

PROJECT TITLE: The Regents' Western Kansas University-Community College Partnership

COLLABORATING INSTITUTIONS AND CONTACT INFORMATION:

Fort Hays State University, Kansas State University, Dodge City Community College, and Emporia State University:

Lawrence V. Gould, Provost, Fort Hays State University (785) 628-4241, [lgould@fhsu.edu](mailto:lgould@fhsu.edu)

James R. Coffman, Provost, Kansas State University (785) 532-6224, [provost@ksu.edu](mailto:provost@ksu.edu)

Richard K. Burke, President, Dodge City Community College (620) 227-9249, [rkburke@DC3.edu](mailto:rkburke@DC3.edu)

Kay Schallenkamp, President, Emporia State University (620) 341-5551 [schallka@emporia.edu](mailto:schallka@emporia.edu)

ABSTRACT:

Kansas State University, Fort Hays State University and Emporia State University jointly propose to deliver a large number of undergraduate and graduate programs to the people of Western Kansas, with additional participation by the community colleges serving Western Kansas. The Dodge City Community College campus will be the coordination site. These programs include undergraduate and graduate degrees, certificates, and teacher endorsements, offered in a way that makes them accessible to the place-bound, adult population. Some courses will be offered in a weekend intensive format. By working closely with partners in the area, including community colleges, cities and counties, and other private and public agencies, the universities can ensure the availability of these programs through a variety of delivery methods. The partners and participating colleges have pledged significant support in the areas of student recruiting, student services, facilities, management support, course availability for lower division course requirements, and many other types of support. These pledges are detailed in materials that accompany this proposal, and are too numerous to be included in this document.

Fort Hays State University has established a working relationship with Dodge City Community College and the other Western community colleges. Kansas State University intends to establish a special affiliation partnership with Dodge City Community College, using language and terms similar to its memorandum of agreement with Barton County Community College. Emporia State University has developed special cohort programs in cooperation with school districts. In addition, the institutions have a history of cooperative work through special-purpose consortia such as the Western Kansas Community Services Consortium, the Western Kansas Education Compact, and EduKan. Other community colleges will be encouraged to participate. Other universities are not excluded from participation.

This proposal depends on a number of unique approaches: first, partnerships, as mentioned above; second, close contacts with those sectors of the population that are least served by higher education, targeting especially the Hispanic community with specialized services; and third, the availability of high quality, state-of-the-art teaching and learning methods.

**PART 1: ADVANCED HIGHER EDUCATION OPPORTUNITIES AVAILABLE TO WESTERN KANSANS**

These programs are available to Western Kansas through mediated instruction utilizing a wide variety of media and instructional models. Some or all of the Bachelor-level programs are “completion” programs, which means that the first two years are completed at a community college or university before being admitted to the particular program. Some programs require some face-to-face time. Face-to-face time could, in some cases, be arranged in Western Kansas depending on sufficient cohort class size. These programs are available now to all sites in Western Kansas. Additional programs are under development. In particular, a Bachelor of Business Administration will be offered by ESU in a weekend intensive format.

Endorsements and Certificates

Fort Hays State University:

1. Cisco Networking (undergraduate certificate)
2. Ethnic Studies (undergraduate certificate)
3. Leadership Studies (undergraduate certificate)
4. Justice Studies (undergraduate certificate)

Kansas State University:

1. Classroom Technology Specialty (graduate certificate)
2. Early Childhood Education (bachelor’s endorsement)
3. ESL in Elementary or Secondary Education (bachelor’s endorsement)
4. Food Science (undergraduate certificate and graduate certificate)
5. Occupational Health (graduate certificate)
6. Personal Financial Planning (graduate credit or non-credit certificate)

Emporia State University:

1. English as a Second Language (bachelor’s endorsement)
2. Geospatial Analysis (graduate certificate)
3. Reading Specialist (bachelor’s endorsement)
4. Math Education Specialist (bachelor’s endorsement)

Programs leading to Bachelor Degrees (including +2 degree completion programs):

Fort Hays State University:

1. Elementary Education
2. General Studies
3. Justice Studies
4. Nursing – BSN
5. Sociology
6. Technology Leadership
7. Organizational Leadership

8. Information Networking and Telecommunications (Web Development)

Kansas State University:

1. Animal Science and Industry
2. Dietetics
3. Early Childhood Education
4. Food Science and Industry
5. General Business
6. Interdisciplinary Social Science

Emporia State University:

1. Information Resource Studies
2. Integrated Studies

Programs leading to Master Degrees:

Fort Hays State University:

1. Educational Administration and Counseling
2. Liberal Studies (with concentrations customized to meet student needs)
3. Nursing

Kansas State University:

1. Agribusiness
2. Chemical Engineering
3. Civil Engineering
4. Electrical Engineering
5. Engineering Management
6. Industrial/Organizational Psychology
7. Personal Financial Planning
8. Software Engineering

Emporia State University:

1. Business Education
2. Curriculum and Instruction
3. Early Childhood/Early Childhood Special Education
4. Educational Administration
5. Industrial/Organizational Psychology
6. Instructional Design and Technology
7. Master Teacher
8. Physical Education
9. Special Education

## **PART 2: MAKING STUDENTS AWARE: CREATING AND MAINTAINING A CRITICAL MASS**

Fort Hays State University already maintains a personal, visible presence in Dodge City, Garden City, and other sites. Kansas State University will create a new position, “affiliate site manager,” to be placed initially on the campus of Dodge City Community College, under a new partnership similar to the one with Barton County Community College. The person filling this position will be very familiar with the Hispanic community and will be fluent in English and Spanish. He or she will be familiar with higher education and will be able to work closely with the people in the communities of Western Kansas, as well as with the professional educators in the schools and community colleges, and at Manhattan and Salina. Emporia State University maintains a visible presence in Western Kansas through special cohort programs with schools districts leading to endorsements for teachers.

Working closely with the school, community, and community college partners, university site managers will meet with large and small groups, as well as with individuals, to explore, explain, and demonstrate the programs that are available. Partners will provide additional personnel to assist in this process. The community colleges can provide career and educational testing and counseling. Some communities can provide scholarships and other forms of financial support for students.

Three particular challenges stand out: first, the potential students may not be culturally predisposed to seek out higher education opportunities and may not have completed the academic work that would prepare them for upper division or graduate level work; second, the relatively sparse population of the region, compared to the large number of specific degree programs that could be available, tends to result in a small number of people who are committed to any specific program; and third, the cost of tuition and fees for university courses will be a barrier to many students. (See “Texas Falls Behind in Plan to Enroll More Minority Students,” Chronicle of Higher Education, January 17, 2003, p. A23. This article is also provided in an appendix to this document.) It may be necessary to work with the communities to narrow the list of possible programs in order to focus on those that are most needed in the short term (nursing, business, and education), especially in the area of face-to-face (F2F) classes.

Program cohort size (critical mass) refers to the number of students entering a program at the same time. Typically a program offering will begin with a cohort size that produces sufficient revenue to support the direct costs of the program. If many students in the cohort leave the program before completing it, the program would have to operate at a loss in order to allow the remaining members of the beginning cohort to complete the program. For this proposal, the issue of guaranteeing program completion will be handled by determining a minimum cohort requirement before the program begins. Each program may have its own minimum cohort size, as determined by the university that offers the program, and as communicated to the students. The minimum cohort size may be larger than the size required to “break even,” anticipating that some students will drop. Once the minimum beginning cohort size is attained, the university will guarantee that the courses necessary to complete the program will be offered on a schedule that allows completion within the time period established when the program was initiated. If the size of the cohort drops below the “break even” point, it is at that point that the university will seek additional funding from the Board of Regents in order to meet the guarantee for that particular cohort group.

The community colleges already have numerous contacts and programs targeted at Hispanic and other minority groups. FHSU will develop a talent development program for Hispanic students to help them succeed in distance-learning courses. This program will be based on a model developed by San Antonio College's Internet Center. It will offer compact learning modules on basic computer and Internet research skills, how to succeed in distance education courses and online tutoring services. KSU will establish personal contacts with potential students and groups from the Hispanic community to assist them with pre-college expectations and requirements, and to clarify the educational options that are available.

ESU has developed an effective orientation to online learning that helps students make the transition to distance modes of delivery. ESU's retention rate in online classes is approximately 96%, compared to a national average retention rate of 60 – 70%. The help desk is currently operated 76 hours per week. With a grant from Representative Jerry Moran to enhance educational access to Western Kansas, helpdesk software is being purchased that will automate helpdesk services for 24/7 assistance.

The universities, working hand-in-hand with the community colleges, intend to follow through with needs assessment at a very personal level, in order to identify and develop student readiness, eligibility, and commitment to completing a program.

There is also a striking need for financial support in the form of scholarships, grants, work-study arrangements, etc., in order to bring a new student population into higher education. The colleges and universities have already identified some possible sources of aid, and will work to identify additional resources.

Fifty programs that are available through distance learning can serve any number of students by combining their numbers with other students throughout the state and the world. A critical mass for face-to-face programs will develop as more and more eligible and committed students work their way through the secondary and lower division college programs that will prepare them for the university programs. If the needs assessment, as described above, identifies a pent-up demand for on-site courses or programs, these specific programs will be identified, and university resources will be committed to providing the programs in existing local facilities, using locally available instructors. By developing a significant new portion of the population to be ready to participate in higher education opportunities, the problem of critical mass will be addressed.

### Part 3: Student Services

Each university provides student services in two ways. First, students may access the services described on the university distance learning web sites:

Kansas State University Division of Continuing Education

[http://www.dce.ksu.edu/dce/division/studenthandbook/student\\_services/index.html](http://www.dce.ksu.edu/dce/division/studenthandbook/student_services/index.html) and related pages;

Fort Hays State University Virtual College

<http://www.fhsu.edu/virtualcollege/currentresources.shtml> and related pages.

Emporia State University e-College

[http://www.emporia.edu/web/e-college/on\\_deg.html](http://www.emporia.edu/web/e-college/on_deg.html) and related pages.

Second, students may access services as described below, including, but not limited to the following:

- Library access
- Career information and placement services
- Dual advising services for transfer students
- Financial aid (scholarships, grants, loans, work-study, etc.)
- Accommodations for disabilities
- Call-in or e-mail-in help desks up to 24/7 access
- Admissions counseling
- Academic advising (provided in person and online)
- Transcript services
- Textbooks and supplies
- Online tutoring

The local site managers will be available to assist students in gaining access to a variety of services, and will be available for appointments at each of the community college sites in the Western area. KSU site managers, for example, are trained in admissions counseling and preliminary transcript analysis in order to assist students in defining their program goals. DCCC and the other community colleges have offered to provide student access to the learning services and other student assistance programs that are available on their campuses (see examples in the appendices). Some of these services are free to all enrolled students, and some are available on a fee basis or by enrolling in a credit or non-credit course at the college offering the services.

Depending on the student's choice of program, additional special services are available through the program. These services are described at the home web site or in printed publications for each program. For example, some of the Master's level programs include textbooks and other materials in the program fee.

The partnership agreement proposed between Dodge City Community College and Kansas State University will stipulate that university students may access campus services at the Dodge City campus in the same manner as Dodge City students. If DCCC students are charged a fee, the university students may pay the same fee.

#### **PART 4: COORDINATING SERVICES AMONG THE PARTNERS**

**This proposal will depend on several advantages that come from partnerships. The community colleges and the universities will work together to use all existing services and facilities most efficiently.**

The universities offer programs that are, for the most part, complementary and non-competitive. For the purposes of this proposal, non-competitiveness means: duplicate subsidized programs will not be approved by the Western Kansas Education Compact (see below). Where overlap exists among current offerings, academic administrators will work together to decide which university will provide which courses or programs. In some cases, the universities will coordinate to accept courses from each university (and even other universities) to fulfill program requirements, allowing the student to decide which university will issue the degree.

In many cases, students who declare an interest in a particular university program will have some prerequisites or other preparatory courses yet to be taken at a local community college. These students will be referred to the community colleges, which can meet their needs most efficiently and in a very customized manner.

Some students will lack language readiness for upper level and graduate courses that are conducted in English. The Kansas Board of Regents Adult Education Program can assist in providing free instruction in English for non-native speakers, and the students' work at the community colleges will assist them in perfecting their English skills. All three universities have been developing a large cadre of public school teachers who now have endorsements in teaching English as a second language. Some of these qualified instructors could be recruited to assist in intensive language instruction if that is needed by significant numbers of students. KSU's Masters program in Agribusiness already has a Spanish language version that is being used with students in South America. If there is a need, such a conversion could be made with other programs. However, most students in Western Kansas will want degrees that qualify them for work in Western Kansas, where the official language of most businesses is English.

In order to maximize cooperation and non-competitive coordination, the participating partners will designate a working team to handle most day-to-day issues on site. This working team will consist of four people: the two university site managers located at Dodge City, an ESU representative, and a community college president selected by EduKan. This small group in close communication with each other can respond most directly and easily to most of the operational tasks that will arise. As university issues emerge that cannot be resolved under existing academic policies, the working team will consult with the Chief Academic Officers or their staffs at the universities for resolution. If resolution cannot be achieved at that level, COCAO and/or COPs will be consulted. For overall direction and coordination, and in order to maximize the participation of the other community colleges, the Western Kansas Education Compact will serve in a formal advisory capacity. (Emporia State University will become a member of the Compact). The Compact will clarify and provide guidance on managing such issues as student access to courses, shared responsibilities for advising and recruitment, and access to the names and records of students currently enrolled.

## **Part 5: Budget**

### **Budget Narrative**

The budget is based on some fiscal assumptions.

First, it assumes that the general funding model for the universities and the colleges will not change substantially, either in the combination of various funding sources or in dollars.

Second, it assumes that distance-learning courses from the universities, including access to student services of various types, will be essentially self-supporting from student tuition and fees. It further assumes that the universities continue to have latitude in setting fees for distance learning.

Third, it assumes that in its initial stages, at least, the universities will make use of available facilities in the community colleges and other local sites, and that there will be no significant costs to the universities for these facilities.

Fourth, it assumes that the local offers and assurances of support, except where dollar values are specified, as shown in the appendices, have fiscal value that is difficult if not impossible to calculate, without knowing the exact numbers of students, classes, and other variables. These offers have been made in good faith, recognizing that the exact cost may be unknown at this time, but they are based on local understanding of the magnitude of the program that is proposed.

Since the universities have limited resources, they may not have the available funds to bring up a complete new, on-site iteration of a full program in the near future. Preliminary assessment indicates that nursing, elementary education, and business programs would be the most likely to require a face-to-face commitment.

### **Budget Request**

**Amount requested from Board of Regents** **\$200,000/yr**

The above amount is to be used to subsidize face-to-face programs that fail to break even, and to guarantee program delivery. During the first implementation year, no participating university will be eligible for more than \$100,000. Exceptions may be approved by the Board. The fiscal agent will be the KBOR office.

Summary of matching, in-kind, and donated resources offered by local entities:

**Dodge City Community College**

Cash expenses to be donated:

- Business Services: \$35,000
- Distance learning hardware: \$56,000
- Internet/ITV annual line charge: \$19,200

Services in Kind:

- Admissions and testing, orientation, academic records, counseling and advising, financial aid administration: \$108 per student.
- Administrative services: \$60,000
- Security: \$20,000

**Unified School District 443**

- Provide potential students and instructors
- Provide sites for student teachers

**Western Kansas Hispanic Cultural Coalition**

- Address social and cultural issues including higher education
- Coordinate Excel Community Action Alliance, extended to serve over 10,000 Hispanic beef packing workers plus their families.

**Dodge City—Ford County Development Corporation  
Dodge City Area Chamber of Commerce**

- Marketing assistance, including databases, mailing, graphic design, contact coordination, website and business development
- Workforce training through Department of Commerce and Housing
- Lifelong Community Initiative
- Assist with professional recruitment, student recruiting, internships and clinical sites coordination

**Ford County**

- Tax-exempt status
- Provide students through workforce training

### **City of Dodge City**

- Existing traditional campus and 130,000 square foot facility valued at \$16.25 million.
- Recreational facilities available
- Residence hall available for overnight instructors
- Provide utilities, maintenance and security
- Knowledge of structure for technical upgrades

### **St. Mary of the Plains Alumni Association**

- Benefits from endowment fund of \$980,000; half the interest from this fund is used to maintain Hennessy Hall on SMPC campus
- Community Foundation of Southwest Kansas contributes \$1-million in scholarships over the last 10 years.
- Alumni and community support contingency fund
- Application underway to list SMPC campus on National Register of Historic Places, opening door for 100% tax credits.

### **Seward County Community College**

- Information clearing house for Seward County and its six-county service area
- Advertisements in course schedules, catalog, web site, cable and TV stations and through admissions coordinators
- Economic development initiatives, utilizing the resources of FHSU and KSU with attention toward business incubators and technology-transfer opportunities
- Hispanic community leader contacts and coordinate higher education opportunities with that target population
- Upon availability, provide use of classrooms, laboratories, and computer resources and/or help locate appropriate instructional space in the community.
- Photocopying services, telephone support, internet access and utilities
- Access to its student activities for junior/senior students at a similar fee as SCCC's freshman/sophomore students, including bookstore, cafeteria, student living center rooms (depending on availability), wellness center, intramurals
- Access to its library and resource materials—paper and electronic—as needed
- A list of potential faculty resources

### **Barton County Community College**

- In addition to services listed below, any and all other resources or assistance would be considered
- Printing services for brochures and marketing pieces
- Will distribute and be a source of information regarding higher education opportunities for and as it makes contact with the business community
- Will market higher education opportunities within its published class schedules, catalog, website, and through student recruiters

- Will work within Barton County and Great Bend to help keep its young people from leaving the community
- Will provide contacts with local Hispanic leaders
- Will consider and will attempt to provide use of classrooms, labs, or help locate appropriate instructional space within the community
- Will provide access to its student activities for junior and senior students at a similar fee as Barton's freshman and sophomore students
- Will provide access to its library and resource materials as needed

### **Garden City Community College**

- Distribute and serve as an information clearinghouse regarding higher education opportunities within Finney County and its seven-county service area
- Market the higher education opportunities with advertisements in its course schedules, catalog, web site, cable and T.V. stations and through its admission representatives
- Work within the city, county, and seven county service area to promote economic development initiatives, utilizing the resources of FJSU-KSU with attention toward business incubators and technology-transfer opportunities
- Provide Hispanic community leader contacts and coordinate higher education opportunities amount that target population
- Upon availability, attempt to provide use of its classrooms, office, laboratories and computer resources and/or help locate appropriate instructional space with the community
- Provide photocopying services, telephone support, internet access and utilities
- Provide access to its student activities for junior/senior students at a similar fee as GCCC' freshman/sophomore students, including bookstore, cafeteria, residential life (depending on availability), wellness center, intramurals, athletic and cultural events
- Provide access to its library and resource materials—paper and electronic—as needed.
- Provide additional student support services, such as registration, counseling, advisement, student financial aid and tutoring service, dependent upon need and demand and impact on existing staff
- Would consider any other services that may be required upon request to make this effort survive.

### **Pratt Community College**

- Access to library resources and multimedia materials
- Inclusion of marketing materials in PCC catalog, schedules, selected promotions and website
- Marketing support up to \$10,000 for a minimum of three additional upper division degree programs, as already agreed to with FHSU, to be offered in the Pratt area
- Allow admissions staff to distribute information and answer inquiries concerning additional degree opportunities in our service area
- Provide students the same opportunities as PCC students to attend cultural events, athletic events, use recreational facilities, etc., at the rate charged PCC students

- Access to classroom and laboratory spaced, to include ITV facilities, based on availability
- Provide names of qualified PCC employees and community members that may be credentialed to deliver on-site instruction
- Work with the South Central Kansas Community Foundation to encourage donors and to develop a scholarship fund to aid nontraditional students with costs for tuition and fees for upper division courses leading to the completion of a baccalaureate degree
- Provide letters of support from the PCC Board of Trustees and local official in support of this proposal
- Provide meals in the PCC cafeteria at no cost to instructors at times when they are teaching in the Pratt area

Many other businesses, school districts, local governments, and public and private organizations have pledged various types of supporting services, facilities, and efforts in order to make it possible for more people in Western Kansas to complete bachelor and graduate degrees without leaving the area.