Postsecondary Education Overview

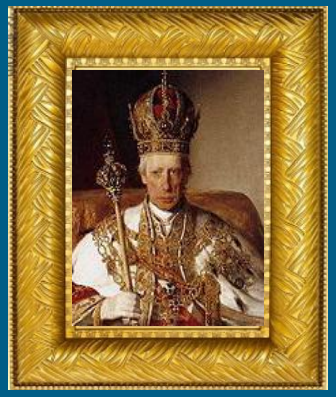
for Ashland Community and Technical College

Presentation by Robert L. King
CPE President
April 18, 2011

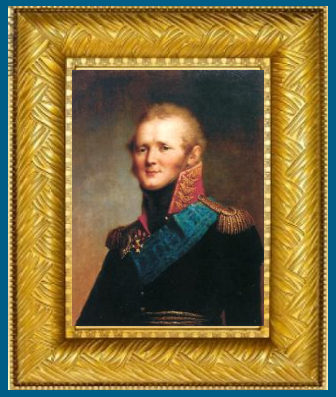
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Imagine a G-8 in 1820. Members would have included…

King George IV of England & Ruler of India



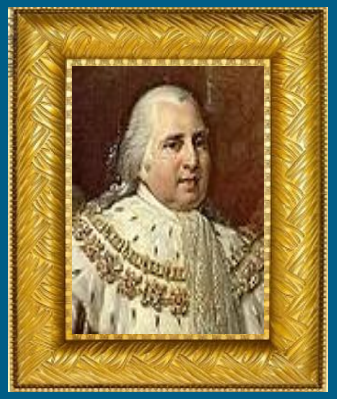
Emperor Francis I of Austria



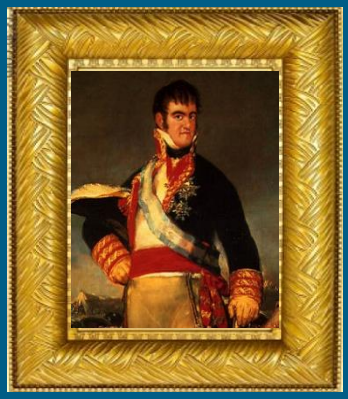
Tsar Alexander I of Russia

Emperor Jiaqing of China

Emperor Ninko of Japan



King Louis XVIII of France



King Ferdinand VII of Spain

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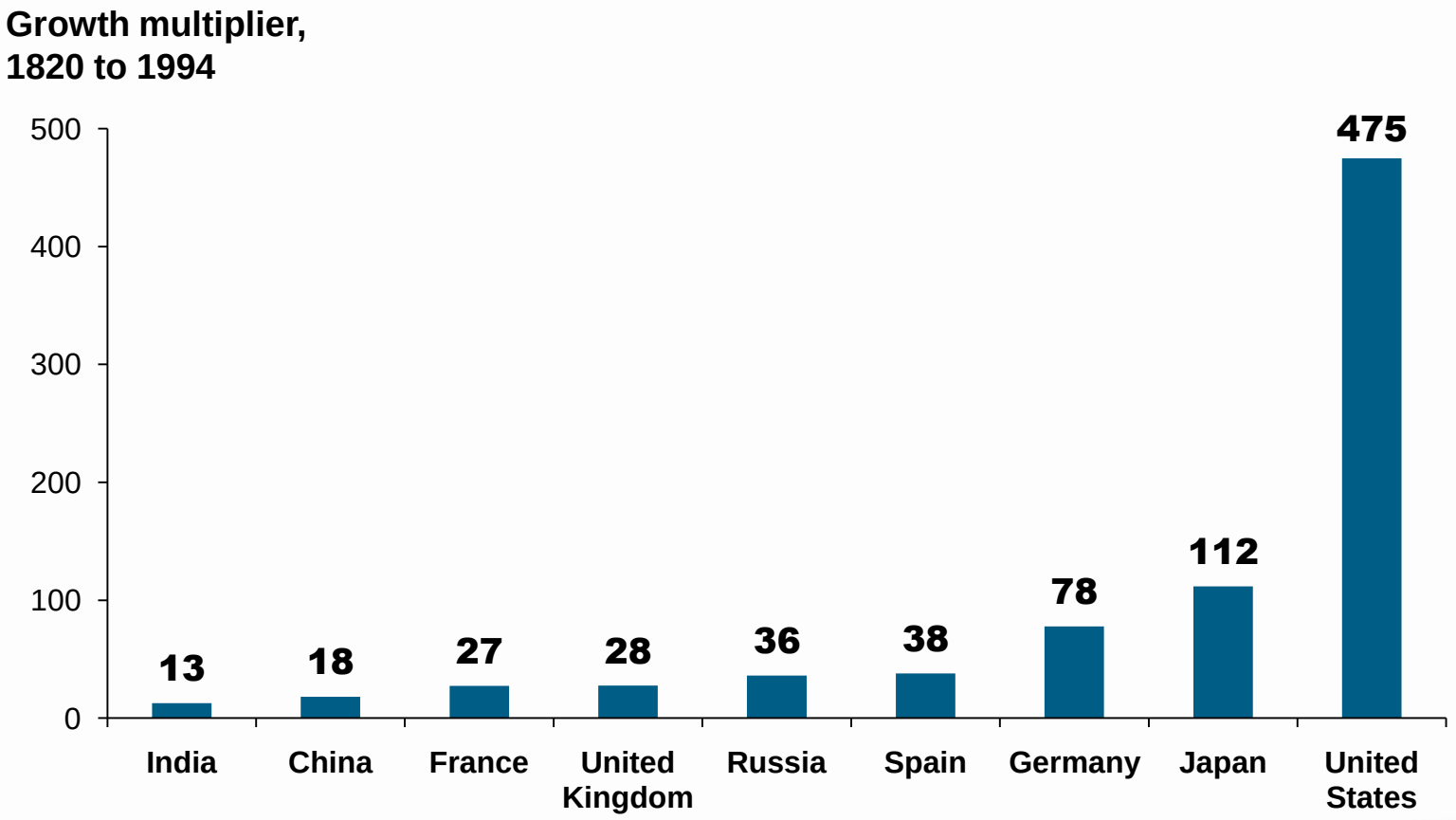
Growth of GDP from 1820 to 1994

in 1990 international (Geary-Khamis purchasing power parity) dollars



Source: Angus Madison, *Monitoring the World Economy*. OECD: Paris, 1995.

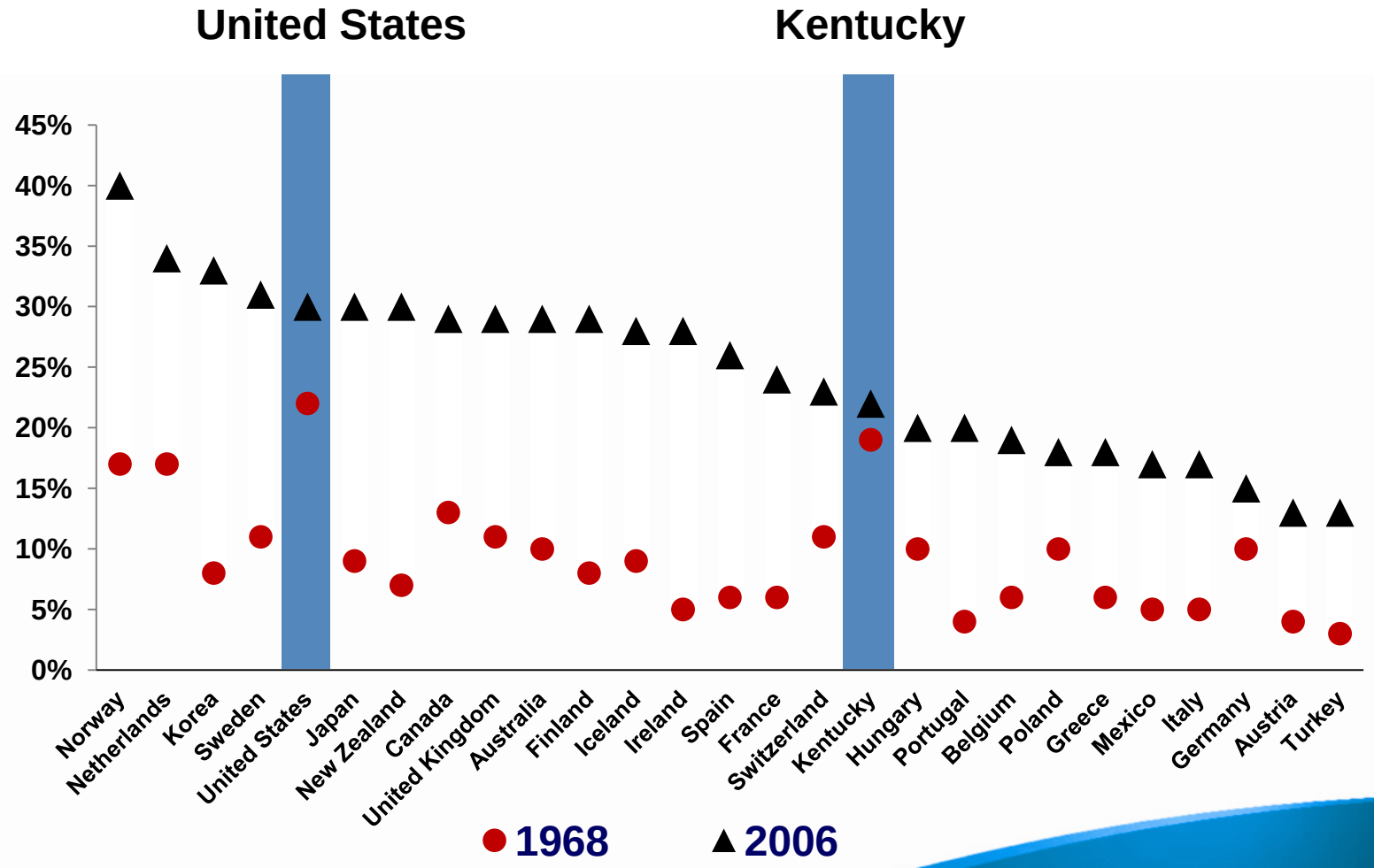
Three Principal Factors Led to the Growth of the U.S. Economy:

1. The U.S. embraced a free enterprise economy.
2. The U.S. made secondary education universal in the early 1900s.
3. The U.S. enacted legislation to expand access to higher education (e.g., Morrill Acts, G.I. Bill, Civil Rights Act, Pell Grant Program).

Human Capital Development

"The reason persistent growth is enabled by human capital formation is that human capital, unlike physical capital, has both the direct effect on the productivity of current labor and capital inputs, and an indirect effect on the production of more knowledge. A continuous accumulation of knowledge can thus lead to a self-sustaining growth in per capita income."

Baccalaureate Attainment, 25-34 Age Cohort, 1968 and 2006



Sources: OECD, *Education at a Glance 2008*, 1998 CPS and 2006 ACS

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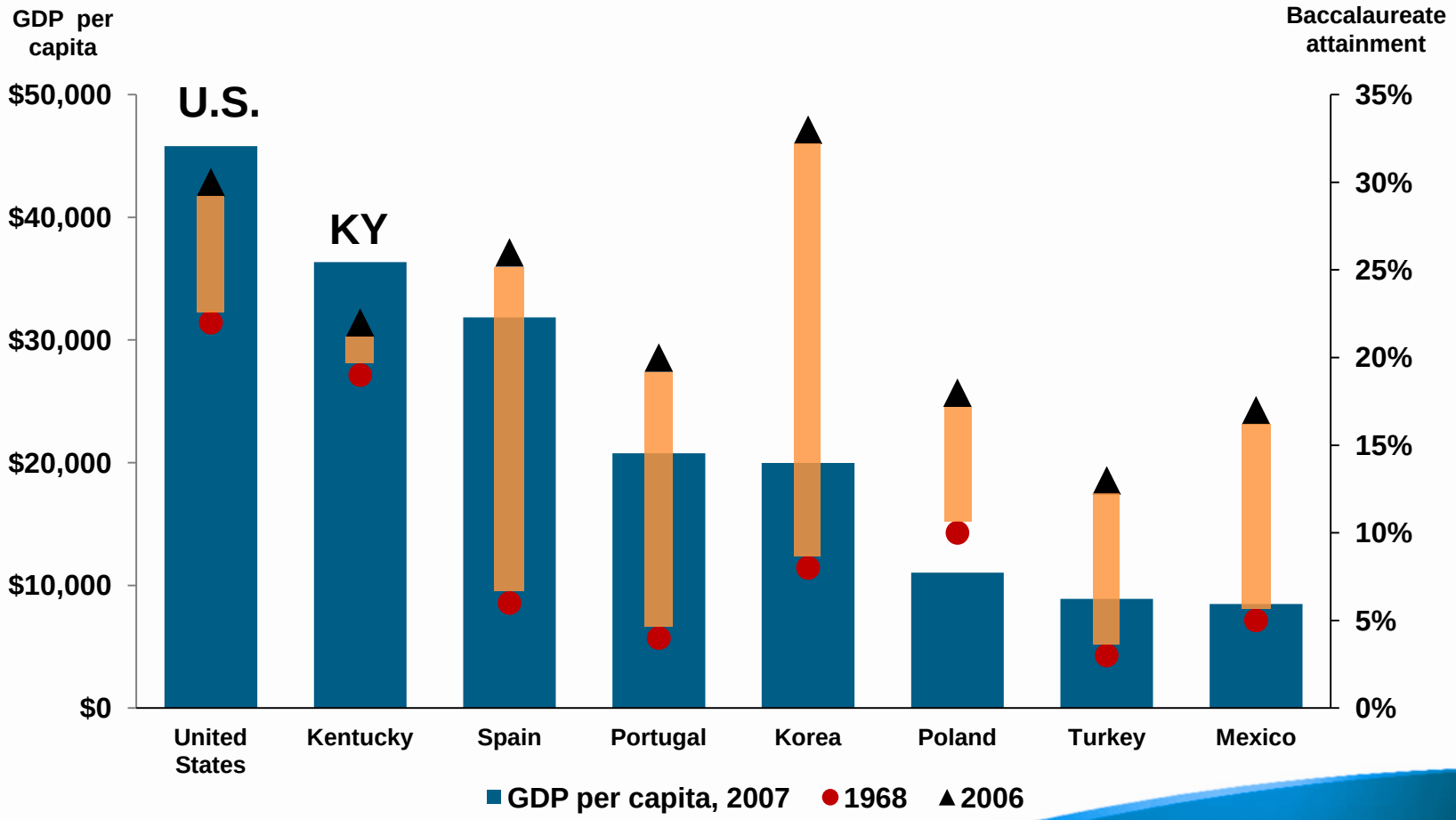
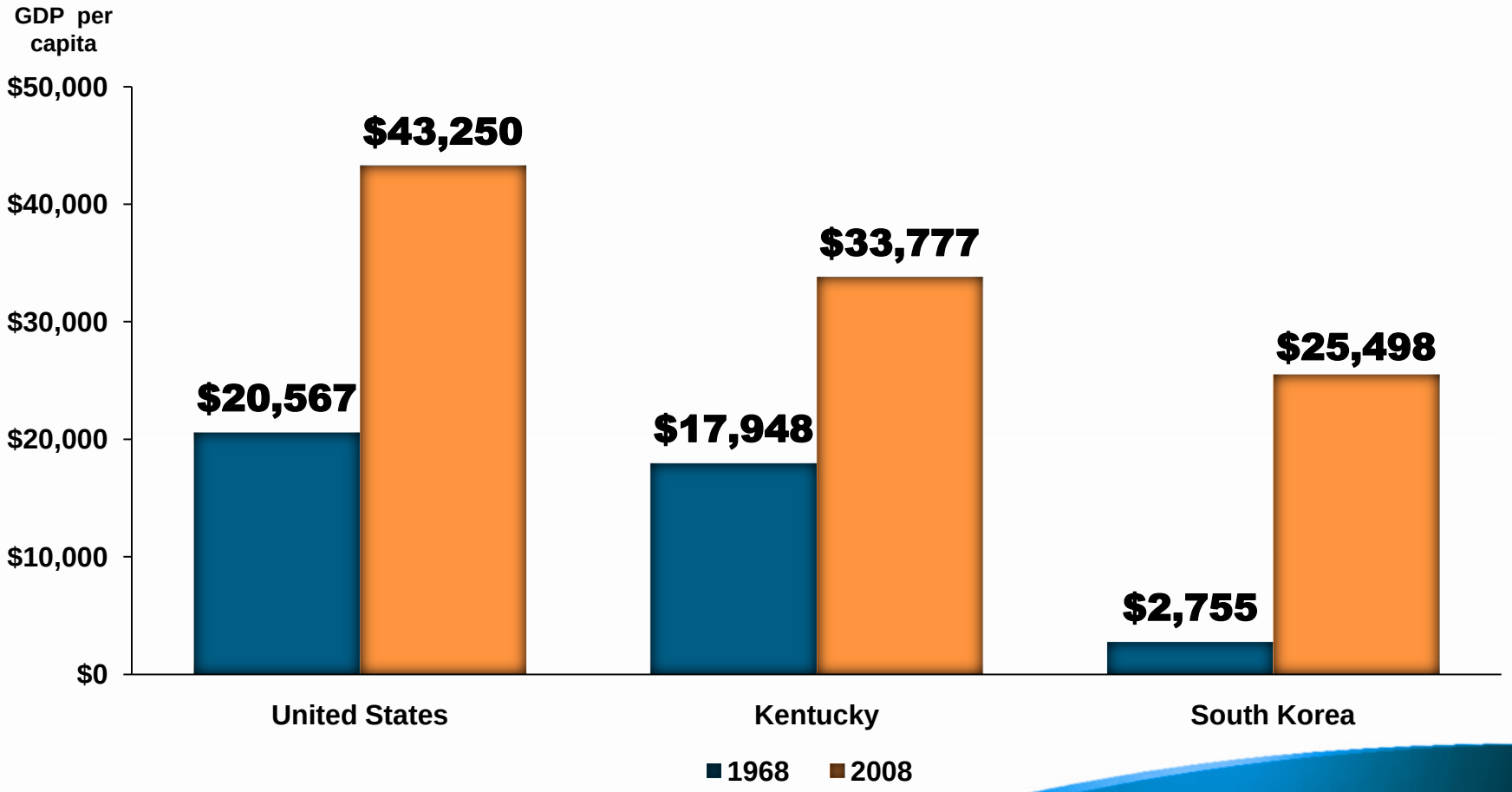
Baccalaureate Attainment, Age 25-34, 1968 and 2006, by GDP Per Capita, 2007



Sources: OECD, *Education at a Glance 2008*, 1998 CPS and 2006 ACS, World Bank , US Bureau of Economic Indicators

Gross Domestic Product (GDP) per Capita, 1968 & 2008

Inflation-adjusted 2005 Dollars



Sources: US Bureau of Labor Statistics, US Bureau of Economic Analysis, US Census Bureau, Kenneth Troske

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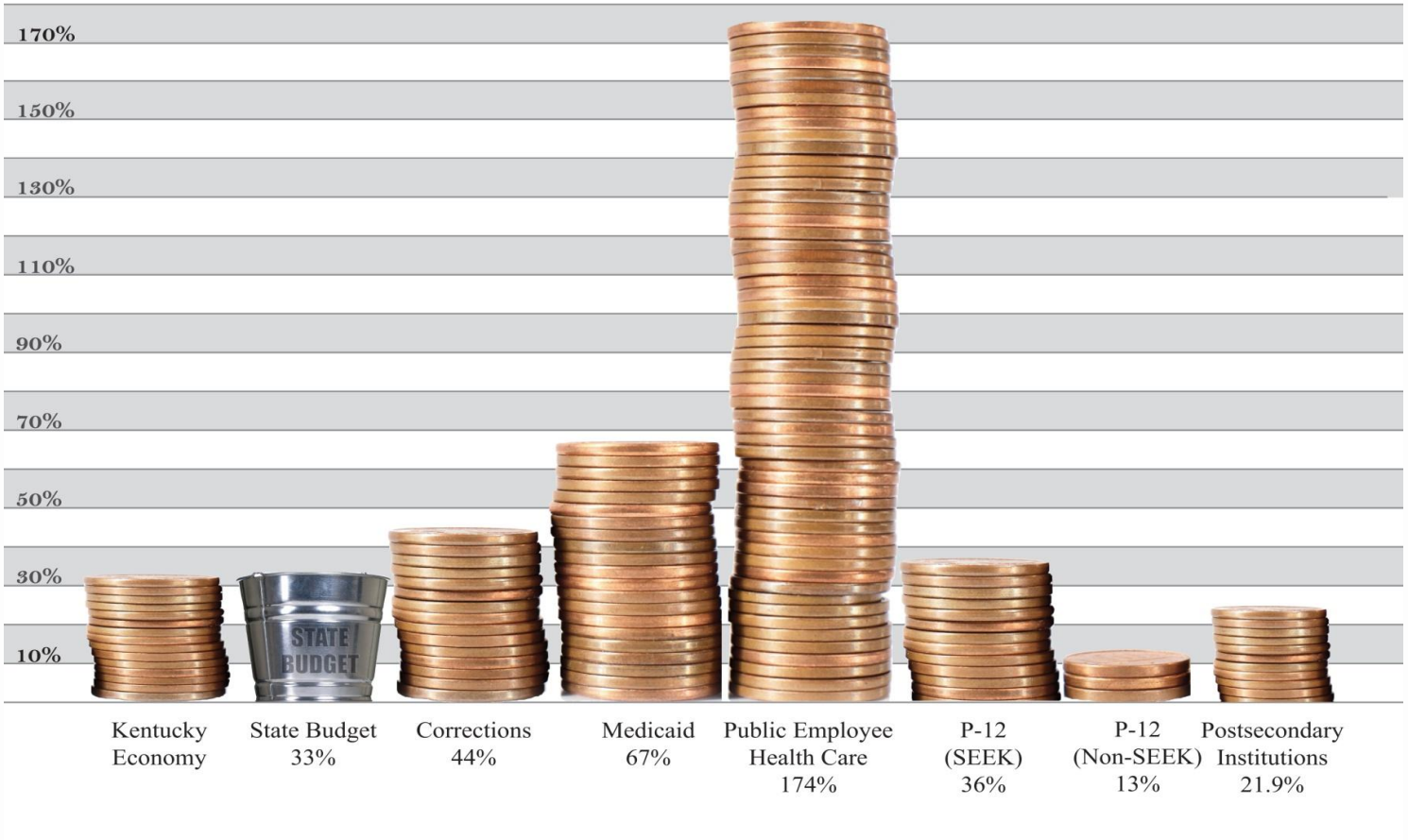
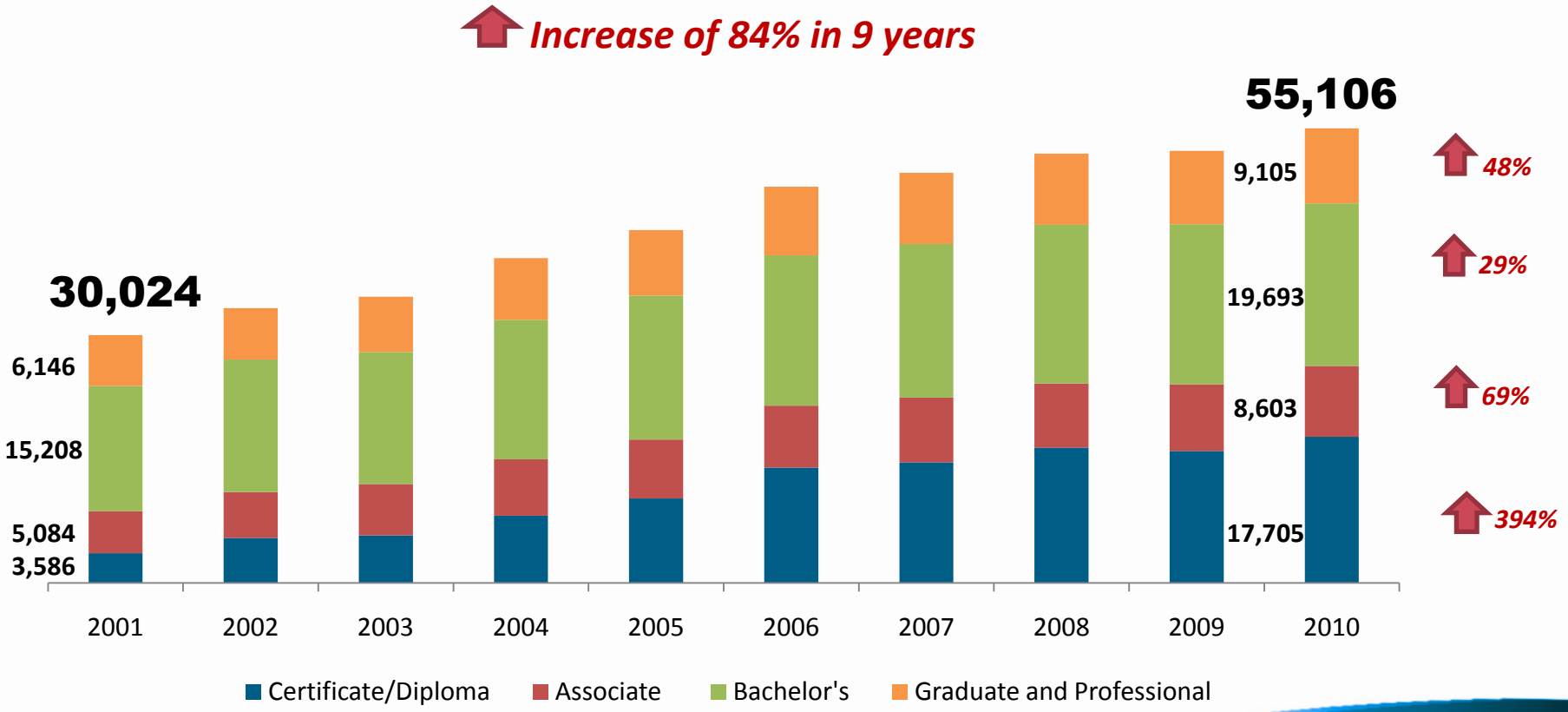
Changing Priorities: Spending Growth from 2000-2010



Source: Kentucky's "Leaky Bucket," Kentucky Chamber of Commerce, 2009

Total Degrees/Credentials Awarded, Public and AIKCU Institutions



Source: CPE Comprehensive Database, includes only public and AIKCU institutions

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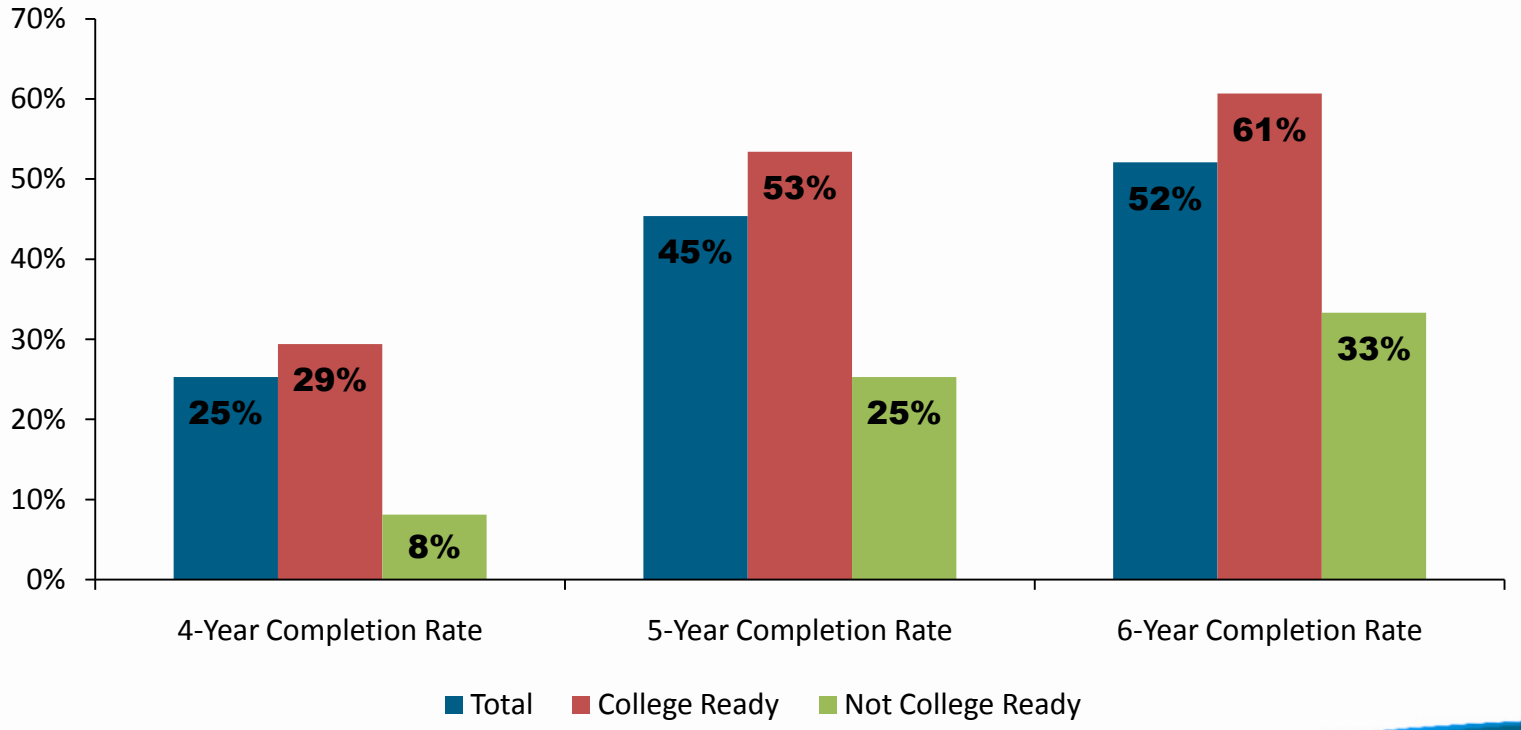
System Completion Rates

Bachelor's Students

System completion rates of full-time, first-time baccalaureate students who entered a KY public or independent university in 2003 and completed a bachelor's degree at any in-state public or independent institution, by college readiness at entry



Source: CPE Comprehensive Database

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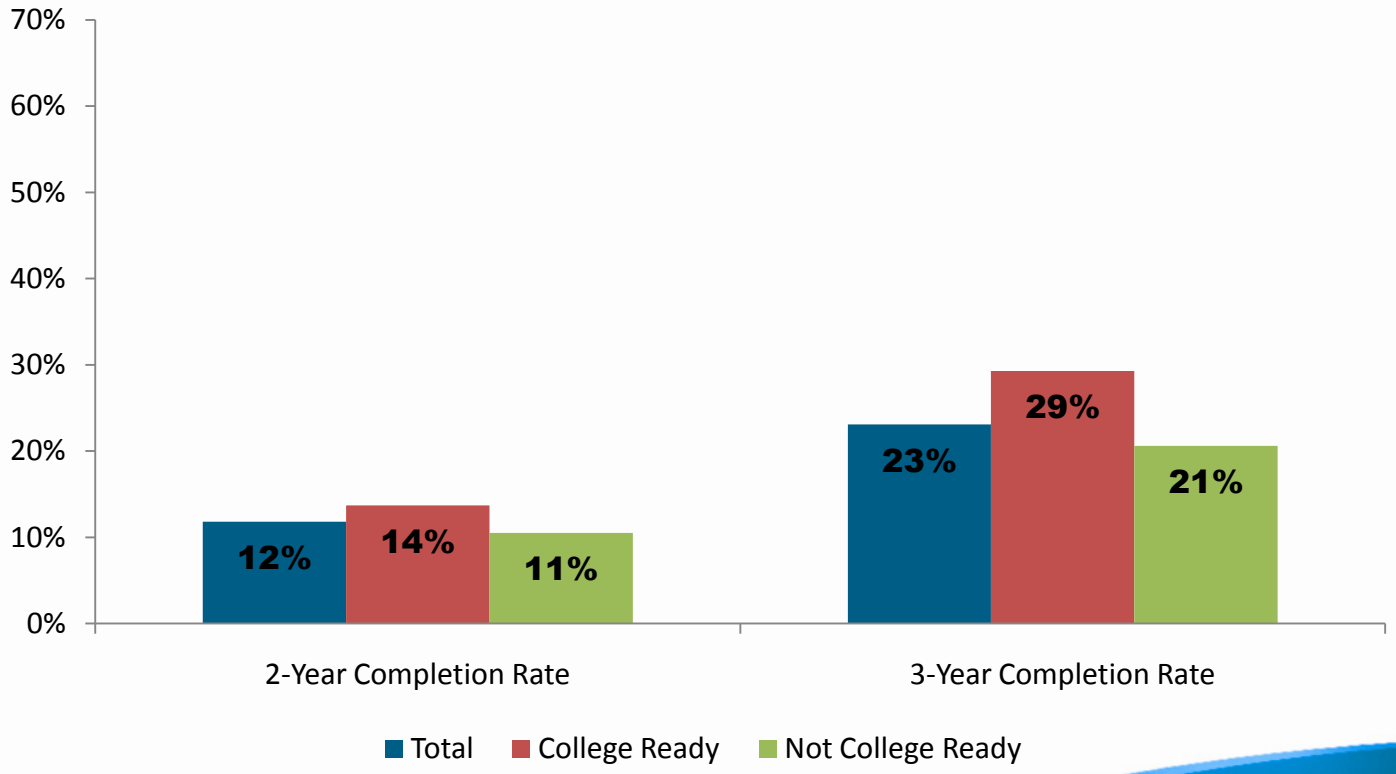
System Completion Rates

Associate Students

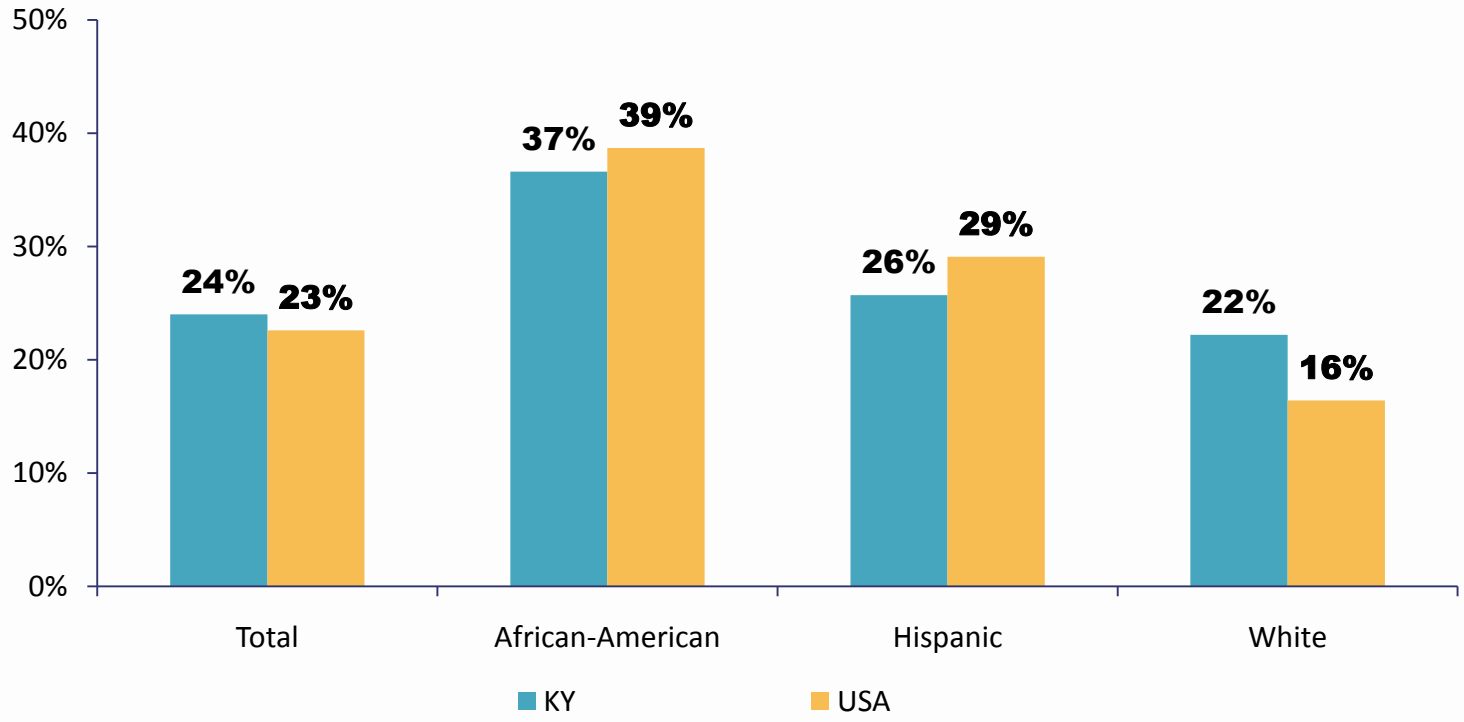
System-level completion rates of full-time associate students who entered the Kentucky Community and Technical College System (KCTCS) in 2006, by college readiness at entry



Source: CPE Comprehensive Database
Note: The cohort includes out-of-state and adult students, not just recent graduates of Kentucky high schools

Armed Forces Qualification Test (AFQT) Ineligibility Rates, KY and US

Pooled results from 2004 to 2009 of KY test-takers under 21 with only a high school degree who sought to enter the Army, not other branches of the armed services



Source: Education Trust analysis of U.S. Army ASVAB data

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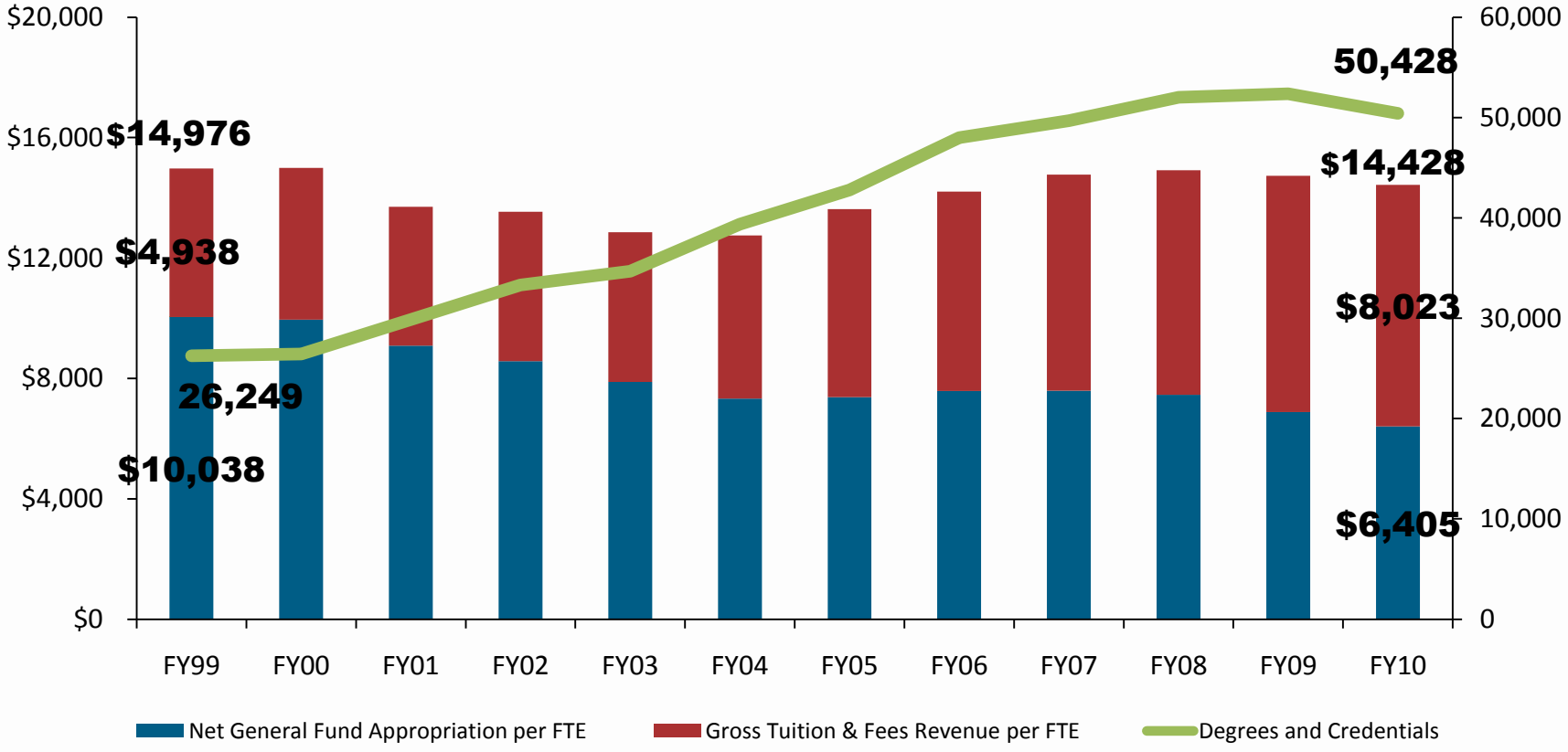
Total Public Funds per FTE (in constant $) and Degree/Credential Production



Source: CPE Comprehensive Database

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What is the High School Feedback Report?

Provides comparative information about Kentucky's 2008 senior class by school, district, and statewide. Each section overviews:

- High school performance
- College readiness
- ACT score distributions of college-going students
- Colleges and universities attended and college majors

Data for the Ashland CTC Region

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High School Performance

Highlights	Ashland CTC Region (EBC)	Boyd County HS	Paul G. Blazer HS	KY
Number of H.S. Graduates	1,472	230	188	**43,362**
Average H.S. GPA	2.88	2.90	3.02	**2.94**
H.S. Graduation Rate	--	93.1%	85.1%	**84.5%**
College-Going Rate	62.0%	61.3%	69.1%	**63%**
Of Those Who Went to College:				
Percentage with Developmental Needs in One or More Subjects	49.2%	59.5%	42.2%	**38.2%**
Percentage with Developmental Needs in English	30.2%	31.1%	25.6%	**21.8%**
Percentage with Developmental Needs in Math	39.6%	48.6%	31.1%	**28.2%**
Percentage with Developmental Needs in Reading	19.4%	27.0%	13.3%	**16.6%**

Note: Ashland CTC's region (Enrollment Behavior Cluster) includes several other high schools not displayed here individually.

Source: 2008 High School Feedback Report

To access the full
High School Feedback Report, go to:
dataportal.cpe.ky.gov/hsfr.shtm

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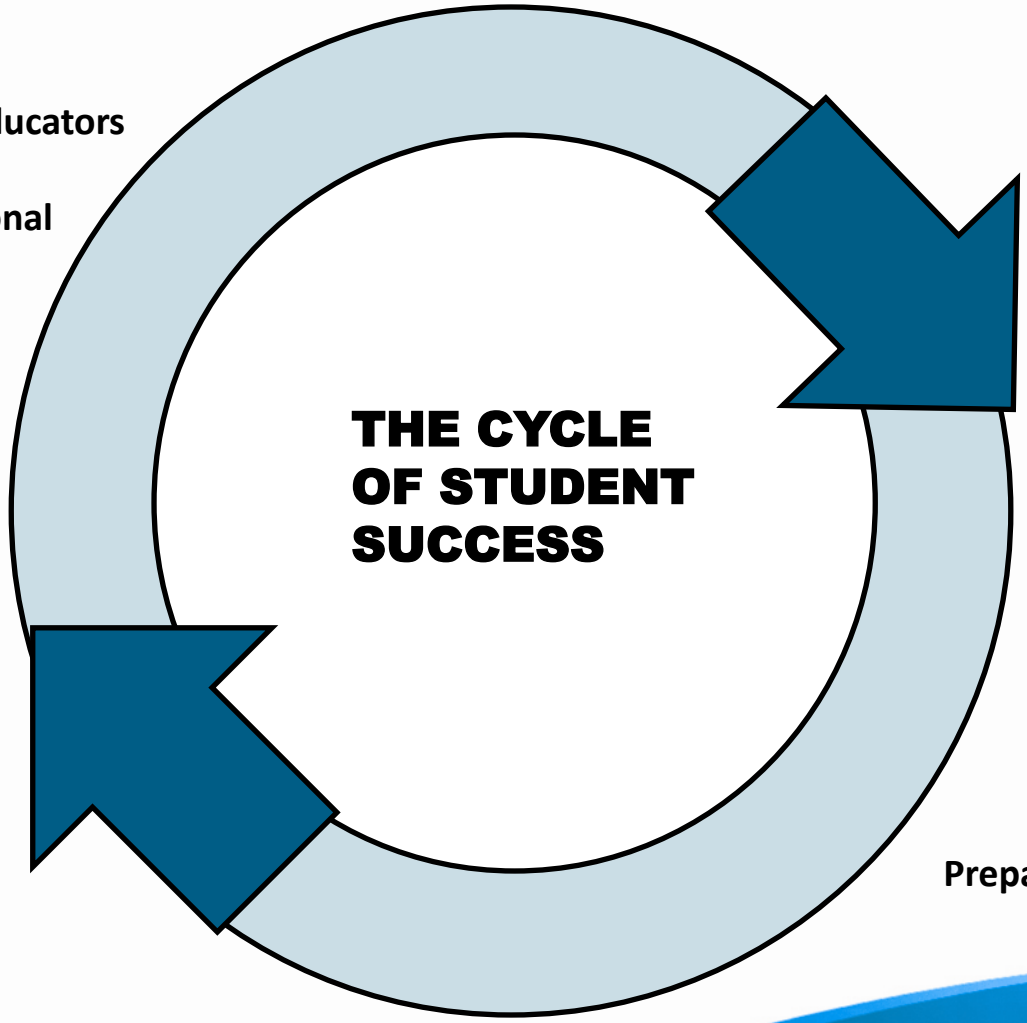
Kentucky's 2011-15 Strategic Agenda for Postsecondary Education

Four Areas of Focus

- College Readiness
- Student Success
- Research, Economic , & Community Development
- Efficiency & Innovation

WE ALL OWN THE CHALLENGE

- Highly Effective Educators
- Quality Research
- Effective Professional Development



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