

## **SOUTHWEST KANSAS ACCESS GROUP**

**Wednesday, November 13, 2002**

**9:30 a.m.**

**Kansas Board of Regents**

**Kathy Rupp Conference Room**

**Topeka KS**

The Southwest Kansas Access Group met in the Kathy Rupp Conference Room of the Kansas Board of Regents, 1000 S.W. Jackson, Suite 520, Topeka, Kansas, 9:30 a.m. on Wednesday, November 13, 2002.

Members Present:     Regent Fred Kerr (Chair)                     Regent Donna Shank  
                          Regent Lew Ferguson                     Former Regent Floris Jean Hampton  
                          President Richard Burke                     President Kay Schallenkamp  
                          President Ed Hammond                     Provost Jim Coffman  
                          President Carol Ballantyne

Board Staff:           Vice President Amanda Golbeck  
                          Director of Academic Initiatives Kathyrne Mueller

Guests: Jaime Lopez, Beda Garcia, Lydia Gonzales, Leslie King (by conference call) and Gillian Gabelmann

Regent Fred Kerr, Chair, called the meeting to order at 9:30 a.m.

### **I. Minutes Approved**

Regent Ferguson moved and Regent Shank seconded the motion to approve the October 16, 2002 Minutes for the Southwest Kansas Access Group. Motion carried.

### **II. Update on Needs Assessment Activities**

#### **a. Docking Institute Survey Progress**

Vice President Golbeck advised the Group that the Docking Institute has done a good job and the online survey will be up and running in a few days. In regards to a timetable, it will take at least two months for data collection.

#### **b. Distance Education Enrollment Information**

Attachment II b, a table of enrollments in the southeast counties, as reported by each university was reviewed. Enrollments in degree programs are in bold; enrollments in courses/certificate programs are in normal text. Dr. Hammond distributed enrollment figures at FHSU appearing on an outline of the State of Kansas divided into counties. Numbers not in parenthesis are on-campus fall 2002 enrollment; numbers in parenthesis are Virtual College fall 2002 enrollment; and the official 20th day fall 2002 enrollment was 6,392. This includes non-Kansas students.

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### **c. Other Survey Results - Richard Burke (President, Dodge City Community College/ATS)**

President Burke presented demographics of Dodge City per capita income and living standards, educational attainment levels, educational challenges in Southwest Kansas, employment growth in Southwest Kansas, what employers think, job openings, barriers for applicants and the level of support for the Western Kansas Regents Center Senior College.

Regent Ferguson asked President Burke if there was a commitment to an on-going long-term maintenance of the campus. President Burke indicated that there was a commitment of that nature.

The Group asked if any other communities were interested in having a similar facility. There are no available funds in other communities. Representatives from some communities feel that Dodge City is within a reasonable driving distance. Regent Shank indicated that after the needs and objectives are set, the Access Group needs to know what the Regents universities are willing to do in the form of proposals. The Group needs to know what the state's cost will be and what the student's cost will be.

### **d. Other Information**

The Group discussed the enrollment information on attachment II d consisting of 1) Newman's Western Kansas Distance Ed Program, 2) Friends Distance Education in Southwest Kansas, and 3) past enrollment of St Marys of the Plains.

## **III. Needs of the Hispanic Community**

Invited guests Jaime Lopez, Beda Garcia, and Lydia Gonzales spoke to the Group about the needs of the Hispanic Community in Southwest Kansas. Mr. Lopez advised the Access Group that the Hispanic population comes from several countries, Cuba, Puerto Rico, Mexico, South America, etc. Therefore the diversity of the Hispanics is broader than language. It is also the cultural and social interaction of the people. Two steps toward facilitating the Hispanic students to obtain degrees are providing opportunities and making these educational opportunities accessible.

After hearing from Beda Garcia and Lydia Gonzales, the Access Group discussed the importance of accessibility, cost and culture in the decision to attend college. Accessibility is ranked as number one and costs are number two. In regards to culture the first generation Hispanics need the opportunity to learn about the benefits of higher education in Spanish at both the high school and university level. They need to be able to understand the process it takes to be admitted to a university. Perhaps seminars, conferences, etc. could be provided in Spanish for the parents and relatives.

When asked what is the greatest need in education for the Hispanic population, the answer was the need for bilingual teachers, advisors, and counselors. When asked how many miles would a student be willing to drive, the answer was between 50 to 60 miles or an hour or less of driving time.

## **IV. Panhandle Learning Center in Nebraska - Kay Schallenkamp (President, ESU)**

President Schallenkamp reported that due to economic issues there have been significant reductions. The Nebraska state system assigned community colleges to each of the regional colleges. The Nebraska system is working well because colleges in Nebraska are distributed more evenly across the state.

## **V. Connectivity - Hal Gardner (Director, KanEd)**

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Hal Gardner was unable to be at this meeting. Dr. Ed Hammond provided a handout of the Western Kansas Interactive Distance Education Networks. This is a map developed for the FHSU Center for Teaching Excellence and Learning Technology by Dr. John Heinrichs, FHSU Department of Geosciences, November 2002. This map provides information on the available fiber connections in Western Kansas.

### **VI. Readiness of Population for Higher Education - Dianne Glass (KBOR State Director of Adult Education)**

Dianne Glass advised that adult education programs in southwest Kansas are: Dodge City Community College: DCCC Adult Learning Center; Garden City Community College: GCCC/Finney County Community Learning Center; and Seward County Community College: Colvin Adult Learning Center. A three year overview of participants and those participants achieving a GED are as follows: Dodge City: FY00, participants 656/successfully completed GED 32; FY01, participants 561/successfully completed GED 10; FY02, participants 480/successfully completed GED 13; Garden City: FY00, participants 982/successfully completed GED 49; FY01, participants 986/successfully completed GED 66; FY02, participants 846/successfully completed GED 101; and Seward County: FY00, participants 724/successfully completed GED 111; FY01, participants 903/successfully completed GED 76; FY02, participants 895/successfully completed GED 92. Participants fall into two categories ESL (English as a Second Language) and ABE (Adult Basic Education). The participants are predominately ESL and there is a long waiting list. The average male participant is 28 years of age and the average female participant is 30 years of age. The majority of the participants are working. Their average time in the country for males is 16 months and for females is 40 months. These participants are obviously first generation.

### **VII. Readiness of Population for Distance Learning - Gillian Gabelmann (Executive Director, EduKan)**

Dr. Gablemann provided the Access Group with an overview of EduKan. Since 1999 EduKan has served over 600 students in four different categories: male, female, working and working over 30 hours. These students are unable to commute to a community college. EduKan has served over 62 counties. They have many repeat students. The typical student is 47% first time on-line and 97% have not taken an on-line course. The access is predominately dialup modems. However, there are some cable and DSL connectivity available. Only 3% of students served by EduKan are Hispanic. They are not reaching the Hispanics because of connectivity, cost and the population is not ready for on-line learning. The work of KAN-ED and the availability of fiber and wireless connectivity will help tremendously.

Regent Shank asked that current on-line students be included in future needs assessments. Ask them what they think of the different models of distance education. Gillian Gablemann will provide an e-mail a list.

### **VIII. Experience with Distance Learning - Lesley King (KSU student)**

Leslie King is completing a degree she began in 1968 and worked on until 1971. She has lived in Liberal for 30 years. Her distance education experience has been very positive. She applied on-line. Her experience with her advisor/counselor has been good. She receives answers to her questions within a day or two. On-line she receives input from the other students. When she needs to take a test that requires a proctor, she is able to go to the local high school counselor. The curriculum is sometimes in video tape format and sometimes books and these are mailed to her. There have been several Saturday live chats where the technical support has been good. Leslie has obtained 9 hours at Seward County Community College. She has used EduKan to obtain credit hours and she has received 6 hours of face-to-face

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instruction. It is important to Leslie that she be able to obtain her degree from the university of her choice. Leslie needs to complete thirty credit hours. When asked the cost of her education, Leslie indicated that it has varied. The costs from EduKan for 350 level 3 hour courses it has averaged approximately \$1,500 for 12 credit hours. The costs when taking KSU for 450 level 4 hour courses it has averaged approximately \$2,000 for 12 credit hours. The Access Group was advised that most distance education students average 9 credit hours per semester.

### **IX. Next Meeting**

Regent Kerr and Vice President Golbeck will communicate by e-mail when the next meeting will be held (either December 18, 2002 or January 15, 2003).

Regent Kerr asked the Group what further information would they like to have. Regent Shank reiterated the need to know what the costs will be for the state and fees and tuition for the student. President Hammond replied that they need to know the maximum number of Hispanic students that will need to be served. How many have high school diplomas and have attended a community college, and how many have an associate degree? How many Hispanics will need upper division opportunities? Provost Coffman advised the need to draw upon the resources of our community college colleagues in Seward County, Garden City, Dodge City, Pratt, Barton, Colby and from EduKan. What would it take to have effective household based Hispanic interface? Dr. Ballyntine indicated the importance of allowing the communities to pull together a group of their citizens to prepare the educational needs of their community. In other words, allow individual towns to continue to do their service. We need to define what is a critical mass.

There being no other business, meeting adjourned.