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 March 1, 2010, in Room 785 of the Docking State Office Building.

All members were present except:
- Representative Sean Gatewood- excused
- Representative Mario Goico- excused
- Representative Raj Goyle- excused
- Representative Tom Hawk- excused
- Representative Lee Tafanelli- 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:
- Debbie Liddel, Pinnacle Career Institute
- Jeremy T. Cooper, Pinnacle Career Institute
- Philip Black, Brown Mackie College

Others attending:
- See attached list.

Chairman Sloan greeted, welcomed, and introduced today's conferees from the private college community to the Committee.

Debbie Liddel, Registrar, Pinnacle Career Institute, Lawrence, noted that Pinnacle Career Institute operates at no cost to the State of Kansas. The Federal government provides financial aid for qualified students. Approximately fifty thousand (50,000) students attend Kansas' private postsecondary institutions. Pinnacle's average student is a twenty-seven (27) year old female who works and has children.

The Institute offers many certificate and degree programs including: Medical Assisting, Medical Billing and Coding, Business Administration, Massage Therapy, and Personal Trainer. It provides a blended/flex educational opportunity of both classroom and online classes. Pinnacle also teaches "Thought Patterns for a Successful Career," soft skills such as self motivation and being a team player. Pinnacle is accredited by the Accrediting Council for Independent Colleges and Schools (Attachment 1).

Jeremy T. Cooper, Executive Director, Pinnacle Career Institute, Lawrence, discussed the student/teacher ratio (15:1), retention rate (76%), placement (83%), programming and new programs currently being developed. Pinnacle, he stated, is agile and can respond quickly to change and the community's needs. The marketing area extends about one hundred fifty (150) miles around the campus and 80% to 90% of their leads come from the internet. Mr. Cooper called attention to Pinnacle's most recent Executive Summary of its Institutional Effectiveness Plan which describes who they are and delineates the efforts they expend to provide a high quality education to Kansans. He mentioned several supporting documents from the Imagine America Foundation (Attachment 2) and provided each Committee member with the following publications: Filling America's Skilled Worker Shortage: The Role of Career Colleges (2008), Fact Book 2009: A Profile of Career Colleges and Universities (2009), and Graduating At-Risk Students: A Cross-Sector Analysis (2009). These documents are currently available in the Committee Assistant's office (55-S) or may be obtained through the Imagine America Foundation, 1101 Connecticut Ave., N.W., Ste. 901, Washington, DC 20036.

Philip Black, Brown Mackie College, Salina, Philip Black, Dean of Academic Affairs, Brown Mackie College, Salina, gave a brief history of Salina's Brown Mackie College and its current programming. The average student is twenty-seven (27) years old, 70% are female and 65% are single mothers. A number of students drive to Salina daily for the nursing program. Mr. Black explained the six (6) levels of the college's learning model which is a new version of Bloom's Taxonomy. He also reviewed a Brown Mackie teaching plan for blood transfusions. The college is accredited by the North Central Association of Colleges and Schools, as are KU and KSU (Attachment 3). In closing, he commented that Kansas' postsecondary schools need to work together and not fight over articulation; for him, China and India pose even greater concerns.

Comments, questions and discussions were interjected during or after individual presentations and after the conclusion of the three presentations. Jacqueline G. Johnson, a guest in the audience and Director of Private Postsecondary Education, a Division of the Kansas Board of Regents, shared information about her work and data; Kansas has one hundred and thirty-four (134) accredited private schools, thirty-four (34) were new this year, and more are anticipated. She reported the process to gain approval for private schools is more difficult than for public ones. Chairman Sloan requested additional information about her Division; the Executive Summary on the status of the Private Postsecondary Division is included in the minutes (Attachment 4). The Staff Report to the Kansas Board of Regents on the Status of the Private Postsecondary Division, January 22, 2010, is currently available in the committee secretary's office.

Representative Deena Horst mentioned a bill she submitted last year that addresses some of the concerns discussed today. The Chairman asked her to provide more information about the bill at the next Committee meeting. Committee members participating in the discussion and asking questions include: Chairman Sloan, Don Svaty, Joe Siewert, Doug Gatewood, Deena Horst, and Barbara Craft.

Chairman Sloan thanked the conferees and Jacqueline Johnson for their contributions to today's meeting. In closing, he mentioned that The Board of Regents has provided information previously requested by several members of the Committee (Attachment 5).

The next meeting is scheduled for March 3, 2010.

The meeting was adjourned at 235 p.m.

Guest List

House Vision 2020 Committee

March 1, 2010

Name	Client/Authority
MARK BOZANYAK	CAPITOL STRATEGIES
Doug Penner	KICA

House Vision 2020 Committee
March 1, 2010
Remarks by Debbie Liddel
Pinnacle Career Institute

Good afternoon. My name is Debbie Liddel. With Jeremy Cooper, I represent Pinnacle Career Institute. First, I want to thank the committee for allowing us the opportunity to share information on our schools with you.

Pinnacle Career Institute has campuses in Lawrence and Kansas City as well as an online division.

As the schools here today illustrate, this sector of education consists of many different types of institutions. We offer everything from short certificate programs designed to get the graduate a job quickly, to masters degrees comparable to those from a Regents institution. This education is made available with no cost to the state. Federal financial aid is available to students who qualify and this is the only government investment in our sector. In order to offer financial aid to its students, each school must be accredited by an agency recognized by the U S Department of Education.

The schools we represent are accredited by a variety of agencies - some regional and some national. Pinnacle Career Institute's Lawrence campus is nationally accredited by the Accrediting Council of Independent Schools and Colleges (ACICS).

In Kansas, there are approximately 50,000 students in private, post-secondary schools. Our average student is a 27 year old female working and raising children. This is not a typical student going to the large state school that sits only a few blocks from our doors. Private post-secondary schools create jobs in our communities, pay taxes on property and profits, and raise the income level of graduates. The higher income level of our graduates provides their families with a higher standard of living and increases tax revenues for the state.

We offer a variety of delivery systems ranging from courses taught entirely in traditional classrooms to 100% online classes. Currently, some of the most popular options combine classroom work with online work to allow working adults to further their education while supporting their families. These delivery systems - often called blended education or flex-education - require the student to be in class one day a week or perhaps a couple of times a week for a few hours. For example, the classroom portion can be offered in a centralized location one day a week and the balance of the work can be done at the student's convenience. These options open education to people who otherwise could not improve their skill level and education because the cannot quit work to attend school full-time, or there is not a school located where they can attend class daily while keeping their job. The certificate or degree they earn will allow them to move into their chosen field. These jobs normally pay significantly more than minimum wage and prepare them to advance in their career.

One difference between career schools and traditional universities is that we teach not only the hard skills but also the soft skills needed to get and keep a good job. At Pinnacle Career Institute, we have partnered with The Pacific Institute to offer a program called Thought patterns for a Successful Career. Every student, no matter what program they are in, completes this course along with other professional development curriculum. Students work on soft skills, such as how to be a team player and be self-motivated.

When you combine all of this our graduates have the skills needed to be successful. They also increase the likelihood that their children will be successful. Everyone benefits. The family has a higher standard of living, employers get employees with the skills needed to do their jobs and the state gets increased tax revenues. At a time when you are facing record-setting shortfalls in the budget, we are a bargain.

Thank you again for allowing me to speak to you this afternoon. I appreciate your attention and consideration.

House Vision 2020 Committee
March 1, 2010
Remarks by Jeremy Cooper
Pinnacle Career Institute

Hello, as Ms. Liddel stated my name is Jeremy Cooper, I am the Executive Director of Pinnacle Career Institute in Lawrence. I also want to thank all committee members for the opportunity to speak today. I am here to represent PCI and to speak on behalf of career and technical education, and how we can help support the effort of meeting educational needs for the state of Kansas.

I am passionate about education and about helping others aspire to higher levels. It has been proven time and time again, that a higher level of education not only affects the person that achieves it, but has a lasting impact that can change educational levels of future generations. I think it is safe to assume that everyone here knows the importance of education.

We all want the same things. We want to better understand what needs to be done to shape and prepare education for the state of Kansas now and in the future. It will be these types of proactive efforts that will support and ensure we have the educated work force to support growth and opportunity for the state.

PCI Lawrence is committed to this task. We have a student ratio typically less than 1/15, which we believe provides us the ability to focus on a higher risk student with measurable success. Over the last 3 years, across all programs, PCI Lawrence has maintained an average retention rate of 76% and placement rate of 83%. We have these levels of outcome because like most of the institutions in our sector of education, we have a vested interest in our students and student success is our primary focus.

We are agile and can quickly change to help our community, our students, and the employers of our graduates. We are always looking for ways to strengthen our ties to the community and are looking for new programs to help support opportunity growth within the state. To gain new program approval we are required by our accrediting body to involve the community within the area that the new program will focus. This is done by developing Program Advisory Committees to gain insight into the needs of the community within that industry and to develop the program curriculum around those needs. Once the program is approved we bring the

Program Advisory Committees back together twice a year to review industry changes and ensure our programs meet the changing needs of the areas where they focus. Even with the strong focus on curriculum and efforts made to develop programs that have the academic rigor to meet the needs of employers and the community, we can move quickly to meet these needs.

Already this year our Kansas City location has added a program in Wind Turbine Technology. We hope as an educational institution we can help develop a greener tomorrow for everyone by playing this role of educating the workforce for alternative energy. As this program grows we are hoping to gain approval to expand it into Kansas as well.

We are looking at adding a Registered Health Information Technology program in Lawrence this year and have curriculum designers currently working on a 100% online version of the Medical Assistant program. This would also be developed and made available in a blended, Flex-Education delivery model. We hope to continue to support the growing needs in the area of health care and to extend the reach of the program to areas such as far west Kansas that need trained medical staff but lack adequate program available due to rural location.

I have provided each of you a great deal of information on our sector of education, within the printed documents provided by the Imagine America Foundation, a nonprofit organization that sponsors research to help elevate the public's understanding of the vital role of career colleges, and their students nationwide. I have also included the Executive Summary of the most recent version of our Institutional Effectiveness Plan, a living document required ACICS. I believe that this document will give an excellent insight into who we are and the efforts that we go to provide a high quality education to Kansans.

As Ms. Liddel already stated we do this without the help of state funding and the only federal funding received is Title IV funding from the Department of Education that goes directly to the student to pay for the cost of their education. We have only positive impact by helping a sector of students that might not pursue a more traditional path of formalized education. In the future we hope to be able to work more closely at the state level to develop programs that can help grow Kansas and only as to be considered a viable education alternative. We hope that someday our students will be viewed as equals and provided the same opportunities granted by the state to their more traditional publically educated counterparts.

Than you again for your time. We would be glad to answer any questions.

INSTITUTIONAL EFFECTIVENESS PLAN

EXECUTIVE SUMMARY

October, 2009 – September, 2010

PINNACLE CAREER INSTITUTE – LAWRENCE
1601 w. 23RD Street, Suite 200
Lawrence, KS 66046

ID# M00909

House Vision 2020
3-1, 2010
Attachment 2

Institutional Effectiveness Plan – Executive Summary

October, 2009 – September, 2010

The fulfillment of the Institution's mission is greatly affected by its willingness toward self-evaluation and consistent assessment of outcomes. Therefore, the institution will collect, evaluate and maintain data for a selected timeframe. Outcomes that are typically tracked, evaluated and reported include: current student and graduate satisfaction surveys regarding training, externship and employer satisfaction surveys regarding graduates' competencies; student learning outcomes.

The Institution has developed a plan, referred to as the Institutional Effectiveness Plan (IEP) , that reflects the characteristics and processes that will result in appropriate collection and evaluation of outcome data. The purpose of the IEP is to ensure that the institution follow a carefully structured, long-range program of activities designed to consistently improve its programs. The Institutional Effectiveness Plan provides the mechanism through which long-range improvements can be made, benchmarks established, timelines and management goals set instructional methods, materials and curricula reviewed and developed and outcomes of student academic progress, retention and placement assessed and improved. The plan directs the institution to survey students, graduates, and employers in order to determine their satisfaction with the training and services received. Processes are detailed to acquire, evaluate and document input from the management, Program Advisory Committee members, faculty, students, graduates, employers and others, in an effort to support continuous improvement. Standards for faculty, admissions, human resources and student services (including placement, student complaint/grievance, records maintenance, student activities and orientation) provide a foundation from which progress and improvements can be measured.

As deficiencies in curricula, instructional methods or materials are identified, appropriate actions are taken to ensure the institution's effectiveness making timely improvements needed to achieve its mission and purposes (institutional objectives). In summary, the IEP provides the formal structure for continuous improvement and effectiveness of Pinnacle Career Institute.

Introduction to the Institution

Through a comprehensive review process over the past year, Pinnacle Career Institute has updated its Mission Statement, Core Values and Purposes (Institutional Objectives). This update was recently reviewed and approved by ACICS on October 23, 2009. The Mission and Purposes (Institutional Objectives) have been formally linked to the Pinnacle Career Institute long range plan and Institutional Effectiveness Plan to ensure ongoing alignment and fulfillment of the institutions mission. Below is the updated Mission Documents.

MISSION STATEMENT

The mission of Pinnacle Career Institute is to empower our students to better their lives and to contribute positively to the organizations and communities in which they work and live. We accomplish this by providing quality higher education with a "student-centered" focus that prepares them for careers in allied health, business, and technical-professional industry related fields.

We are passionate and agile in responding to the changing needs of our students, employers and the communities we serve through processes of ongoing assessment, evaluation, and improvement.

CORE VALUES

INTEGRITY **– We do what we say we will do.**

ACCOUNTABILITY **– We hold ourselves and each other accountable daily for fulfilling our mission and purposes and adhering to our core values.**

UP-SERVE STUDENTS **– We enthusiastically strive to provide our students with quality support services that consistently exceed their expectations – every day, every time.**

ACADEMIC EXCELLENCE **- We hold ourselves and our students, through dedication and commitment, to the high standards of academic excellence required to prepare them for successful careers.**

TEAMWORK **- We work together to optimize our students' lives through education.**

PURPOSES
(Institutional Objectives)

- **Provide education programs to a growing and diverse student population. We serve students of diverse age, cultures, socioeconomic backgrounds and abilities.**
- **Offer quality career education programs at the certificate and associate degree level, as documented by institutional and student outcome assessment processes, that allow students to model and demonstrate the desired competencies, skills, and behaviors identified by employers for entry level employment and career advancement.**
- **Provide for the development of information literacy and other general core abilities that empower students as lifelong learners and knowledgeable citizens of the global community.**
- **Provide quality education through delivery formats that are conducive to the needs of the student population.**
- **UP-SERVE students by providing support services and a caring environment that assists them in achieving their educational and employment goals.**

- **Foster a collaborative organizational culture that values the involvement of employees in institutional effectiveness, student learning outcomes assessment, planning, and improvement processes and provides them an opportunity for personal professional development.**

- **Pursue communication, collaboration, and alliances with educational institutions, organizations, governments, and associations on a local, regional, national, and international basis.**

- **Promote a quality teaching, learning and working environment, by providing the management, policies and procedures, human capital, facilities, learning resources, equipment, and new technologies that enhance and extend quality programs and services.**

- **Efficiently and responsibly use our fiscal resources to provide a quality educational experience for our students and ensure our capacity to continually grow and develop as a financially sound and stable institution.**

<u>Description of Student Population:</u>

Consistent with the Purpose (Institutional Objective) of providing education programs to a growing and diverse student population. PCI is committed to serving students of diverse age, cultures, socioeconomic backgrounds and abilities. All students entering PCI must have a GED, a high school diploma or its equivalent. The following chart demonstrates the census of the student population from July 2008-June 2009. PCI enrolled 269 full time students with 77% being female. 17.3% of the population is married with a total population median age of 25. PCI has a diverse student population with approximately 76% white, 11% black, 5% Hispanic, 4% American Indian, 1% Asian or Pacific Islander, and 1 % other.

PCI offers one Associate of Applied Science (AAS) degree program and 5 Certificate Programs:

Program	Credential	Percent Enrolled
Medical Assisting	AAS	3.0%
Business Administration	Certificate	5.4%
Medical Assisting	Certificate	30.2%
Medical Billing & Coding	Certificate	18.0%
Massage Therapy	Certificate	26.1%
Personal Trainer	Certificate	17.3%

<u>**EDUCATIONAL PROGRAMMING**</u>

The programs PCI offers are consistent with the institutional objective to provide for the development of information literacy and other general core abilities that empower students as lifelong learners and knowledgeable citizens of the global community.

Therefore, one of the major focuses of The Pacific Institute's "Thought Patterns for a Successful Career"™ program utilized at PCI is the transfer of <u>*lifelong learning skills*</u> and <u>*critical decision making skills*</u>. These two fundamental skills are paramount to ensuring that students take a proactive approach to their educational plan. Establishing goals and benchmarks, much like this IEP, is necessary for student achievement.

Flex-Ed Delivery

The hybrid delivery of Medical Billing and Coding and Personal Training programs is consistent with our mission and institutional objective to provide quality education through delivery formats that are conducive to the needs of the student population.

We believe blended learning is a fantastic opportunity, especially for nontraditional learners. A program offering 7 hours of traditional classroom experience and 13 hours of coursework online is more easily achievable because of its convenience and flexibility. The same quality learning experience we are committed to providing in our traditional programs will be accomplished in a blended format.

Both flex and ground students go through the same orientation process together on ground. Afterwards, flex students meet with their on- ground instructors on the first day of class and receive further information on how to login to the LMS system and watch a video online explaining the ins and outs of the LMS. Following is the basic process for orientation which comes from the Student Retention Process Committee's document on best practices. Student learning is evaluated through a variety of methods in both the on-ground and online settings. Assessments are divided between both settings, with an emphasis on applying the most efficient instrument in the delivery mode where it is most useful. Students are assessed on-ground using participation/discussion, quizzes, exams, and assignments. Students are assessed online using forums, quizzes, exams, and assignments.

STUDENT RETENTION and PLACEMENT RATES

Many factors affect student retention levels including personal life, financial issues and academic readiness. Generally, these obstacles do not always impede academic success, however, in some students they become impassible hurdles ultimately affecting attendance and study habits. The inability to coordinate one's personal life with short-term and long-term goal setting festers into a lack of self-confidence. This lack of self-confidence, in turn, has an obvious negative impact on academic performance. Avenues for tutoring have been established and instructors direct students toward various self-help programs such as the TPI (Thought Patterns for a Successful Career) program faculty and staff facilitate, peer mentoring and interaction with the Student Success Coordinator (SSC). The main responsibility held by the SSC is to improve student retention. This includes duties such as maintaining a comprehensive list of resources from the community to address students' personal needs ranging from social services, to counseling, and health care. The SSC also monitors attendance to proactively intervene when students begin missing classes as well as coordinates all campus events to create and maintain a warm exciting environment that improve students' commitment to campus life.

Due to the addition of the SSC, many at-risk students are able to experience success in classes that they never thought possible because the instructor will be able to intervene at an early stage of their instruction with constructive guidance and utilize the SSC's resources. The administration realizes that the present population has these high risk issues and is expending a great deal of effort to implement strategies which will help improve the success rate of the student body.

Annual Reports have been generated to reflect the Student Retention and Placement rates since the Institution was established. The rates are exceptional, and reflect the dedication of the Institution's leaders and faculty in ensuring quality programs and services. *The Retention and Placement rates indicated are in keeping with the Institution's mission*, in that they evidence the Institution's effectiveness in successfully guiding students to self-sufficiency, and preparing graduates to enter the career field for which the training was provided.

Current Retention Comparison

The following are the retention rates for Pinnacle Career Institute based on our Annual Institutional Report (AIR). The retention trends for the institution as reported in the past five ACICS Annual Institutional Reports are:

2005:	80.1%
2006:	79.1%
2007:	79.2%
2008:	74.2%
2009:	75.1%

Future Goals

The baseline for our 2010 retention goal is generated from the average of the last three years AIR retention figures. We established our 2010 retention goal by averaging our rates for the last three years and adding five percentage points as a goal for improvement; that number is 81%.

PLACEMENT RATES

Current Placement Comparison

The following are the placement rates for Pinnacle Career Institute's past four years based on our Annual Institutional Report (AIR) are as follows:

2006: 86.1% 2007: 87.1% 2008: 83.2% 2009: 77.6%

Factors Affecting Placement

PCI prides itself in the ability to provide qualified and outstanding employees to area employers. We have tracked individuals until they are working in their fields or have refused our help. Placement can be affected by many factors. For example, local and national economy, geography, and motivation level of the graduate may affect individual placement. There has been a decline in placement over the past two years that we feel is directly reflective of the state of the economy and high unemployment. The impact of a recessive economy on a small geographical area can be seen clearly in this decline. This is also compounded by the inability or lack of desire of many graduates to seek employment outside of the local area.

There still remain several factors that affect the percentage of individuals who do not develop successful employment. This past year we have seen expansion in learning as individuals have furthered their education in traditional colleges once graduating from PCI. We have also seen an emphasis on young mothers wanting to stay home after graduation until their children are in school. Although these factors do affect placement, they are positive in nature. Lastly, a few students have chosen another profession, or we have not been able to establish continual contact.

Future Goals

PCI has established the 2010 placement goal by averaging the last 4 years rates:

2010: 83.5%

RECORDS MANAGEMENT

In February 2009, the PCI system implemented a new student information system. This is a web-based system that allows greater flexibility and accuracy in tracking and managing all aspects of student academic records. Additionally, in July 2009, a Systems Registrar position was developed to provide consistent messaging and support throughout the PCI system for all campus registrars. This position as well as the campus registrar positions report to the Systems Chief Academic Officer. By systematizing this position and the processes associated with this position, greater control, security and consistency of process in handling student records can be achieved.

The Campus Registrar is responsible for maintaining the student records on campus. Transcripts are available upon written request by the student. Other records will be made available based on the Family Educational Rights and Privacy Act published in the Institution's Catalog. A policy for maintaining records has been implemented, based on the requirements of the accrediting body and the state-licensing agency.

The institution maintains records for a period of not less than five (5) years, and transcripts are maintained indefinitely. Records are stored in fire resistant cabinets, and maintained at the Institution. Periodically, the Systems Registrar and the Chief Academic Officer conducts a random audit of student files to determine if records are being maintained as required. Any gross violations of record maintenance policies are addressed, and corrections are immediately implemented to improve the process and avoid future deficiencies.

FACULTY FOCUS

Faculty Qualifications

The Institution has been consistently committed to hiring highly qualified instructors who have the occupational experience, education and training that match the hiring requirements and faculty standards of the Institution, accrediting body and the state agency. The Institute follows a well-structured plan for hiring, evaluating and supporting its faculty, and perceives this effort to be essential in ensuring high quality educational programs. Retaining highly qualified and dedicated faculty results in outstanding educational programs, relevant curriculum and highly successful students.

Professional Development and In-Service

The Institute has an established "Professional Development Plan" for Faculty, which is maintained in each faculty file. The Plan includes requirements for in-service activities, and describes the reporting mechanism to ensure appropriate documentation of attendance. Faculty members are directed to complete continuing education requirements, which comply with the standards and regulations of the Accrediting Commission and the state-licensing agency.

The Professional Development Plan informs the faculty of the Institution's expectations regarding participation in professional growth and development activities, including involvement in professional associations, attendance at workshops and seminars, and professional licensure and certification requirements.

Faculty Administration

A Faculty Handbook is in the process of being developed to provide a framework of policies and procedures and faculty responsibilities within which faculty are recruited, hired, trained, supervised, and evaluated. It will contain specific information regarding duties and responsibilities, operations and related activities pertaining to faculty, and will prescribe expectations relative to in-service, professional development, faculty meetings, reporting requirements and involvement in administrative decision making. The Handbook is being designed for use by the Administration and Faculty, and a copy will be provided to each faculty member upon hire. The Academic Quality Committee has established a deadline of mid-November for the completion of this project. Policies will be updated annually. Faculty members will be responsible for maintaining a current handbook at all times. The annual Faculty Handbook updates fall under the review and guidelines of the Academic Quality Committee. The Director of Education is a standing member of the Academic Quality Committee.

Faculty Meetings

Formal Faculty Meetings are conducted on a monthly basis. The Director of Education, and/or Program Coordinators, prepares the agenda, and convenes the meetings as scheduled; discussions, recommendations and actions are documented and maintained in the Faculty Meeting Minutes Binder retained by the Director of

Education. Records of meetings are readily accessible for future use by the faculty and administration. Critical topics related to curricula and instruction, student progress and retention and feedback from the field are thoroughly discussed and appropriate action taken to support continuous improvement. Instructors are required to attend the faculty meetings as scheduled, and must sign in on the 'Attendance Sign-In Sheet'. Instructors must notify the Director of Education in advance when an absence is unavoidable. Meeting Minutes will be distributed to all members of the faculty and others as deemed appropriate by the Director of Education.

Faculty Teaching Load and Schedule

The faculty teaching load is consistent, and conducive to the instructors currently employed, total student enrollment and the program objectives. The teaching assignments are scheduled well in advance of the start date of courses, and part-time faculty members are typically rotated, based on their specialization. As the student enrollment fluctuates, teaching loads and assignments are adjusted as needed to ensure continuous effectiveness.

ADVISORY BOARD COMMITTEE

The Institution has established an Advisory Board Committee, based on the Standards of the Accrediting Body, with members representing the community, employers, and experts in their fields, faculty and others. The majority of the memberships of the Advisory Board Committee are employers who represent the major occupation or occupations for which training is provided. At least two regularly scheduled meetings are conducted annually. Written minutes are maintained for each meeting, and must include discussions, recommendations and resulting actions. Advisory Board meeting minutes are held by the Executive Director. The Committees assist the institution in the following ways:

- Review and evaluate curriculum - Members will regularly meet with the Executive Director, Director of Education and Faculty to discuss and evaluate the curriculum in an effort to ensure its currency and appropriateness to the program objectives and mission. Review the curricula of the program and comment as to its objectives, content and length, and adequacy of facilities and equipment.
- Provide contemporary information about employment opportunities - Members will be asked, either through direct or indirect experience, about the needs of employers in the community and surrounding areas of the campus. This information will be shared during formal meetings, during Advisory Board Meetings and other gatherings hosted by the institution. The goal, in this endeavor, is to increase job opportunities for graduates, and bring relevant field information to the Faculty, Administration and Students.
- Advisory Board Committee members provide suggestions and recommendations of potential new programming designed to meet community and employer needs.
- Review and comment, at least annually, on student completion, placement and licensing examination outcomes of each program.

As the Institution develops new programming, plans are to expand the existing membership of the Advisory Board Committee to support and enhance the new programming needs as well as to encourage additional input from employers in the community.

Licensure and Certification Examinations

The outcomes of licensure and certification exams are critical in determining the effectiveness of the educational programs, instructional methods and materials. The Executive Director facilitates the tracking and reporting of exam pass rates, and formally reports outcomes to the Director of Education, Program Advisory Committees and faculty. If pass rates reflect an identified deficiency in the training, methods or materials, recommendations are formulated to ensure that the needed improvements are made. (As of January 1, 2009 the costs of these Certification Exams were included in the cost of all programs).

- *National Association of Health Professionals* (NAHP) is used in the Medical Assisting program
- *National Certification Board for Therapeutic Massage and Bodywork* (NCBTMB) is used in the Massage Therapy program
- *National Strength and Conditioning Association and Certified Personal Trainer* (NSCA) is used in the Personal Trainer program
- *American Academy of Professional Coders* (AAPC)
  Certified Professional Coder (CPC) is used in the Medical Billing and Coding program

- *Microsoft Certified Application Specialist (MCAS)* is used in the Medical Billing and Coding program

Future Goals

PCI attempts to track all of the pass rates of the certification and licensure examinations. The NAHP Exam gives a detailed report that enables PCI to establish defined goals for improvement.

The NCBTMB detailed reports, while providing some information allowing PCI to benchmark graduate success against state and national norms, have not been very helpful in helping PCI establish goals for improvement for a number of reasons. The NCBTMB exam may only be taken after students have graduated from the program. As such PCI has no control over when students take the exam. Because of this reporting cohorts are not in sync with graduation cohorts. Additionally, results are often self-reported by students, leaving this difficult to track and verify.

We are in the process of establishing a baseline for pass rates in order to determine our student's overall success rates and see where improvements can be made. Therefore, the following pass rates are from recent exams and the future goals have been established from recommendations of the association in which the tests are administered.

Once we have established eligible baselines we then will generate goals based on the average of the running three year average.

- The national pass rate for the NAHP is **84.8%** and our current pass rate is **100%** and our future goal is **100%**.
- The national pass rate for the NSCA is **54.9%** and our current pass rate is **75%** and our future goal is **85%**.
- The American Academy of Professional Coders does not release a national pass rate for the Certified Professional Coder (CPC) exam.
  However our current pass rate is **50%** and our future goal is **75%**. This program has only been offered since January 2009 and four students have taken this exam. Two have passed and two others will retake the exam in September.

In addition, as the institutions strategic long range plan calls for the gradual addition of new programs at the Lawrence campus, plans are underway to incorporate these planned new programs into the Institutional Effectiveness Plan as part of the preparation for offering the planned new programs.

CONCLUSION

Through the activities included in the Institutional Effectiveness Plan, Pinnacle Career Institute has verified its commitment to consistent improvement and effectiveness. The processes by which the Institution gathers and evaluates its management, instructional methods, materials and curricula, as well as outcomes of retention and placement; employer, graduate and student satisfaction; faculty growth and development; and program effectiveness reflect the high standards that Pinnacle Career Institute has established to ensure quality enhancement and continuous improvement. Through this recently revised Institutional Effectiveness Plan, the Institute has enhanced the formal structure by which to verify its success in meeting and exceeding its standards, and provides a more effective vehicle to continue efforts toward ongoing improvement, growth and effectiveness.

As the Institution continues to work through the Self Study process and engage in the Institutional long range planning process, additional changes to the IEP are anticipated over the next few months. We feel that in order to be used effectively institutions should be continually reviewing and updating the Institutional Effectiveness Plan to be a working document reflective of the ongoing growth and progress within the Institution. Formal quarterly reviews of the Institutional effectivenss plan to monitor progress and make adjustments as necessary are part of the annual cyclical planning process.

Imagine America Foundation

FOR IMMEDIATE RELEASE

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Research Study Shows For-profit Schools Achieve Graduation and Retention Rates

Comparable to Those of Colleges and Universities

Washington, D.C. (January XX, 2010) – Vast college campuses with academic programs requiring rigid, full-time schedules aren't the picture of postsecondary education that fit for thousands of people across the nation. The juggling act of work, financial- and family-related obligations can make it nearly impossible for some to attend a traditional college. More Americans, though, are realizing there are more convenient and comparable options where they can obtain a quality education: career colleges.

With advanced programs and facilities, for-profit schools – or career colleges – measure up to traditional colleges and universities and, in some cases, provide better opportunities of success for students in need. A research study sponsored by the Imagine America Foundation (IAF) shows that students who fall into at-risk categories attending career colleges have comparable and often higher retention and graduation rates than those at other institutions. The Educational Policy Institute (EPI), a non-profit research organization, conducted research for the Foundation's *Graduating At-Risk Students: A Cross-Sector Analysis.* The results show the tremendous impact the for-profit sector of education has in training students for careers.

In compiling the research from January to August 2009, EPI relied on two datasets that represented survey information derived from individual learning institutions and survey data from students. In the IPEDS dataset, information from 6,750 institutions, 41 percent of which were career colleges, is presented.

Career colleges are designed to meet the needs of students who are, on average, affected by social risk factors such as delayed enrollment, lack of high school diploma, income independence, part-time enrollment, single parenthood and/or dependent children, and full-time work during enrollment. The research results show students who face these types of risks have a better chance of obtaining a degree at a career college.

"In the current down economy, more Americans than ever have turned to a higher education process that provides them with more than an education, but also real employment possibilities," said Robert L. Martin, President of the Imagine America Foundation. "Our research confirms that institutions that are flexible and willing to meet students on their terms are part of an educational approach that's gaining momentum in our nation. Our career college institutions are graduating trained workers into the labor force – and they are doing so at comparable and in some cases higher rates than traditional colleges and universities."

Student retention typically refers to the ability of students to persist from one fall semester to the next. In short, it is a student's capability to return to college the following year and not drop out. According to the Foundation's study, at the two-year level, career colleges have higher full-time and part-time retention rates than other sectors. Research showed that 72 percent of two-year career college students return one year later, compared to 57 percent of those at two-year public institutions and 68 percent at private, not-for-profit institutions.

Of course, student retention only provides an indicator for future success. A more comprehensive measure of success is whether students complete their programs and graduate. At the two-year level, career colleges had 59 percent graduation rates, compared to 23 percent for public two-year and 55 percent at private, not-for-profit institutions. Percentages of career college students attaining a certificate or associate degree are also higher than four-year level private and public institutes.

Dr. Watson Scott Swail, President & CEO of the Educational Policy Institute and Principal Investigator for this project, noted that the findings from this report should send an important message to the higher education community. "The world is changing and globalization requires us to explore other options for postsecondary education. Many of our career colleges are providing important educational solutions to students of all ages, especially adult students. The education community cannot and should not ignore this sector of higher education, because it will play an increasingly important role in our nation's ability to retool and prepare for increased competition from Asia and other areas."

All of the statistical analysis demonstrates that career colleges are an integral part of our nation's higher education system. Students that attend career colleges not only do as well or better than others at comparative institutions, they also preserve through school while facing social and economical risks. Career colleges continue to provide opportunities for people across the nation to attain a higher-lever education.

For more information or to request your free copy of the Imagine America Foundation's, *Graduating At-Risk Students: A Cross-Sector Analysis*, please contact Robert L. Martin, President, Imagine America Foundation at BobM@imagine-america.org or call (202) 336-6758.

About the Imagine America Foundation

The Imagine America Foundation (IAF), established in 1982, is a not-for-profit organization dedicated to providing scholarship, research and training support for the career college sector. Since its inception, the Foundation has provided over $40 million in scholarship and award support for graduating high school seniors, adult learners and U.S. military veterans attending career colleges nationwide through its award-winning *Imagine America*® programs. The Foundation also publishes vital research publications for the higher education sector, honors achievement in career education and offers faculty development training. For more information about the Imagine America Foundation's programs, please visit www.imagine-america.org.

THE CHRONICLE
of Higher Education
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January 27, 2010

Study Points to Academic Success of Students Attending For-Profit Colleges

By Jennifer Gonzalez

Students who attend for-profit colleges have comparable and often higher retention and graduation rates than those at other institutions, according to the findings of a study released on Wednesday by the Imagine America Foundation, a nonprofit organization that provides research and support for career colleges.

Advocates of for-profit colleges point to the study's results as further evidence of the sector's relevance within higher education.

"The education community cannot and should not ignore this sector of higher education, because it will play an increasingly important role in our nation's ability to retool and prepare for increased competition from Asia and other areas," said Watson Scott Swail, president and chief executive of the Educational Policy Institute and the project's principal investigator. The institute conducted the study for the foundation.

"The world is changing, and globalization requires us to explore other options for postsecondary education," he said.

Using data from the U.S. Department of Education, the study analyzes how career-colleges' students fare, compared with those at public and nonprofit institutions, in terms of retention and degree attainment.

The study concluded that at the two-year level, career colleges have higher full-time and part-time retention rates than other sectors. For example, 72 percent of full-time students at two-year career colleges return the next academic year, compared with 57 percent of those at public two-year institutions and 68 percent at private, nonprofit two-year institutions.

For part-time students, retention levels were lower: At two-year career-colleges, the rate was 60 percent, compared with 42 percent at public institutions and 56 percent at private institutions.

At the less-than-two-year level, the retention rates of students at career colleges, public institutions, and private institutions are

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similar. Three quarters of full-time career-college students return the following year, as do 71 percent of part-time students.

The figure for full- and part-time students at public institutions at the less-than-two-year level is 77 and 69 percent, respectively. At private institutions, 79 percent of full-time students and 67 percent of part-time students returned the following year.

In regard to program-completion rates, the study found that at the two-year level, career colleges have the highest graduation rate—59 percent—compared with only 23 percent at public two-year institutions. Private two-year institutions graduate 55 percent of their students.

Robert L. Martin, president of the Imagine America Foundation, said the study confirms that career colleges are doing a good job at graduating trained workers. He is also heartened by the study's evidence that career-college students are doing well academically, considering the obstacles many of them face. Many are single parents, and most work full time and attend school part time.

But not everyone was impressed with the study's results.

"We have a very hard time squaring these numbers with the fact that for-profit students have the highest federal student-loan default rates, regrettably also coupled with shockingly high debt burdens that dwarf those of any sector," said David S. Baime, vice president for government relations at the American Association of Community Colleges.

A report on the study, "Graduating At-Risk Students: A Cross-Sector Analysis," is available by request from the Imagine America Foundation.

The Chronicle of Higher Education 1255 Twenty-Third St, N.W. Washington, D.C. 20037

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Richard C. Overbau
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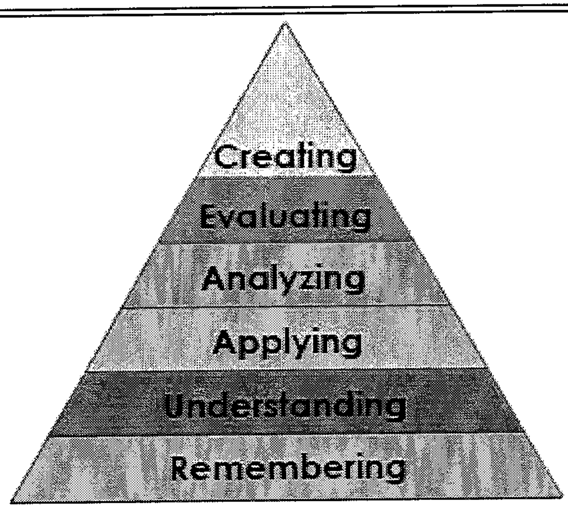
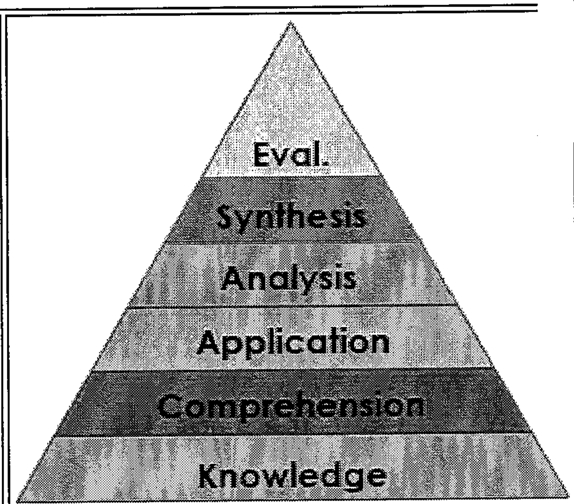
Bloom's Taxonomy



New Version

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.

Note that the top two levels are essentially exchanged from the Old to the New version.



Old Version

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product	

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or point of view?	assemble, construct, create, design, develop, formulate, write.

Michael Pohl's Website about Bloom's Taxonomy

Example of Questions at different levels (done using OLD taxonomy)

Teaching Plan

Course: Blood Transfusion Reactions

Length of course: 0830-1230

Description: Students are given handouts to review and a copy of the power point handout the week before this lesson. They are also instructed to read the chapter in the textbook that discusses this topic. At the end of this lesson they attend a simulation for a patient with a hemolytic blood transfusion reaction and rotate through a computerized virtual clinical exercise for a patient with a febrile transfusion reaction. During this lesson group work in four teams is encouraged with activities. Points are awarded for correct answers and the team with the most points is the first to choose from a "goodie" bag at the end of class filled with nutritious and not so nutritious snacks.

Expected Outcome: Student will recognize signs and symptoms of a transfusion reaction. Student will demonstrate priority response to a transfusion reaction.

Setting: Classroom and simulation laboratory
Presenter: Janeane Houchin, BSN, RN
Homework: N/A Handouts and power point to review (see attached). Textbook Chapter 42.

Course Competencies for NU2201:
1. Combine previously learned/newly learned knowledge / skills of physiological, emotional, social and spiritual factors in providing nursing care to medical/surgical and mental health patients
2. Recognize the process of collaboration with nurses and other health team members in provision of interdisciplinary health care
3. Describe the components of the nursing process in planning and providing holistic care for patients and families
4. Perform prescribed nursing interventions safely with beginning skills
5. Recognize maladaptive behaviors and responses indicative of mental health problems
6. Identify appropriate communication techniques used in interaction with patients, families and health team members
7. Examine legal and ethical issues in nursing care of medical / surgical and mental health patients
8. Assume initiative in educational and personal growth experiences

Course Competency/ Learning Objectives	Content/ Outline	Teaching Methods used & supplies	Timeframe/ Presenter	Level of Blooms/ Assessment Method
List three indications for transfusion with blood products (CC #3)	*Advanced Organizer* (Write on board) *What does a transfusion reaction look like?* Ask how many students have observed a blood transfusion? -Indications for blood product transfusion	Power point slide #1	10 minutes/ Educator	Knowledge/ Direct questioning

Given a blood group type, the learner will be able to distinguish compatible blood types for the patient (CC #3)	-Blood product compatibility -Discuss findings	PP slide #4 Group work/ Board work Students to work in groups of 3-4 to fill in table drawn on board (same as pp slide table).	10 minutes/ Educator	Analysis/ Instructor feedback
Describe two types of transfusions (CC #3)	-types of transfusions Donor autologous	PP slide #5 lecture	5 minutes/ Educator	Comprehension/ Direct questioning
Plan nursing responsibilities prior to transfusion therapy by choosing 4/6 items of equipment needed for transfusion. (CC #3)	-Prior to infusion (review BMC administration of blood handout)	PP slide #6&7 Lecture/Group work: Create test question: groups will compose a test question regarding equipment needed to start blood or blood product transfusion	15 minutes/ Educator	Synthesis/ test question
Describe four nursing responsibilities following transfusion therapy (CC # 2 & 3)	-Following transfusion	PP slide # 8 Lecture with direct questioning	5 minutes/ Educator	Comprehension/ Direct questioning
Choose the type of transfusion reaction when presented with signs & symptoms in a scenario (CC # 3)	-acute hemolytic -febrile -allergic -bacterial -circulatory overload -graft vs. host	PP slides 9-14 Lecture/ Role playing:Students assigned one type of transfusion reaction to act out with their group. Group presents to class to identify which type of reaction they are portraying.	20 minutes/ Educator	Evaluation/ questioning

9:50 Break
10: 00 – 12:15: Student groups are assigned the computer exercise, the simulation or a test review area with another instructor in the lab and alternate between them spending 30 minutes in each group. (see schedule attached)

Course Competencies/ Objectives	**Content/ Outline**	**Teaching Methods used & supplies**	**Timeframe/ Presenter**	**Level of Blooms/ Assessment Method**
When presented with a scenario, demonstrate appropriate response to a hemolytic transfusion reaction by following best practice guidelines. (CC # 3&6)	-best practice guidelines Simulation scenario (see attached)	PP slide #15 Students are assignment job titles (RN, LPN, charge nurse or staff nurse). See attached for simulation details	30 minutes per group/ Educator Simulation lab personnel & two nursing faculty	Application/ demonstration
Evaluate data presented and choose appropriate response to a febrile transfusion reaction. (CC # 4&6)	Computer program: virtual clinical exercise: Febrile transfusion reaction	PP slide # 10 Laptop & power cord on a table CD Student workbooks Group work: Students work in groups thru computer program for a patient with a febrile transfusion reaction. Answer workbook questions after discussing with group.	30 minutes per group /Educator to facilitate	Evaluation/ Computer program & workbook responses
Choose appropriate answer to question presented	-audience response questions	Power point questions, clickers, laptop & projector	15 minutes/ Educator	Evaluation/ Computer program w/ multiple choice questions. Save data and review.

BMC Administration of Blood and Blood products

Policy: The nurse will administer blood or blood products to increase circulatory volume, oxygen carrying capacity, and improve coagulopathy.

Consent: The ordering physician is responsible to inform the patient of proposed treatment. The registered nurse or appropriate hospital staff will obtain a signed, dated, and witnessed Consent for Blood or Blood Product Administration prior to administering blood or blood products except in situations where the patient's life is in jeopardy and a suitable signature cannot be obtained due to patient's condition.

Refusal: A patient has the right to refuse blood at anytime. The attending physician should be notified. The clinical coordinator/ house supervisor shall also be notified in cases involving minors whose parents indicate a desire to refuse transfusion on behalf of a minor. These cases shall be evaluated for further legal action.

Blood and Blood product identification check:

1. Verify physician's order and signed consent
2. At the bedside of the patient, two licensed professionals, one being an RN will check identification of all blood products to be transfused.
    a. Check the name on the BMC blood product tag with the name on the patient's bracelet.
    b. Check the armband and number on the BMC blood product tag with the patient's bracelet, which refers to the medical record number.
    c. Check the unit ABO and Rh on the BMC blood product tag with the ABO and Rh on the original product label.
    d. Check the patient ABO patient ABO and Rh on the BMC blood product tag with the ABO and Rh on the original product label.
    e. Check the expiration date on the original product label.

3. If something does not match, resolve the difference before starting the transfusion.
4. If the armband is not attached to the patient, the blood product must be considered uncrossed. Return the blood product to the blood bank.
5. Blood product tag is the label attached by the BMC blood bank.
6. Original product label is the label the supplier attached to the unit.

Blood and blood product administration:

1. All blood products for transfusion must be issued by the blood bank personnel.
2. The staff RN is responsible for the transportation and administration of blood products as ordered by the physician.
3. The recommendation of the AABB is that red blood cells be infused in 1 1/2 to 2 hours depending on the clinical condition of the patient. Exception: Albumin may be administered as rapidly as necessary to improve clinical condition.
4. The transfusion should be completed in less than 4 hours from the time the blood is checked out.

Equipment/supplies:

1. Blood product from blood bank with cross match identification label.
2. IV start kit.
3. Minimum 250ml NS IV solution
4. Primary tubing and blood filter secondary set or Y-blood set tubing.
5. Disposable gloves.
6. Transfusion Administration Record

Administration instruction:

1. Notify blood bank when ready for blood products and send RN to blood bank to sign for blood.
2. Wash hands.
3. Put on disposable gloves
4. Perform venipuncture
5. Initiate Transfusion Administration Record.
6. Obtain and record baseline vital signs within one hour of initiating infusion.
7. Observe and instruct patient to watch for signs and symptoms of delayed hemolytic reactions.
8. Mix plasma and cells thoroughly by inverting blood pack unit.
9. Obtain IV bag of NS, 250ml and prime blood filter tubing or Y-type blood set.

10. Attach blood product to blood tubing using aseptic technique.
11. Begin blood transfusion slowly; recommend an initial rate of 120ml/hr.
12. After the first 10-20 mins; patient should be observed and vital signs recorded. Then hourly and at the end of transfusion.
13. If condition satisfactory, rate of infusion can be increased to 200ml/hr or a rate to infuse blood in 1 ½ - 2 hours, or faster for urgent restoration.
14. No medication should EVER be added to blood.
15. At first sign of reaction, the blood should be discontinued. Keep the vein open with NS at a slow rate of 25-50ml/hour.
16. When blood is infused, discard back and tubing in biohazard container.
17. Complete documentation on the Transfusion Administration Record.

Med-Surg II
Blood transfusion reaction simulation schedule

Simulation :
10:00-10:30 Gp I
10:30-11:00 Gp II
BREAK
11:15-11:45 Gp III
11:45-12:15 Gp IV

VCE – Blood transfusion reaction
Exercise 4 pg 206
10:00-10:30 Gp III
10:30-11:00 Gp IV
BREAK
11:15-11:45 Gp I
11:45-12:15 GpII

Test : Final prep/review
10:00-10:30 GpIV
10:30-11:00 GpIII
BREAK
11:15-11:45 GpII
11:45-12:15 GpI

12:15 fill out simulation evaluation
Turning Point audience response questions in classroom
12:30pm lunch

Medical Surgical Nursing NU 2201

Simulation evaluation

Name of simulation ________________________________

Student name (optional)________________________________

Please rank the following questions from 1-5

	1 disagree	2 mostly disagree	3 Neither agree nor disagree	4 mostly agree	5 agree
I was able to apply what I learned in the classroom in this simulation					
I was *not* made to feel bad for any mistakes that I made during the simulation					
The group size was adequate for the simulation					
This simulation should be presented again to future classes					
I felt stressed when the patient's condition worsened					
I felt that our group worked well together					
The computer program was helpful in learning the information					

EXECUTIVE SUMMARY
STAFF REPORT TO KANSAS BOARD OF REGENTS
ON THE STATUS OF THE PRIVATE POST SECONDARY DIVISION
JANUARY 22, 2010

- **Purpose of the report**
  - Review the standards and history of the Division
  - Look forward to how the private postsecondary industry is expected to grow in the next several years
  - Review the ability of the Division and the resources needed to respond to the expected growth in the Private Postsecondary industry

- **History of Kansas Private Postsecondary Education**
  - In 1909 Senate Bill 507 was introduced for the purpose of regulating approval of private postsecondary institutions.
  - In 1971 the previously enacted Senate Bill 507 was completely revised by the Kansas Legislature and named the Kansas Proprietary School Act "the Act".
  - Senate Bill 345 enacted in 1999 placed control of "proprietary schools" under the Kansas Board of Regents.
  - A 2003 revision to the Act included more fee categories and increased fees and in 2004 the Kansas Private and out-of-state Postsecondary Educational Institution Act became law, improving minimum standards and created new definitions and increased fees.
  - The Kansas Board of Regents, acting pursuant to the Private and out-of-state Postsecondary Educational Institutional Act regulates "private postsecondary educational institutions that includes certain types of private and post secondary schools, colleges and universities."

- **Historical data**
  - From January 2007 to December 2009 the approved institutions in Kansas increased from 107 in January 2007 to 131 in December 2009, a 22.4% increase. Additionally, in that same time period, the certificate/diploma and degree programs approved increased from 567 in January 2007 to 1,380 in December 2009, a 143% increase.
  - It is important to note that the institutions applying are moving towards multibillion dollar/Fortune 500 type institutions and away from the smaller cottage schools. As a result, degree program requests are moving towards the more complex bachelor's, master's and doctorate degrees and away from the certificate/diploma programs.

- **Projections for the Industry**
  - High unemployment rates have driven adults and nontraditional students back to school. The impact of that is reflected in the historical data above.
  - This growth trend is expected to continue for the next several years. Based on that assumption, it is anticipated that by 2014, there will be 300 approved private postsecondary institutions in Kansas with a projection of over 3,500 certificate/diploma and degree programs. These numbers reflect a 129% increase in approved institutions and a 150% increase in approved programs and degrees.

- **What we know**
  - Currently, the Kansas private Postsecondary division employs two persons. The current workload of the two positions has required hours equivalent to 2.25 FTEs. In addition, the current workload has necessitated use of temporary labor throughout most of the year. Even at this level, the demands on the two positions continue to grow.
  - The projections of new approved institutions and programs/degrees will even more dramatically increase the workload in the Division, in fact, it is anticipated that they will at least double.
  - Currently, the indirect expenses of the Division are funded by the State general fund.
  - The Division needs to operate on a business model, tracking all costs to operate, and setting fees at a level that will cover those costs.

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- As part of operating on a business model, an operating reserve is required for unanticipated expenses or reduction in the collection of fees.
- Expenditures are expected to grow in order to keep up with the increased demands as follows (with comparison to actual for 2009):

	Actual	**Estimated**	**Projected**			
	FY 2009*	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Total Direct Expenditures	$ 161,385	$ 184,250	$ 320,000	$ 439,100	$ 505,600	$ 560,000
Total Indirect Expenditures	22,250	25,200	44,800	61,500	70,800	78,400
Operating Reserve	-	-	36,000	39,000	40,000	45,000
Total Expenditures	$ 183,635	$ 209,450	$ 400,800	$ 539,600	$ 616,400	$ 683,400

* - In FY 2009, indirect costs were funded by the State General Fund, along with certain direct costs

- **Proposed Fees**
  - The current fee schedule has been in existence since 2004 and does not take into consideration the varying types of institutions or degrees and programs.
  - The fees being proposed to the 2010 Kansas Legislature provide for a new fee structure that acknowledges that categories are needed to reflect the cost of time spent reviewing and processing different applications and to reflect the diversity in the types and size of institutions requesting approval.
  - These proposed fees are designed to supplant the resources previously funded from the State General Fund to allow the division to be self-funded.
  - The proposed fees follow a nationwide trend to increase fees in response to the growth in the industry. Fees for States surrounding Kansas, although varied in their structure, have also increased or are proposed to increase in response to industry trends.
  - Assuming the new fee structure is enacted with the 2010 Legislative session, effective for July 1, 2010, fee collections are anticipated to be as follows (with comparison to actual for 2009):

	Actual	Estimated	Projected			
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Fees	$ 145,312	$ 182,000	$ 390,100	$ 543,600	$ 658,300	$ 672,000

- A summary comparison of the estimated fees and expenditures for 2010 and the projected fees and expenditures for FY 2011 through 2014 is a s follows (with comparison to actual for 2009):

	Actual	**Estimated**	**Projected**			
	FY 2009	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Revenue	$ 145,312	$182,000	$390,100	$543,600	$658,300	$672,000
Prior Year Carryforward	47,852	34,234	6,784	(3,916)	84	41,984
	193,164	216,234	396,884	539,684	658,384	713,984
Expenditures	(158,930)	(209,450)	(400,800)	(539,600)	(616,400)	(683,400)
Ending Cash Balance	$ 34,234	$ 6,784	$ (3,916)	$ 84	$ 41,984	$ 30,584

Summary

The approval of the proposed fees as presented to the 2010 Legislature is critical to continue to enable the Division to meet the growing demands of the Industry.

KANSAS BOARD OF REGENTS

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To: Representative Tom Sloan, Chairman
House Vision 2020 Committee

From: Kip Peterson, Director of Government Relations & Communications

Date: February 24, 2010

Re: Follow-Up Information

The Committee previously requested the following information:

1) Rep. Gatewood requested information regarding the Experimental Program to Stimulate Competitive Research (EPSCoR). The Kansas Technology Enterprise Corporation (KTEC) is the authorized source for the matching EPSCoR funds in Kansas, and related information from KTEC's annual report has been attached.

2) Rep. Gatewood requested information regarding state university faculty sabbatical leave. The Board's sabbatical leave policy is attached.

3) Rep. Wolf requested data regarding the percentage of state university tuition revenue received from residents and non-residents. A spreadsheet is attached.

4) Rep. Hawk requested a copy of the Kansas Partnership for Faculty of Distinction Program evaluation report. The 35-page report is attached.

Please let me know if you need any additional information.

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Federal Resources

Small Business Innovation Research

KTEC helps small companies compete for federal Small Business Innovation Research (SBIR) awards, a competitive, three-phase award system operated by 10 federal agencies, which gives companies the opportunity to propose innovative ideas that meet the specific research and development needs of the agencies.

Small Kansas companies interested in developing products through the federal SBIR program are eligible for free assistance through the KTEC office and ancillary consulting services.

In FY2008, KTEC helped eight companies attract a total of $1.7 million of federal SBIR funds.

KTEC's portfolio of programs has directly brought more than $100 million in federal funds to Kansas in FY2008 alone.

Experimental Program to Stimulate Competitive Research and the Strategic Technology and Research Fund

The Experimental Program to Stimulate Competitive Research (EPSCoR) encourages university partnerships with industry and stimulates sustainable science and technology infrastructure improvements in 25 states, including Kansas, that historically have received a disproportionately low per-capita average of federal research dollars.

In the past, taxpayers in the 25 EPSCoR states essentially had been subsidizing the research efforts of universities in states that received a large share of federal research dollars. EPSCoR seeks to correct this disparity by improving the ability of universities in these states to compete for federal and private sector research and development funding. The program requires a state match of federal funding. KTEC is the authorized source for the matching funds in Kansas.

The Strategic Technology and Research (STAR) Fund is a companion program to EPSCoR and promotes national competitiveness in strategic technology niches that hold the most promise for the Kansas economy. The purpose of the fund is to pair the state's science and technology research strengths with commercialization capacities of Kansas businesses in order to diversify Kansas' innovation economy and sustain national and global competitive advantage.

In FY2008, KTEC invested $2.14 million in Kansas EPSCoR and STAR fund projects. KTEC's investment in these projects attracted a total commitment of $19.3 million in federal funds and $1.6 million in industry funds. In addition, another $6.7 million in federal funds was received during FY2008 as follow-on funding to projects KTEC invested in during previous fiscal years. More than 300 college students statewide were involved in these programs.

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(3) Training and supervision of graduate teaching assistants.

13. LEAVES

Persons appointed to student, unclassified positions do not accrue any of the leaves delineated below. (1-20-00)

a. Sabbatical Leave

(1) Sabbatical leaves shall be approved by the chief executive officer of each institution in accordance with Board policy.

(2) Sabbatical Leave may be granted subject to the following conditions:

(a) In strictly meritorious cases, a full-time faculty member on regular appointment at any of the Regents institutions of higher education who has served continuously for a period of six years or longer at one or more of these institutions, may, at the convenience of the institution and upon the approval of the president or chancellor of the institution with which connected, be granted not to exceed one such leave of absence for each period of regular employment for the purpose of pursuing advanced study, conducting research studies, or securing appropriate industrial or professional experience; such leave shall not be granted for a period of less than one semester nor for a period of more than one year, with reimbursement being made according to the following schedule:

(i) for nine-months faculty members, up to half pay for an academic year, or up to full pay for one semester.

(ii) for twelve-months faculty members, up to half pay for eleven months, or up to full pay for five months.

(b) Provided: Regular salary is defined as the salary being paid at the time the sabbatical leave begins. Outside grant funds received by the University in support of the individual's scholarly efforts during his/her sabbatical leave may be used for supplemental salary, but total sabbatical leave salary in these instances may not exceed his/her regular salary. Provided further, That the number of faculty members to whom leave of absence with sabbatical pay is granted in any fiscal year shall not exceed four percent of the number of equivalent full-time faculty with rank of instructor or higher, or equivalent rank for the institution concerned for the fiscal year for which the leave of absence is granted; And provided further, That no faculty member will be granted leave of absence with sabbatical pay who does not agree to return to the service of the state institution granting the sabbatical leave for a period of at least one year immediately following the expiration of the period of leave. Persons failing to return to the institution granting sabbatical leave shall refund all sabbatical pay. Those who fail to remain for the full year of school service (9 to 12 months depending on annual term of employment) shall refund that portion of their sabbatical pay as represented by the portion of time they fail to serve. (12-16-61; 4-17-69; 6-25-71; 11-17-78; 1-18-85; 10-15-87; 2-18-88; 6-23-88; 11-17-93; 6-24-00)

b. Leave Without Pay

(1) A leave without pay for up to three years may be granted by the chief executive officer of the employing institution when such is judged by the chief executive officer to be in the best interest of the institution. No leave may be granted to any employee who has accepted a permanent position with another postsecondary education institution.

(2) Any extension of a leave without pay beyond three years requires the approval of the Board. The chief executive officer of the employing institution shall provide documentation of extraordinary circumstances justifying the extension of such leave beyond three years.

(3) Leaves without pay will not be regarded as a break in service; however, such leave will not count toward the earning of sabbatical leave nor will other than a scholarly leave count toward the tenure probationary period. Scholarly leave will count toward the tenure probationary period unless the employee and the institution agree in writing to the contrary at the time the leave is granted.

(4) During a leave of absence without pay, an employee's eligibility for health insurance shall be determined by and be in accord with the policies, rules and regulations of the State Employees Health Insurance Commission. (5-28-71; 1-18-85; 9-20-85; 10-15-87; 6-28-90; 1-17-91; 11-17-94)

c. Leave With Pay

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Kansas Board of Regents
ESTIMATED Tuition Revenue
By Student Residency and Institution (includes Undergraduate & Graduate Students)
FY 2009 Calculated Estimate

	ESU	%	FHSU	%	KSU (excludes VMC)	%	KU (excludes KUMC)	%	PSU	%	WSU	%	Estimated Total Tuition Revenue	%
Residents	$14,500,000	76%	$6,400,000	32%	$86,800,000	67%	$130,400,000	60%	$19,600,000	77%	$40,100,000	72%	**$297,800,000**	64%
Non-residents	$4,700,000	24%	$13,700,000	68%	$43,600,000	33%	$86,100,000	40%	$5,700,000	23%	$15,900,000	28%	**$169,700,000**	36%
Total Revenue	**$19,200,000**		**$20,100,000**		**$130,400,000**		**$216,500,000**		**$25,300,000**		**$56,000,000**		**$467,500,000**	

KBOR Finance
2.24.10

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