Approved: March 23, 2010
Date

MINUTES OF THE HOUSE VISION 2020 COMMITTEE

The meeting was called to order by Chairman Tom Sloan at 1:30 p.m. on February 24, 2010, in Room 785 of the Docking State Office Building.

All members were present except:
Representative Doug Gatewood- excused
Representative Pat George- excused
Representative Mario Goico- excused
Representative Raj Goyle- excused
Representative Joe Seiwert- excused
Representative Kay Wolf- excused

Committee staff present:
Art Griggs, Office of the Revisor of Statutes
Doug Taylor, Office of the Revisor of Statutes
Corey Carnahan, Kansas Legislative Research Department
Lauren Douglass, Kansas Legislative Research Department
Mary Koles, Committee Assistant

Conferees appearing before the Committee:
President Reginald Robinson, Kansas Board of Regents
Dr. Jerry Farley, Washburn Universiy

Others attending:
See attached list.

Chairman Sloan greeted and welcomed President Robinson and Dr. Farley to Vision 2020 and explained that President Robinson would discuss the questions remaining after his February 1, 2010, appearance before the Committee.

President Reginald Robinson, CEO, Kansas Board of Regents, resumed answering the questions posed in the Committee's November 10, 2009, letter(Please see Vision 2020 minutes for February 1, 2010, Attachment 1). His responses follow:

Question 3) To craft mission statements, the Kansas Board of Regents (KBOR) works with the universities and emphasizes similarities as well as institutional differences.

Question 7) Infrastructure needs and building maintenance are KBOR's number one priority. Budgetary challenges preclude action.

Question 9) KBOR expects to receive and consider a revised distance learning plan for higher education this spring. Current barriers to distance learning are financial.

Question 13) To expedite transferring credits from one school to another within the state system, KBOR oversees the Core Outcomes Project which develops core competencies for general education courses at the state's colleges and universities. Also, colleges and universities have developed numerous program specific articulations in conjunction with community colleges. KBOR has a Transfer Feedback Report that tracks two student cohorts.

Question 20) To assess the quality of education in Kansas consider the following: Are students prepared for postsecondary education? Is the postsecondary system open to adults as well as high school graduates? Do students complete their work? Do students have soft skills as well as the academics to be successful? Is the system producing workers that the Kansas economy needs?

Question 24) Service areas, institutional boundaries, exist. State universities desiring to offer face-to-face courses or programs outside their area, first consult with the universities assigned to the area then approach the KBOR for approval.

> Question 27) The Legislature can help improve higher education by providing a platform and letting KBOR and the schools develop the details. In the financial arena, allow institutions to purchase outside of the state system. Keep higher education accessible and provide need based financial aid.

Following President Robinson's responses, questions were asked by Representatives Tom Hawk and Deena Horst, discussions ensued.

Dr. Jerry Farley, President, Washburn University, Topeka, described Washburn University's efforts to improve access to and the quality of education. Movement between Washburn Institute of Technology and the university is seamless; students who take the university's basic education curriculum are awarded an Associate Degree. Degrees are available online. Special programs are provided for potentially unsuccessful students and eventually 33% of those admitted graduate. Overall student retention is 70% and the graduation rate is 60%. Most of the students who transfer to Washburn come from KU or KSU. He reported placement for 2009's May graduates was 78%-80%.

Despite changes in higher education, a Liberal Arts education must, he contends, remain the foundation. Key to excellence will remain a qualified faculty. The university must adapt to and support students with diverse ethnic backgrounds and academic preparation. Females comprise 63% of Washburn's student body. Technology is an expected major component of all instructional programs and is costly. Challenges facing the university include non-resident tuition (an issue in every state) and an escalation in fund raising. Washburn has an early retirement incentive program and will outsource services when it is financially beneficial.

The Legislature can help higher education institutions by devising broad policies and applying them consistently over time, retaining the Faculty Distinction Program, recognizing and appreciating the rapid changes occurring in higher education, and working with the institutions and KBOR to decide what to do, then letting the institutions decide how to do it (Attachment 1).

Chairman Sloan and Representatives Lee Tafanelli and Tom Hawk asked questions, discussions followed. The Chairman requested copies of Washburn's online enrollment report for the Committee.

The Chairman thanked President Robinson and Dr. Farley for their presentations and comments.

The next meeting is scheduled for March 1, 2010.

The meeting was adjourned at 3:05 p.m.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

Guest List

House Vision 2020 Committee

February 24, 2010

Name	Client/Authority
Jackson Lindsey	Hein Law
David Rouner	Kearney & Assoc.
Emily Haug	K-State
Glenn Meyer	Kansas Reporter
Tim Carpenter	CT
Reggie Robinson	KBUR
Mary Greene	ESU

WASHBURN UNIVERSITY

House Vision 20/20 Committee - February 24, 2010

Remarks by Dr. Jerry B. Farley, President, Washburn University

- How is Washburn increasing both the access to higher education and the quality of education?
  - Access issues.
    - Who pays, how much, who benefits?
    - Focus on total costs to attend; not just tuition.
    - Types of access: financial, geographic, programmatic, demographic and academic.
    - Washburn Tech and seamless access; cooperation with two-year institutions.
    - Focus on student retention and success.
    - Need statewide coordination to succeed.
  - Quality issues.
    - Must maintain quality across the curriculum—competitive salaries and working conditions.
    - Must identify exemplary programs for investment in excellence.
    - Must improve measures of program effectiveness and student outcomes.
- How is higher education changing and how will it change?
  - Liberal Arts education is, and must continue to be, the foundation. The knowledge and skills necessary to succeed in life and career.
  - Core will remain a qualified faculty member imparting knowledge, insight and analytical skills to students. Faculty will evolve from information presentation to mentoring analysis, evaluation and insight.
  - Must adapt to and support students with diverse ethnic backgrounds and academic preparation.
  - Technology now a major component of all instructional programs and an expectation of students and faculty.
  - Change is inevitable, progress is not—we must insure changes are improvements and accomplish our goals.
- Challenges to changes (other than funding)?
  - Sufficient resources, financial and other, are the fundamental challenge.
  - Before setting new priorities, must restore base funding and stability.
  - Conflicting expectations.
  - Developing a global perspective.
  - Alternative instructional techniques and delivery methods.
  - Assessing and rewarding excellence.
  - History Versus Opportunity (e.g., out-of-state tuition as income versus an economic development tool to attract new students (residents)).
- What is needed from the Legislature (other than funding)?
  - Policy consistency over time.
  - Realistic temporal expectations (the engineers of 2015 are seniors in high school and the class of 2020 is in the sixth grade).
  - Let us work with you to decide the "what to do", let us decide the details on the "how to do it".

House Vision 2020
2-24, 2010
Attachment 1

Washburn University
Online Enrollment
Fall 2006 – Fall 2009

Office of Institutional Research
Washburn University
January 28, 2010

Washburn University
Online Enrollment
Fall 2006-Fall 2009

Nationally, online enrollments have been steadily growing at rates in excess of the total higher education population, according to a 2009 study published by the Sloan Consortium.[1] Over 25% of the 18.2 million students enrolled in higher education in fall 2008 were taking at least one online course; this represents a 17% increase in online enrollment over the prior year.

There are both advantages and disadvantages for students enrolling in online courses. Online courses allow students the flexibility of completing course work on their schedule without commuting to campus. Students may be better able to juggle jobs, families, and other obligations. On the other hand, students must be self-motivated, have good time management skills, and be responsible for their own learning. There is minimal direct interaction, if any, with the instructor and isolation from fellow students. Lastly, students must have access to a computer with a high speed connection and be computer literate.

This report provides information on online courses and enrollment for Washburn University from fall 2006 through fall 2009. For purposes of this report, online courses are defined as courses delivered via the internet where the classes do not meet on campus.

Washburn offers a number of online undergraduate programs where students can complete a degree without attending classes on campus:

PLAN 2+2 Programs

Bachelor of Applied Science (BAS)
- Human Services
- Technology Administration

Bachelor of Health Science (BHS)
- Health Services Administration
- Medical Imaging

Bachelor of Integrated Studies (BIS)

Bachelor of Science in Criminal Justice (BSCJ)

Allied Health Programs

Associate of Science (AS)
- Health Information Technology

Certificate of Completion (C)
- Diagnostic Medical Sonography
- Health Information Coding
- Radiation Therapy
- Computed Tomography
- Magnetic Resonance

In addition to degree programs, individual departments offer online courses.

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[1] *Learning on Demand, Online Education in the United States, 2009.* I. Elaine Allen and Jeff Seaman, The Sloan Consortium, 2010.

Students Enrolling in Online Courses

Washburn students enroll in online courses at a rate greater than the national average. In fall 2009, 28.9% (1,922 students) enrolled in one or more online courses. Over one-quarter (28.4%) of these students took all of their courses online as indicated in table 1. Online courses constituted 25% or less of the courseload for 703 students (36.6%) and from 26% to 50% of the courseload for 510 students (26.5%).

Table 1
Distribution of Online Courses as Percentage of Courseload
Fall 2009

Online Courses as % of Courseload	Number of Students	% of Online Students
1% - 25%	703	36.6%
26% - 50%	510	26.5%
51% - 75%	144	7.5%
76%-99%	20	1.0%
100%	545	28.4%
Total	1,922	100.0%

According to the 2008 Sloan study[2], the primary reason institutions offer online courses is to expand the geographic reach. Their data show, however, that 85% of all online students come from within 50 miles of campus, or from within the state or surrounding states. Washburn students enrolling in online courses are similar to the national trends with 89.2% classified as Kansas residents. For those students who are enrolled entirely in online courses, 74.9% are Kansas residents.

Table 2
Online Enrollment by Student Classification
Fall 2009

Student Classification	% of Online Enrollment	% of Total Enrollment
First-time freshman	11.3%	12.3%
Other freshman	4.7%	6.0%
Sophomore	11.4%	14.7%
Junior	22.4%	18.5%
Senior	36.7%	25.9%
Postbaccaulareate	5.0%	4.4%
Graduate/Law	7.4%	13.4%
Non-degree seeking	1.1%	4.8%

Table 2 displays the distribution of fall 2009 enrollment in online courses by student classification compared with the overall university. Upper level (junior and senior) undergraduate students enroll in online courses at a higher rate than the overall university, accounting for 59.1% of the online

[2] *Staying the Course, Online Education in the United States, 2008.* I. Elaine Allen and Jeff Seaman, The Sloan Consortium, 2008.

enrollment. The average age of students in online courses is 27.4 years compared to 26.0 years for all students.

Online Courses

Table 3 shows the history of online course offerings at Washburn from fall 2006 through fall 2009 including the number of courses and student credit hours (SCH) generated by these courses.

Table 3
Online Courses and Student Credit Hours

Term	Courses	Online SCH	Online as % of Total SCH
Fall 2006	131	7,784	9.8%
Spring 2007	134	7,834	10.7%
Fall 2007	146	8,686	11.2%
Spring 2008	160	8,851	12.4%
Fall 2008	155	9,196	12.6%
Spring 2009	160	8,908	13.2%
Fall 2009	179	10,114	13.6%

- In fall 2009, 179 online courses were offered, representing 12.3% of total courses offered. This is the highest number of online courses offered at Washburn, and represents an increase of 24 courses or 15.5% over fall 2008.

- Online SCH as a percentage of total university SCH were the highest in fall 2009 at 10,114, representing 13.6% of total university SCH. Online SCH increased by 918 or 10.0% between fall 2008 and fall 2009.

- Over 90% of the online courses in fall 2009 were offered at the undergraduate level.

Table 4 lists the departments which offered at least one online course between fall 2006 and fall 2009. The number of SCH generated and the proportion those SCH represent of the department's total SCH are also provided.

- Four departments (Allied Health, Criminal Justice, Human Services, and Psychology) accounted for over one-half of all online SCH at Washburn in fall 2009. Allied Health generated the largest number of online SCH (3,078 SCH) followed by Criminal Justice (1,134 SCH), Human Services (924 SCH), and Psychology (741 SCH).

- Departments where over one-quarter of SCH generated came from online courses were Allied Health, 72.3%; Human Services, 55.2%; Criminal Justice, 35.2%; and Psychology, 26.7%.

- Most departments offered at least one online course in fall 2009, but there were several which did not: Liberal Studies, Modern Languages, Philosophy, Physics, Sociology, Theatre, and Law. Although Philosophy and Sociology offered no online courses in fall 2009, those departments have offered online courses in previous terms.

Faculty Teaching Online Courses

Table 5 provides a summary of who teaches Washburn's online courses. In fall 2009, Washburn's contract faculty (full-time and part-time) taught the majority (68.2%) of the online courses; the remaining 31.8% were taught by adjunct faculty.

Table 5
Online Courses by Faculty Status
Fall 2009

Status	Number of Faculty	%	Number of Courses Taught	%
Full-time Faculty	49	53.3%	115	64.3%
Part-time Faculty	4	4.3%	7	3.9%
Adjunct Faculty	39	42.4%	57	31.8%
Total	92	100.0%	179	100.0%

Table 4
Online Student Credit Hours by Department
Fall 2006 through Fall 2009

Department/College/School	Fall 2006			Spring 2007			Fall 2007			Spring 2008			Fall 2008			Spring 2009			Fall 2009		
	Online SCH	Total Dept SCH	Online as % of Dept	Online SCH	Total Dept SCH	Online as % of Dept	Online SCH	Total Dept SCH	Online as % of Dept	Online SCH	Total Dept SCH	Online as % of Dept	Online SCH	Total Dept SCH	Online as % of Dept	Online SCH	Total Dept SCH	Online as % of Dept	Online SCH	Total Dept SCH	Online as % of Dept
Art	186	2,276	8.2%	258	1,902	13.6%	219	2,090	10.5%	219	1,744	12.6%	252	1,954	12.9%	240	1,814	13.2%	270	2,146	12.6%
Biology	186	3,314	5.6%	177	3,664	4.8%	171	3,399	5.0%	174	3,807	4.6%	237	3,654	6.5%	156	3,527	4.4%	321	3,581	9.0%
Chemistry	0	1,654	0.0%	0	1,141	0.0%	0	1,591	0.0%	111	1,175	9.4%	78	1,472	5.3%	78	1,118	7.0%	81	1,505	5.4%
Communication	195	2,205	8.8%	144	2,042	7.1%	120	1,898	6.3%	210	1,692	12.4%	210	1,735	12.1%	174	1,573	11.1%	129	1,678	7.7%
Computer Science	0	1,345	0.0%	0	1,261	0.0%	237	1,182	20.1%	219	1,079	20.3%	207	1,036	20.0%	165	926	17.8%	135	985	13.7%
Education	312	2,888	10.8%	165	2,894	5.7%	270	3,306	8.2%	280	3,145	8.9%	302	3,111	9.7%	329	3,024	10.9%	336	2,950	11.4%
English	219	4,371	5.0%	276	3,871	7.1%	303	4,277	7.1%	405	4,286	9.4%	456	4,313	10.6%	465	3,933	11.8%	621	4,738	13.1%
History	87	2,438	3.6%	213	2,218	9.6%	0	2,164	0.0%	102	2,094	4.9%	105	2,032	5.2%	186	2,055	9.1%	249	2,052	12.1%
HPEES	0	3,133	0.0%	60	2,847	2.1%	0	3,042	0.0%	52	2,575	2.0%	22	3,005	0.7%	36	2,474	1.5%	84	2,829	3.0%
Liberal Studies	0	44	0.0%	0	12	0.0%	0	36	0.0%	0	42	0.0%	0	54	0.0%	0	42	0.0%	0	69	0.0%
Mass Media	0	1,684	0.0%	0	1,539	0.0%	0	1,456	0.0%	0	1,466	0.0%	0	1,412	0.0%	174	1,526	11.4%	177	1,600	11.1%
Mathematics	33	4,699	0.7%	81	3,825	2.1%	0	4,461	0.0%	48	3,647	1.3%	36	4,200	0.9%	126	3,702	3.4%	45	4,322	1.0%
Modern Languages	0	1,603	0.0%	0	1,571	0.0%	0	1,525	0.0%	0	1,218	0.0%	0	1,598	0.0%	0	1,271	0.0%	0	1,485	0.0%
Music	0	2,672	0.0%	0	2,240	0.0%	123	2,587	4.8%	69	2,156	3.2%	147	2,264	6.5%	60	2,150	2.8%	84	2,462	3.4%
Philosophy	0	1,188	0.0%	0	933	0.0%	0	1,126	0.0%	0	942	0.0%	0	1,004	0.0%	69	901	7.7%	0	1,129	0.0%
Physics	0	1,707	0.0%	0	1,782	0.0%	0	1,678	0.0%	0	1,532	0.0%	0	1,455	0.0%	0	1,644	0.0%	0	1,980	0.0%
Political Science	276	2,327	11.9%	177	1,740	10.2%	282	1,915	14.7%	342	1,695	20.2%	180	1,520	11.8%	300	1,647	18.2%	306	1,577	19.4%
Psychology	588	3,498	16.8%	858	3,143	27.3%	804	3,085	26.1%	852	3,015	28.3%	990	2,986	33.2%	892	2,823	31.6%	741	2,778	26.7%
Sociology	0	2,106	0.0%	237	2,130	11.1%	81	2,033	4.0%	0	1,921	0.0%	0	2,045	0.0%	0	1,767	0.0%	0	1,998	0.0%
Anthropology	0	1,729	0.0%	0	1,683	0.0%	36	1,860	1.9%	0	1,543	0.0%	0	1,518	0.0%	105	1,563	6.7%	297	1,597	18.6%
Theatre	0	945	0.0%	0	816	0.0%	0	735	0.0%	0	752	0.0%	0	721	0.0%	0	663	0.0%	0	809	0.0%
College of Arts and Sciences	2,082	47,826	4.4%	2,646	43,254	6.1%	2,646	45,446	5.8%	3,083	41,526	7.4%	3,222	43,089	7.5%	3,555	40,143	8.9%	3,876	44,270	8.8%
School of Business	219	7,666	2.9%	237	7,226	3.3%	354	7,786	4.5%	336	7,205	4.7%	456	7,239	6.3%	333	6,091	5.5%	285	6,270	4.5%
School of Nursing	152	3,869	3.9%	24	4,379	0.5%	110	4,443	2.5%	64	4,472	1.4%	163	4,551	3.6%	68	4,544	1.5%	172	4,647	3.7%
Allied Health [1]	2,604	3,763	69.2%	2,036	3,497	58.2%	2,845	4,004	71.1%	2,720	3,851	70.6%	2,728	3,856	70.7%	2,450	3,463	70.7%	3,078	4,260	72.3%
Criminal Justice [1]	1,074	3,616	29.7%	1,155	3,041	38.0%	927	2,759	33.6%	1,045	2,783	37.5%	933	2,750	33.9%	876	2,546	34.4%	1,134	3,221	35.2%
Human Services	999	2,146	46.6%	828	2,018	41.0%	867	2,059	42.1%	822	1,943	42.3%	909	1,782	51.0%	762	1,669	45.7%	924	1,674	55.2%
Office, Legal, Technology	441	1,443	30.6%	620	1,471	42.1%	564	1,409	40.0%	458	1,189	38.5%	447	979	45.7%	389	900	43.2%	-	-	-
Social Work	201	1,999	10.1%	276	1,882	14.7%	360	1,972	18.3%	306	1,807	16.9%	279	1,704	16.4%	396	1,773	22.3%	327	1,713	19.1%
Other Programs (SAS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	42	143	29.4%
School of Applied Studies	5,319	12,967	41.0%	4,915	11,909	41.3%	5,563	12,203	45.6%	5,351	11,573	46.2%	5,296	11,071	47.8%	4,873	10,351	47.1%	5,505	11,011	50.0%
School of Law	0	6,540	0.0%	0	5,800	0.0%	0	6,547	0.0%	0	5,659	0.0%	0	6,224	0.0%	0	5,699	0.0%	0	6,477	0.0%
Other Programs (VPAA)	12	921	1.3%	12	502	2.4%	13	873	1.5%	17	715	2.4%	59	1,027	5.7%	79	888	8.9%	276	1,510	18.3%
Total SCH	7,784	79,789		7,834	73,070		8,686	77,298		8,851	71,150		9,196	73,201		8,908	67,716		10,114	74,185	
Online SCH as a % of Total University SCH		9.8%			10.7%			11.2%			12.4%			12.6%			13.2%			13.6%	

[1] Beginning in fall 2009, the Office, Legal, and Technology (OLT) department was split: Technology Administration moved to Allied Health; Legal Studies moved to Criminal Justice; and Office Administration is a program in the Dean of the School of Applied Studies. For this report, the data are reported in OLT from fall 2006 through spring 2009 and in their new departments in fall 2009.

Source: Census Courses, fall 2006 - fall 2009.