

Approved: May 1, 1999
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Ralph Tanner at 9:00 a.m. on March 18, 1999 in Room 313-S of the Capitol.

All members were present except:

Representative Cindy Empson - Excused

Committee staff present:

Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Connie Burns, Committee Secretary

Conferees appearing before the committee:

Dr. Ed Berger, President, Hutchinson Community College
Dr. Jim Grote, President, Seward County Community College
J.B. Webster, Trustee, Board Chairman Barton County
Jerry Allison, Trustee, Independence Community College
Dr. Tom Burke, President, Kansas City Kansas Community College
Dr. Jackie Vietti, President, Butler County Community College
Bill Docking, Chair, Kansas Board of Regents
Bob Kelly, Kansas Independent College Association

Others attending: See attached list

Discussion on SB 345 - Kansas higher education coordination act

Carolyn Rampey, Legislative Research Department, stated that **SB 345** makes statutory changes to the State Board of Regents and provides for the supervision by the State Board of Regents of community colleges, area vocational schools, and technical colleges, in addition to the Board's existing governance of the Regents institutions. In addition, the bill makes the Board of Regents responsible for the coordination of postsecondary education, including an interface with Washburn University and the independent colleges and universities. (Attachment 1)

Carolyn discussed the duties of the Boards under **SB 345** and a Time Line associated with the passing of the bill. (Attachment 2 and Attachment 3)

Kansas Community College representatives appeared before the committee on a panel for discussion and comments in support of **SB 345**.

Dr. Edward Berger, President of Hutchinson Community College/Area Vocation School, appeared on the panel. He stated the bill seems to provide solutions to many of the higher education governance concerns that have plagued the State of Kansas for the past thirty years. (Attachment 4)

Dr. Jim Grote, President Seward County Community College, and he stated the some of the positive features of the bill; it does not require a constitutional amendment, it retains some of the conceptual recommendations of the Governor's Task Force on Higher Education, it appears to place community colleges on a level playing field with the Regents, and it appears to provide a mechanism for dispute/conflict resolution. (Attachment 5)

J.B. Webster, Chairman of the Barton County Community College Board of Trustees, appeared before the committee in support of the bill. He stated that he has been associated with education in Kansas since 1949, and an instructor in the public schools for 19 years and was an instructor at Barton County Community College for 22 years. He stated that giving the committee this information indicated that he has great faith in what is being discussed and to encourage the committee to move forward with a restructure of governance and coordination in higher education in the state of Kansas. (Attachment 6)

Jerry Allison, Vice Chair of the Independence Community College Board of Trustees, stated that the higher education coordination structure within **SB 345** provides clear direction for coordination and non-duplication of community college course work with the area vocational technical schools and with our university partners for maximum reinvestment in our communities and state. (Attachment 7)

Dr. Tom Burke, President, Kansas City Kansas Community College, stated he felt that the Task Force put together a very workable model and funding package for Kansas.

Darrell Shumway, Pratt Community College submitted written support of the bill. (Attachment 8)

Jackie Vietti, Butler County Community College, appeared before the committee in support of the bill. She felt the Future Initiative Task Force appointed by the Kansas Association of Community Colleges is in the process of finalizing a document that addresses critical short and long-term initiatives. These initiatives have been selected to

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 313-S Statehouse, at 9:00 a.m. on March 18, 1999.

ensure our continued effectiveness in meeting the needs of individual citizens, communities and businesses within our state. (Attachment 9)

The Kansas Association of Community College Trustees passed out the critical components for community college services to the people of Kansas and the eight critical components. (Attachment 10)

Bill Docking, Kansas Board of Regents, appeared before the committee in support of the bill. He stated that the Board of Regents acknowledges that the bill contains the necessary elements for improved coordination; comprehensive statewide planning, review and approval of institutional mission statements, exploring opportunities for mergers and affiliations, coordination of off-campus education, creation of uniform statewide database, provision for conflict resolution, development of procedures for articulation and transfer, and development of and advocacy for a unified higher education budget. (Attachment 11)

Bob Kelly, Kansas Independent College Association, shared with the committee that they supported the bill, but did have some concerns about the nine member board being able to take on the large task of coordinating board.

Representative Reinhardt appeared before the committee to discuss the fiscal portion of the bill. He stated that the funding would have to do with community colleges going from credit hour base to a grant base.

The meeting was adjourned at 10:45 a.m.

The next meeting is scheduled for March 19, 1999.

SB 345, As Amended by the Senate Education Committee

SB 345 makes statutory changes to the State Board of Regents and provides for the supervision by the State Board of Regents of community colleges, area vocational schools, and technical colleges, in addition to the Board's existing governance of the Regents institutions. In addition, the bill makes the Board of Regents responsible for the coordination of postsecondary education, including an interface with Washburn University and the independent colleges and universities.

- **Existing Board of Regents Abolished and New Board Created.** Upon publication of S.B. 345 in the *Kansas Register*, the current State Board of Regents and the position of Executive Director of the Board would be abolished. There would be a wind-down period until June 30, 1999, and on July 1, 1999, a new Board of Regents created by the bill would become operational.
- **Nine-Member Board of Regents Established.** S.B. 345 would create a nine-member Board of Regents appointed by the Governor and confirmed by the Senate. After the initial appointment that would establish staggered terms, members would serve four-year terms, with a two-term limit. As currently is the case, one member of the Board of Regents would be a resident of each congressional district and the remaining members would be appointed at large, except that no two members could be from the same county. No more than five members could be from the same political party. The Governor would designate the first chairperson of the new Board, but after that the members would elect the chair. Members of the new Board of Regents would be appointed on or before July 1, 1999.
- **New Board Would Have Responsibilities to Govern, Supervise, and Coordinate.** There would be no change in the new Board's authority to govern (manage and control) the Regents institutions. Governance of the community colleges, area vocational schools, and technical colleges would continue to reside with local boards of trustees for the community colleges and local school district boards, boards of trustees, or multi-boards of control for the area vocational schools and technical colleges. Washburn University would continue to be governed by the Washburn University Board of Regents. Supervision (a lesser level of control) of the community colleges, area vocational schools, and technical colleges essentially would remain at the same level as it currently is, but would be transferred from the State Board of Education to the State Board of Regents. Coordination (an activity relating to interaction between and among institutions and institutional segments) would be exercised by the Board, including the responsibility to interface with the state's independent colleges and universities and Washburn University.
- **Duties of the Board of Regents.** The Board would be charged with the following specific duties:

- Adopt and administer a comprehensive plan for coordination of higher education
 - Determine institutional roles and review institutional missions and goals
 - Develop articulation procedures among and between postsecondary institutions
 - Approve or disapprove for state funding existing and proposed educational programs, courses of instruction, and program and course locations
 - Review budget requests and present a unified budget for higher education to the Governor and to the Legislature each year
 - Develop and implement a comprehensive plan for the utilization of distance learning technologies
 - Develop each year and recommend to the Governor and the Legislature a policy agenda for higher education that assesses priorities among proposals for policy change, programmatic recommendations, and state funding requests.
 - Conduct continuous studies of ways to maximize the utilization of higher education resources and of how to improve access to postsecondary education
 - Receive and consider reports, proposals, and recommendations of advisory commissions and take such actions thereon as are deemed necessary or appropriate.
 - Make annual reports on its functions and duties to the Governor and the Legislature
- **Advisory Commissions Are Established.** The Board of Regents will be subdivided into three advisory commissions--one for community colleges and vocational/technical education (community colleges, area vocational schools, and technical colleges), one for Regents institutions, and one for higher education coordination. At the time the Governor appoints each member to the Board of Regents, the Governor would designate the advisory commission on which the member is to serve. Each advisory commission would have three members and each member of the Board on Regents would serve on one of the commissions.
 - **Duties of the Commission for Community Colleges and Vocational/Technical Education Established.** The Commission for Community Colleges and Vocational/Technical Education would have the following duties:
 - Propose for adoption by the State Board rules and regulations for supervision of the community colleges, technical colleges, and area vocational education schools
 - Initiate plans for institutional advancement and new educational programs and courses of instruction
 - Provide for statewide planning for institutions under its jurisdiction
 - Review existing programs, courses of instruction, and program and course locations and make recommendations to the State Board with respect to the

- approval or disapproval of such programs, courses, and locations
 - Review requests of community colleges, technical colleges, and area vocational schools for state funding and formulate recommendations thereon
 - Develop an annual policy agenda for institutions under its jurisdiction
 - Conduct continuous studies of ways to best use resources available for institutions under its jurisdiction
 - Make reports on the performance of its functions and duties together with any proposals and recommendations at each regular meeting of the State Board of Regents
 - Identify core indicators of quality performance for community colleges, technical colleges, and area vocational schools

- **Duties of the Commission for State Educational Institutions Established.** The Commission for State Educational Institutions would have the following duties:
 - Propose rules and regulations to the State Board of Regents concerning the operation and management of the Regents institutions
 - Initiate plans for institutional advancement and new educational programs and courses of instruction
 - Formulate budget requests for the Regents institutions
 - Formulate recommendations to the State Board with respect to the appointment of chief executive officers of the Regents institutions
 - Review existing educational programs and courses of instruction at the Regents institutions and make decisions with respect to the educational and economic justification for the programs and courses
 - Develop an annual policy agenda for the Regents institutions
 - Conduct continuous studies of ways to best use resources available for institutions under its jurisdiction
 - Make reports on the performance of its functions and duties together with any proposals and recommendations at each regular meeting of the State Board of Regents
 - Identify core indicators of quality performance for Regents institutions

- **Duties of the Commission for Higher Education Coordination Established.** The Commission for Higher Education Coordination would have the following duties:
 - Conduct continuous review and evaluation of the comprehensive plan for coordination of higher education and make recommendations for amendment, revision, or modification of the plan
 - Review existing and proposed educational programs, courses of instruction, and program and course locations and make recommendations to the State Board with respect to the coordination of programs, courses, and locations
 - Collect and analyze data and maintain a uniform postsecondary education data base
 - Resolve conflicts among and between postsecondary educational sectors and

- institutions
- Compile core indicators of quality performance for postsecondary educational institutions (all the institutions under the State Board's jurisdiction)
 - Broker affiliations and mergers of postsecondary educational institutions
 - Coordinate a state system interface with private colleges and universities and with Washburn University
 - Make reports on the performance of its functions and duties together with any proposals and recommendations at each regular meeting of the State Board of Regents
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- **New Board Would Assume Duties of Former Board of Regents and State Board of Education With Respect to Transferred Institutions.** Standard transfer language is included in S.B. 345 to make the newly-established Board of Regents the successor board to the current Board and to provide for the transfer of supervisory authority for the community colleges, area vocational schools, and technical colleges from the State Board of Education to the State Board of Regents. These provisions address the transfer of current employees of the State Board of Regents and the State Board of Education to the new Board of Regents if the new Board determines that the officers and employees are necessary to perform the new Board's powers, duties, and functions.

 - **Performance Funding Would Be Implemented.** By July 1, 2000, the Board of Regents would review performance indicators developed by the institutions and select those indicators that would be implemented. Some of the indicators would become the basis for performance funding. Institutions would develop institutional plans showing how they would measure their performance on the basis of each indicator. Plans would be implemented by July 1, 2001 and beginning on July 1, 2002, state funding would be allocated by the Board of Regents to institutions that had performed well on their indicators. The amount of money an institution could receive would be capped at 2.5 percent of the institution's State General Fund appropriation the prior year.

**Duties of Boards Under S.B. 345
(As Amended by the Senate Education Committee)**

	Commission for State Educational Institutions Advisory to the Board of Regents Concerning the Regents Institutions	Commission for Community Colleges and Vocational/Technical Education Advisory to the Board of Regents Concerning the Community Colleges, Technical Colleges, and Area Vocational Schools	Commission for Higher Education Coordination Advisory to the Board of Regents Concerning the Coordination of Regents Institutions, Community Colleges, Techni- cal Colleges, and Area Vocational Schools and the Interface with Washburn University and the Private Colleges and Universities	Kansas Board of Regents
Authority to Adopt Rules and Regulations	Propose for adoption by the State Board of rules and regulations for operation and management of the Regents Institutions	Propose for adoption by the State Board of rules and regulations for supervision of the community colleges, technical colleges, and area vocational schools		<i>Existing authority</i>
Program and Course Initiation	Initiate plans for institutional advancement and new educational programs and courses of instruction	Initiate plans for institutional advancement and new educational programs and courses of instruction		<i>Existing authority, although initiative for programs and courses often comes from institutions</i>
Budget Requests	Formulate budget requests for the Regents institutions	Review requests of community colleges, technical colleges, and area vocational schools for state funding and formulate recommendations thereon		Review budget requests and requests for state funding of postsecondary educational institutions and present a unified budget for higher education to the Governor and the Legislature each year <i>Under existing authority, Board of Regents approves budgets for Regents institutions</i>
Program and Course Review	Review existing educational programs and courses of instruction at the Regents institutions and make decision with respect to the educational and economic justification, or lack thereof, for such programs and courses	Review existing and proposed educational programs, courses of instruction, and program and course locations and make recommendations to the State Board with respect to the approval or disapproval of such programs, courses, and locations	Review existing and proposed educational programs, courses of instruction, and program and course locations and make recommendations to the State Board with respect to the coordination of such programs, courses, and locations	Approve or disapprove for state funding existing and proposed educational programs, courses of instruction, and program and course locations <i>Under existing authority, Board of Regents approves new programs and degrees and off-campus courses and locations</i>
Public Policy Agenda	Develop each year a policy agenda for Regents institutions	Develop each year a policy agenda for community colleges, technical colleges, and area vocational schools		Develop each year and recommend to the Governor and the Legislature a policy agenda for higher education, which policy agenda shall assess priorities among proposals for policy change, programmatic recommendations, and state funding requests

	<p align="center">Commission for State Educational Institutions Advisory to the Board of Regents Concerning the Regents Institutions</p>	<p align="center">Commission for Community Colleges and Vocational/Technical Education Advisory to the Board of Regents Concerning the Community Colleges, Technical Colleges, and Area Vocational Schools</p>	<p align="center">Commission for Higher Education Coordination Advisory to the Board of Regents Concerning the Coordination of Regents Institutions, Community Colleges, Techni- cal Colleges, and Area Vocational Schools and the Interface with Washburn University and the Private Colleges and Universities</p>	<p align="center">Kansas Board of Regents</p>
<p>Ongoing Studies</p>	<p>Conduct continuous studies of ways to maximize the utilization of resources available for public universities and initiate action for improvement</p>	<p>Conduct continuous studies of ways to maximize the utilization of resources available for community colleges, technical colleges, and area vocational schools and initiate action for improvement</p>		<p>Conduct continuous studies of ways to maximize the utilization of resources available for higher education in Kansas and initiate action for improvement</p> <p>Conduct continuous studies of how state policies affecting higher education and how Kansas economic and demographic trends impact upon accessibility to postsecondary education by Kansas residents, and initiate ways to improve such accessibility</p>
<p>Report to State Board</p>	<p>Make reports on the performance of its functions and duties together with any proposals and recommendations it may formulate with respect thereto at each regular meeting of the State Board</p>	<p>Make reports on the performance of its functions and duties together with any proposals and recommendations it may formulate with respect thereto at each regular meeting of the State Board</p>	<p>Make reports on the performance of its functions and duties together with any proposals and recommendations it may formulate with respect thereto at each regular meeting of the State Board</p>	<p>Receive and consider reports, proposals, and recommendations of the derivative boards and take such actions thereon as are deemed necessary or appropriate</p>
<p>Other Powers and Duties</p>				<p>Exercise such other powers and perform such other functions and duties as are deemed necessary and appropriate to the fulfillment of its constitutional and statutory responsibilities</p>
<p>Statewide Planning</p>		<p>Provide state wide planning for community colleges, technical colleges, and area vocational schools</p>	<p>Conduct continuous review and evaluation of the comprehensive plan for coordination of higher education and make recommendations as deemed necessary for amendment or modification of the plan</p>	<p>Adopt, from time to time amend, revise, or modify, and administer a comprehensive plan for coordination of higher education within this state</p>
<p>Uniform Data Base</p>			<p>Collect and analyze data and maintain a uniform postsecondary education data base</p>	<p><i>Under existing authority, collects uniform data for Regents institutions</i></p>
<p>Conflict Resolution</p>			<p>Resolve conflicts among and between postsecondary educational sectors and institutions</p>	<p><i>Under existing authority, resolves conflicts among Regents institutions and, on a voluntary basis, with other institutional sectors</i></p>
<p>Appointment of Regents CEOs</p>	<p>Formulate recommendations to the State Board with respect to the appointment of chief executive officers of the Regents institutions</p>			<p><i>Under existing authority, appoints heads of Regents institutions</i></p>

	Commission for State Educational Institutions Advisory to the Board of Regents Concerning the Regents Institutions	Commission for Community Colleges and Vocational/Technical Education Advisory to the Board of Regents Concerning the Community Colleges, Technical Colleges, and Area Vocational Schools	Commission for Higher Education Coordination Advisory to the Board of Regents Concerning the Coordination of Regents Institutions, Community Colleges, Techni- cal Colleges, and Area Vocational Schools and the Interface with Washburn University and the Private Colleges and Universities	Kansas Board of Regents
Identify Core Indicators	Identify core indicators of quality performance for Regents institutions	Identify core indicators of quality performance for community colleges, technical colleges, and area vocational schools	Compile core indicators of quality performance for postsecondary educational institutions	Approve core indicators for public postsecondary institutions <i>Under existing authority, has identified core indicators for Regents institutions</i>
Broker Affiliations and Mergers*			Broker affiliations and mergers of postsecondary educational institutions	
Coordinate Interface With Other Institutions			Coordinate a state system interface with private colleges and universities and Washburn University	<i>Under existing authority, Board of Regents can voluntarily coordinate with other institutions</i>
Institutional Roles and Missions				Determine institutional roles and review institutional missions and goals
Articulation Procedures				Develop articulation procedures so that maximum freedom of transfer among and between postsecondary educational institutions is ensured
Distance Learning Technologies				Develop and implement a comprehensive plan for the utilization of distance learning technologies
Annual Report				Report annually on the performance of its functions and duties to the Governor and the Legislature
Student Financial Aid				<i>Under existing authority, Board of Regents administers a variety of state student assistance programs for students at public and private postsecondary institutions</i>
* Existing statutes provide for mergers of community colleges with community colleges and for mergers of community colleges with area vocational schools.				

S.B. 345 Time Line

- May, 1999 (tentative)–S.B. 345, as enacted, would be published in the *Kansas Register*. The current State Board of Regents and the position of Executive Director would be abolished. A wind-down period would begin.
- Wind-down period beginning with effective date of act until June 30, 1999–During this time, the existing Board of Regents and Executive Director abolished by the act would continue to function in order to provide a transition to the new board.
- July 1, 1999–The new Board of Regents would become operational and all powers, duties, and functions exercised by the former board would be transferred.
 - The Governor would be required to make appointments of members to the new board on or before July 1. In order to establish a staggered cycle, three of the initial appointments would serve four-year terms, three would serve three-year terms, and three would serve two-year terms. After that, terms would be for four years, with a limit of two terms (not counting the initial term).
 - Standard transfer language is included in S.B. 345 to make the newly-established Board of Regents the successor board to the current board. Current employees of the State Board of Regents and the State Board of Education would be transferred to the new Board of Regents if the new board determines that the officers and employees are necessary to perform the new board's powers, duties, and functions.
 - Rules and regulations and policies of the current Board of Regents would continue in effect. Property, records, and funds of the existing board would be transferred to the new board.
 - Supervisory authority for the community colleges, area vocational schools, and technical colleges would be transferred from the State Board of Education to the State Board of Regents. All powers, duties, functions, records, and property of the State Board of Education relating to the operations of community colleges, technical colleges, and area vocational schools would be transferred to the new Board of Regents. Rules and regulations, policies, and state plans relating to the transferred institutions would continue in effect under the new board.
- July 1, 2000–The Board of Regents would select performance indicators for each

institution to serve as the basis for performance funding.

- July 1, 2001–Institutions would implement institutional improvement plans and show how they would measure their performance on each performance indicator. Institutional improvement plans would have to be revised at least every three years.
- July 1, 2002, and annually thereafter–The Legislature would make appropriations for performance funding. Money would be allocated to an institution on the basis of its performance on its indicators. Performance funding received by an institution could not exceed 2.5 percent of the total State General Fund appropriation the institution received the prior year. A separate appropriation would be made for Regents institutions and Washburn University, for community colleges, and for technical colleges and area vocational schools.

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Testimony presented to the House Education Committee, March 18, 1999,
by Dr. Edward E. Berger, President of Hutchinson Community College/Area
Vocational School.

Senate Bill 345 seems to provide solutions to many of the higher education governance concerns that have plagued the State of Kansas for the past thirty years. If one was to design a system of higher education for a state, it would come much closer to looking like what is being proposed in Senate Bill 345 than the disjointed system that we currently have.

It is certainly not a fault of any of the governing or coordinating bodies, either past or present, that the existing system is in place. Community Colleges and Vocational Technical Schools grew out of the K-12 system, had local missions, with locally elected Boards of Education and Trustees, so it seemed only logical that they come under the coordinating function of the State Board of Education. The Regents institutions, having statewide missions, were governed by the appointed Board of Regents.

As the missions of community colleges have expanded, making them more regional than local institutions, as community colleges have responded to meeting the needs for a technologically sophisticated workforce and as learning has become less time and place specific, community colleges are clearly more closely aligned with higher education than K-12. Given these basic changes, it seems only appropriate that all post secondary education in Kansas be under one board.

The provisions of Senate Bill 345 address some of the barriers that have previously prevented all of higher education from being under one board. One of the primary concerns of community colleges has been the preservation of local boards of control, allowing for responsiveness to the constituencies that created the colleges and are funding nearly 50 per cent of the colleges' operations. This legislation preserves the integrity of local control and creates a coordinating board for community colleges and vocational schools within the superstructure of the reconstituted Board of Regents.

One of the concerns that community colleges previously have expressed about coming under the Board of Regents was the ability of the Regents, or really any board, to have both coordinating and governing functions. This issue is addressed by the delineated responsibilities of separate three member boards for Regents and Community Colleges. Other proposals for a separate community college board would have required a constitutional amendment.

To maximize the delivery of educational services to the citizens of Kansas, it is time that all components of post secondary education function as a coordinated unit. Senate Bill 345 seems to achieve this end while maintaining community college local control which allows for the uniqueness that has characterized and been a strength of community colleges in Kansas.

**SB 345 And SCR 1613 Hearing
Senate Education Committee
Wednesday, March 10, 1999
9:00 A.M.
Room 123-S**

**Seward County Community College
1801 North Kansas
Liberal, KS. 67901**

Good Morning Senators Lawrence, Langworthy, Hensley, Kerr, Umbarger, Lee, Oleen, Emert, Bleeker and Jones. My name is Jim Grote, President, Seward County Community College, Liberal, KS. The nature of my remarks is directed at SB 345. In reviewing SB 345, there are a number of positive features. These positive features include the following:

- ▣ It does not require a constitutional amendment;
- ▣ It retains some of the conceptual recommendations of the Governor's Task Force on Higher Education;
- ▣ It appears to place community colleges on a level playing field with the Regents;
- ▣ It appears to acknowledge local control by the community college Boards of Trustees;
- ▣ It appears to have provisions to coordinate all public sectors of higher education by bringing those institutions together under one Board; and,
- ▣ It appears to provide a mechanism for dispute/conflict resolution.

Although the above features are indeed positive, there are a number of potential limitations. These potential limitations include the following:

- ▣▶ Having only three(3) members, per derivative board, perhaps does not provide enough diversity for discussion and consideration of higher education issues; therefore we do support HCR 1613, which provides an opportunity to increase the number of members to the State Board of Regents;
- ▣▶ The provision for adequate staffing to operationalize the responsibility of the new board needs to be assured;
- ▣▶ There is the need to specifically list the authority of local Boards of Trustees, i.e., having the ability to hire and fire CEO, to establish local institutional budgets, responsible for capital improvements and facilities, and to determine an institutional mission; and,
- ▣▶ No funding recommendation is included.

With the above limitations, the most critical is the absence of a funding recommendation. In many respects, the funding issue is perhaps more significant than the issue of governance. As the Senate Education Committee continues its deliberations, hearings and discussions on SB 345, I would encourage some thought on adding a funding formula component, which would move us away from the enrollment and credit hour driven model that we currently have. I also encourage your thoughts toward a forward funded formula model, recognizing the statewide impact of community colleges, as well as local property tax relief.

For example, and at Seward County Community College, with a mill levy of 26.85, only twenty-one(21) percent of our general fund revenues come from state sources with the overwhelming

percentage of support(54%) coming from our local tax base. Student tuition and fees comprise some eighteen(18) percent, with the balance from other sources. As assessed valuation continues to decline, coupled with the impact of the aggregate tax levy lid, enrollment growth is the only significant road for increased revenue.

Whatever the case, and with continued discussions on SB 345, the opportunity does exist to address not only governance but also funding. Addressing both issues are essential and a very necessary step in developing and facilitating a system of higher education in Kansas capable of meeting the demands of our state and its citizens in the 21st century.

Good morning Ladies and Gentlemen of the House Education Committee!
My name is J. B. Webster. I am Chairman of the Barton County Community College Board of Trustees and Vice-chairman of the Kansas Association of Community College Trustees. KACCT,s membership is made up of 117 elected trustees. The board of KACCT is composed of 19 members, one representative from each Community College.

I have been associated with education in Kansas since 1949. I was an instructor in the public schools for 19 years and was an instructor at Barton County Community College for 22 years, the last four years I was also Humanities Division Chairman. I retired in 1991 and was elected to the Board of Trustees in 1995. I am giving you this information to indicate to you I have great faith in what we are meeting here to discuss and to encourage you to move forward with a restructure of governance and coordination in higher education in the state of Kansas. I have been on both sides of the present structure and see the need for change.

In July of 1997, when various studies were being discussed concerning the governance and coordination of higher education, the Kansas Association of Community College Trustees developed the **CRITICAL COMPONENTS FOR COMMUNITY COLLEGE SERVICES TO THE PEOPLE OF KANSAS**. I believe you have a copy in the packet you have received. KACCT has whole heartily supported previous studies when they have included the **EIGHT CRITICAL COMPONENTS**. The Components address the services of Community Colleges, which create job preparation, economic development, academic advancement, personal enrichment, and essential skills. KACCT supported the house bill last year that included these components, the Governors Higher Education Task Force that included these components, the SB 345 that includes these components and I know KACCT will support the House bill on governance and coordination when it includes these components.

Community Colleges have a unique position in the future of their own service areas, the State of Kansas, the United States of America and we must not forget the world!

KACCT supports governance and coordination of higher education!

I thank you very much for your attention.



Independence Community College

*Senate Bill 345 Testimony
Kansas House of Representatives Education Committee
Jerry Allison
Independence Community College*

House Education Committee Chair Tanner, Vice-Chair Empson, Committee members. Thank you for the opportunity to speak to you concerning Senate Bill 345. I am Jerry Allison, Vice Chair of the Independence Community College Board of Trustees, KACCT Delegate, and career Sinclair and ARCO employee. My career with Sinclair and Atlantic Richfield, which brought me back to Southeast Kansas, provides personal perspective for the evolved community development role of our community colleges. I arrived in Independence just as the state community college statutes were enacted. As a life-long employee of industry, I have watched and benefited from the evolution of our traditional industry and junior college missions to a vision of community college reinvestment in our state economic futures. The higher education coordination structure within Senate Bill 345 provides clear direction for coordination and non-duplication of community college coursework with the area vocational technical schools and with our university partners for maximum reinvestment in our communities and state.

The community and economic development mission of community colleges is key to the future of continued growth for Kansas. The junior colleges that were initiated because of industrial growth early in our century have expanded to include reinvestment in the economy that initiated our institutions. Our nineteen community colleges now serve local and state growth needs through short-term and long-term training as well as the traditional associate degree coursework. Technical... Transfer... Career... Workforce Development... General Education... Economic Development... Cultural Enrichment... Basic Skills... Vocational Coursework: Community colleges provide what ever it takes to create a highly qualified workforce, retrain our degreed professionals, and/or update employee skills. Senate Bill 345 recognizes the evolved missions of our community colleges and provides for the flexibility not existent in current, traditional 13th and 14th grade credit hour statutory guidelines.

The recent success story of the new Independence Cessna Single Engine plant underlines the changed Kansas economic and higher education landscapes that drive the need for coordination outlined in Senate Bill 345. Senate Bill 345 recognizes and supports the seamless education stream provided by secondary/ technical schools, community colleges, and universities requisite for continued economic growth for our communities and state. The key to success for Independence Cessna Single Engine has been a qualified and trained workforce. That local workforce exists because of the basic technical training provided by Southeast Kansas Technical School instructors, employee screening and training from Independence Community College, and KIT/KIR state grant collaboration among ICC, SEKTS and Pittsburg State University. Some SEKTS/ICC/PSU coursework occurs at the plant; some training from each institution is scheduled at the Cessna Learning Center on the ICC campus; and distance learning technologies allow for some multi-site training with no territorial disputes. Cessna employees have moved to Kansas from dozens of other states for employment and training appropriate to their position. Locally, the Cessna success story has maintained the community energy that we enjoyed when Sinclair headquartered in Independence. Regionally, our schools and colleges have grown with the new educational needs. Statewide, our new employees and their industrial productivity have contributed to the Kansas economic boom that we experience today.

Senate Bill 345 speaks to the evolution of Kansas higher education through community college mission expansion to include the state economic development we enjoy... with a structure that provides flexibility, coordination, and recognition for productivity. We support the bill for our students', for our communities' and for our state's future.

TESTIMONY ON SB 345

I am Darrell Shumway, a trustee at Pratt Community College over the past 12 years and a member of the Board of Directors of the national Association of Community College Trustees. In that role, I have become familiar with several community college governance models across the nation, have discussed governance with several of the national experts in this area, and firmly believe that what is being proposed in Senate Bill 345 is a very workable model for Kansas. This governance model retains local control of what my colleagues refer to as, quote, the eight critical points of community college governance, unquote, which J. B. Webster will discuss with you following my testimony. Local control is what keeps the community and service to that community as the most important aspect of our mission. Our Board supports SB 345 because it retains the conceptual recommendations of the Governor's Higher Education Task Force by uniting higher education in Kansas and by assuring better and more consistent coordination among institutions. This, by the way, is the most prominent feature of other successful governance systems across the country. Other positive features of SB 345 are that:

1. It doesn't require a constitutional amendment.
2. In theory, SB 345 puts community colleges on a level playing field with the Regents in terms of advocacy for improved articulation, funding, mission identification and other

issues.

3. It opens the door to resolving some longstanding issues among postsecondary education such as service areas, unnecessary duplication of programs and services and others.

But, as in any governance model that would be proposed, SB 345, I believe, can be improved. I urge that consideration be given to adding a funding component to the bill while higher education still is a, quote, hot topic and on the front burner, unquote, of the legislative agenda. This would help relieve some of the financial distress many of our colleges are facing. The bill needs to provide for adequate staffing of the newly structured board to assure the smooth and timely flow of business. Personally, I would like to see a provision that assures that no more than one person from any one county and no more than any two alumni from any one institution, are appointed to the board. Any hint of institutional or political favoritism should be avoided at all costs. Finally, just for practical reasons, I would recommend increasing members to 15, in groups of five rather than three, to provide a more diversified membership and to promote a broader discussion and consideration of the issues brought before the board. This last recommendation should only be considered if somehow a constitutional amendment could be avoided.

I applaud Senators Downey and Emert for their bipartisan efforts to resolve an issue that has for so long divided the higher

education community in Kansas. Each of our institutions, whether they be Regents universities, community or technical colleges, or area vocational schools are important to Kansas and to the regions they serve. They are doing an excellent job. However, in my opinion, united under one governance system, together, they can move Kansas from one of the better systems in the U.S. to one of the best. Thank you for this opportunity to present my views.



COUNTY

COMMUNITY

COLLEGE

OFFICE OF THE PRESIDENT

Testimony for SB 345 and SCR 1613 Hearing
Senate Education Committee
March 10, 1999

Prepared by Jackie A. Vietti, Butler County Community College

A Future Initiatives Task Force appointed by the Kansas Association of Community Colleges is in the process of finalizing a document that addresses critical short and long-term initiatives. These initiatives have been selected to ensure our continued effectiveness in meeting the needs of individual citizens, communities and businesses within our state. As part of that document, we have identified a set of expectations for ourselves and for the public. It is important to examine the impact of SB 345 in light of these expectations.

Our expectations for the state's nineteen community colleges:

- ◆ A strong commitment to our students and our local constituents
- ◆ Increased recognition for our contributions to the state
- ◆ A commitment to accountability as demonstrated through core indicators of effectiveness
- ◆ Preservation of the eight critical components as outlined today
- ◆ Adequate funding

Our perceived public expectations for community colleges:

- ◆ Better coordination and increased accountability for higher education
- ◆ Accessible, affordable, high quality higher education
- ◆ Property tax relief
- ◆ A literate and skilled work force

The Impact of SB 345 on the Expectations of the Community Colleges and the Public:

- ◆ SB 345 appears to preserve the eight critical components that must be retained if we are to continue to meet our statewide as well as locally unique missions.
- ◆ SB 345 places community colleges on a level playing field with the Regents universities.
- ◆ SB 345 provides the framework for improved coordination and accountability for higher education and thus improved effectiveness in developing a literate and skilled work force for our state.
- ◆ SB 345 offers great potential finally to close the book on discussion regarding the issue of governance of higher education.

Areas in Need of Attention Regarding SB 345:

While the Senate Education Committee and Senators Emert and Downey are to be commended for their vision in developing a fresh, new approach to a long-standing and to-date unresolved issue, there are some areas in need of attention as SB 345 moves forward:

- ◆ The proposed Board must include diversified membership to promote broad discussion and consideration of issues.
- ◆ Adequate staffing must be put into place to provide effective and timely oversight and coordination of all entities included under the Board of Regents.
- ◆ Funding recommendations must be considered in conjunction with the bill.

Closing Comments:

- ◆ The community colleges of Kansas are optimistic regarding the future of higher education within our state.
- ◆ We affirm our openness to changes that enhance our ability to meet the current and future needs and expectations of those we serve.
- ◆ We offer our appreciation and support to those who have invested their time and energy in developing SB 345.

CRITICAL COMPONENTS FOR COMMUNITY COLLEGE SERVICES TO THE PEOPLE OF KANSAS

The value that community colleges provide to the individuals and families of Kansas is rooted in eight critical components. These components set the community college apart from all other educational institutions and enable the community colleges to provide vital and effective services not available from any other source to many of the citizens and businesses in Kansas. These services provide training and retraining for employers, owners and managers in business and industry; education for adults returning to the classroom after years outside of college; and technical skills for Kansans working to retain or advance in their jobs.

The community colleges also meet the needs of immigrants learning English and studying to become American citizens; adults attaining basic education and building literacy skills; senior citizens enriching life through learning; and "placebound" Kansans balancing education with adult responsibilities in their home communities.

Students preparing for transfer to a four-year college or university also rely on the student-centered community college environment.

EIGHT CRITICAL COMPONENTS

These services, which create job preparation, economic development, academic advancement, personal enrichment, and essential skills, are possible because Kansas community colleges:

- operate under the authority of locally elected boards of trustees;
- select, retain, compensate, or dismiss their chief executive officers at the local level;
- set their institutional budgets locally, in response to the learning needs of the citizens being served;
- determine and approve their own missions with primary focus on community, area and regional needs, which benefit the entire state;
- maintain existing service areas, which form a statewide network for citizen/student access;
- respond quickly and effectively to the training needs of local and area business and industry;
- provide education that is accessible to all Kansans at a cost all citizens can afford; and
- own and administer campus property.

**OBSERVATIONS OF THE KANSAS BOARD OF REGENTS
ON SENATE BILL 345, AS AMENDED BY SENATE EDUCATION COMMITTEE
By Bill Docking, Chair
To House Education Committee
March 18, 1999**

The Board of Regents continues to be supportive of ways to improve the coordination of Kansas postsecondary education to enhance access, quality and accountability through efficient and effective utilization of resources. The Board of Regents acknowledges that SB 345 contains the necessary elements for improved coordination:

- comprehensive statewide planning
- review and approval of institutional mission statements
- exploring opportunities for mergers and affiliations
- coordination of off-campus education
- creation of uniform statewide database
- provision for conflict resolution
- development of procedures for articulation and transfer
- development of and advocacy for a unified higher education budget

The Board of Regents and Regents institutions have expended great effort to develop core performance indicators; the Board would support the concept of performance funding as part of restructuring plan.

The Board of Regents is pleased the Senate Education Committee clarified that the derivative boards are advisory to the full board and have no independent authority. However, the Board continues to be concerned about the derivative boards and how they will function effectively. Among the Board's concerns are:

- The potential for overloading a derivative board of three persons with too much responsibility.
- That the same persons making up the derivative boards could not come together and function effectively as a full board.
- The Board recommends consideration be given to including in SB 345 a provision to sunset the three derivative boards.

The Board is pleased that SB 345 does not require the Governor to make constituency-based appointments to the board. Nevertheless, the Board strongly believes it is vital that continuity in Board membership should be maintained to assure that Board initiatives are not disrupted.