

# Kentucky Center for Statistics



Uniting our data

Informing our Commonwealth

July 2018

# Why does



# exist?

We believe that  
**strong connections**  
between  
**educators and employers**  
will produce  
**a more prosperous**  
**Commonwealth.**



# How does

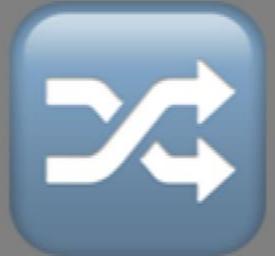


# help?

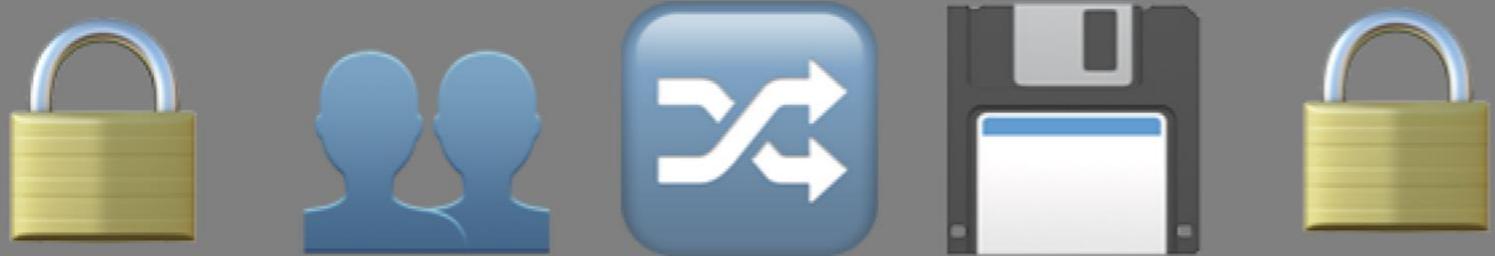
We  
**connect data**  
from  
**educators and employers**  
to  
**inform**  
our Commonwealth.











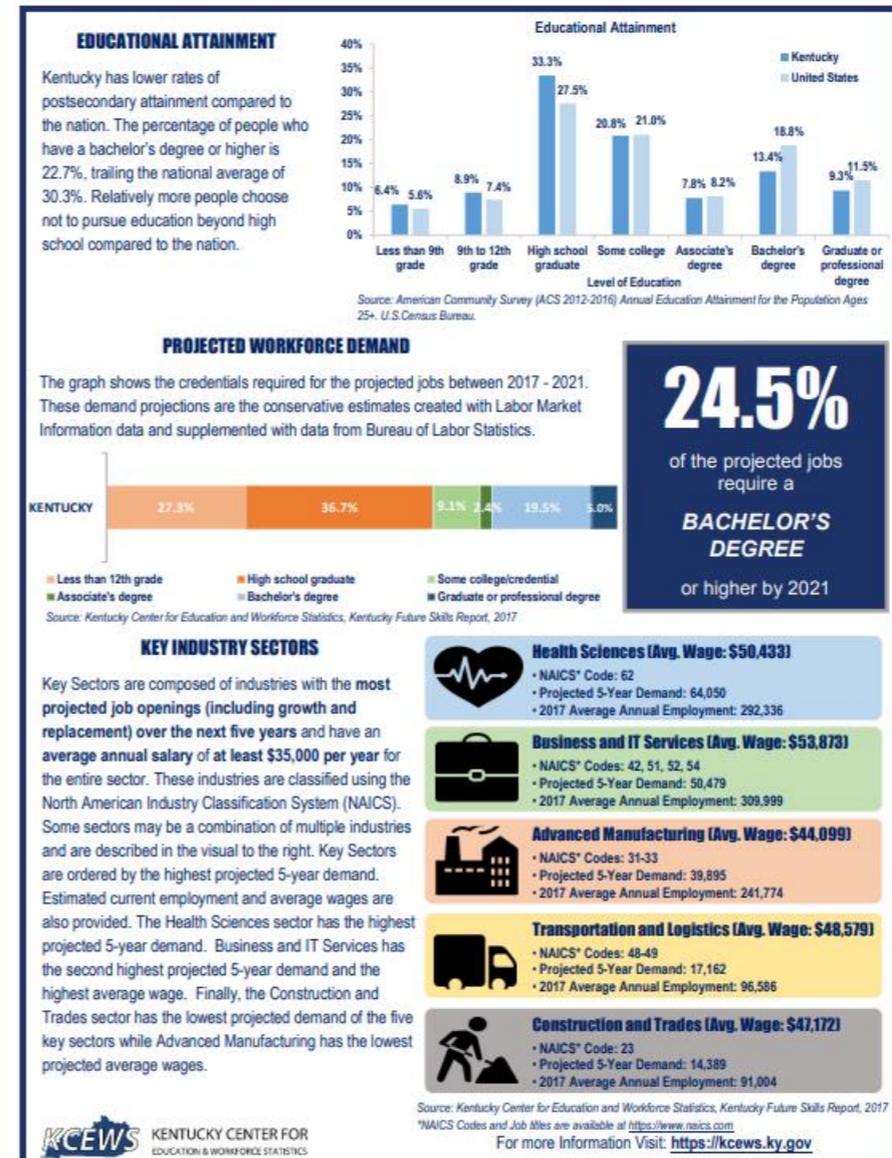
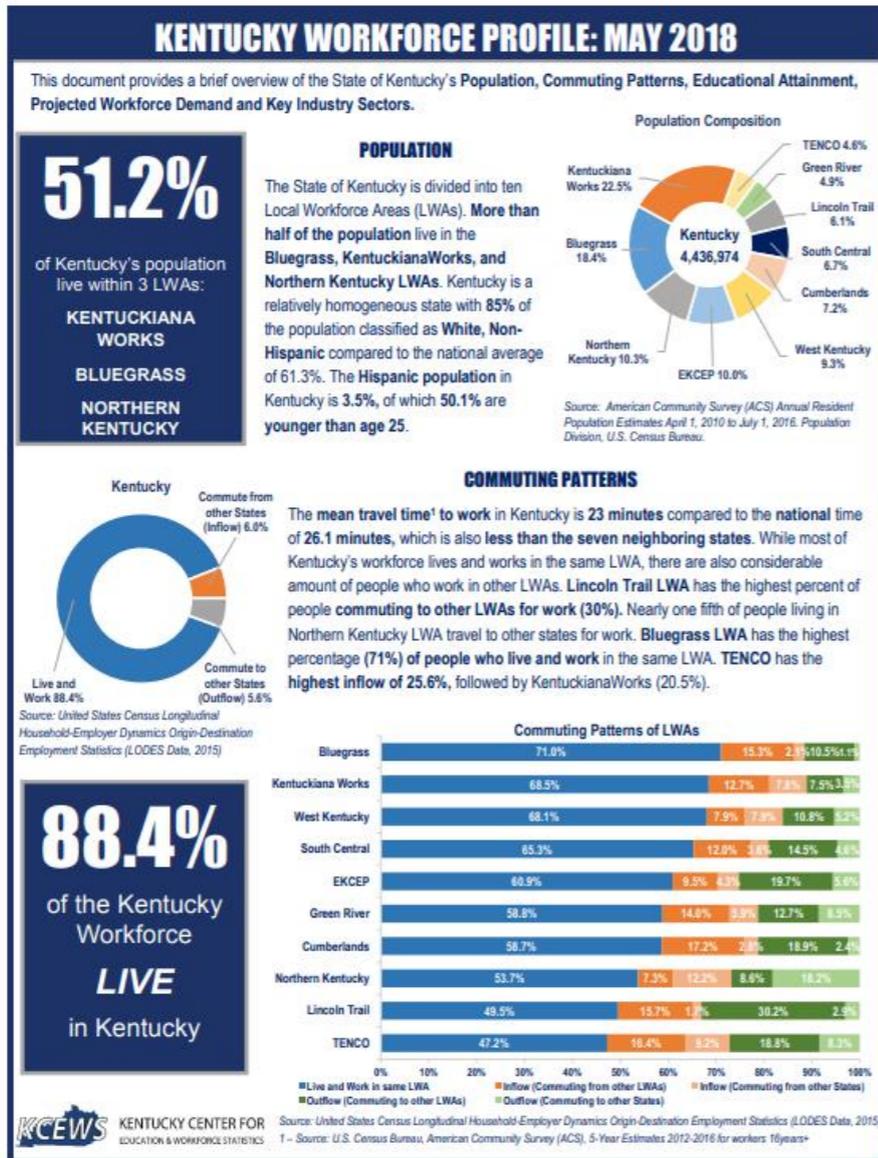
Linking data  
is only the  
**beginning.**



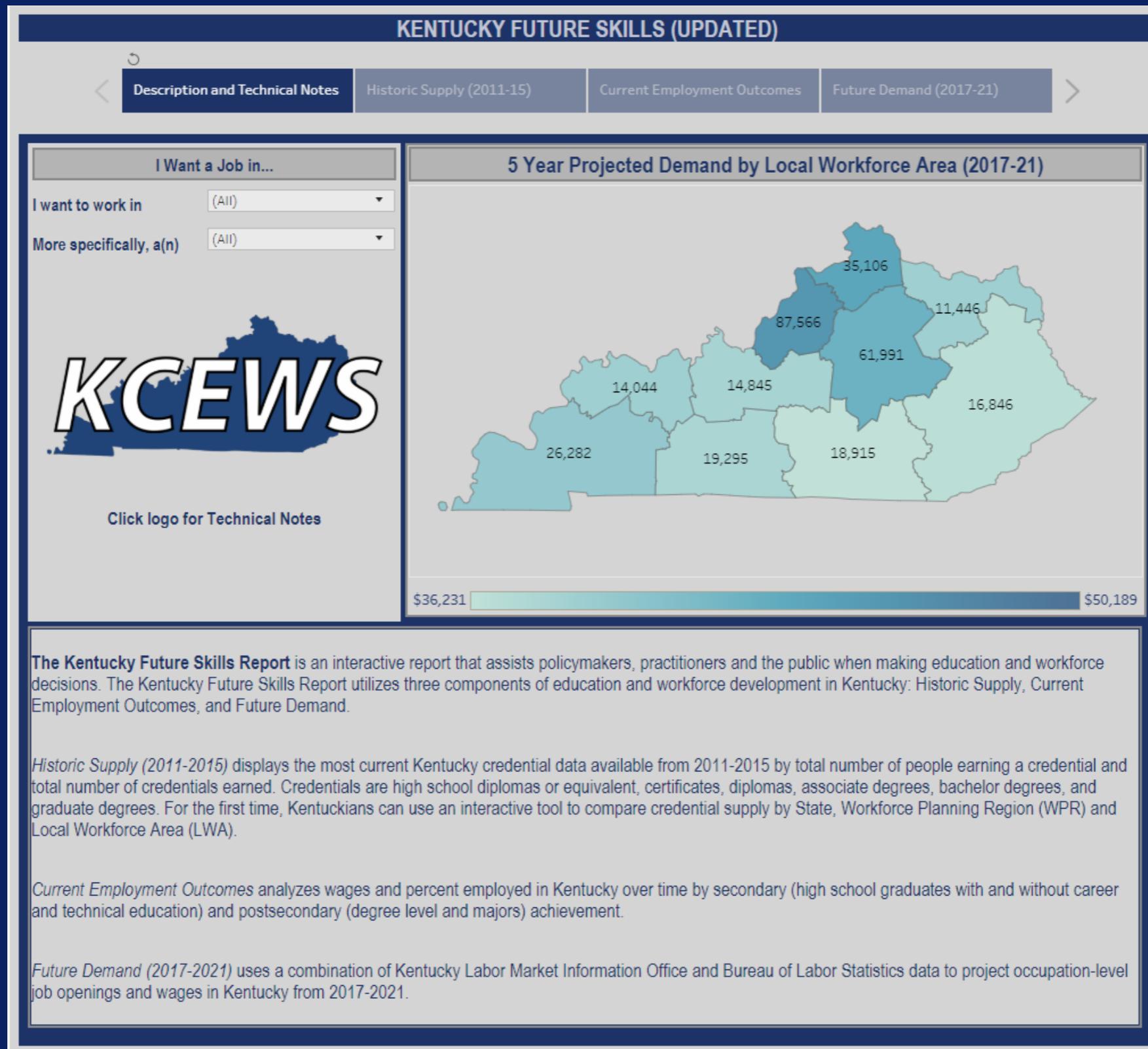
Real data  
to make  
real decisions.



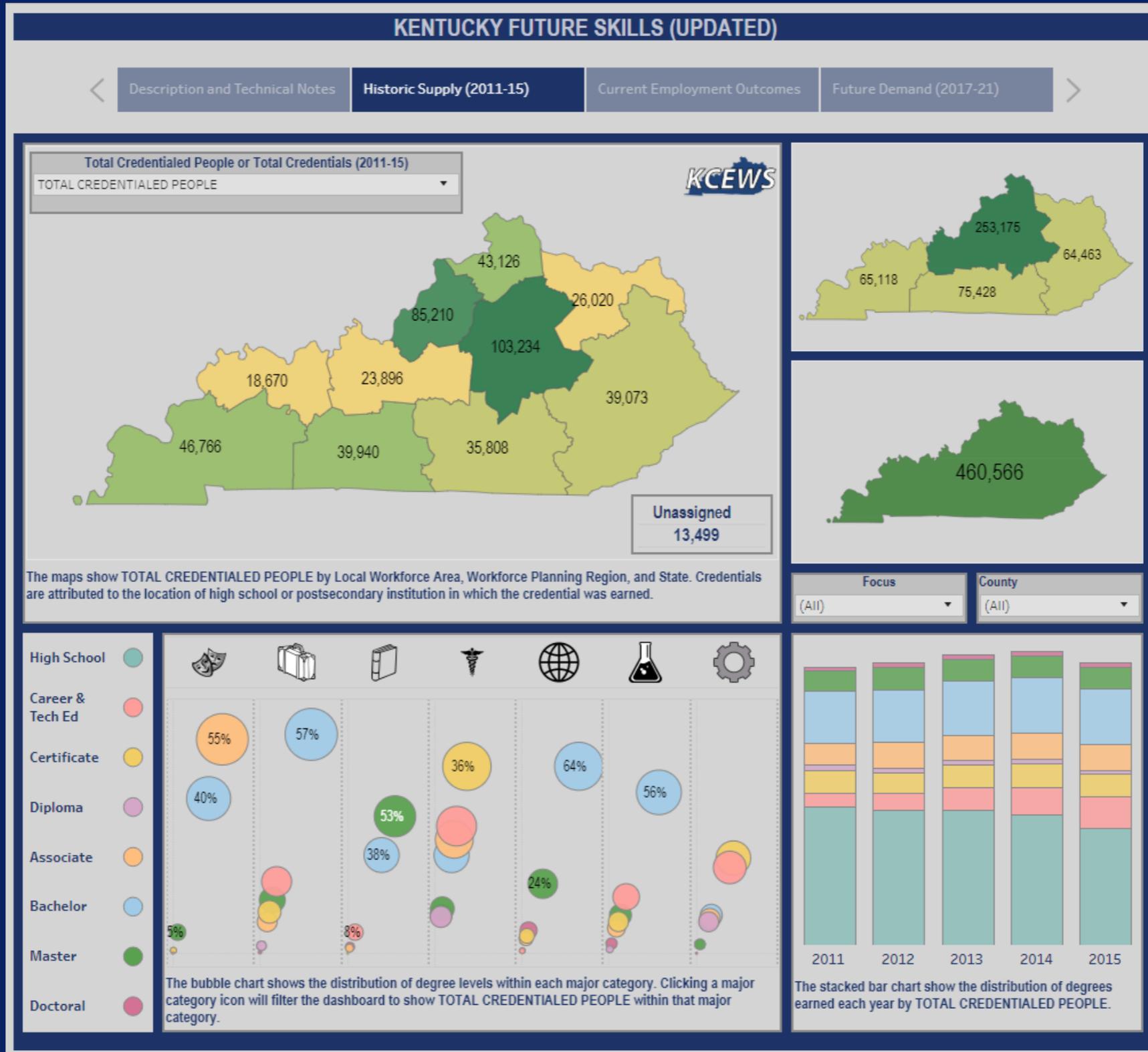
# Kentucky Workforce Profiles



# Kentucky Future Skills Report



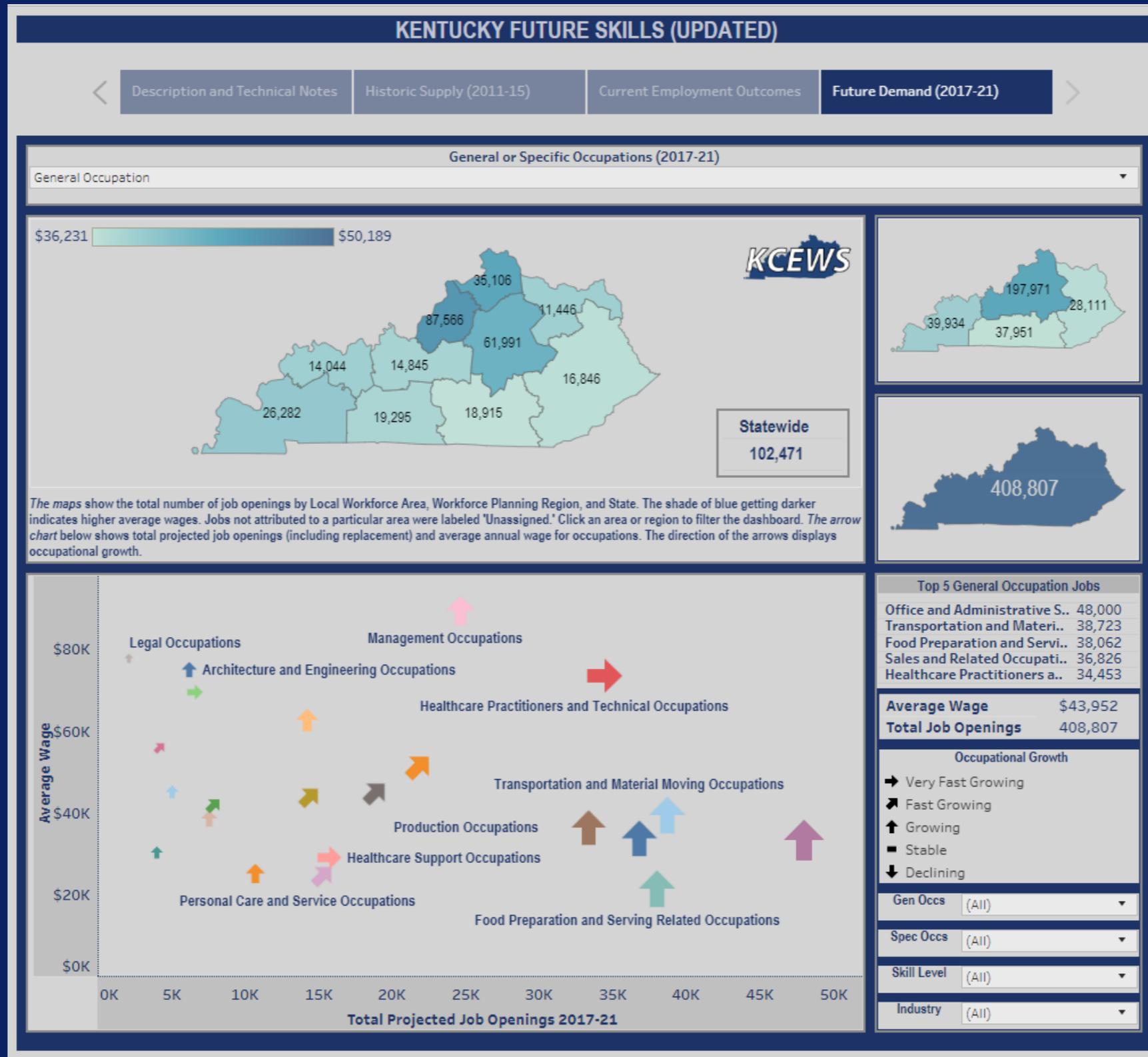
# Kentucky Future Skills Report



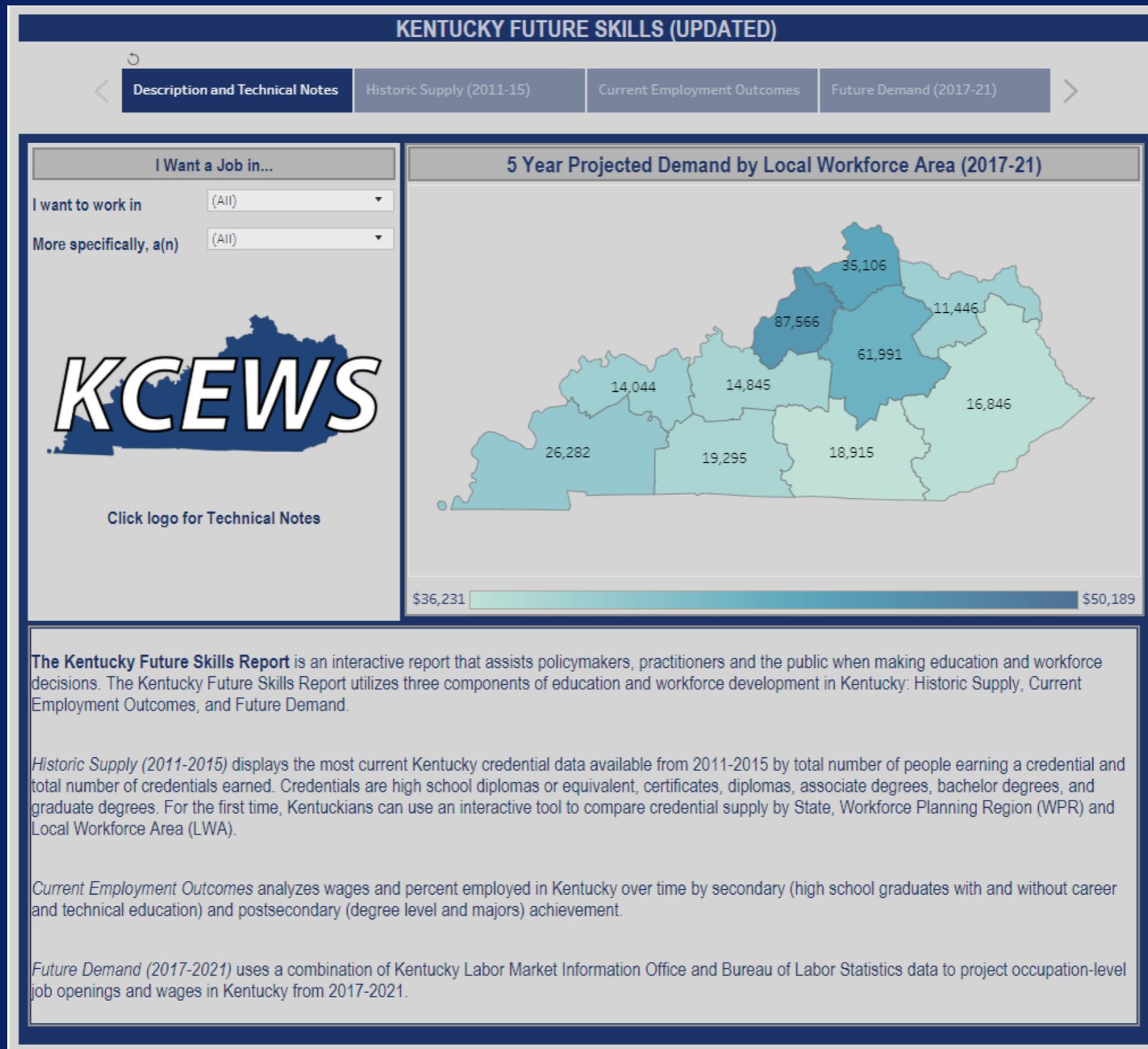
# Kentucky Future Skills Report



# Kentucky Future Skills Report



# Kentucky Future Skills Report



# Recent Research

## EDUCATION DETOURS TO THE WORKFORCE REPORT

### In 2010

- **8.5% of 46,826 KY HS Seniors** did not graduate during their senior year
- Only **3% continue to graduate** after

### By 2011

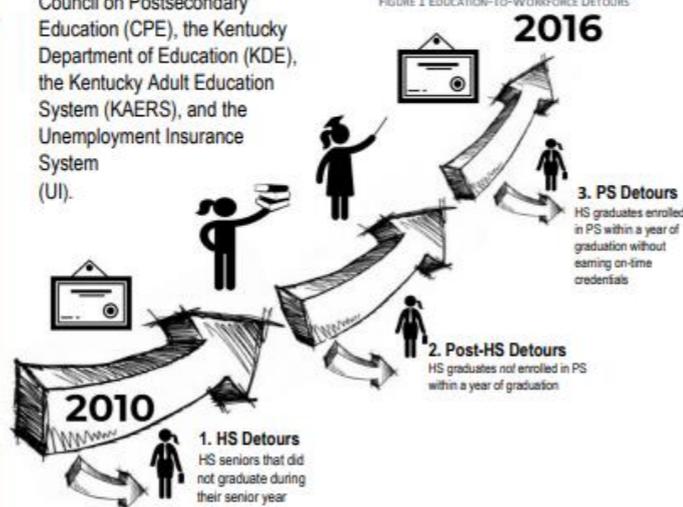
- **56% of 42,856 HS Graduates** enrolled in college in KY 1 year out
- **19% additional HS Graduates** enrolled in college >1 year out

### By 2016

- **36% of 24,056 2011 College-Going** 2010 seniors earned timely credentials
- **52% college-going students** had no credentials

Nearly 4,000 high school (HS) seniors did not graduate in 2010. What happens when Kentuckians detour the typical education-to-workforce pipeline at one of three key points? **1) HS Detours, 2) Post-HS Detours, and 3) Postsecondary (PS) Detours** (see Fig. 1). This report details 2010 high school seniors detouring the education and workforce attainment pipeline. Data used for the report include HS student outcomes for college-going behavior, credential attainment, annual and quarterly employment during the academic years (AY) 2011-2016, and annual median wage during each fiscal year.

This report was generated using data from the Kentucky Longitudinal Data System (KLDS), which includes data from the Council on Postsecondary Education (CPE), the Kentucky Department of Education (KDE), the Kentucky Adult Education System (KAERS), and the Unemployment Insurance System (UI).



HS graduation is linked to college enrollment and completion, employment, and income. For the 91.5% of 2010 HS seniors in KY that graduated on-time, 56.1% enrolled in a PS institution the following year, and 20.2% earned a credential by 2016. HS seniors experienced greater increases annually in reported median wages and quarterly reports of employment when succeeding through key points of the education-to-workforce pipeline.

1



Produced by: Kentucky Center for Education and Workforce Statistics. 3/29/2018

## Ready. Set. (Work &) Learn.

How employment in the first year of college affects student college careers

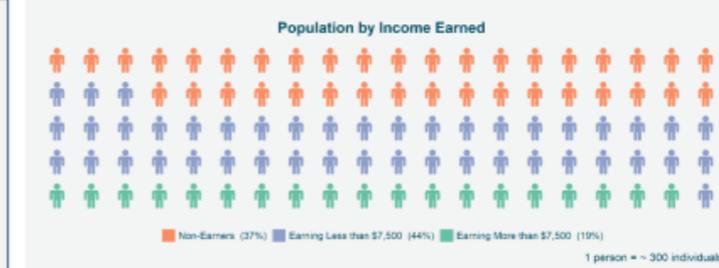
Students who earn more than \$7,500 earned a median of **13** credit hours in their first year.

Students who earn more than \$7,500 earned 30+ credit hours **3%** of the time

Less than **50%** of students who earned \$7,500 or more graduated with a bachelor's degree.

For first time postsecondary students, what affect does employment have? Do students who work perform better in school? Are they more likely to continue with their education and graduate? Is there a threshold for how much a student should work in order to maximize both educational and workplace success?

Students were grouped into three cohorts by earned income: students that earned greater than \$7,500 per year<sup>1</sup>, students who earned less than \$7,500, and students who earned no income (non-earners) during their first year of college. All students were first time enrollees during the 2010 academic year at a 2-year public, 4-year public, or 4-year private institution within the state of Kentucky. This report includes a comparison of the following student outcomes by earned income group: first year college GPA, credit hours earned during their first year of college, persistence to the next academic year, and college completion. This analysis breaks down student outcomes further by the type of credential sought (i.e. certificates or diplomas (3,571), associate degrees (12,172), or bachelor degrees (12,093)).



### First year college GPA and credit hours earned

Two indicators that students will complete their credentials are based on first-year performance: grade point average (GPA) and number of credit hours earned. Both are outcomes in the High School Feedback Report by KCEWS<sup>2</sup>. The median first-year GPA for the freshman cohort who attended public institutions was 2.6 with 30% of the students having a GPA of 3.1 or higher<sup>3</sup>. Non-earners had the highest median GPA (2.8) and the largest percentage of students with a 3.1+ GPA (36%). Both of the student groups who worked had a median GPA of 2.4, with more students earning less than \$7,500 achieving a GPA greater than 3.1 (28%), than students earning more than \$7,500 (26%). In order to graduate in 4 years, students are encouraged to earn 15 credit hours per semester, giving them 30 credit hours in their first year<sup>4</sup>. Thirteen percent of students who were non-earners and 10% of students who earned less than \$7,500 were able to meet this goal. Three percent of students earning more than \$7,500 per year met this threshold.

<sup>1</sup> The expected income of a student who works 20 hours a week, 52 weeks a year, at \$7.25 an hour.

<sup>2</sup> KCEWS <https://kcewsreports.ky.gov/t/KCEWS/views/2017HighSchoolFeedbackSeries2/HSFRSERIES>

<sup>3</sup> Average national GPA for College students in 2006-2007 was 3.1

<sup>4</sup> Kentucky Council on Postsecondary Education <http://15tofinishky.org/>



KENTUCKY CENTER FOR EDUCATION & WORKFORCE STATISTICS



Our data  
is only the  
**beginning**  
of the  
**conversation.**



# Want to learn more?

`kystats.ky.gov`

`@kystats`

Kate Akers, PhD – Executive Director

`kate.akers@ky.gov`

