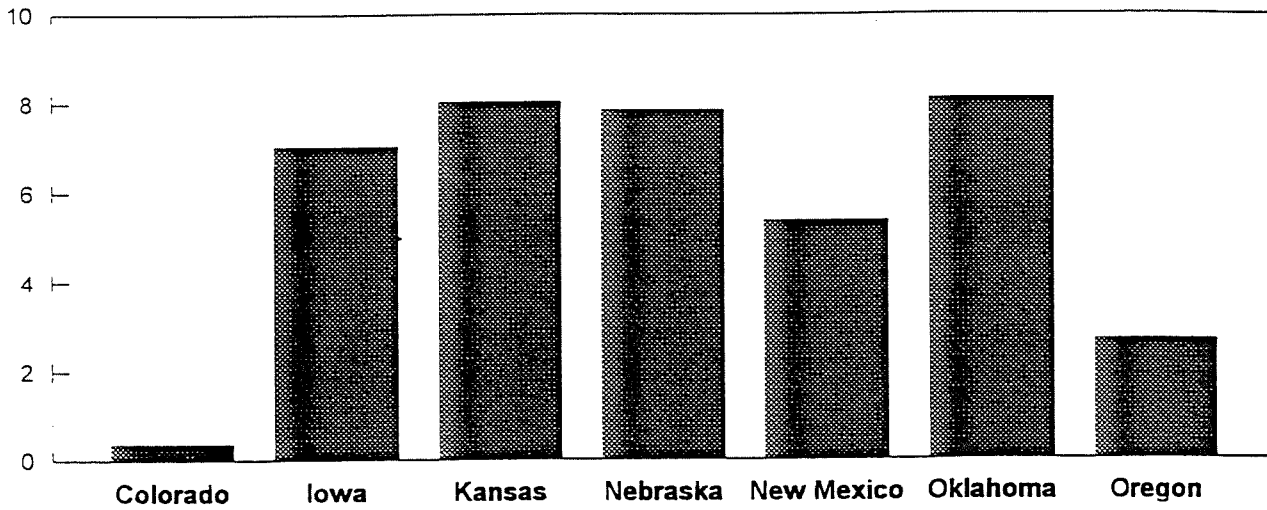
**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-92)**



Source: IPEDS; WICHE, High School Graduates, Projections by State, 1992-2009

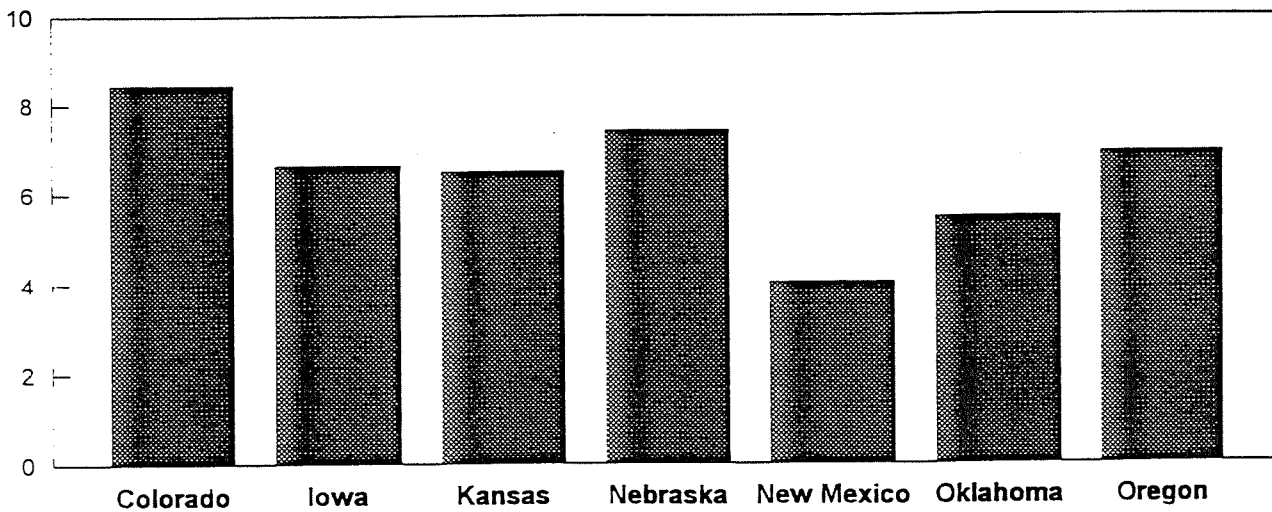
90
1-5

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Education**



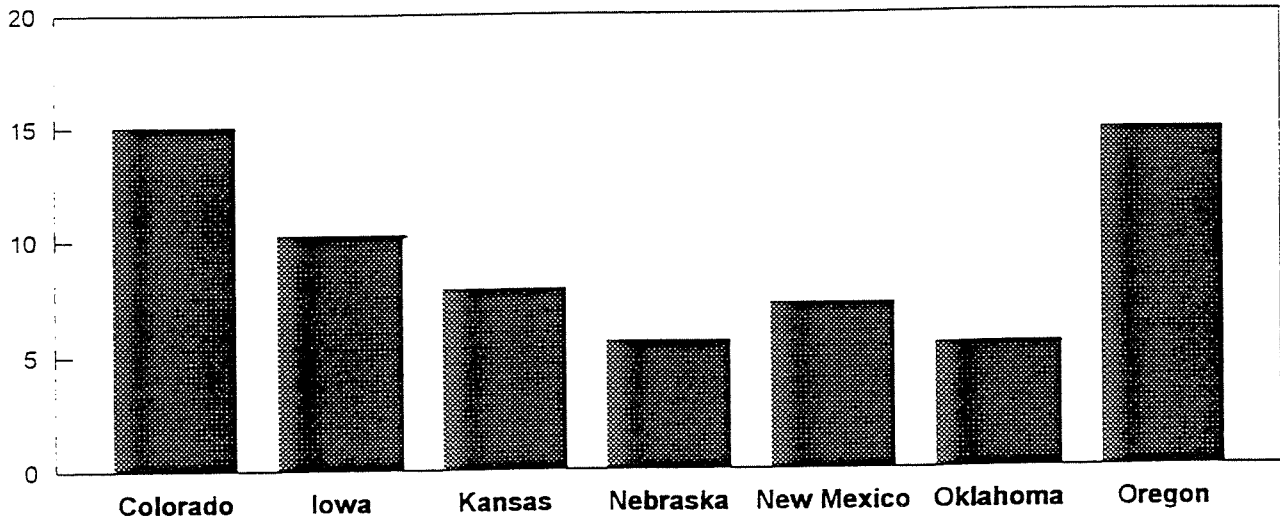
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in All Other Fields**



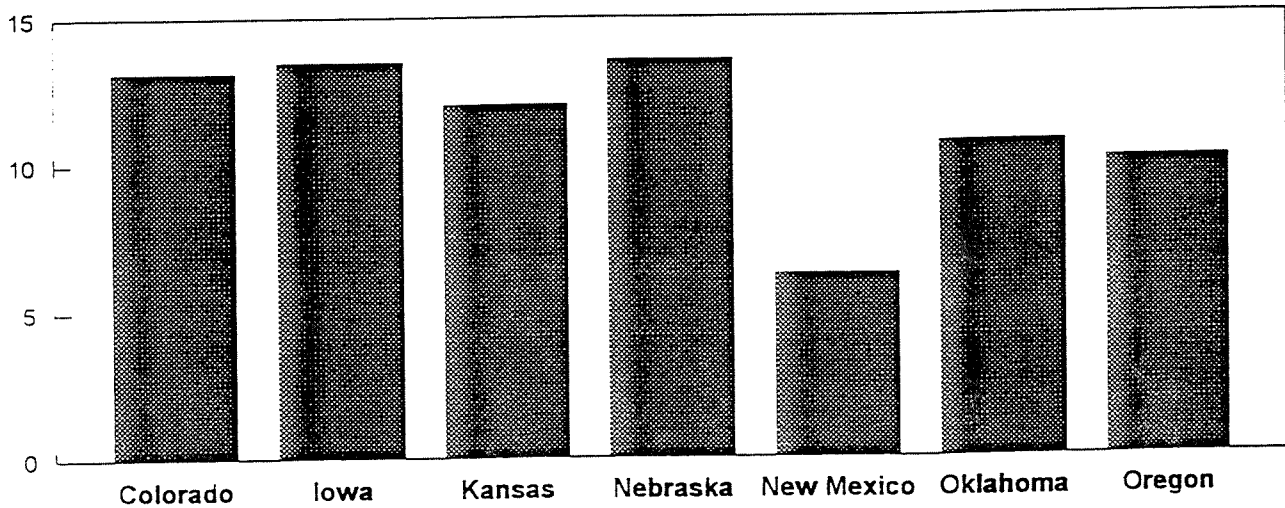
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Humanities & Social Sciences**



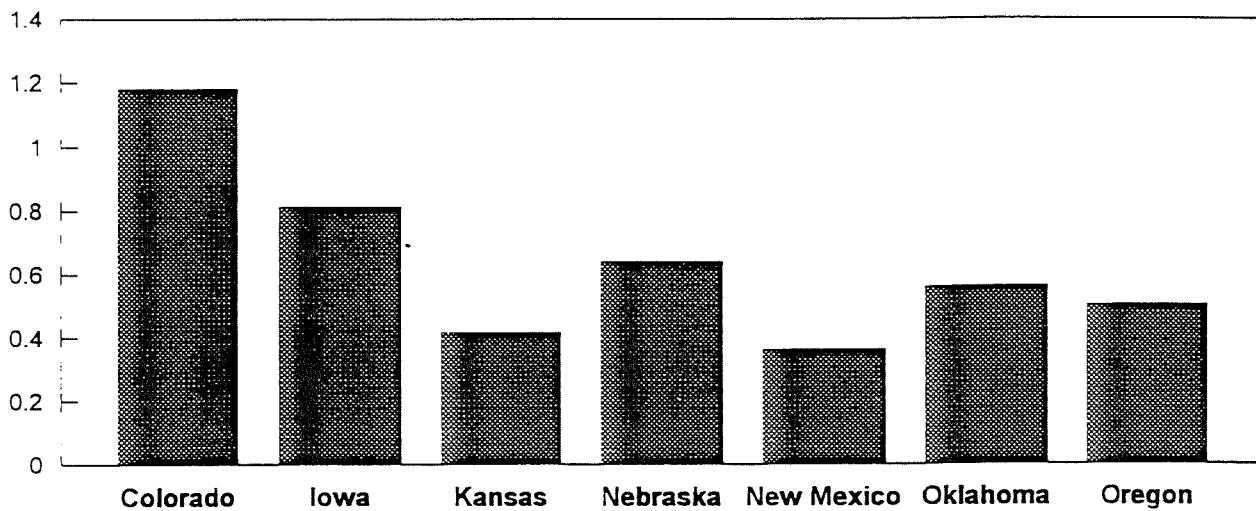
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Business**



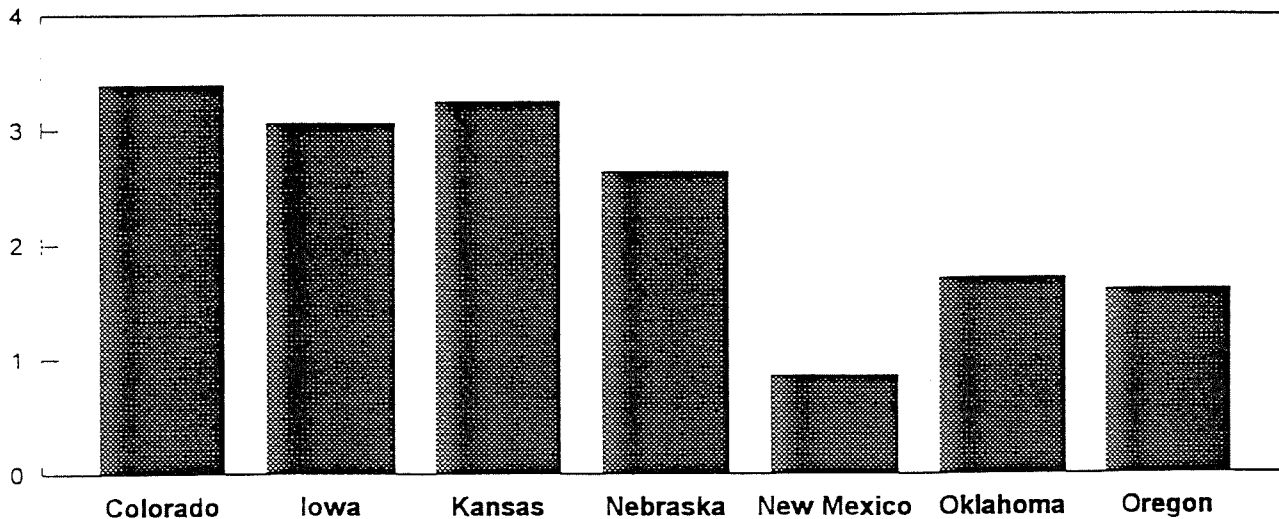
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Math**



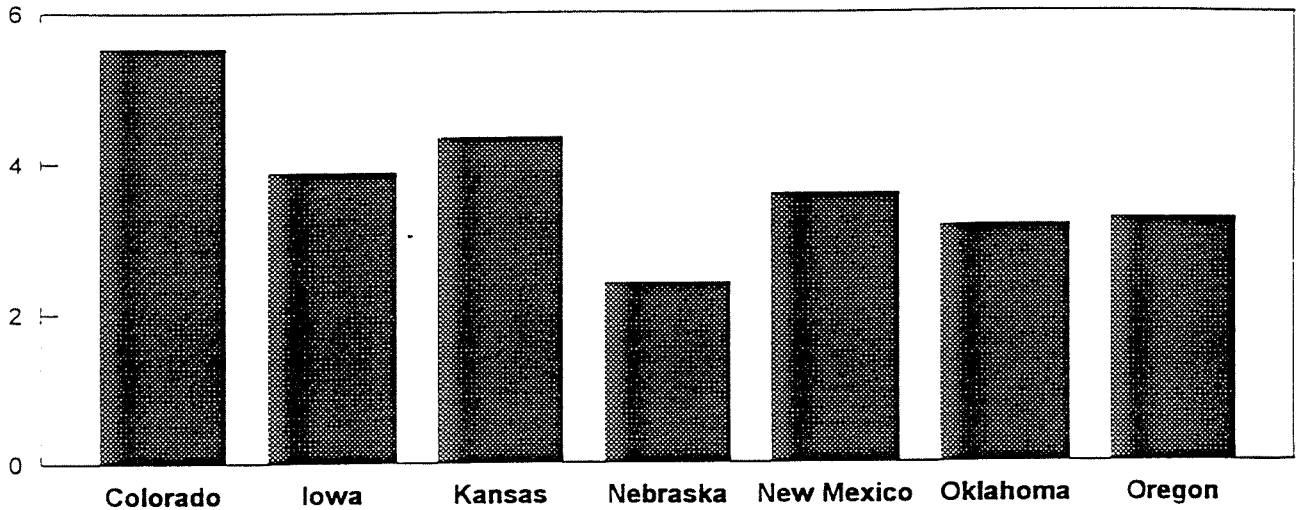
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Communications**



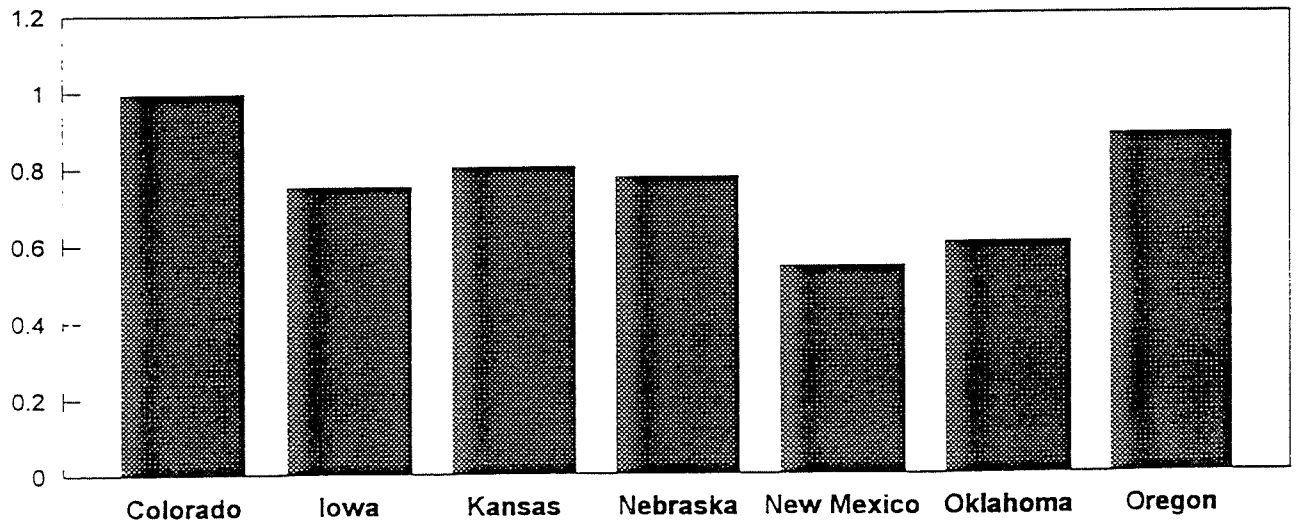
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Engineering**



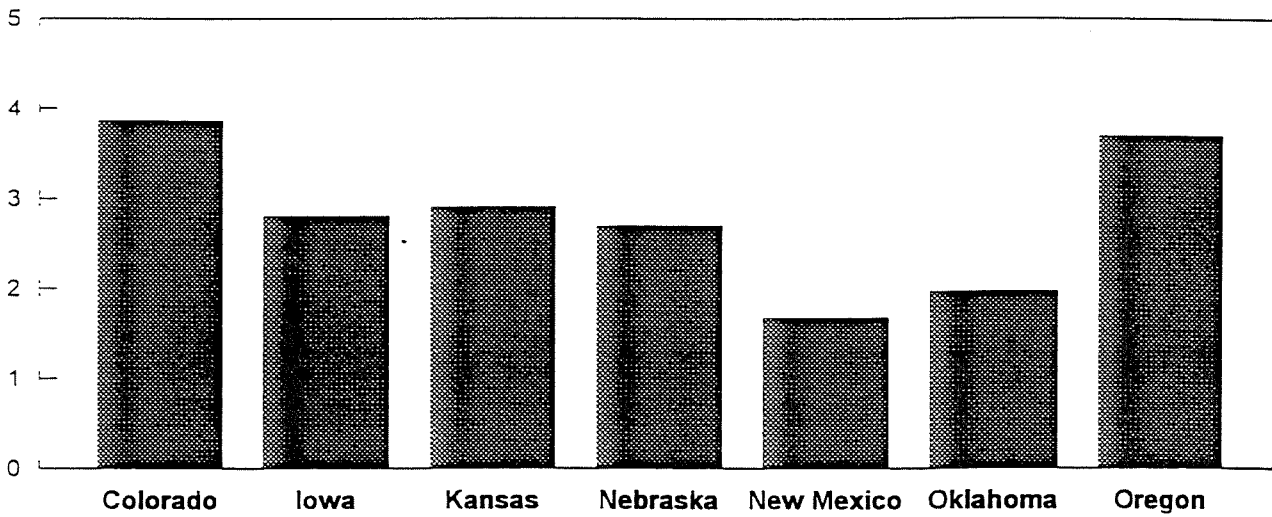
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Physical Sciences**



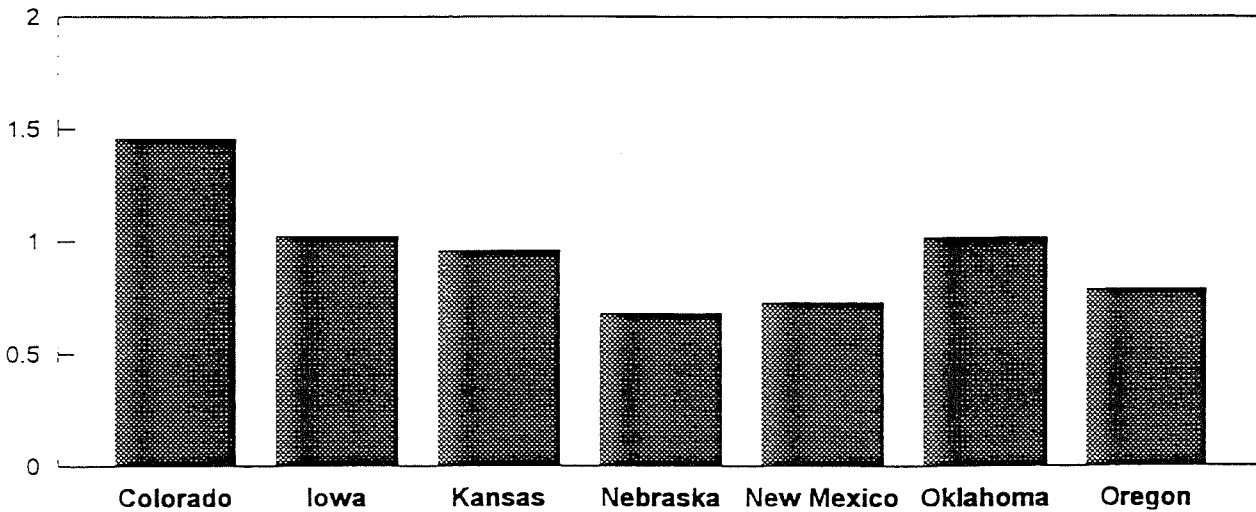
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Psychology**



Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Computer Sciences**

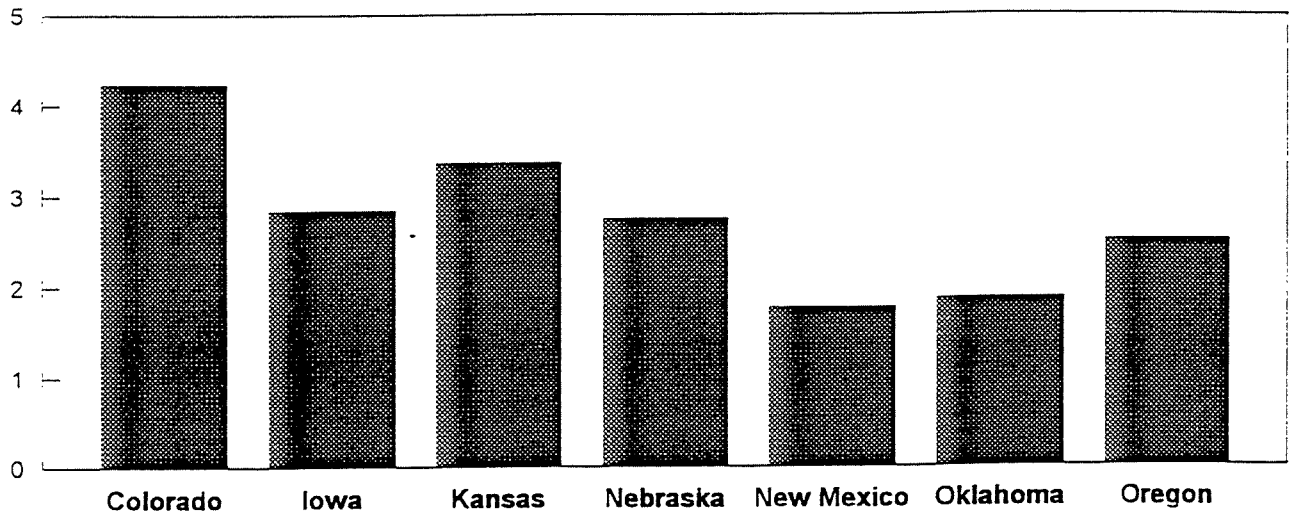


Source: IPEDS; WICHE, High School Graduates

95
1-~~11~~

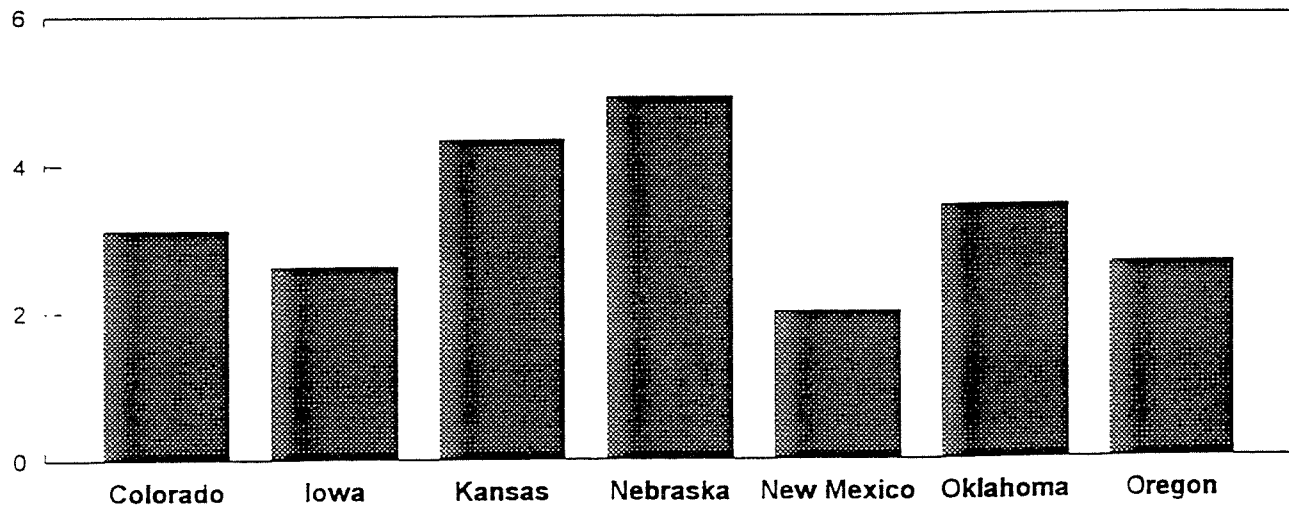


**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Life Sciences**



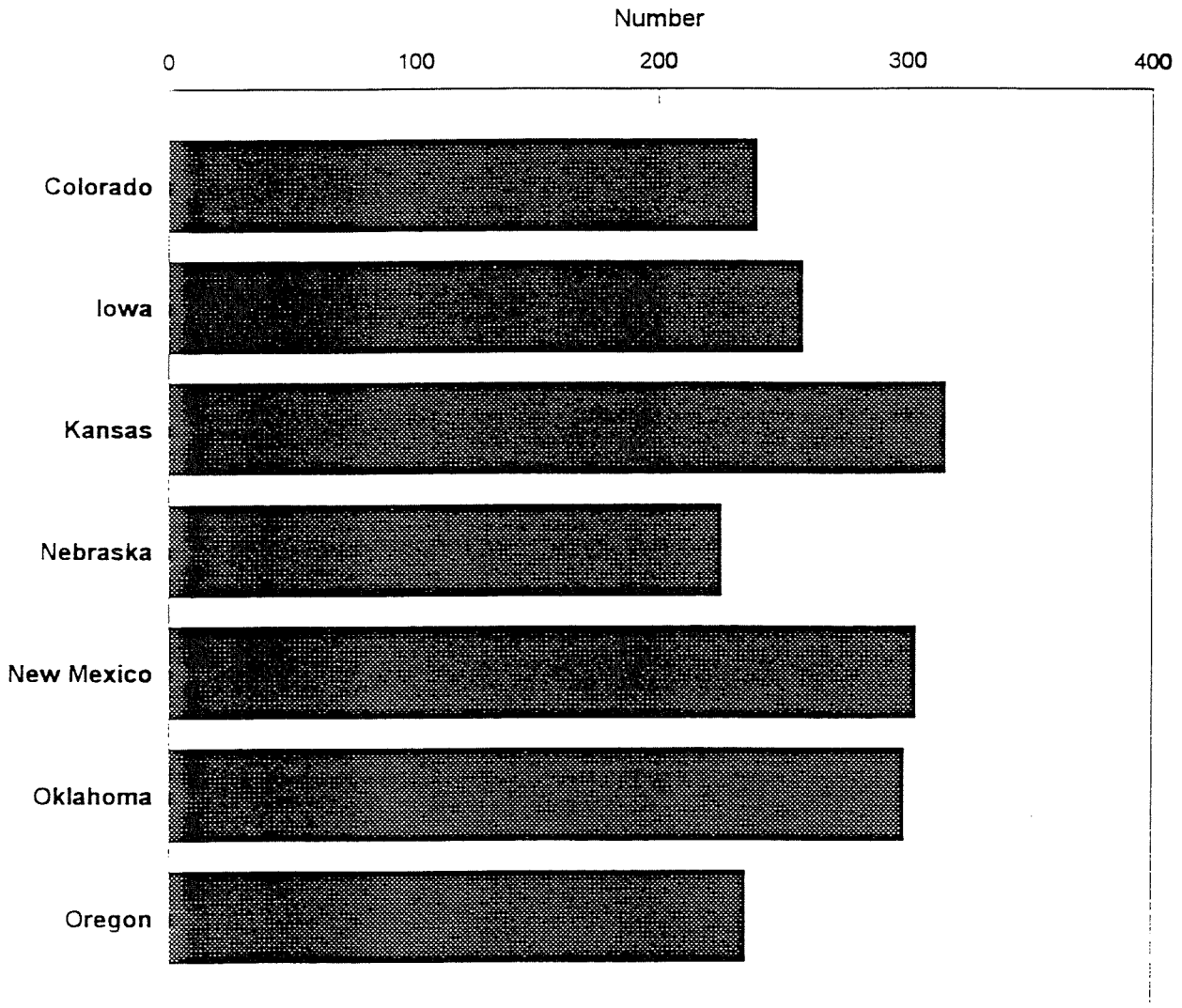
Source: IPEDS; WICHE, High School Graduates

**Baccalaureate Degrees Produced (1992-93) per
100 High School Graduates (1990-91) in Health Sciences**



Source: IPEDS; WICHE, High School Graduates

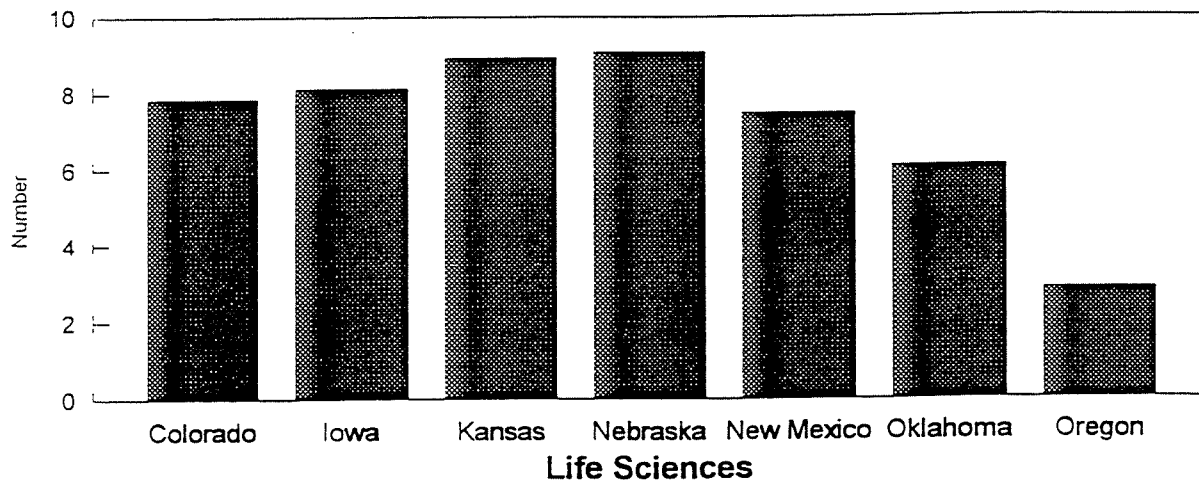
**Masters Degrees Produced (1992-93) per
10,000 Baccalaureate Holders, Ages 25-44**



Source: IPEDS; U.S. Census

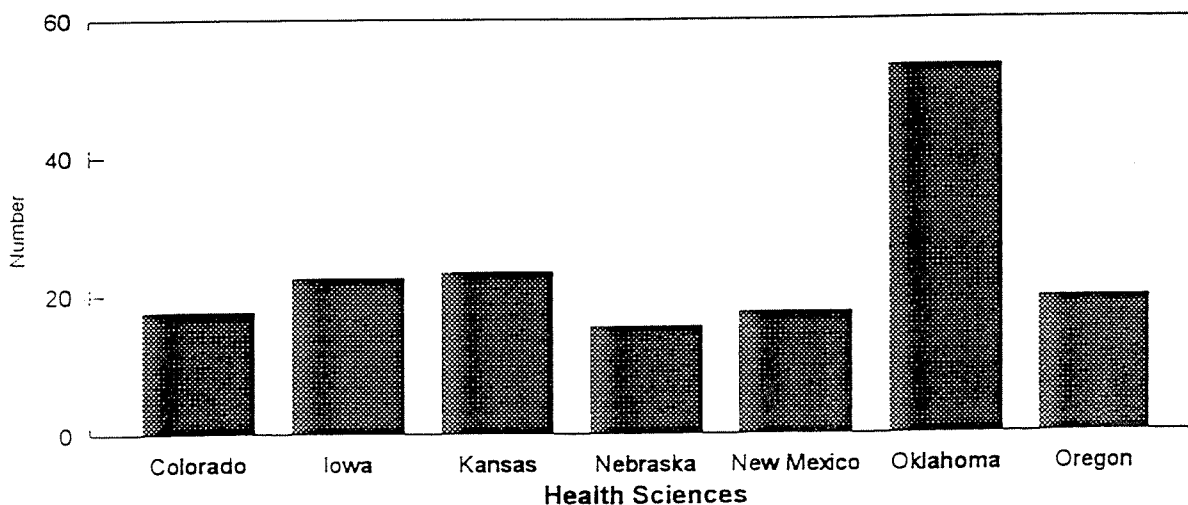


Masters Degrees Produced (1992-93) per 10, 000 Baccalaureate Holders, Ages 25-44



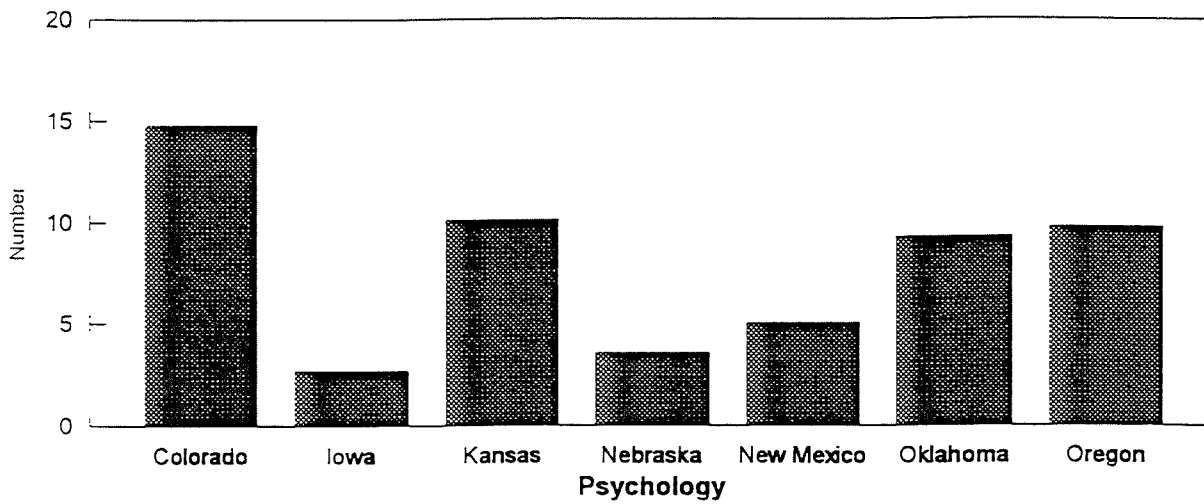
Source: IPEDS; U.S. Census

Masters Degrees Produced (1992-93) per 10, 000 Baccalaureate Holders, Ages 25-44



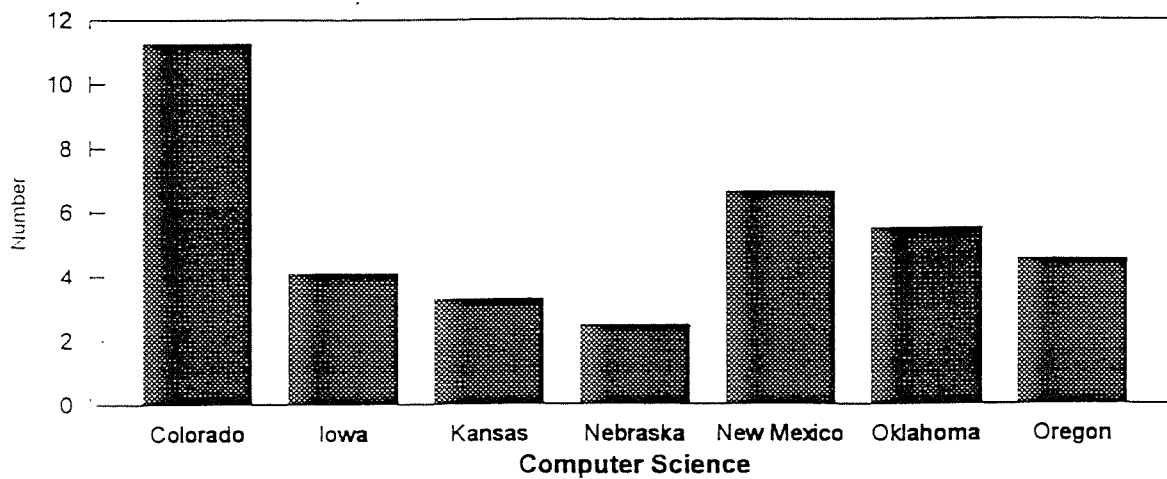
Source: IPEDS; U.S. Census

**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Holders, Ages 25-44**



Source: IPEDS; U.S. Census

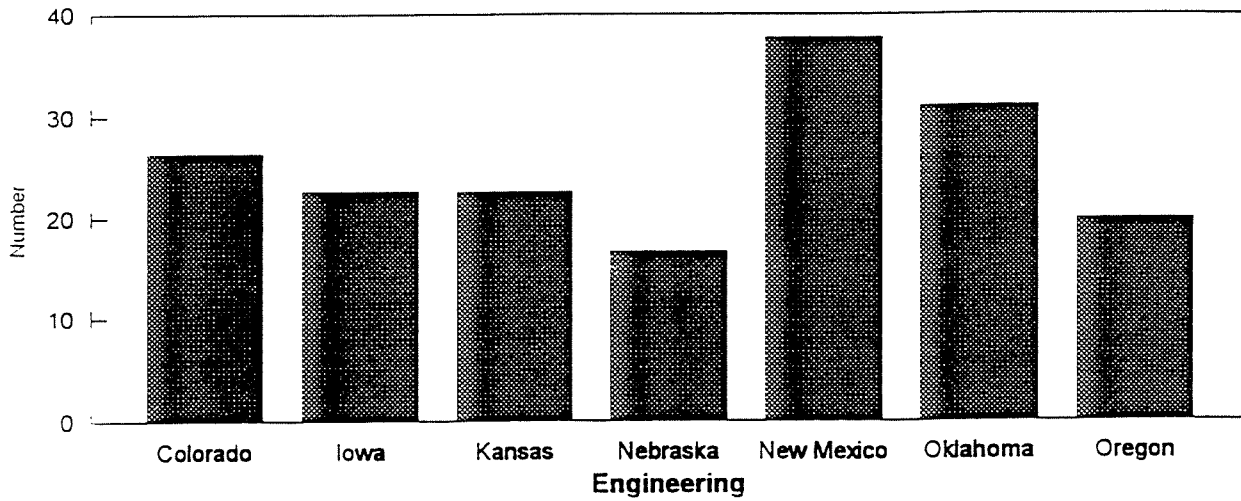
**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Holders, Ages 25-44**



Source: IPEDS; U.S. Census

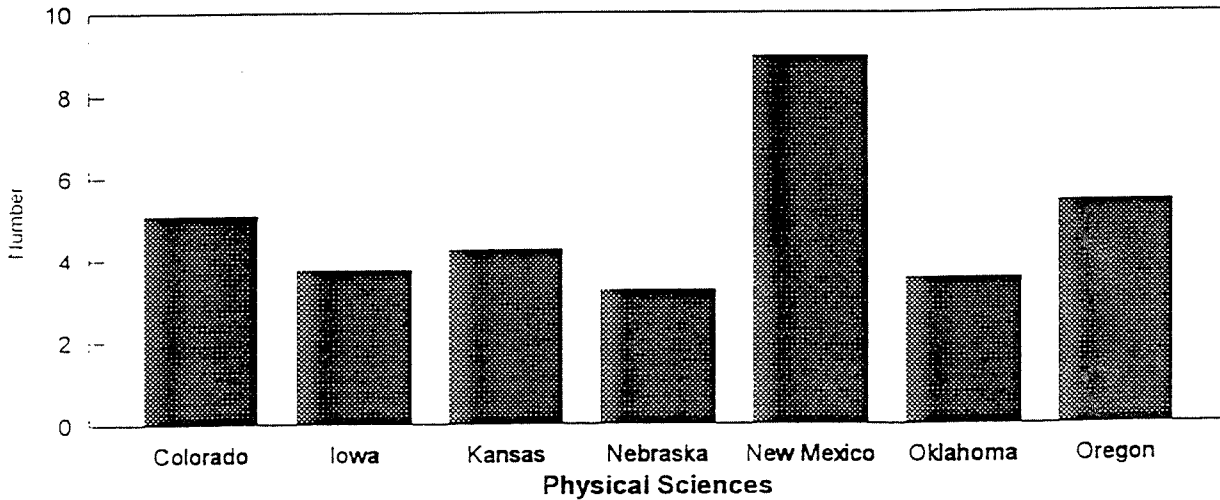


**Masters Degrees Produced (1992-93) per
10,000 Baccalaureate Holders, Ages 25-44**



Source: IPEDS: U.S. Census

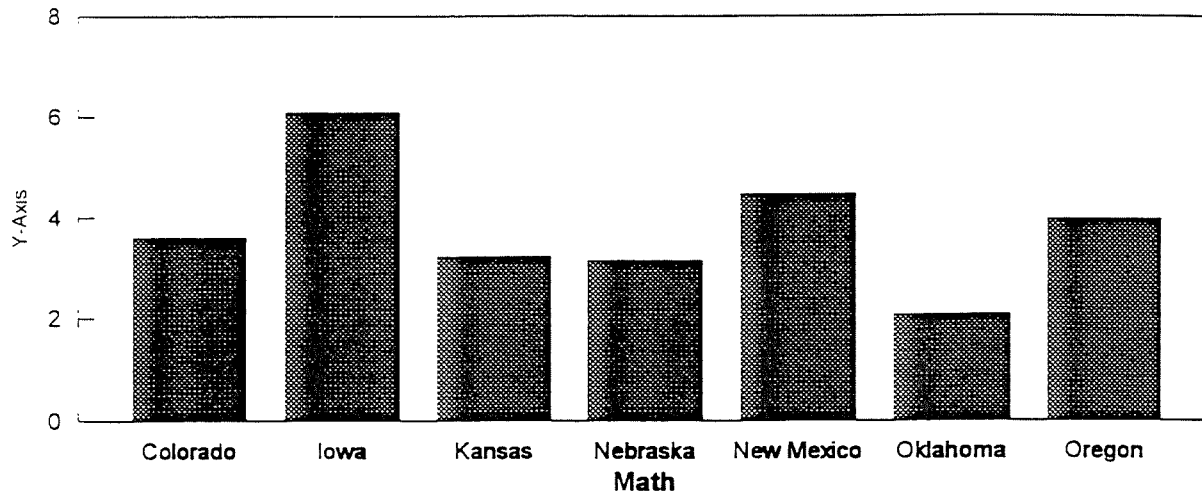
**Masters Degrees Produced (1992-93) per
10,000 Baccalaureate Holders, Ages 25-44**



Source: IPEDS: U.S. Census

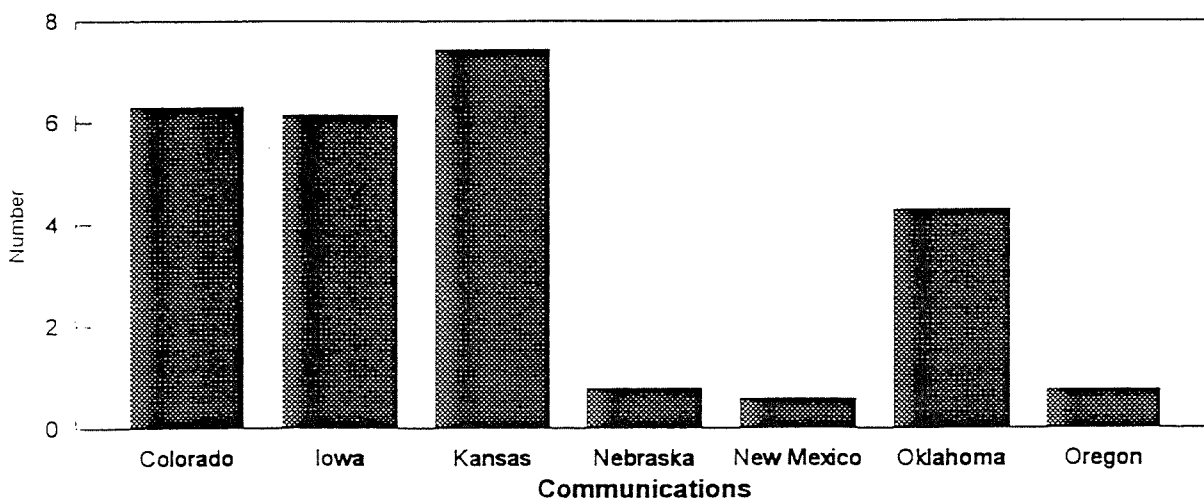
100
~~1-11~~

**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Holders, Ages 25-44**



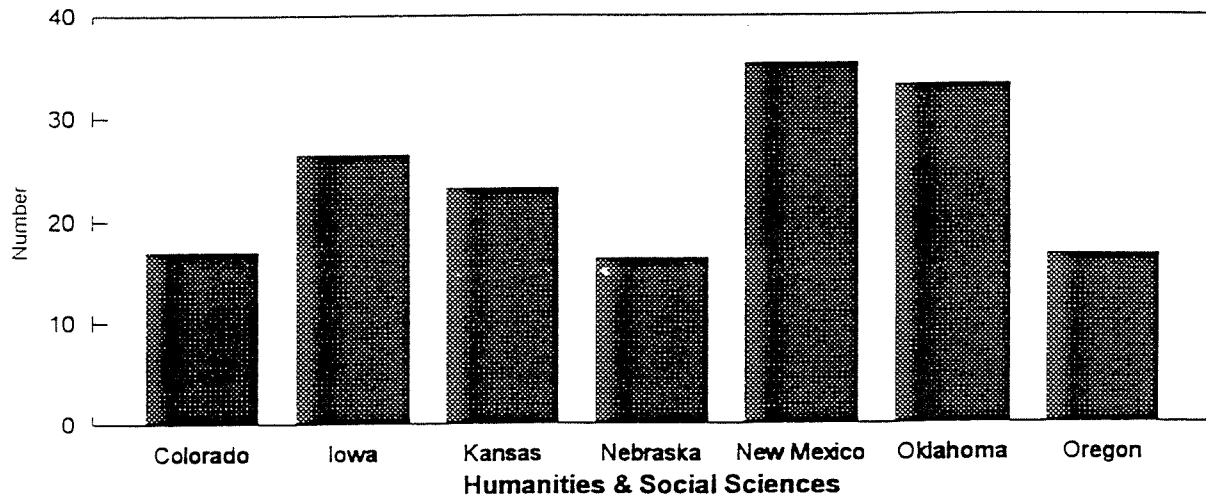
Source: IPEDS: U.S. Census

**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Holders, Ages 25-44**



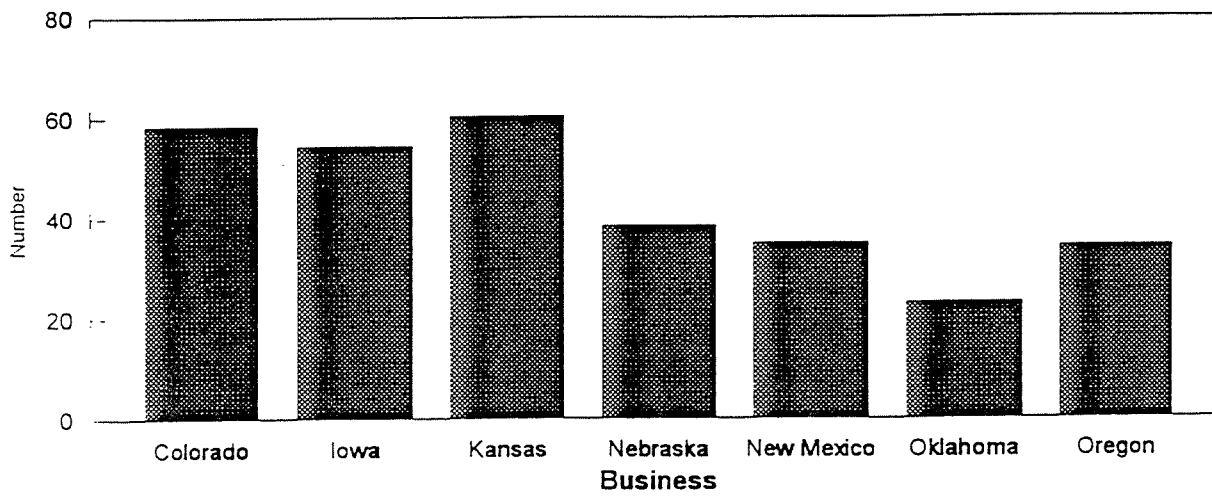
Source: IPEDS: U.S. Census

**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



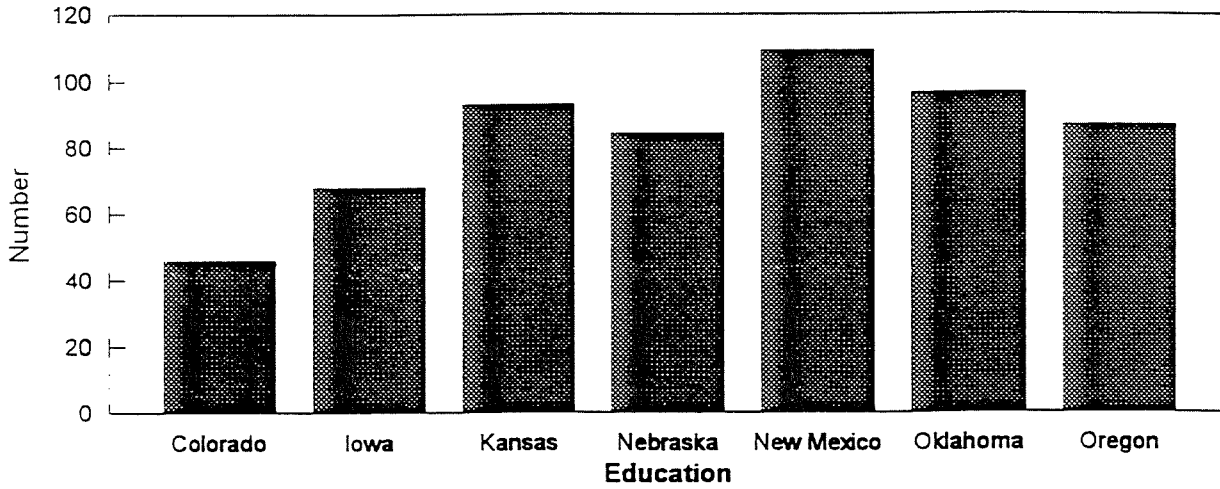
Source: IPEDS; U.S. Census

**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



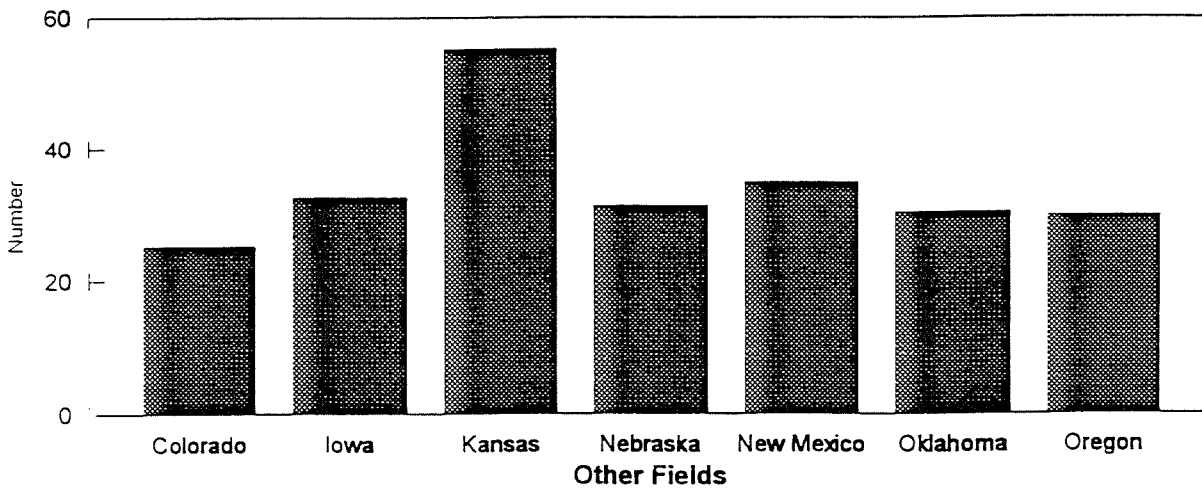
Source: IPEDS; U.S. Census

**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



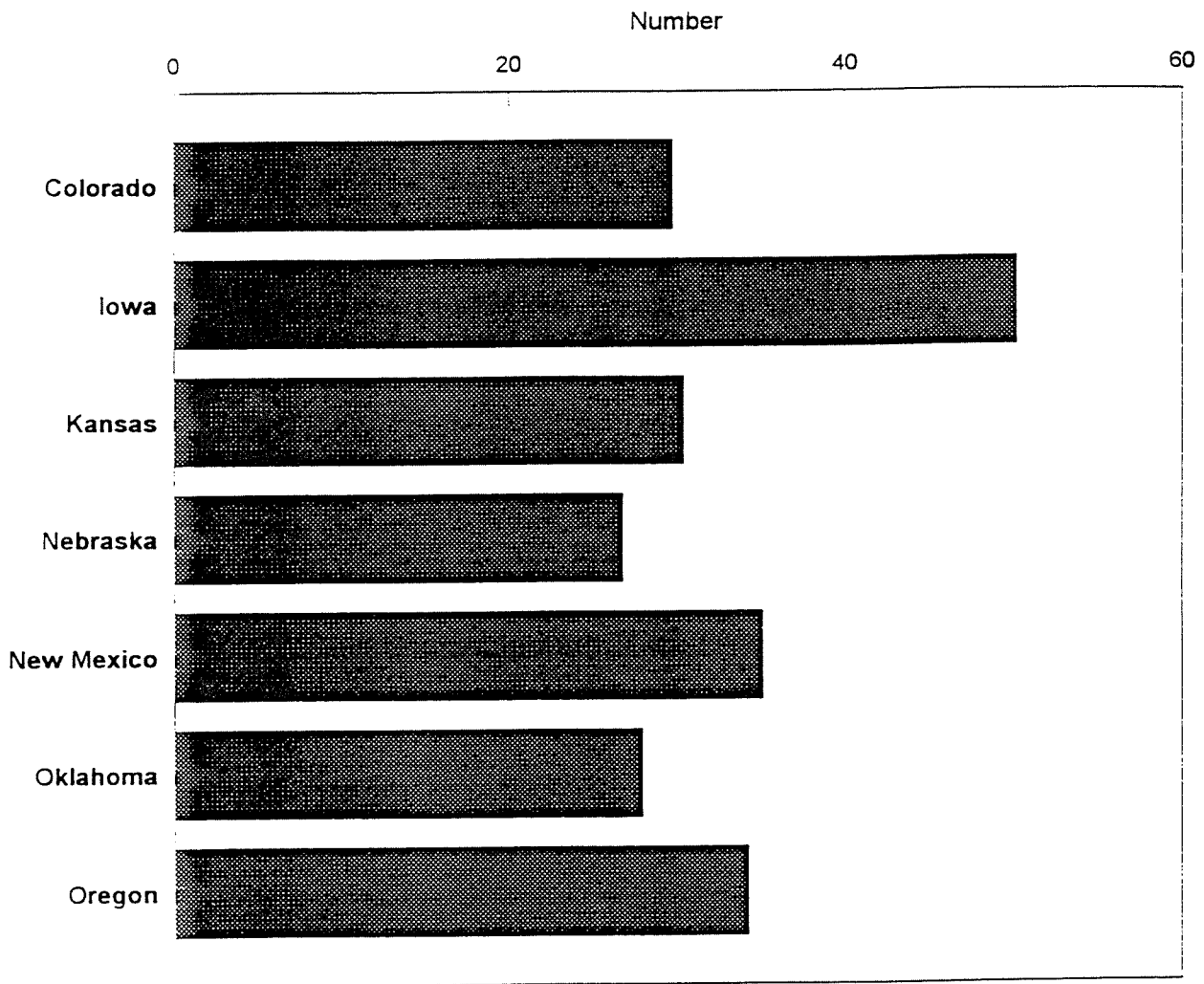
Source: IPEDS: U.S. Census

**Masters Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



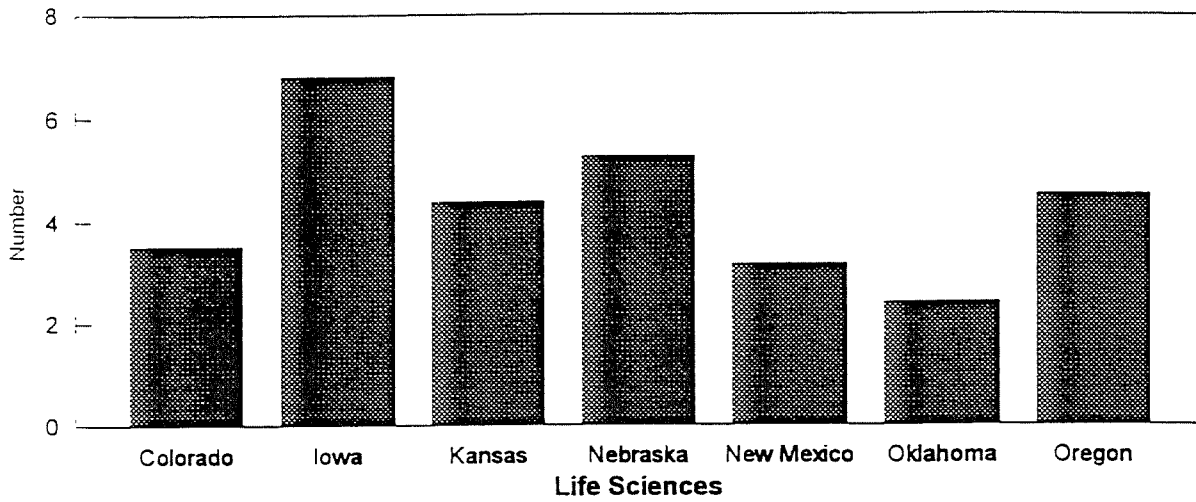
Source: IPEDS: U.S. Census

Doctorate Degrees Produced (1992-93) per
10,000 Baccalaureate Degree Holders, Ages 25-44



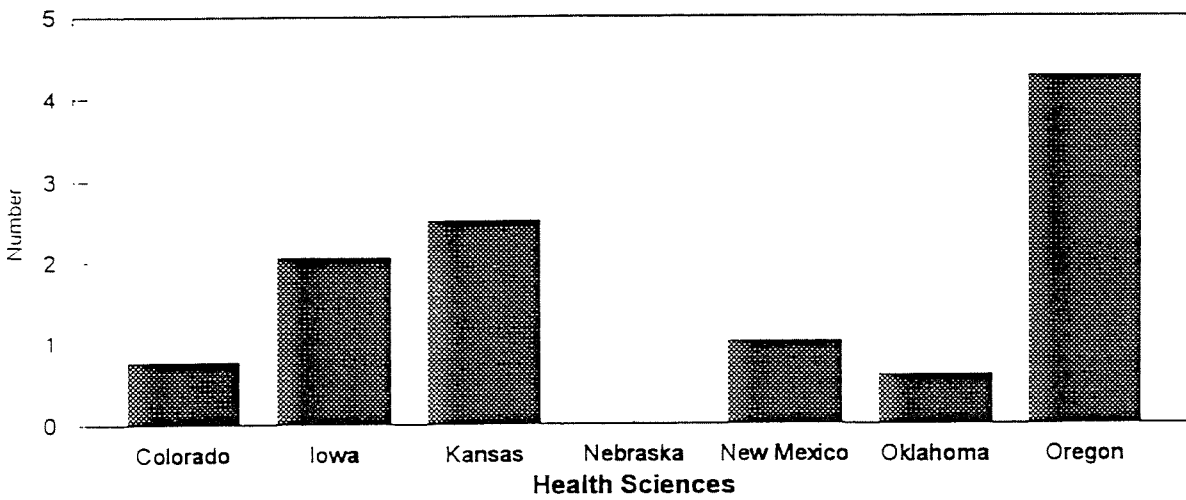
Source: IPEDS, U.S. Census

**Doctorate Degrees Awarded (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



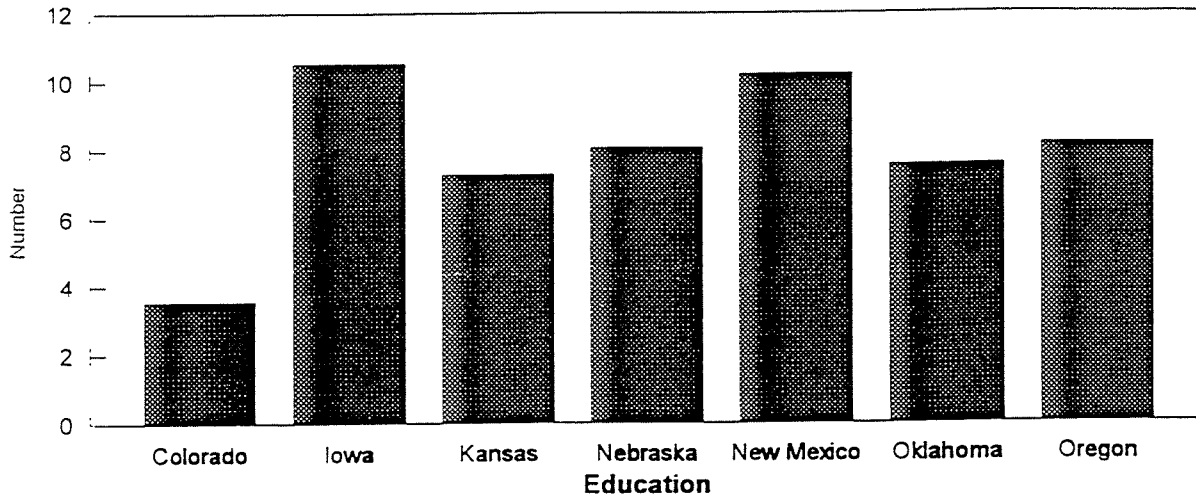
Source: IPEDS: U.S. Census

**Doctorate Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



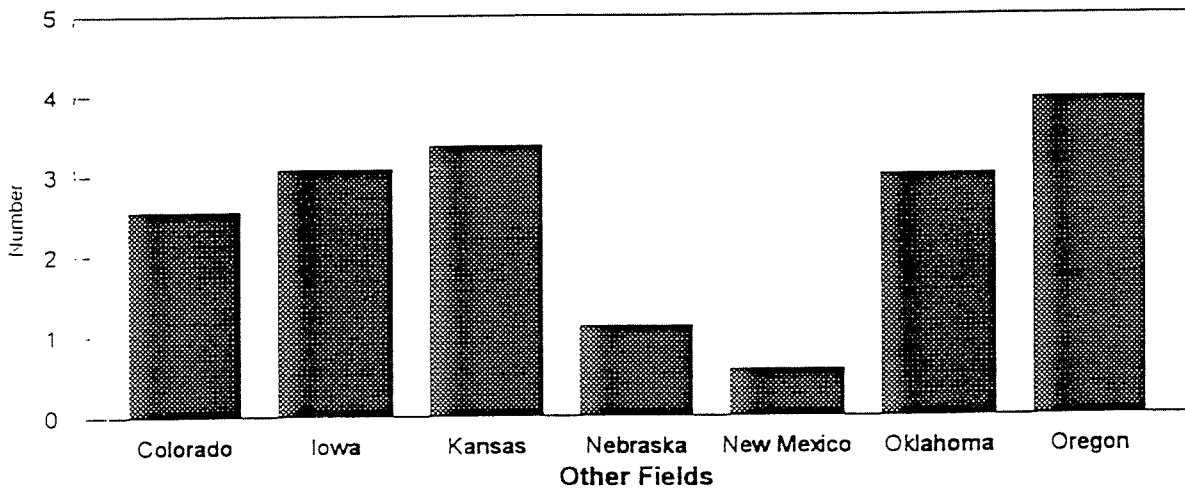
Source: IPEDS: U.S. Census

**Doctorate Degrees Produced (1992-93) per
10,000 Baccalaureate Degree Holders, Ages 25-44**



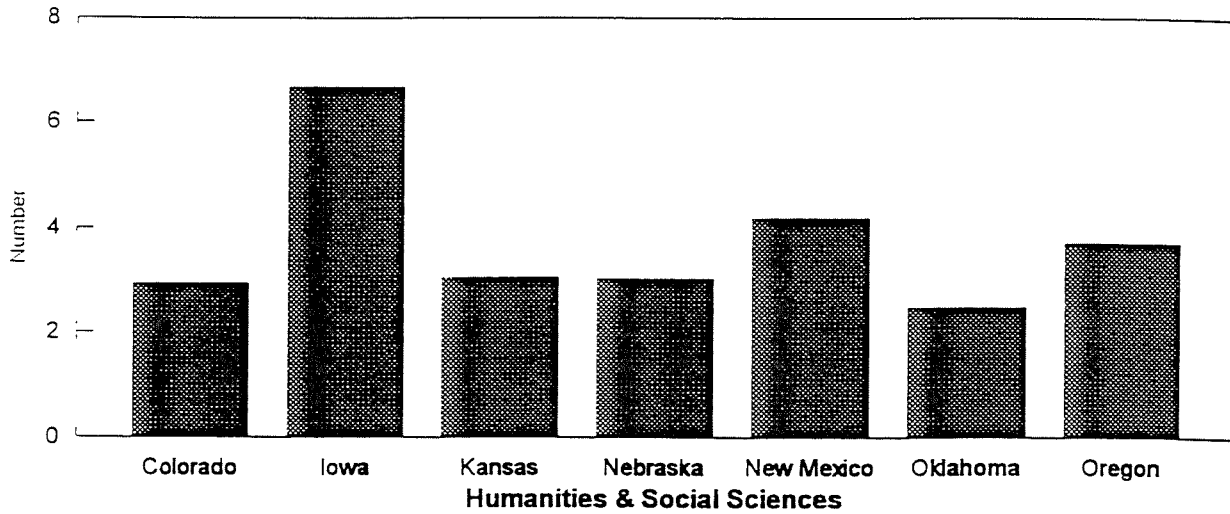
Source: IPEDS: U.S. Census

**Doctorate Degrees Produced (1992-93) per
10,000 Baccalaureate Degree Holders, Ages 25-44**



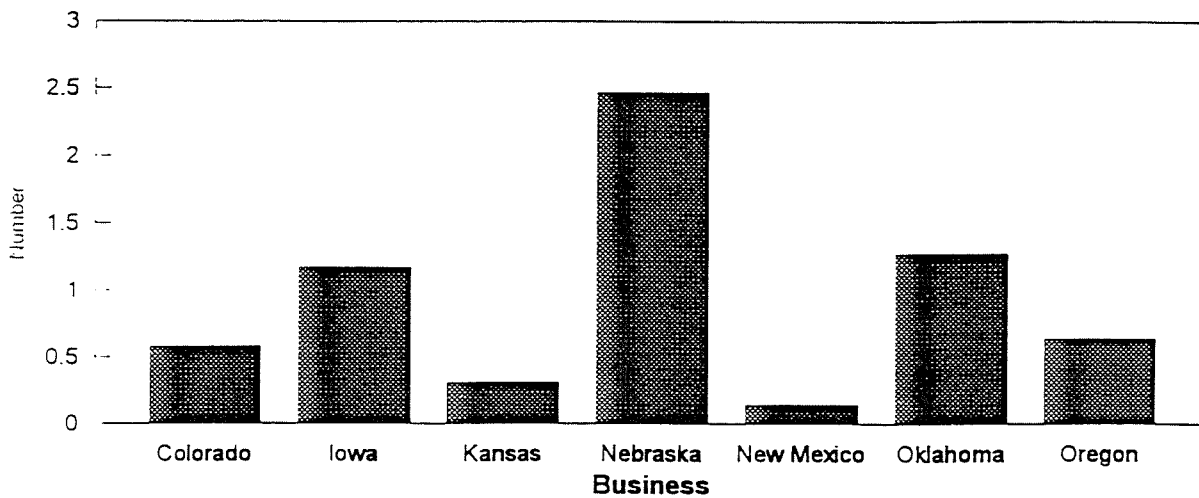
Source: IPEDS: U.S. Census

**Doctorate Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



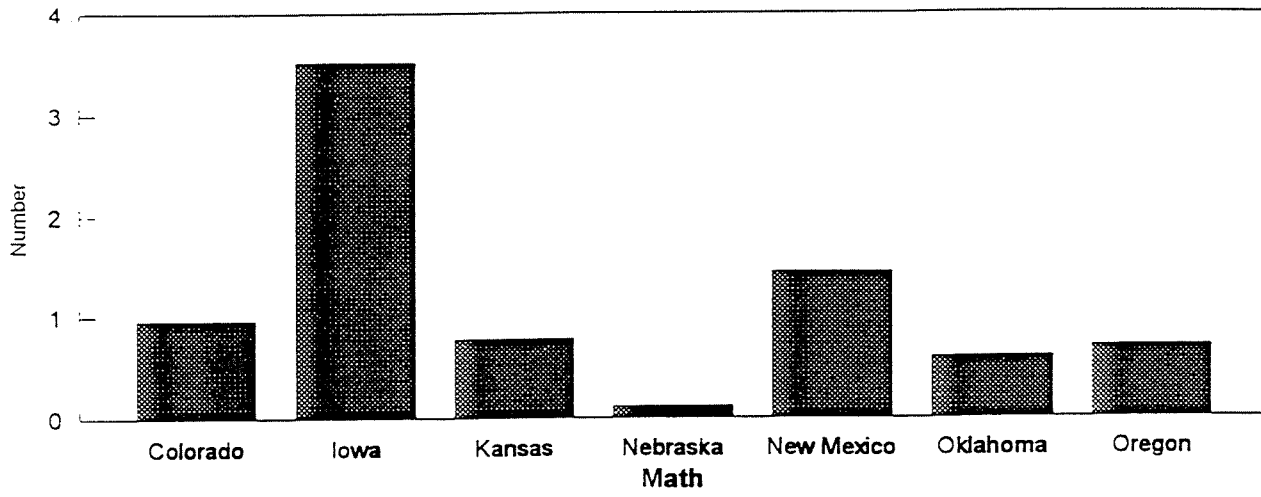
Source: IPEDS; U.S. Census

**Doctorate Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44**



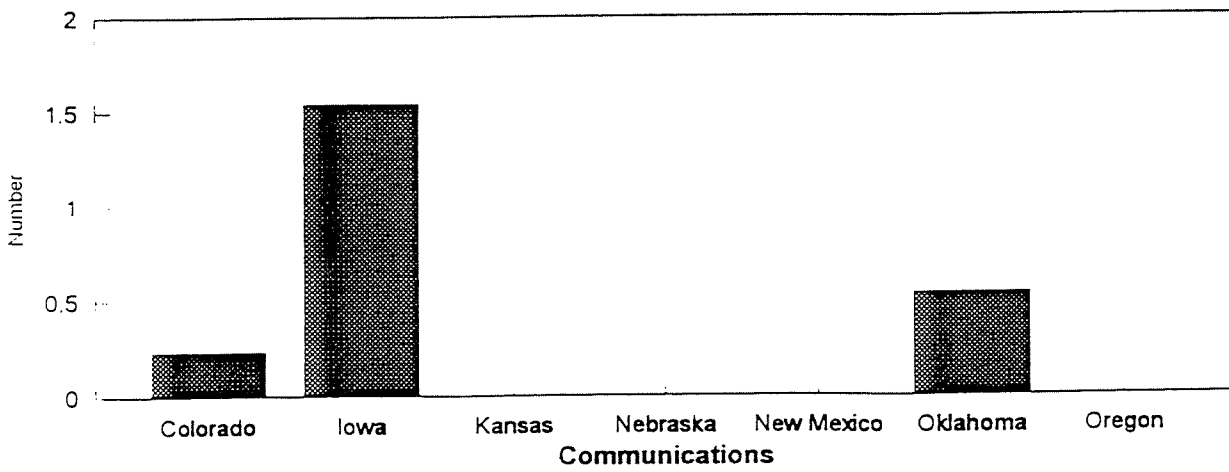
Source: IPEDS; U.S. Census

**Doctorate Degrees Produced (1992-93) per
10,000 Baccalaureate Degree Holders, Ages 25-44**



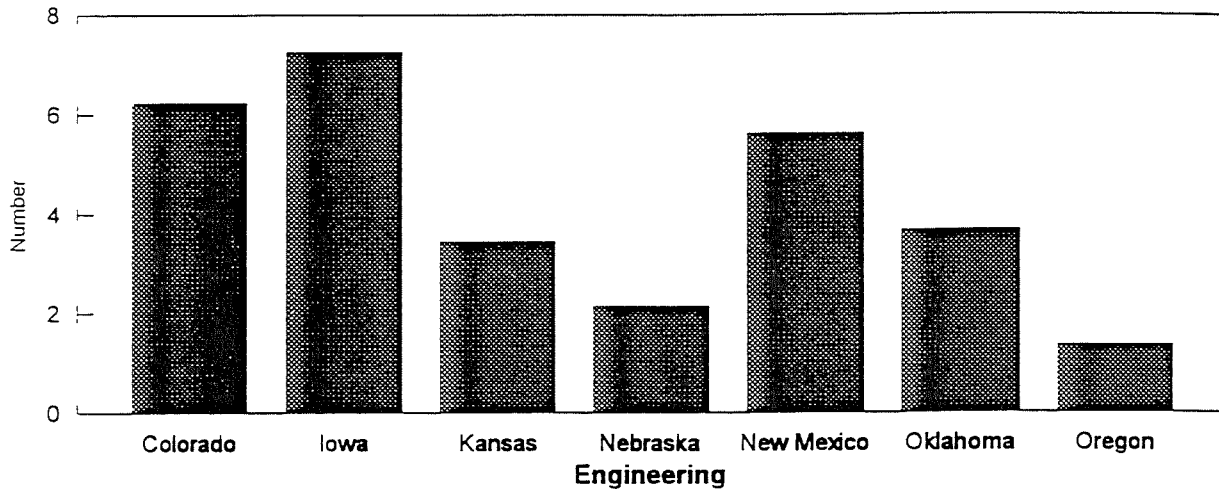
Source: IPEDS; U.S. Census

**Doctorate Degrees Produced (1992-93) per
10,000 Baccalaureate Degree Holders, Ages 25-44**



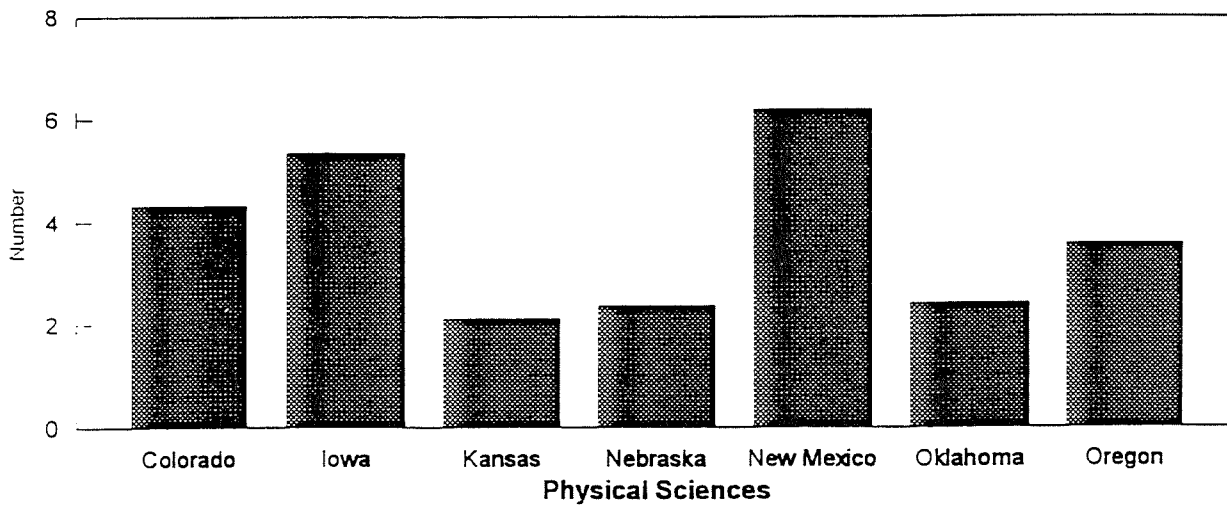
Source: IPEDS; U.S. Census

Doctorate Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44



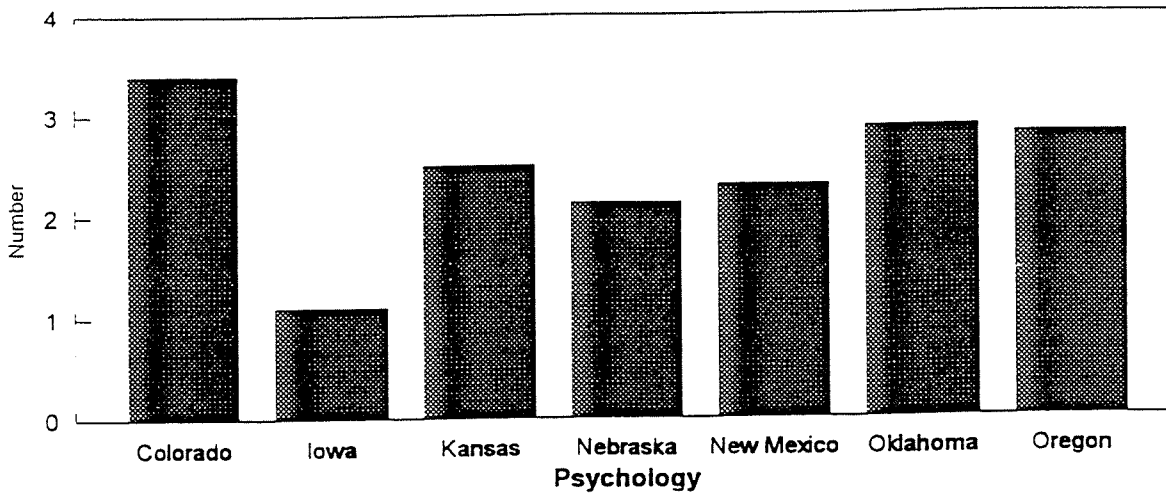
Source: IPEDS; U.S. Census

Doctorate Degrees Produced (1992-93) per
10, 000 Baccalaureate Degree Holders, Ages 25-44



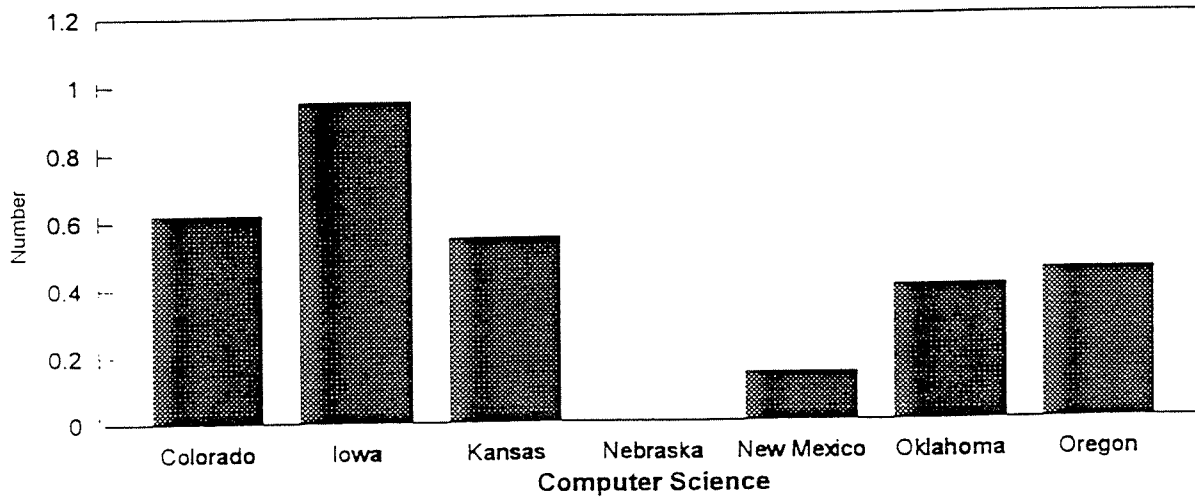
Source: IPEDS; U.S. Census

Doctorate Degrees Produced (1992-93) per
10,000 Baccalaureate Degree Holders, Ages 25-44



Source: IPEDS; U.S. Census

Doctorate Degrees Produced (1992-93) per
10,000 Baccalaureate Degree Holders, Ages 25-44

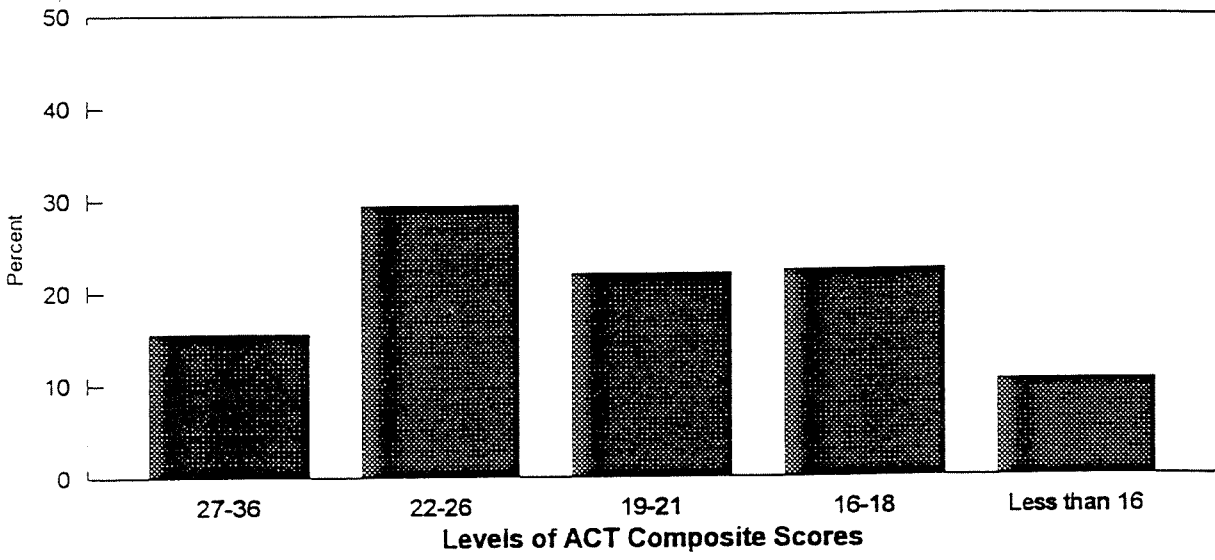


Source: IPEDS; U.S. Census

ACT SCORES/REGENTS INSTITUTIONS

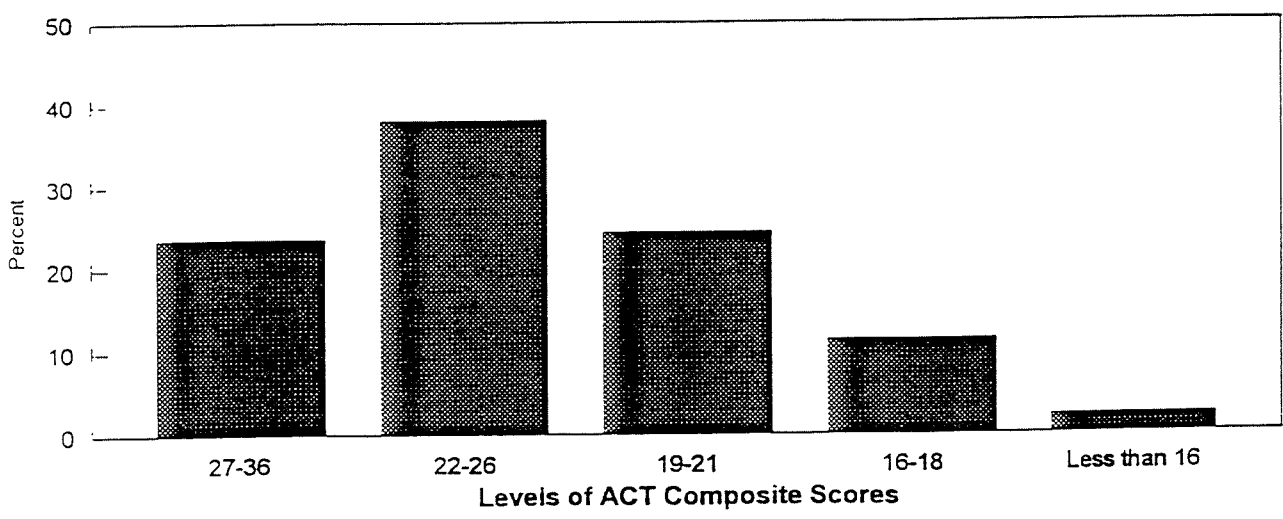
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~~1-27~~

Distribution of ACT Scores of all Kansas High School Graduates, 1994



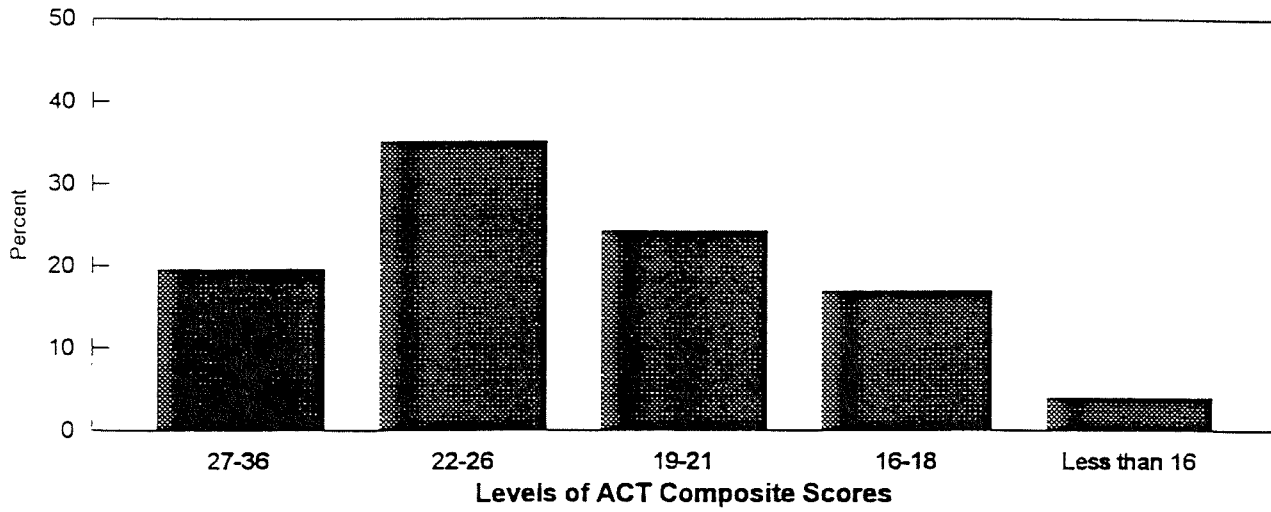
Source: Kansas Board of Regents

**Distribution of ACT Scores of Freshman Class, 1994-95
University of Kansas, Lawrence**



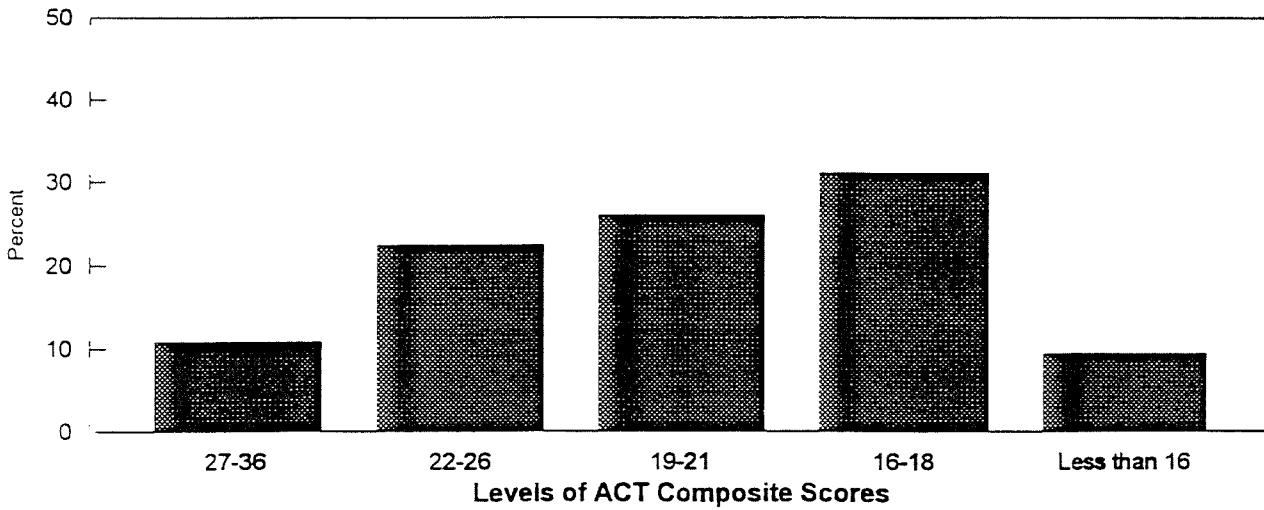
Source: Kansas Board of Regents

**Distribution of ACT Scores of Freshman Class, 1994-95
Kansas State University**



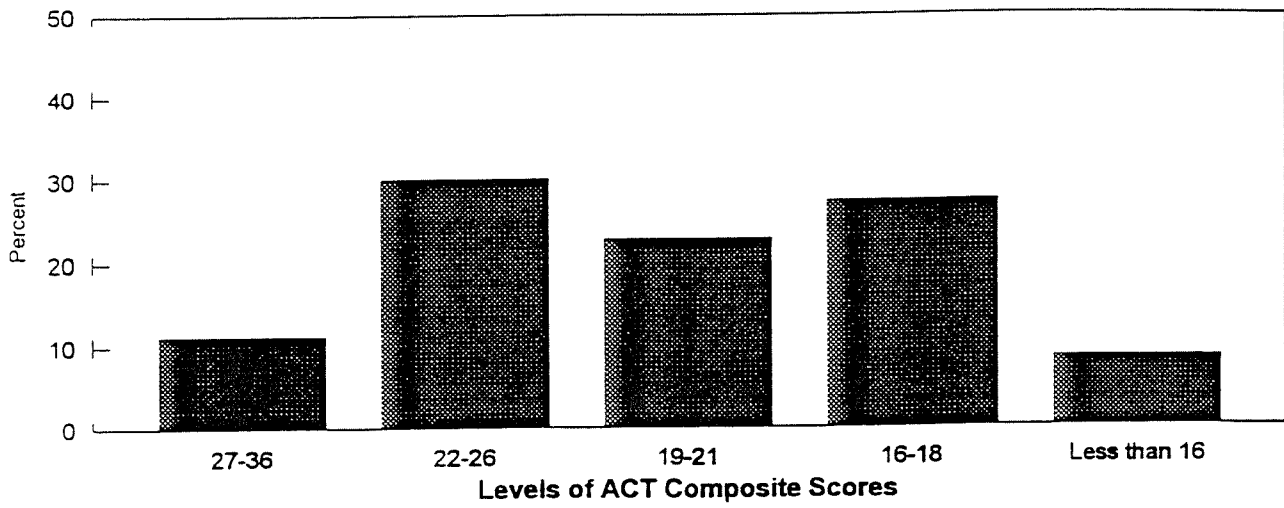
Source: Kansas Board of Regents

**Distribution of ACT Scores of Freshman Class, 1994-95
Kansas State, Salina College of Technology**



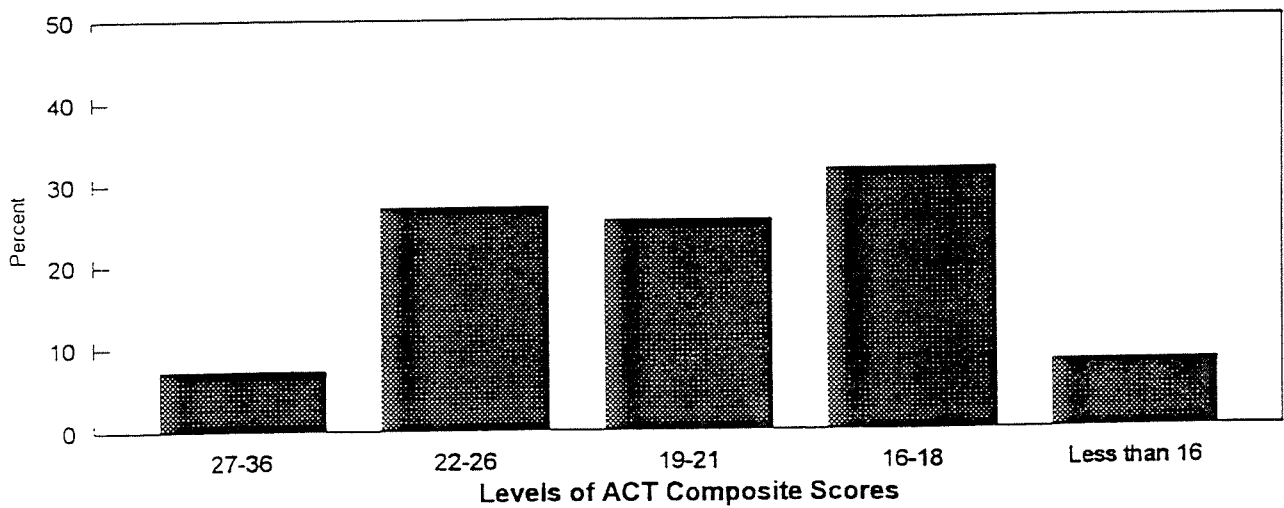
Source: Kansas Board of Regents

**Distribution of ACT Scores of Freshman Class, 1994-95
Wichita State University**



Source: Kansas Board of Regents

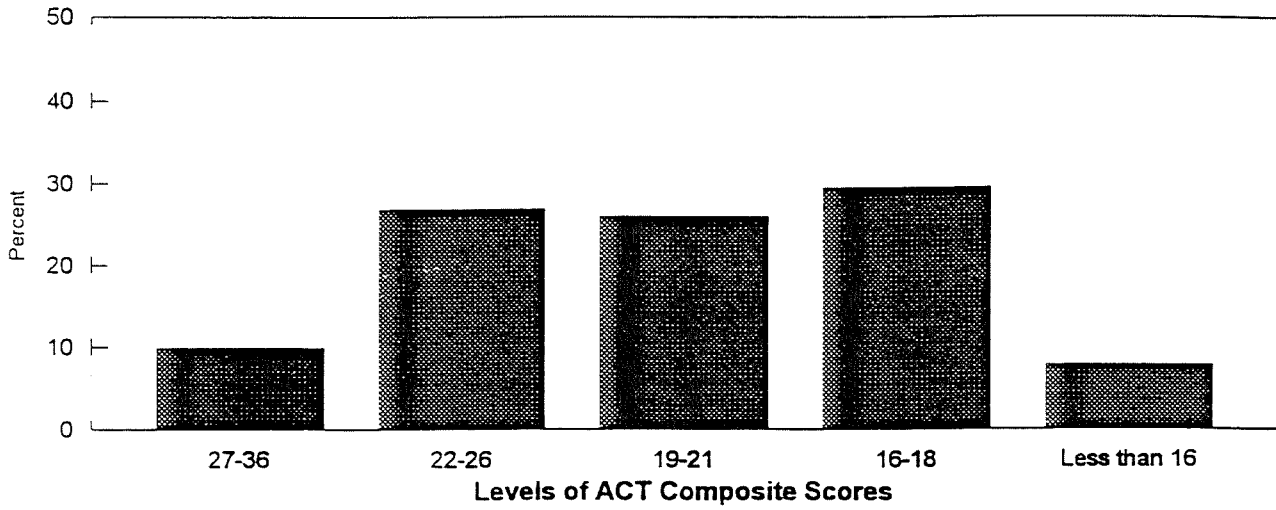
**Distribution of ACT Scores of Freshman Class, 1994-95
Emporia State University**



Source: Kansas Board of Regents

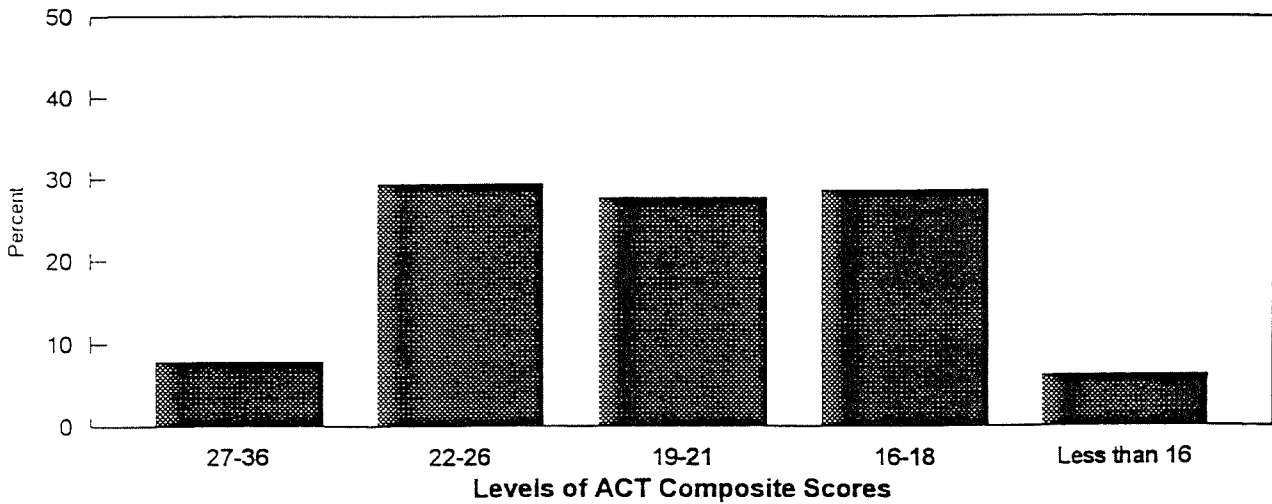
114
1-15

**Distribution of ACT Scores of Freshman Class, 1994-95
Pittsburg State University**



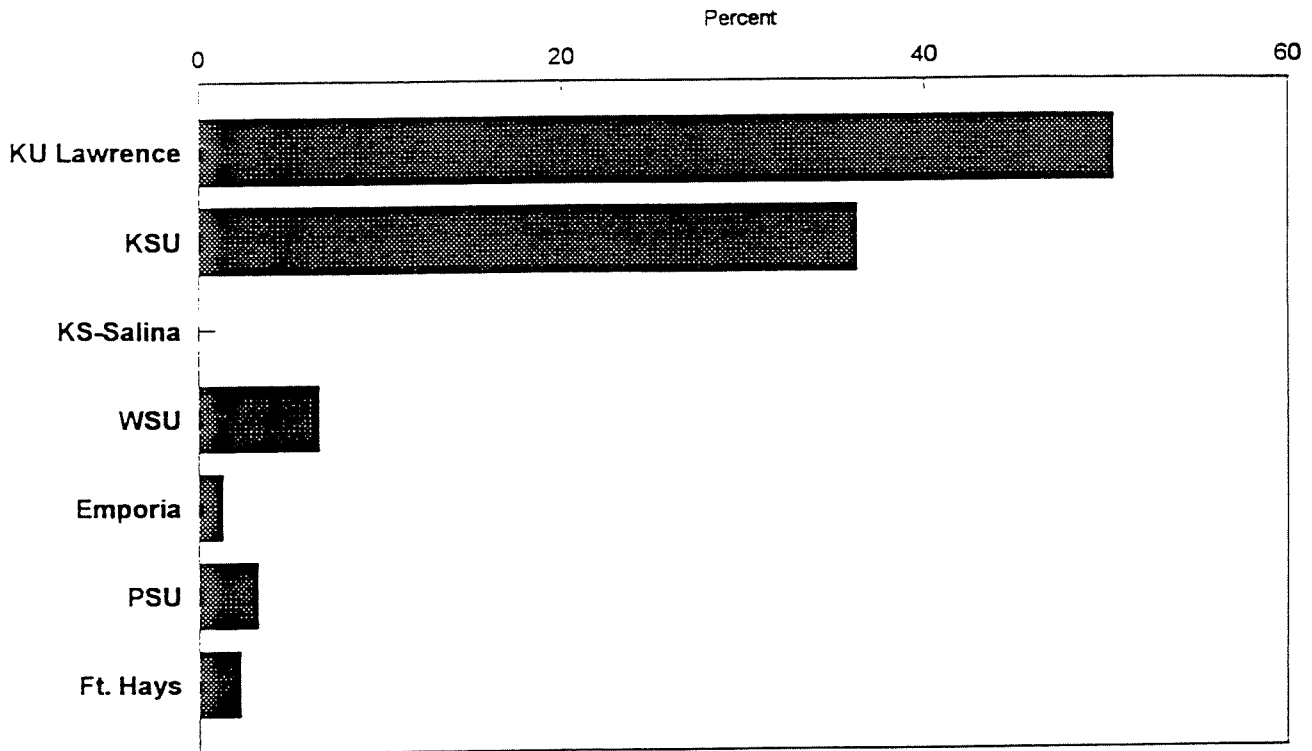
Source: Kansas Board of Regents

**Distribution of ACT Scores of Freshman Class, 1994-95
Fort Hays State University**

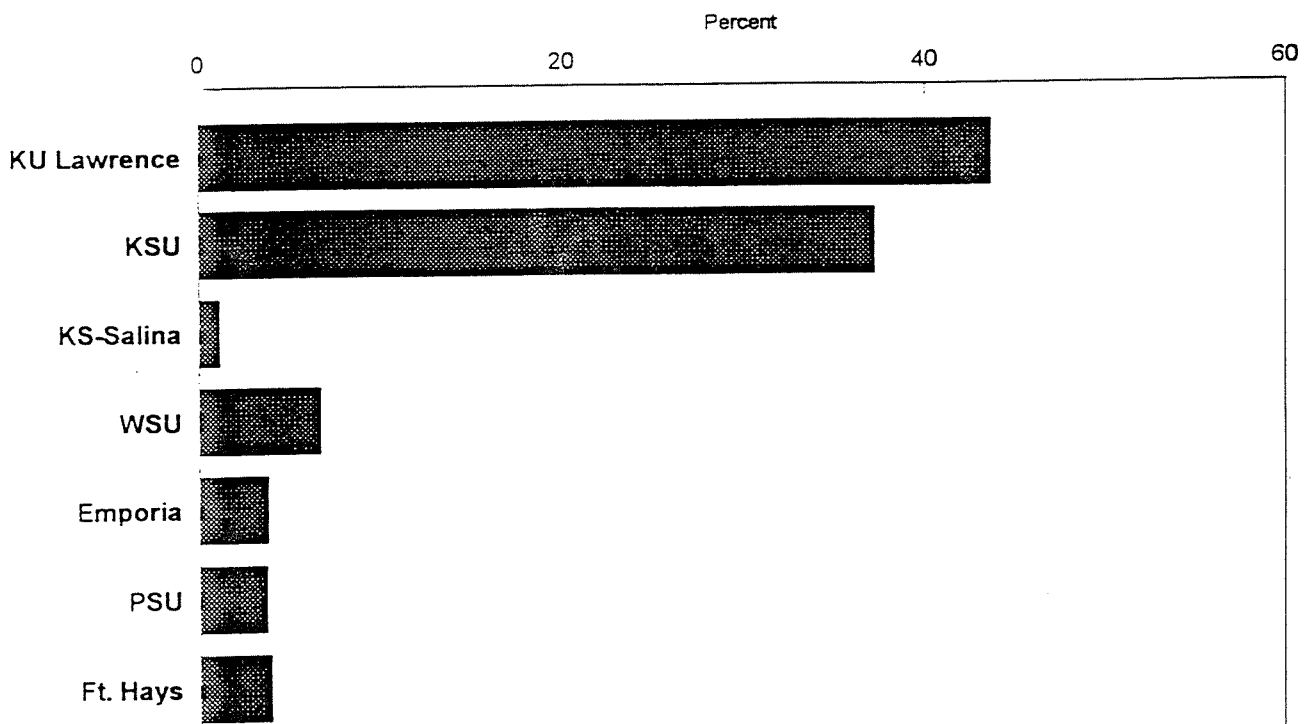


Source: Kansas Board of Regents

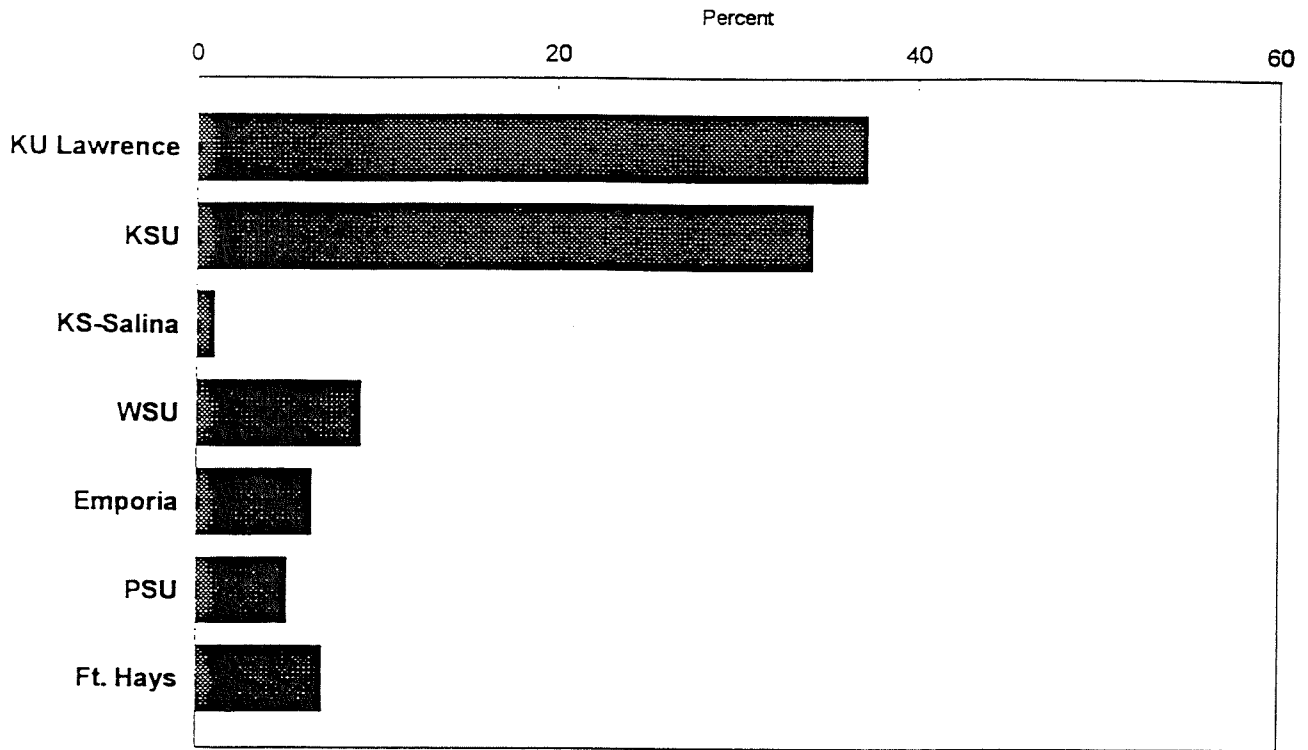
Percent of Kansas Students with ACT Composite Scores Between 31 and 36 who Enrolled at Each Regents Institutions, 1994-95



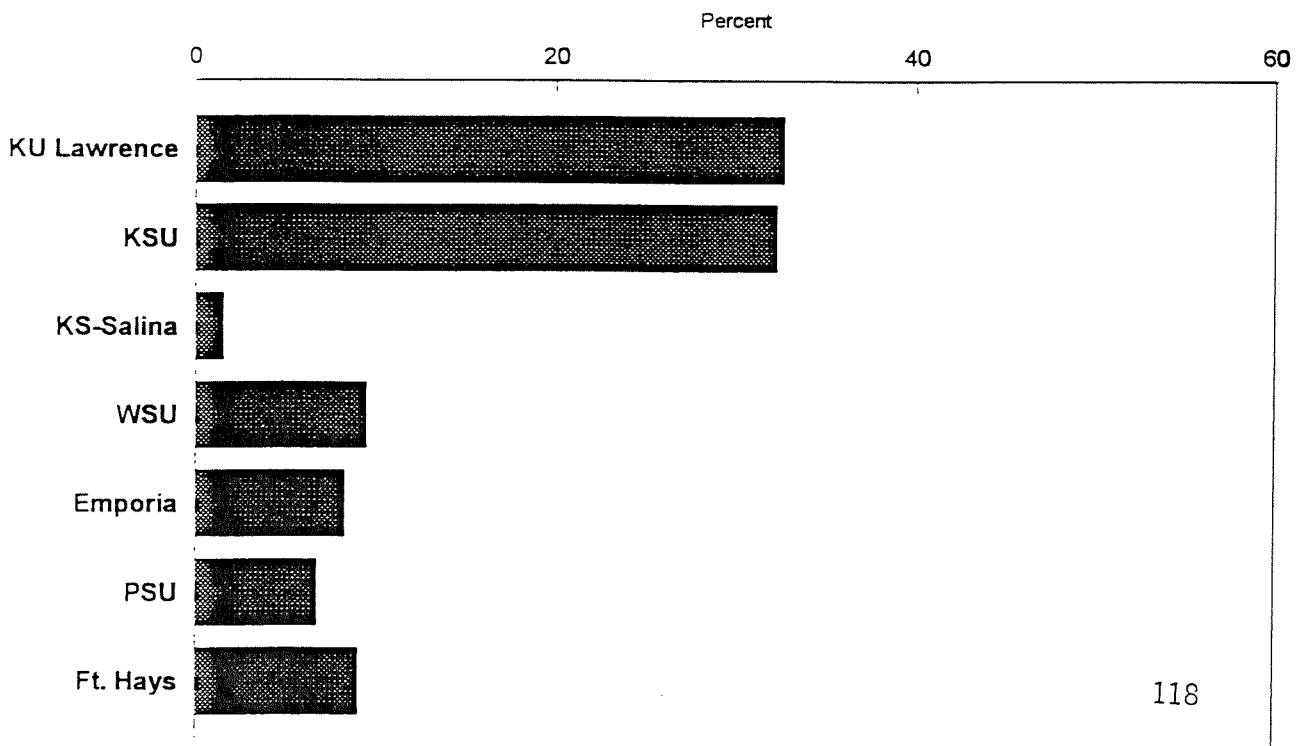
Percent of Kansas Students with ACT Composite Scores Between 27 and 30 who Enrolled at Each Regents Institutions, 1994-95



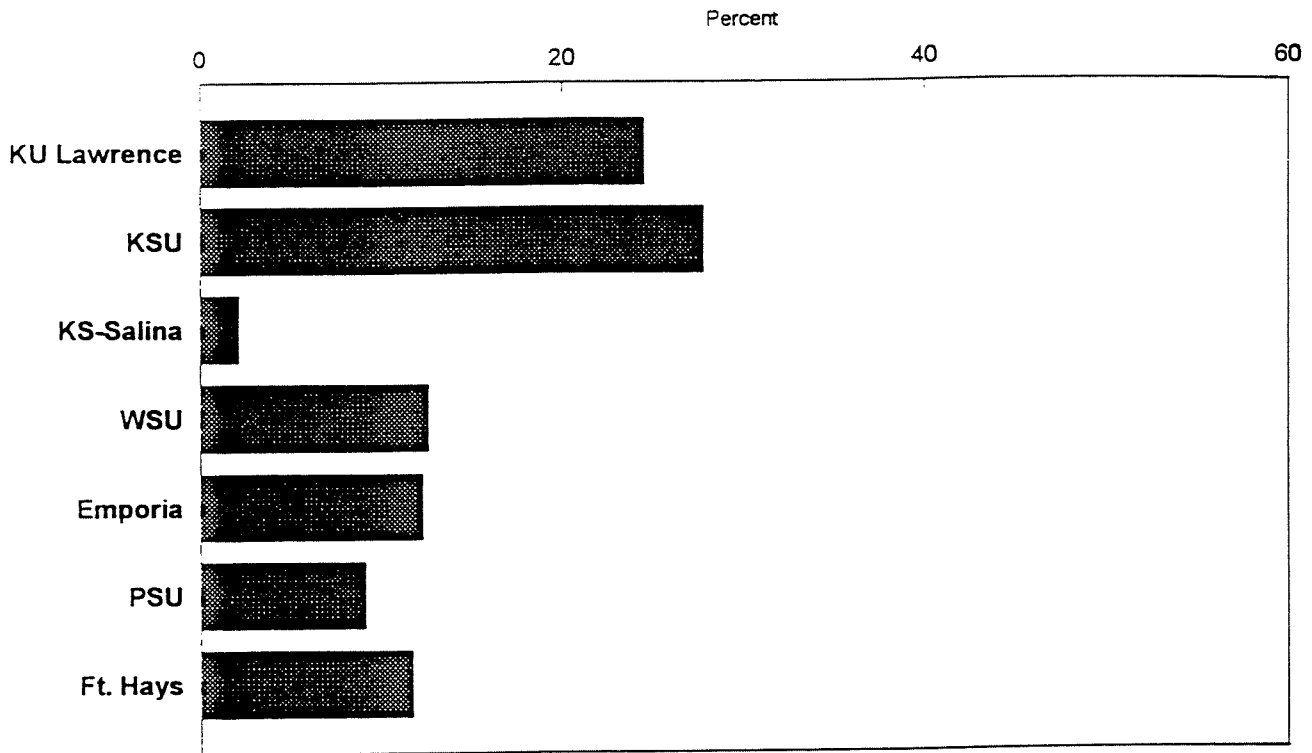
Percent of Kansas Students with ACT Composite Scores Between 22 and 26 who Enrolled at Each Regents Institutions, 1994-95



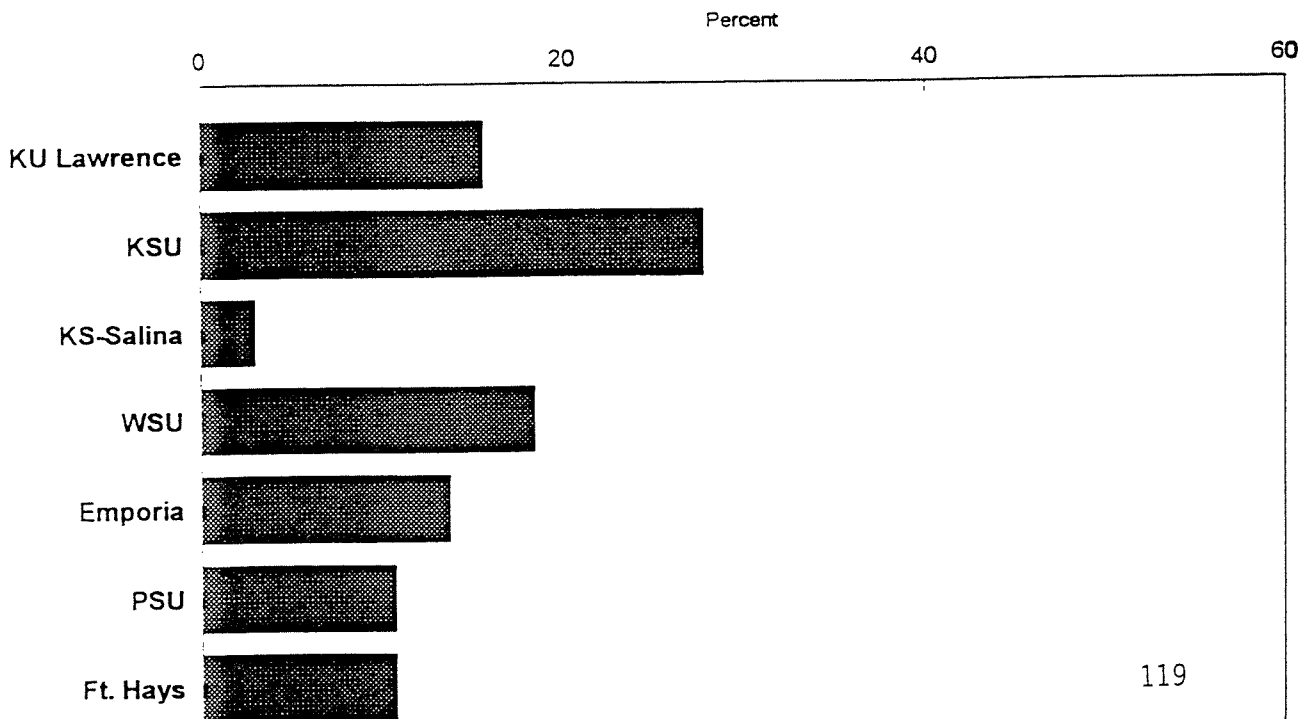
Percent of Kansas Students with ACT Composite Scores Between 19 and 21 who Enrolled at Each Regents Institutions, 1994-95



Percent of Kansas Students with ACT Composite Scores Between 16 and 18 who Enrolled at Each Regents Institutions, 1994-95

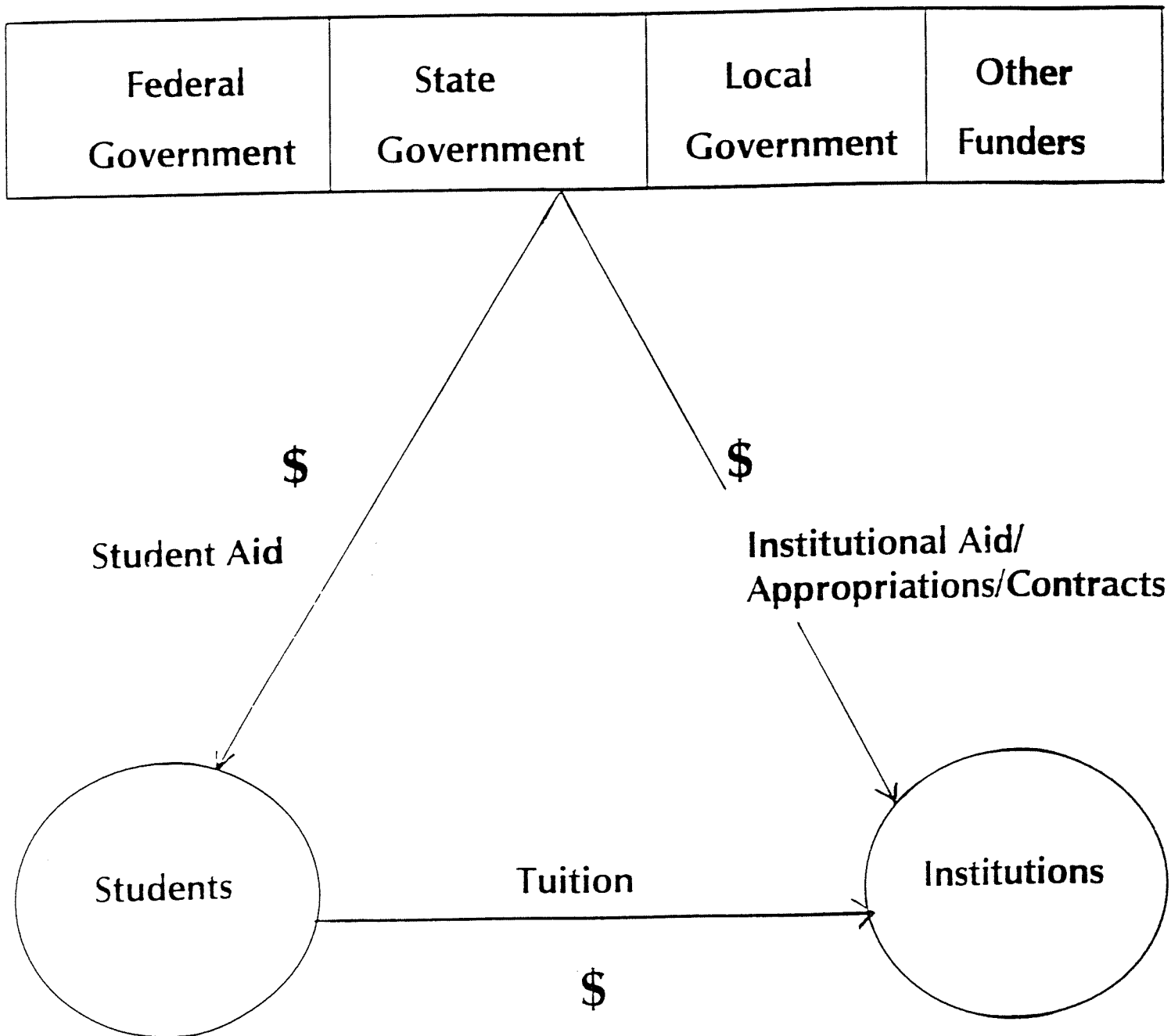


Percent of Kansas Students with ACT Composite Scores Less than 16 who Enrolled at Each Regents Institutions, 1994-95



FINANCING

FUNDING FLOWS IN HIGHER EDUCATION



A GROWING GAP BETWEEN RICH AND POOR FAMILIES...

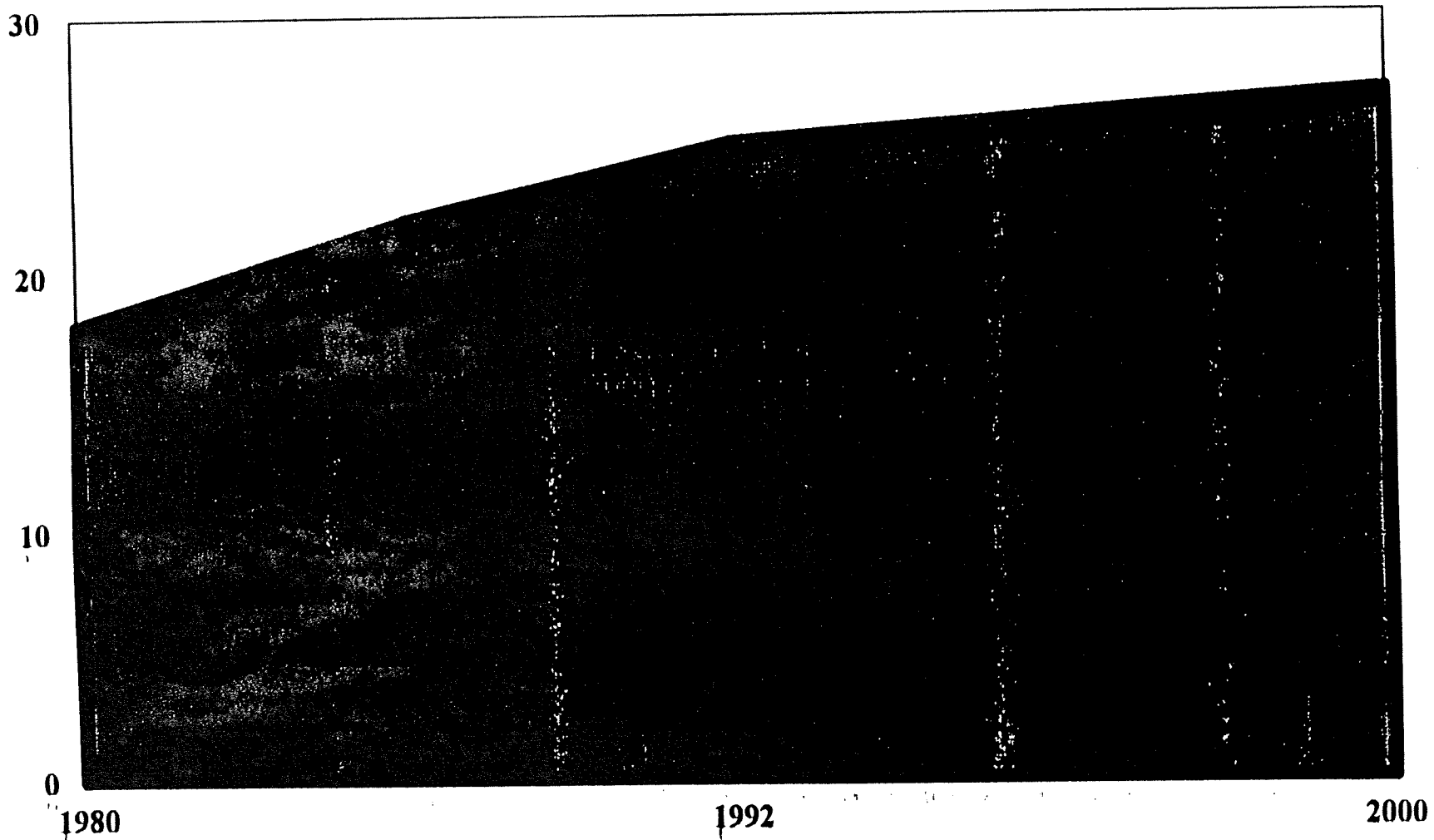
INCOME LEVEL	AVERAGE FAMILY INCOME AS SHARE OF NATIONAL INCOME		AVERAGE FAMILY INCOME IN THOUSANDS OF 1992 DOLLARS		Percent Change
	1980	1992	1980	1992	
TOP 25%	48.2	51.3	78844	91368	UP 15.9
SECOND 25%	26.9	26.3	44041	46471	UP 5.5
THIRD 25%	17.3	16	28249	28434	UP 0.7
BOTTOM 25%	7.6	6.5	12359	11530	DOWN 6.8

122

Taken from Business Week, August 15, 1994
Data: Census Bureau

1-12-94
121

...SLOWING THE GROWTH OF THE SKILLED WORKFORCE

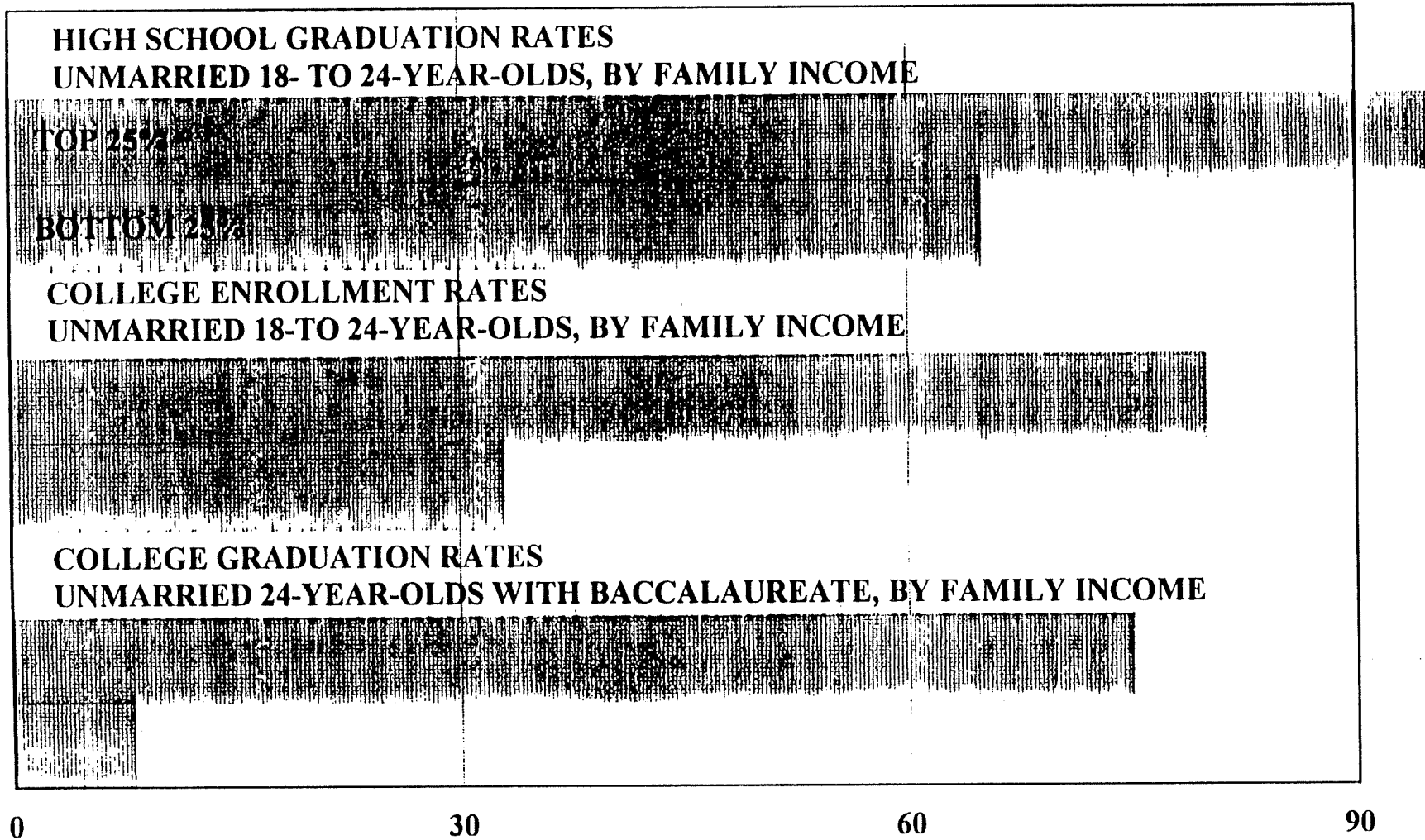


123
1-135
192

Taken from Business Week, August 15, 1994

Data: Bureau of Labor Statistics; John Bishop, Cornell University; BW

...IS DAMAGING EDUCATIONAL LEVELS



1-23

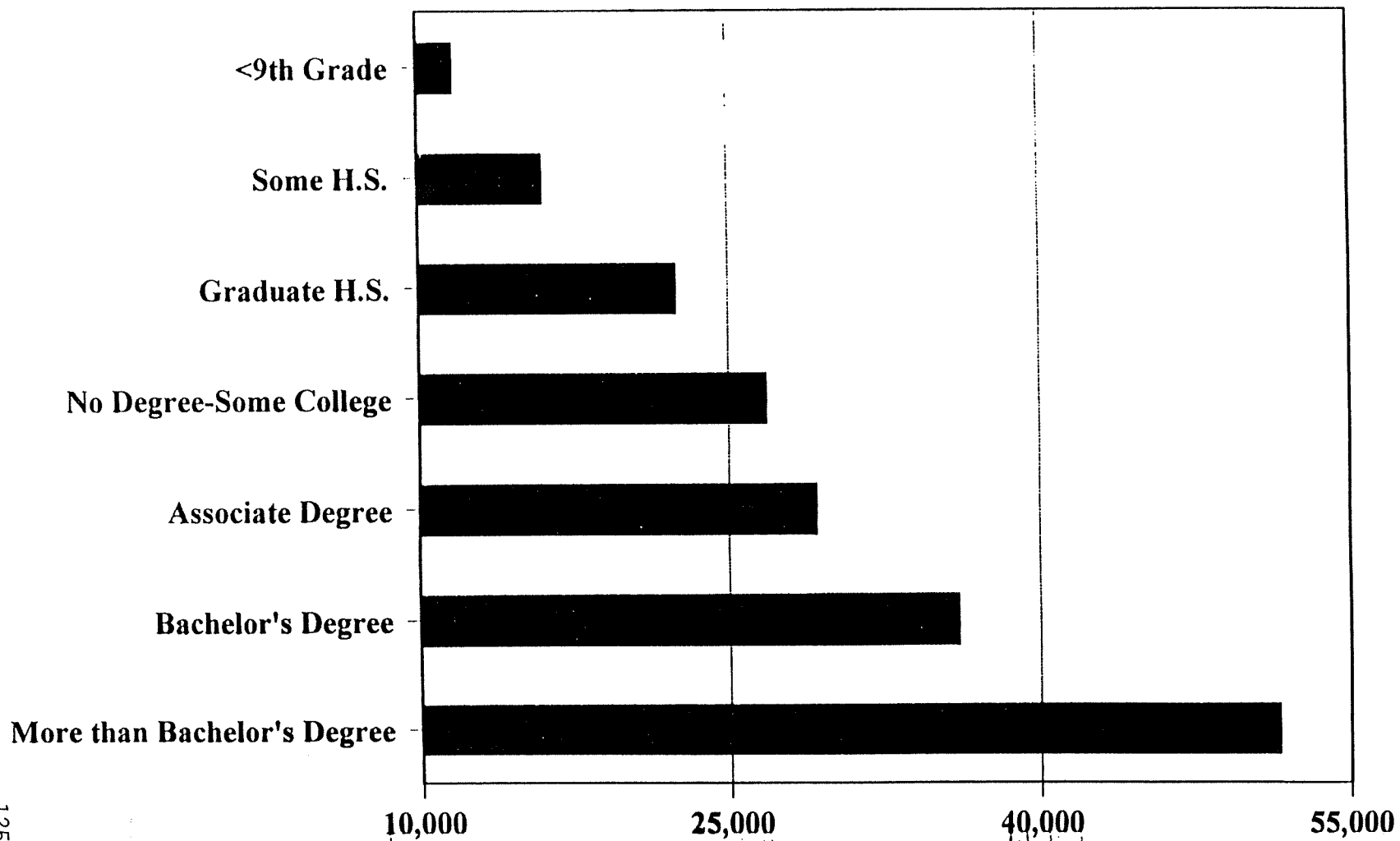
124

Taken from Business Week, August 15, 1994
Data: Thomas G. Mortenson, Iowa City, IA

1-184
/23

TOTAL ANNUAL MONEY EARNINGS OF PERSONS 25 YEARS OR OVER, BY EDUCATION ATTAINMENT 1991

1-24

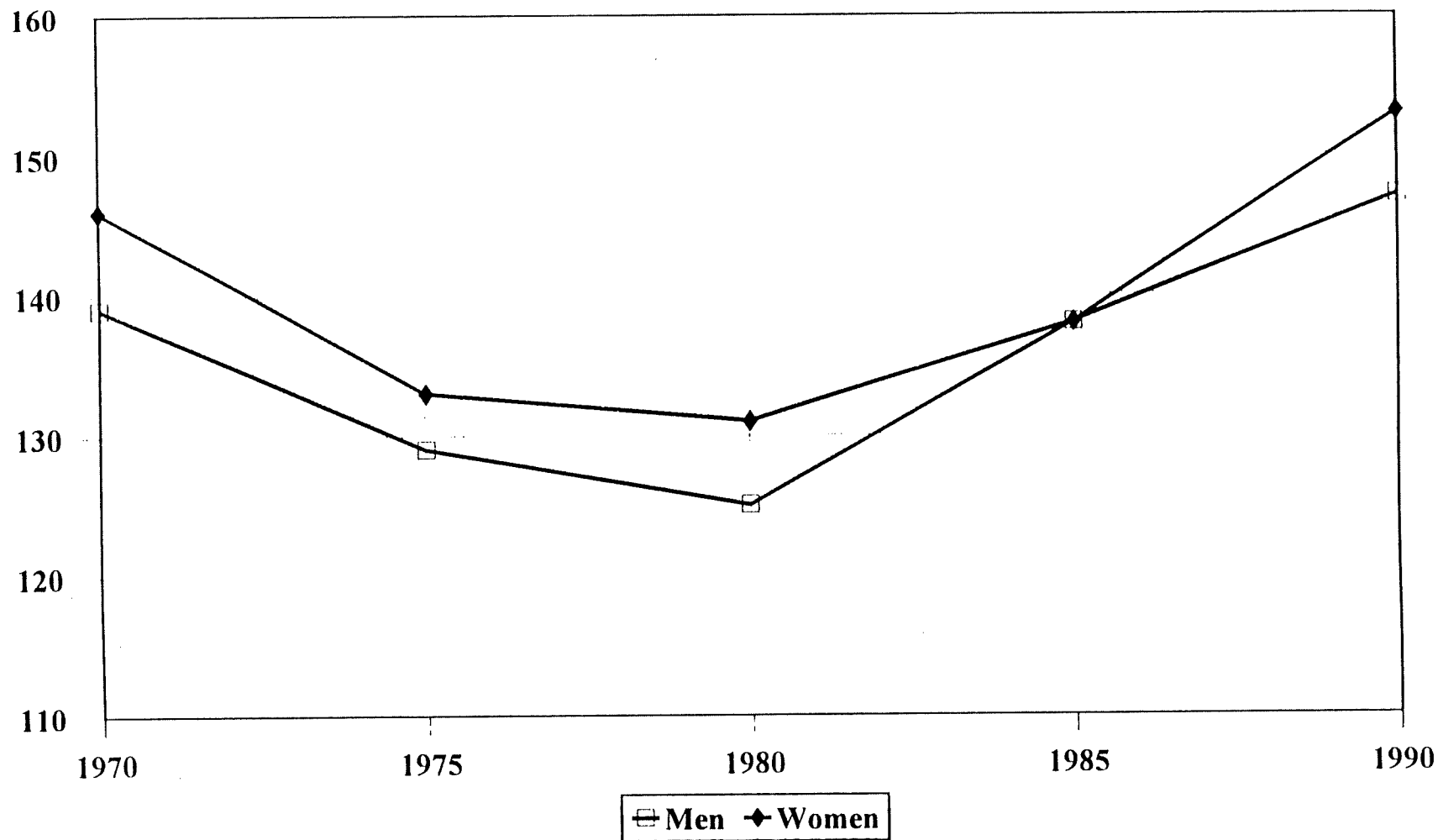


125

1-124

Source: Digest 1993
U.S. Department of Commerce Bureau of Census, CPR, Series P.60, March 1993

**MEDIAN ANNUAL INCOME OF YEAR-ROUND FULL-TIME WORKERS >25 YEARS BY YEARS OF SCHOOL COMPLETED
FOUR YEARS COLLEGE AS PERCENT OF HIGH SCHOOL**

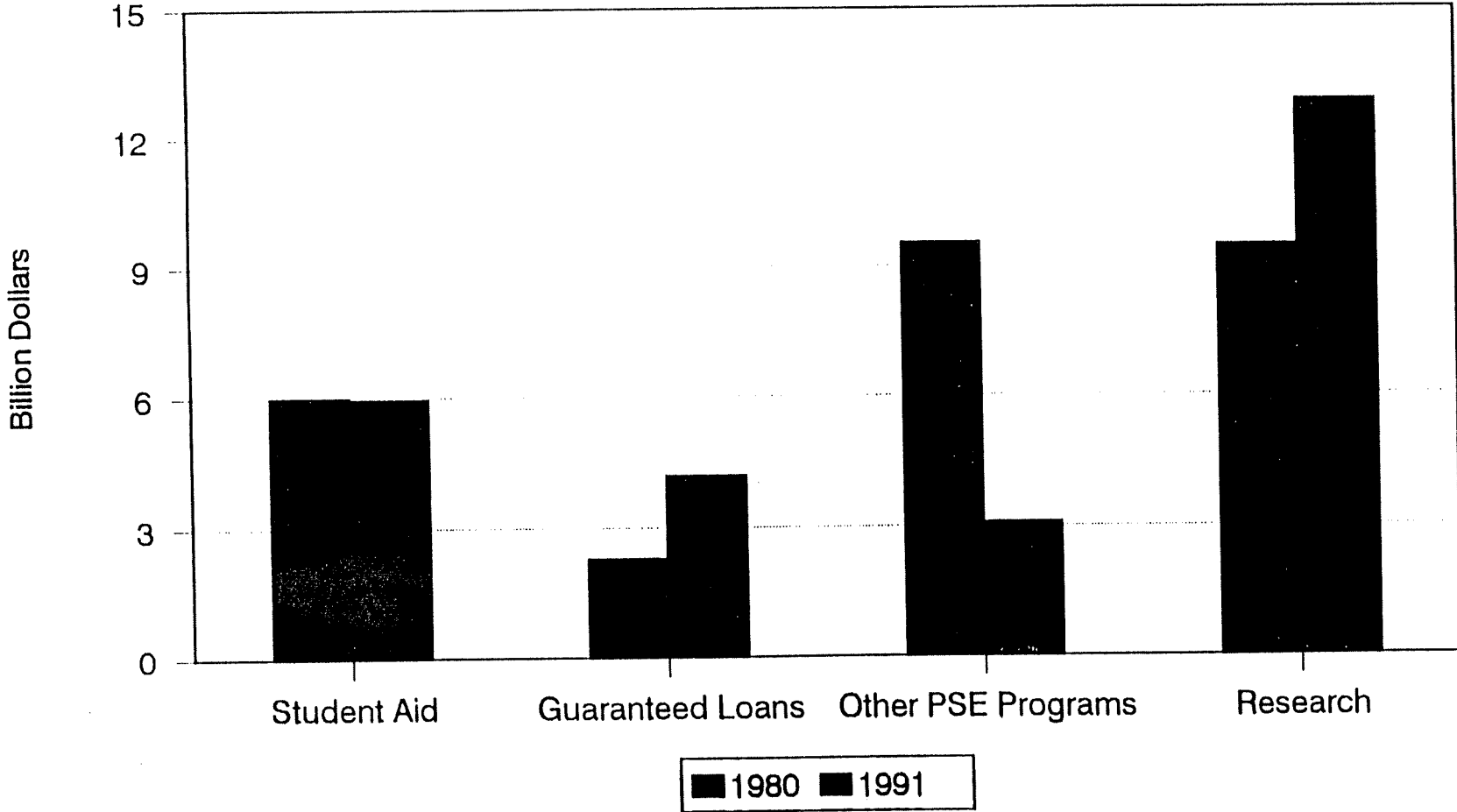


Source: U.S. Department of Commerce, Current Population Reports, Series P-60, as reported in Digest of Education Statistics 1993, Table 369.

1-25

1-25

Federal Higher Education Appropriations FY 1980 to FY 1994



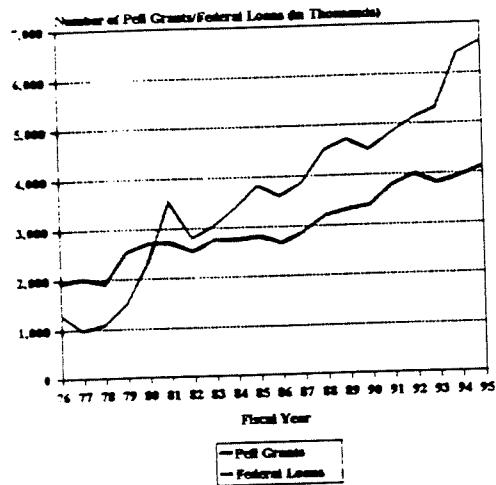
127

Source: Condition of Education, 1992

1-26

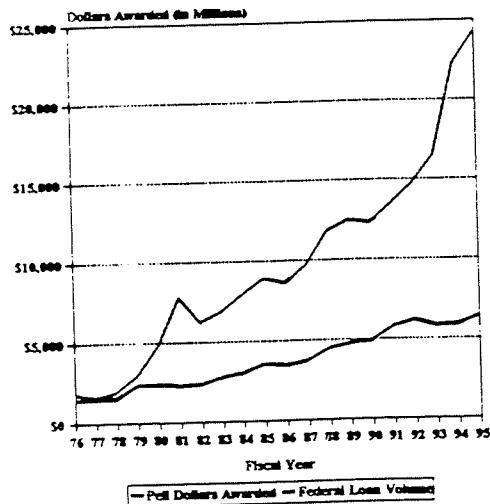
1-139
126

FEDERAL LOAN AND PELL GRANT PROGRAMS FY 1976 - FY 1995

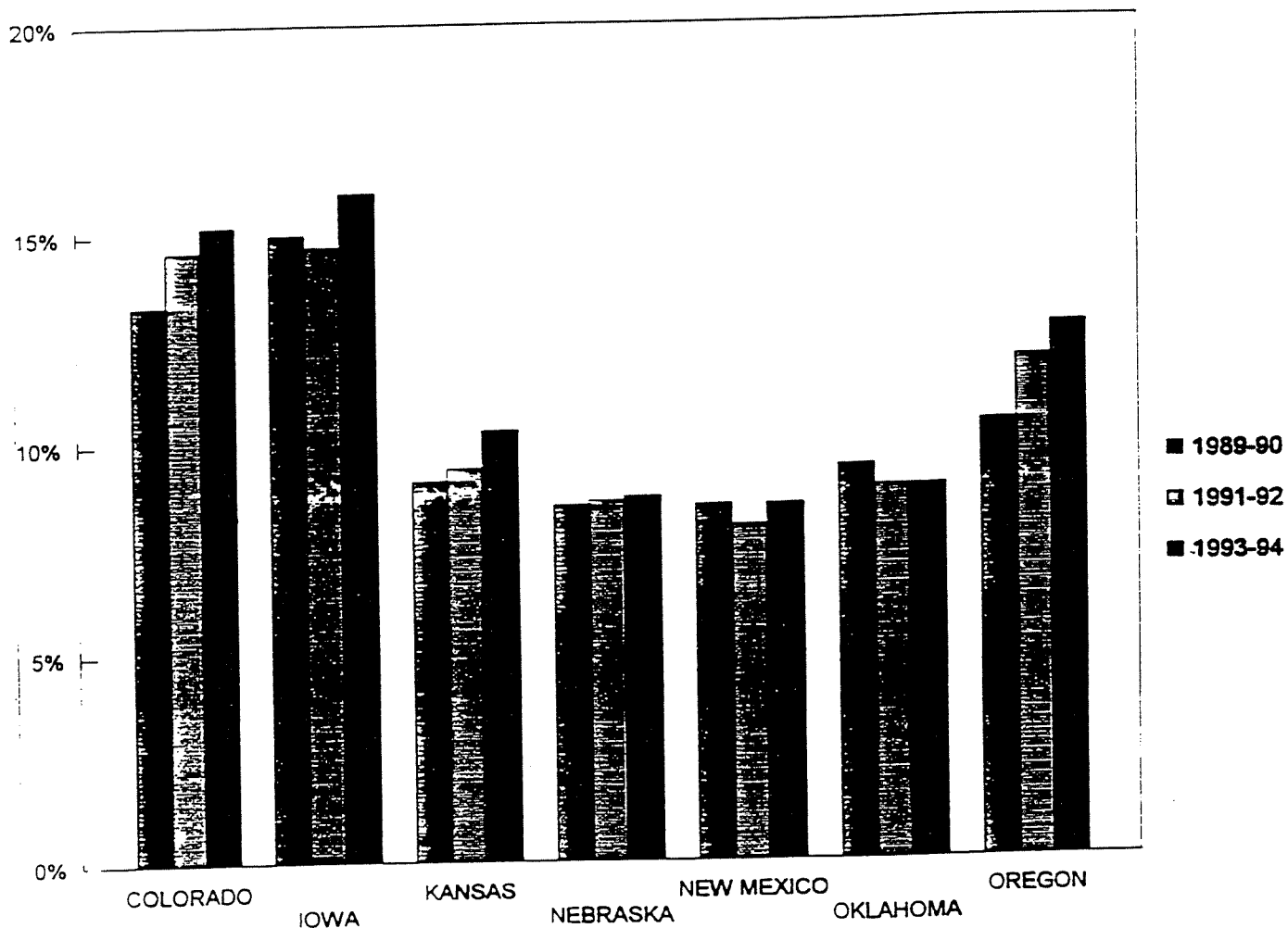


Notes: Federal loan programs include FISL, Stafford, SLS, PLUS, and Direct Loans. Data for FY 1993-FY 1995 are estimates.
Source: ACE/DCR based on data from Loan Programs Data Books, Pell Grant End-of-Year Reports, and unpublished data from U.S. Department of Education, 1944

FEDERAL LOAN AND PELL GRANT PROGRAMS FY 1976 - FY 1995

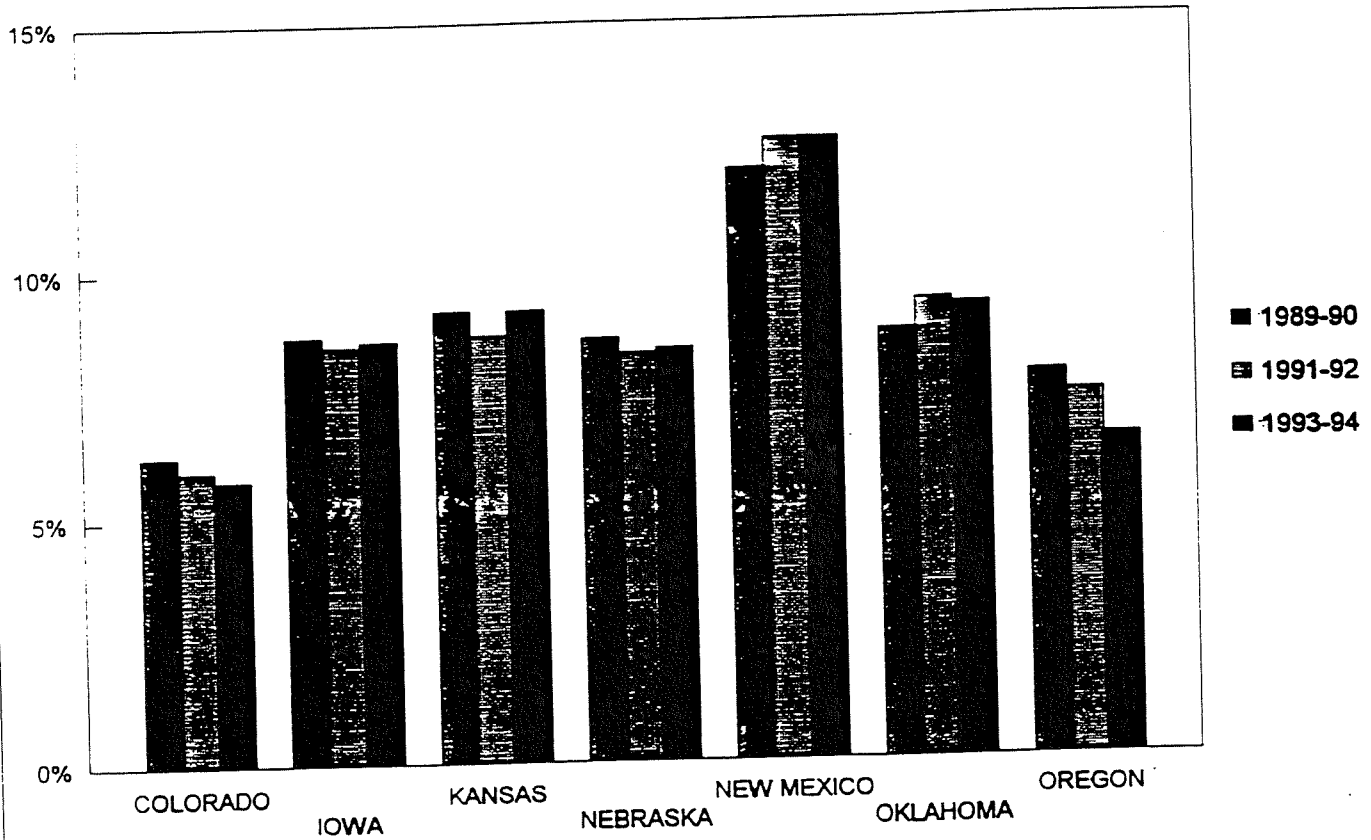


Tuition as Percent of Personal Disposable Income 1989-90, 1991-92 and 1993-94



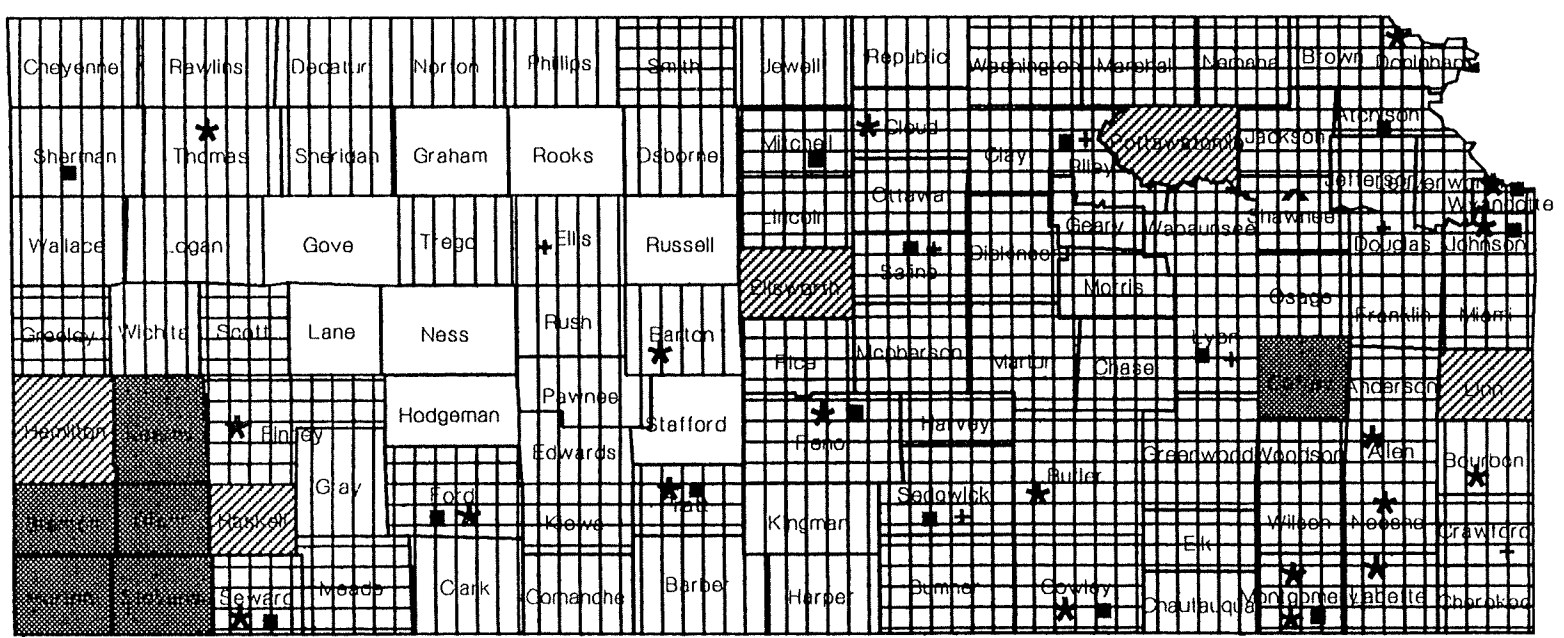
Source: Halstead, State Profiles

Higher Education Appropriations as Percent of State Appropriations, 1989-90, 1991-92 and 1993-94



Source: Halstead, State Profiles

Changes in Assessed Valuation, 1990-1994 Per Capita, Age 25-44



131

- * Community College
- Area Vocational-Technical School
- + Regents' Institution
- △ Washburn University

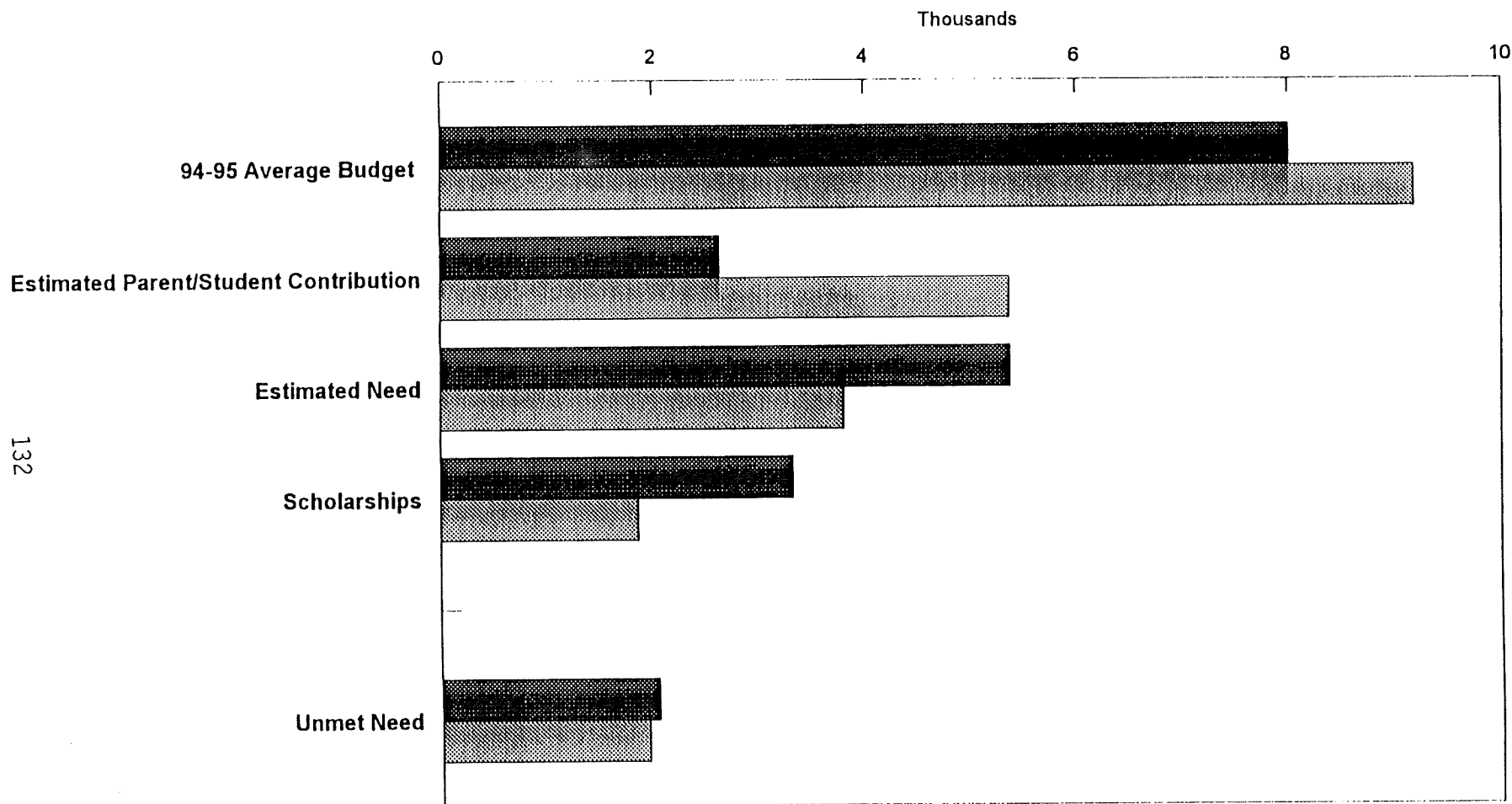
Population	
■	>15,000
▨	5,000 - 14,999
▤	0 - 4,999
▥	-4,999 - 0
□	-5,000 - -14,999

Source: U.S. Census. Social and Economic Characteristics: Kansas State Board of Education

1-30

C. Thomas Johnson

Unmet Student Need at Regents Institutions compared to National Institutions, 1994-95



132

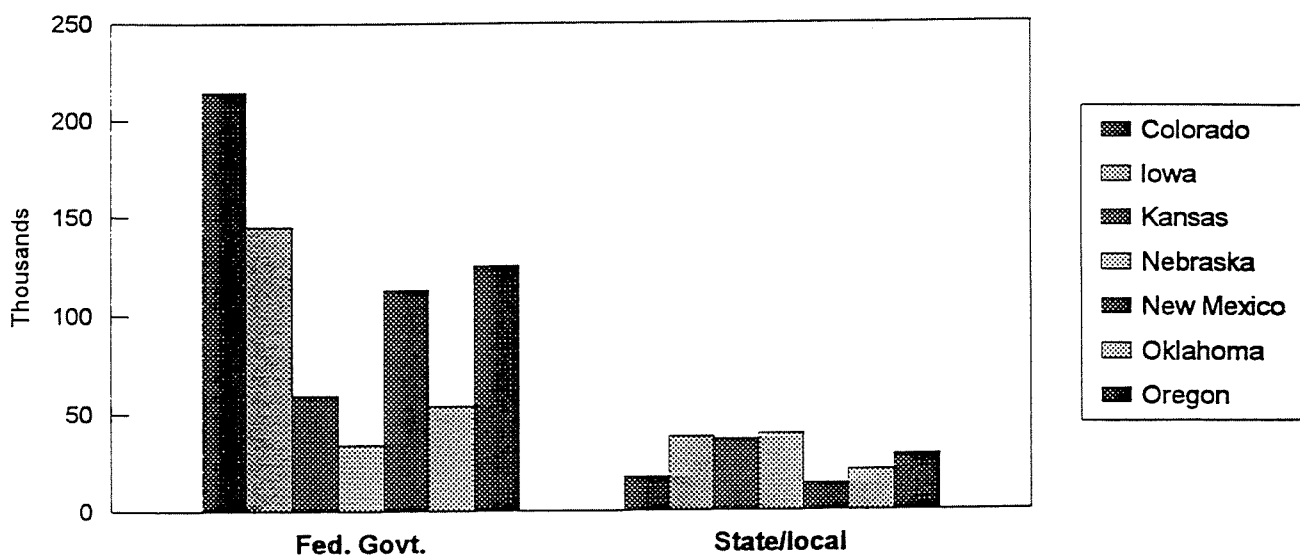
1-31

Source: Kansas Board of Regents NOTE: Contribution calculated by subtracting estimated contribution from avg. budget; Scholarships is comprised of grants and loans (need and non-need based)

■ Regents Instits. ▨ National Instits.

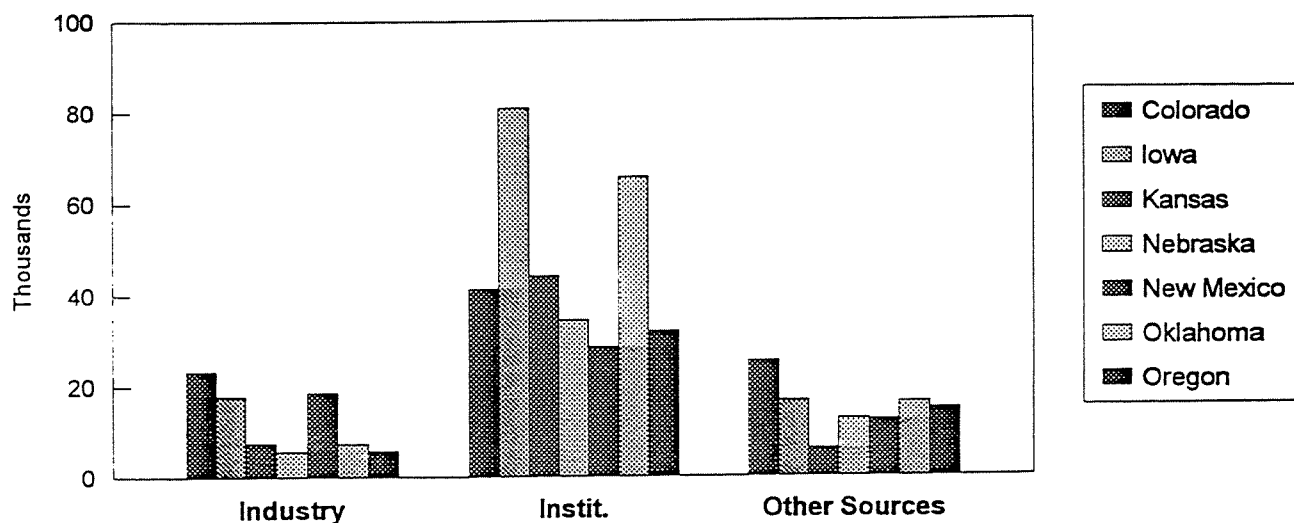
1-31

Sources of Research Funding at Public Universities, 1993



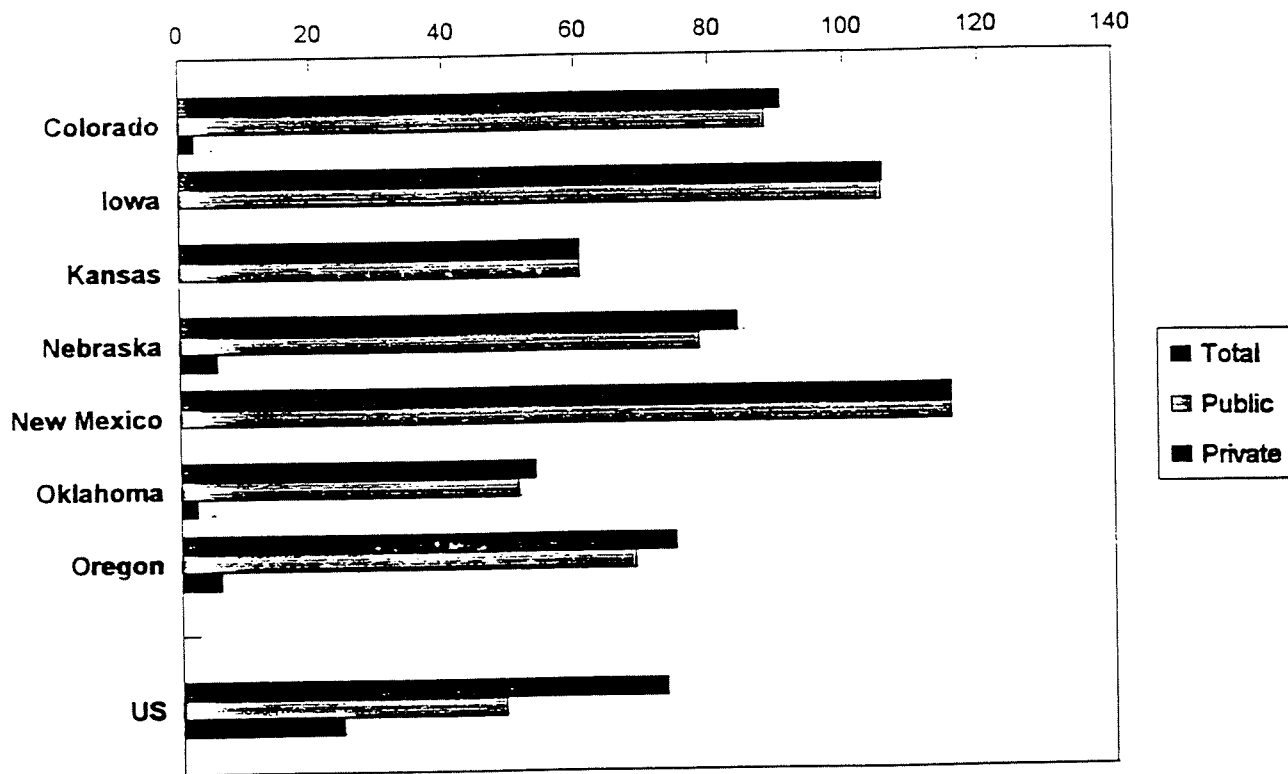
Source: NSF, Science Resource Studies

Sources of Research Funding at Public Universities, 1993 (Continued)



Source: NSF, Science Resource Studies

Per Capita Research Expenditures in Doctorate-Granting Institutions, 1993



Source: NSF, Science Resource Studies
U.S. Census, 1993 State Population Projections

THEMES

Themes

- Great variation among Kansas counties in needs, rates of growth, existing postsecondary capacity and resources. This will require highly differentiated policies.
- An increasing number of jobs that will require higher skill and knowledge levels. This will mean --
 - increased demand for postsecondary education training
 - a shift of some postsecondary training from the certificate to the associate degree level
 - increased capacity at the associate degree-level in certain specific fields (e.g., health-related fields)
 - sustained capacity at the baccalaureate and graduate/professional levels but with significant changes in program priorities and modes of delivery.
- Significant needs related to literacy of adults in the current work-force -- especially in certain regions of the state.
- Access issues reflecting significant variations among counties resulting from:
 - a mismatch between where institutions are located and where current and projected needs are:
 - ** community colleges and area vocational/technical schools
 - ** opportunities at the upper-division and graduate levels for place-bound adults
 - policies -- especially financing policies -- that provide for significantly different levels of support for different students based not on education needs but on where they live; and policies that provide few incentives for different sectors and institutions to work together to meet state or regional access needs.
- Serious resource constraints that will require significant changes in the modes of service delivery if Kansas is to be able to respond to increased and changing demands for postsecondary education. This resource constraints will be from all revenue sources: federal, state, county, students and families and private resources.
- Lack of information at the state/system level regarding the postsecondary education system as a whole (e.g., how institutions in different sectors share responsibility for serving the same region or population and how students move between and among institutions and sectors).