

PERFORMANCE AUDIT REPORT

Off-Campus Courses Taught By The Regent's Universities

**A Report to the Legislative Post Audit Committee
By the Legislative Division of Post Audit
State of Kansas
January 1989**

Legislative Post Audit Committee

Legislative Division of Post Audit

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PERFORMANCE AUDIT REPORT

OFF-CAMPUS COURSES TAUGHT BY THE REGENTS' UNIVERSITIES

OBTAINING AUDIT INFORMATION

This audit was conducted by Ron Green, Senior Auditor, and Jim Davis and Allan Foster, Auditors, of the Division's staff. If you need any additional information about the audit's findings, please contact Mr. Green at the Division's offices.

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OFF-CAMPUS COURSES TAUGHT BY THE REGENTS' UNIVERSITIES

Summary of Legislative Post Audit's Findings

What changes have occurred in the number and types of off-campus courses taught by the Regents' universities? The number of off-campus academic classes decreased by about 17 percent since 1979. In Spring 1988, off-campus academic classes were taught in 84 Kansas cities. The types of courses taught off-campus showed little change from Spring 1979 to Spring 1988. The Board of Regents has not had an adequate method for tracking off-campus courses.

Are these off-campus courses being approved as required? Under Board of Regents' policies, classes taught outside assigned service areas should be approved before public announcement of the classes. University officials did not always properly submit approval forms before the classes started, but Board staff approved the classes anyway.

To what extent do the universities' off-campus course revenues exceed their costs? Because of the way Regents' universities are funded, the indirect revenue (State aid) associated with off-campus classes could not be identified. Unlike community colleges, Regents' universities do not automatically receive additional dollars of State aid for additional credit hours taught. Therefore, it was not possible to compare total revenues with total costs to determine the extent to which one exceeded the other.

Direct revenues from students amounted to 46 percent of the total costs associated with off-campus classes sampled. This is about the same portion of total costs that off-campus students paid at the State's community colleges.

Are the universities' off-campus courses comparable in quality to their on-campus courses? Universities' off-campus courses generally appeared to be comparable in quality to on-campus courses. Off-campus instructors appeared to be well qualified and most were full-time, on-campus faculty members. Faculty members surveyed said that course content was generally the same for courses taught both on- and off-campus. Students were highly satisfied with the quality of the off-campus courses they have taken.

In a few aspects, off-campus courses may not be completely equivalent to the quality of on-campus courses. Off-campus instructors surveyed said that some types of supplies and equipment were not adequate off-campus. Several universities did not have adequate methods to ensure compliance with Board policies concerning off-campus instructors.

This report includes several recommendations for improving the Board of Regents' oversight of off-campus courses. We would be happy to discuss these recommendations or any other items in the report with any legislative committees, individual legislators, or other state officials.



Meredith Williams
Legislative Post Auditor



OFF-CAMPUS COURSES TAUGHT BY THE REGENTS' UNIVERSITIES

A recent performance audit, Off-Campus Courses Offered by Kansas' Community Colleges, followed up on a 1980 audit examining the extent of off-campus academic course offerings, the excess revenues they generate, and their quality compared with on-campus courses. The recent audit showed that the number of off-campus classes the community colleges offered had grown substantially. In Spring 1988, the community colleges taught 1,509 off-campus classes, compared with 927 off-campus classes in Spring 1979. Based on a significant sample of these courses, the audit also showed that most deficiencies relating to quality apparently had been improved or addressed.

Legislative interest has been expressed in obtaining similar updated information for the Regents' universities, which were also covered in the 1980 audit. The Legislative Post Audit Committee directed that this audit address the following questions:

1. **What changes have occurred in the number and types of off-campus courses taught by the Regents' universities?**
2. **Are these off-campus courses being approved as required?**
3. **To what extent do the universities' off-campus course revenues exceed their costs?**
4. **Are the universities' off-campus courses comparable in quality to their on-campus courses?**

To answer these questions, Legislative Post Audit reviewed the courses taught by all the Regents' universities in the Spring 1988 semester. We conducted on-site fieldwork at six universities, interviewed university officials and Board of Regents' staff members, and surveyed three different groups—off-campus students, off-campus instructors, and on-campus instructors. In conducting this audit, we used the same definition used in earlier audits for an off-campus course: **any academic course taught for credit off the main, contiguous campus of the university for which no on-campus coursework was required.**

In general, we found that the number of off-campus courses has declined somewhat from the previous audit, while the types of classes taught showed little change. Some off-campus classes were not approved before the start of the classes, as required by Board policy. For the Spring 1988 classes sampled, direct revenues generated by off-campus students amounted to less than half the total costs associated with the classes. Finally, off-campus classes by-and-large appeared to be comparable in quality to on-campus classes. However, several universities did not have adequate methods to ensure compliance with Board policies related to off-campus instructors. These and other findings are discussed more fully in this report.

What Changes Have Occurred in the Number and Types of Off-Campus Courses Taught by the Regents' Universities?

We found that the number of academic off-campus classes taught by the Regents' universities decreased by about 17 percent from Spring 1979 to Spring 1988. The number of cities in which off-campus academic classes were held also decreased slightly, while the types of courses taught off-campus showed little change. Finally, although the Board of Regents has collected information about the universities' off-campus classes, it has not had an adequate method for tracking such classes. These findings are discussed more fully in the following sections.

In all cases where Spring 1988 totals are compared with Spring 1979 totals in this report, neither semester includes any off-campus classes taught by Kansas University Medical Center or Kansas College of Technology. The 1980 performance audit did not list separate data for these two institutions. For the Spring 1988 semester, the two institutions' off-campus classes (a combined total of 23 classes) are included in Appendix A and in the Supplement of this report.

The Number of Off-Campus Academic Classes Has Decreased by About 17 Percent Since 1979

The 1980 performance audit showed that, in Spring 1979, the six Regents' universities taught a total of 827 off-campus academic classes. By Spring 1988, this number had fallen to 685. (A complete listing of all Spring 1988 classes is shown in the Supplement to this report. This listing was checked and verified with each university.) The average class size for Spring 1988 was about 14 students. The following table shows the number of off-campus classes taught by each university in Spring 1979 and Spring 1988.

**Number of Off-Campus Classes
Taught by the Regents' Universities**

University	Total Number of Classes		Increase or Decrease	Percentage Increase or Decrease
	Spring '79	Spring '88		
Emporia State Univ.	109	53	-56	-51.4%
Fort Hays State Univ.	61	97	+36	+59.0%
Kansas State Univ.	221	181	-40	-18.1%
Kansas Univ.	231	228	-3	-1.3%
Pittsburg State Univ.	51	62	+11	+21.6%
Wichita State Univ.	<u>154</u>	<u>64</u>	<u>-90</u>	-58.4%
Totals	<u>827</u>	<u>685</u>	<u>-142</u>	<u>-17.2%</u>

As the table shows, four universities showed a decrease in their number of off-campus classes. The largest decreases occurred at Wichita State (down 58.4 percent) and Emporia State (down 51.4 percent). Two universities—Fort Hays State and Pitts-

burg State—increased their off-campus classes. Both of these universities have made concerted efforts to coordinate their programs with the community colleges in their areas. To varying degrees, universities see off-campus courses as a way to serve the communities in their service areas.

While the number of off-campus classes taught by universities declined by about 17 percent, the number of off-campus classes taught by the State's community colleges rose by about 63 percent. This contrast can be explained in part by differences in how the colleges and universities are funded. Community colleges have a strong financial incentive for teaching off-campus classes because of the additional revenues they receive for teaching classes to students from outside the county. Community colleges receive State funding based on the number of credit hours they teach, plus additional State aid for credit hours taken by students who are not residents of the counties where colleges are located. Community colleges also receive payments from the home counties of such students.

Regents' universities do not have the same types of economic incentives. For example, they do not receive any additional revenues based on the county residency of in-State students. Other factors that appear to reduce the universities' incentive to increase their off-campus course offerings are outlined below, and are contrasted with the community colleges' funding process.

WHEN ENROLLMENTS INCREASE,

a Regents' university...

- generally retains no more than 75% of additional student tuition and fees
- is not eligible for additional State funds unless its total funding adjustment is at least 0.5% of its base budget
- receives the enrollment adjustment funds (beyond the 0.5% threshold) 2 years after the enrollment growth occurred

a community college...

- retains 100% of additional student tuition and fees
- receives additional State aid and out-district tuition for every credit hour generated
- receives all additional funds within the same fiscal year that the enrollment growth occurred

In Spring 1988, Off-Campus Academic Classes Were Taught in 84 Kansas Cities

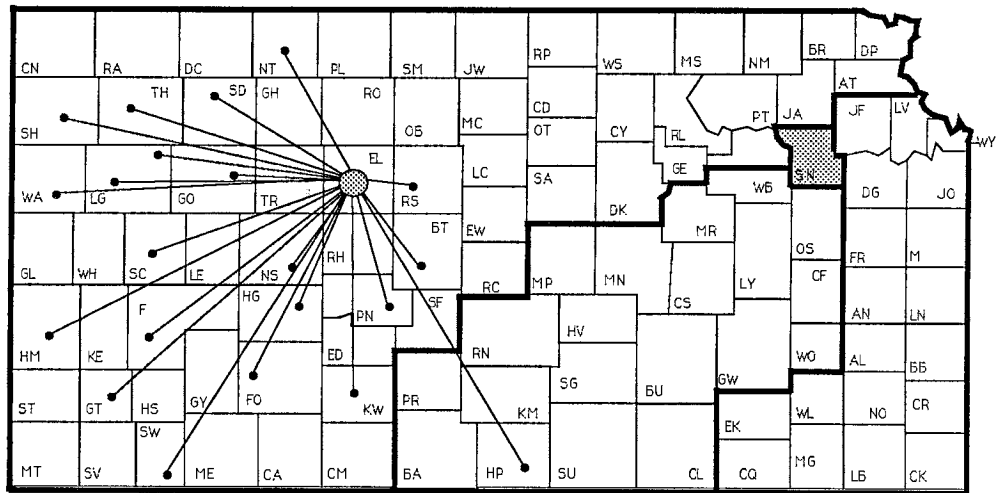
Regents' universities taught off-campus classes in a total of 84 Kansas cities in Spring 1988. (For this purpose, each city was only counted once, even though more than one university might teach classes in the same city.) This was a drop of eight cities, or about nine percent, from the 92 cities represented in Spring 1979. The maps on pages four and five show the cities where off-campus classes were taught by each university in Spring 1988. In addition to the six universities shown on the maps, the Kansas University Medical Center taught off-campus classes in seven Kansas cities and Kansas College of Technology taught in one city (Wichita).

Off-Campus Academic Course Locations, Spring 1988

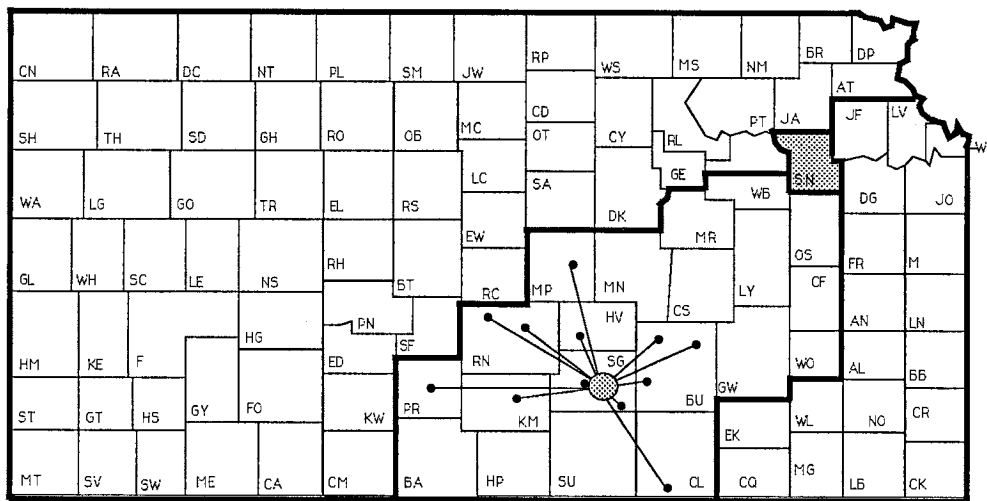
FORT HAYS STATE UNIVERSITY (a)

- Location of Main Campus
- Off-Campus Course Locations

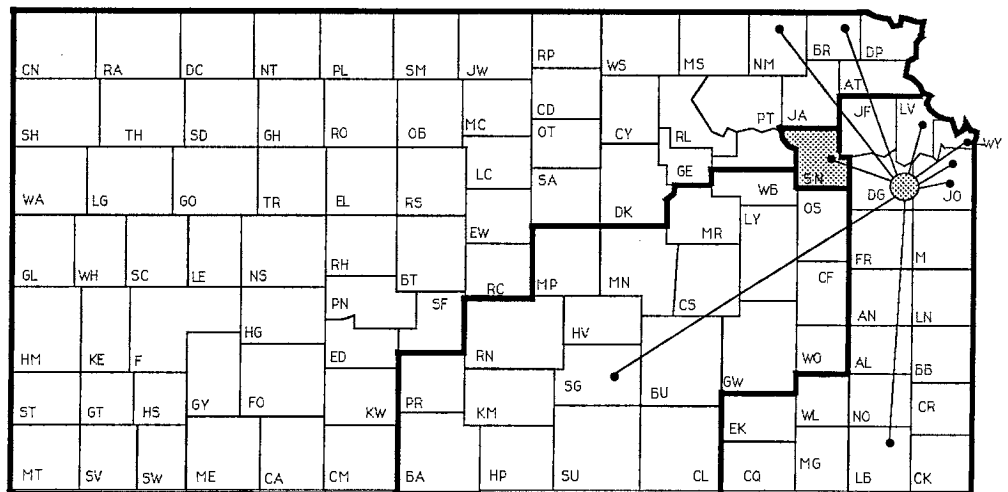
The Board of Regents has established three service areas, which are outlined on the map. Shawnee County (shaded on the map) is a part of all three service areas.



WICHITA STATE UNIVERSITY (b)



UNIVERSITY OF KANSAS (c)



For each of the six major universities, the number of cities in which off-campus courses were taught declined from Spring 1979 to Spring 1988. This is shown in the following table.

Numbers of Kansas Cities in Which Off-Campus Classes Were Taught (a)

<u>University</u>	<u>Spring 1979</u>	<u>Spring 1988</u>	<u>Change</u>
Emporia State Univ.	42	13	-29
Fort Hays State Univ.	26	22	-4
Kansas State Univ.	41	28	-13
Kansas Univ.	27	9	-18
Pittsburg State Univ.	26	20	-6
Wichita State Univ.	27	13	-14
.....			
Total Cities (b)	92	84	-8

- (a) The number of cities shown above does not include Telenet sites.
- (b) These are not column totals; they are the number of cities Statewide in which at least one off-campus class was taught.

Telenet classes—two-way audio connections between instructors and students—are discussed in the box below. If Telenet sites were included in the preceding table, then the number of total cities for Spring 1988 would be 95.

Telenet: An Alternate Method of Reaching Off-Campus Students

Telenet is a two-way audio system that links instructors with students at 37 locations throughout the State. The two-way link allows for questions and discussions between instructors and students. Each location has a monitor who handles student registration, provides course materials, and assists with electronic equipment.

Three universities—Emporia State, Fort Hays State, and Kansas State—form the “Kansas Regents Network” that owns Telenet. While Kansas State serves as host university, all three share responsibility for the financing, promotion, coordination, and administration of Telenet classes.

For an academic credit course, the university administering the course awards the credit. For example, if a Pittsburg State student took a course that was administered by Fort Hays State, then that student would actually receive credit for the class from Fort Hays State.

Of the 685 classes in our inventory of Spring 1988 off-campus classes, 20 were Telenet classes (11 administered by Kansas State, 6 by Fort Hays State, and 3 by Emporia State). Most of these classes were in the areas of education, agriculture, and health.

The Types of Courses Taught Off-Campus Showed Little Change from Spring 1979 to Spring 1988

When reporting their off-campus classes to the Board of Regents, the universities indicate the major program area classification number assigned to each class. We grouped the classes by these numbers and found that off-campus classes were taught in 23 major program areas in Spring 1988, two more than were represented in Spring 1979. (See Appendix A for a listing of all program areas covered by each university.) About the same number of classes during both semesters were taught in several program areas. The largest of these, education, accounted for 307 off-campus academic classes in Spring 1979 (37 percent of the total) and 304 classes in Spring 1988 (44 percent of the total). The next largest area

was letters (English, speech, literature, etc.), with 33 classes in Spring 1979 and 29 classes in Spring 1988.

Six program areas showed significant decreases in the number of classes taught off-campus from Spring 1979 to Spring 1988. Only two program areas showed notable increases during the period. The following table shows major program areas with the greatest changes from Spring 1979 to Spring 1988.

Program Areas with the Greatest Changes in the Number of Off-Campus Classes

Subject Area	Total Number of Classes		Increase or Decrease	Percentage Increase or Decrease
	Spring '79	Spring '88		
Public Affairs	147	84	-63	-42.9%
Home Economics	52	8	-44	-84.6%
Social Sciences	73	51	-22	-30.1%
Psychology	61	42	-19	-31.1%
Industrial Arts Ed.	30	14	-16	-53.3%
Ag. & Nat. Resources	15	3	-12	-80.0%
Engineering	10	35	+25	+250.0%
Health Professions	9	19	+10	+111.1%
All Others Combined	<u>430</u>	<u>429</u>	<u>-1</u>	-0.2%
Totals	<u>827</u>	<u>685</u>	<u>-142</u>	<u>-17.2%</u>

As the table shows, since 1979 the largest decreases in the number of classes taught were in the areas of public affairs and home economics. The number of public affairs classes declined because Wichita State dropped a major off-campus program. In home economics, Kansas State greatly reduced its off-campus classes. The expansion in the number of off-campus engineering classes occurred mainly through the University of Kansas, while Fort Hays State doubled the number of health professions classes it taught off-campus.

Few Off-Campus Courses Appeared to Be Hobby or Recreational

In the 1980 audit, Off-Campus Education in Kansas, Legislative Post Audit classified 37 of the 827 off-campus Regents' university classes taught during the Spring 1979 semester as potentially hobby or recreational. These were all the classes taught for academic credit in the program areas of physical education, industrial arts, and fine arts.

In the Spring 1988 semester, 28 of the 685 off-campus Regents' university classes fell into those program areas. These program areas accounted for about the same percentage of off-campus classes taught in both years.

Further review of the 28 Spring 1988 classes revealed that 18 were either graduate or upper-division undergraduate courses. Many of these classes were in industrial arts education, such as Industrial Supervision, Teaching Special Vocational Students, and Introduction to Industrial Safety. The 10 lower-division undergraduate classes appeared to have the greatest potential to be hobby or recreational. These classes included Trapshooting, English Horsemanship, Western Horsemanship, Introduction to Music, and Guitar.

Of the 685 off-campus classes taught by the six major universities in Spring 1988, 432 (63 percent) were graduate courses. The remaining courses were either upper-division undergraduate courses (24 percent) or lower-division undergraduate courses (13 percent).

The Board of Regents' Method for Tracking Off-Campus Courses Has Been Inadequate

For the 1988 academic year, the Board of Regents maintained a computer print-out of classes that the universities indicated would be taught off-campus. We used this as an initial source to assemble the inventory of off-campus academic classes that were actually taught by the universities in the Spring 1988 semester. In using this list, we found that it was not consistent in the enrollment figures used, and that it was not consistent in terms of what was counted as an "off-campus" class.

Enrollment figures were not consistent from university to university. In verifying the inventories with individual universities, we found that some of the enrollment figures were as of the 20th day of class, while others were as of the end of the semester. Another inconsistency appeared in classes shown on the list with enrollments of "0." In most cases, classes with "0" enrollment were never held; in a few cases, however, the classes were held but enrollments were never entered.

The definition of "off-campus course" varied from university to university. The Board of Regents has not defined an off-campus course, so the classes reported for the printout reflected each university's own definition.

Most universities defined an off-campus class as any class taught off the main campus (essentially the definition used for the purposes of this audit). However, Kansas State reported all classes that were run by its Division of Continuing Education, including several classes that were actually taught on the main university campus. Wichita State reported (with a few exceptions) only those classes that were held outside the city of Wichita, even though a number of classes were taught off campus and inside the city limits.

The universities and the Board of Regents' staff are aware of this definitional problem. A proposal to standardize the definition is under consideration by the councils that advise the Board of Regents.

If the problems covered above could be corrected, the Board of Regents would have a better management information system for off-campus classes. An accurate, consistent data base could be used in coordinating the off-campus programs. In addition, Board staff could easily prepare annual reports for the Board or the Legislature summarizing the size, scope, and changes in the off-campus programs of Regents' institutions. As our audits in this area have demonstrated, off-campus education has been an area of continued legislative interest.

Recommendation

To make its computer printout of off-campus courses a more reliable source of management information about the off-campus classes taught by the universities, the Board of Regents should do the following:

- obtain consistent enrollment figures for all universities
- establish a standardized definition of “off-campus course” so that reporting can be consistent systemwide

Are These Off-Campus Courses Being Approved as Required?

Under Board of Regents' policies, classes taught outside assigned service areas must be approved by the Board staff before public announcement of the classes. About one-fourth of such classes that we reviewed were not approved in advance as required during the Spring 1988 semester. These findings are discussed in the sections that follow.

Under Board of Regents' Policies, Classes Taught Outside Assigned Service Areas Should Be Approved in Advance

A proviso in a 1980 appropriations bill required the Board of Regents to establish geographic service areas for its universities. The Board subsequently established three service areas for off-campus courses. Each service area is shared by two universities. The University of Kansas and Pittsburg State share one, Wichita State and Emporia State share another, and Kansas State and Fort Hays State share the third. Shawnee County is a separate area served by the University of Kansas, Kansas State, and Emporia State. (Service areas are shown on the maps on pages four and five.)

Board policies require universities to get Board approval for the following types of classes before they are publicly announced:

- classes offered outside a university's geographic service area
- classes taught via mass media
- classes taught in Shawnee County.

Within an individual service area, the two universities sharing the area can offer any off-campus courses they choose without the Board's approval. They are supposed to notify the Board of all off-campus classes offered within their service areas, however. Inside a service area, Board policy states that educational services "will respect the rights and responsibilities of the nearest institution."

When an institution files a request to teach a class outside of its service area, a Board staff member notifies any Regents' institution that offers similar programs or courses nearby. For example, if Kansas State proposed to offer an English course in Leavenworth, Board staff would notify the University of Kansas because it offers classes there. If a university wanted to teach a class in Shawnee County, Board staff would notify Washburn University as well as the appropriate Regents' institutions.

If the notified institutions have no objection, the course is approved. If there is an objection, the requesting institution is given an opportunity to provide additional information or justification to overcome the objection. The Board staff makes the final decision if the institutions cannot reach agreement. If a course is not approved, the university can still offer the course, but should not include that course in its budget base. Courses not in the budget base generate student tuition and fees, but no additional State revenue for the university.

Off-Campus Classes Were Not Always Approved Before Public Announcement of the Classes

During the Spring 1988 semester, 146 classes were taught by universities outside their geographic service areas. (The University of Kansas Medical Center and the Kansas College of Technology were excluded from this count because they do not have assigned service areas.) Slightly more than half these classes were taught in Shawnee County.

We reviewed a random sample of 29 of the 146 classes offered outside university service areas for compliance with Board approval policies. For each class, we reviewed course approval forms and any relevant correspondence. Eight classes (28 percent) had not been approved before the start of the class. If the same percentage held for all 146 classes, about 40 would have been out of compliance.

In five of these cases, the universities did not submit the course approval forms until after the start of the class. (Two were submitted by Kansas State, and one each by Emporia State, Pittsburg State, and the University of Kansas.) In these five cases, Board staff approved the classes anyway. In two other cases, Emporia State incorrectly submitted the classes for approval on forms used to report classes offered inside the service area. Since these classes are not required to be approved, the approval process was never initiated by Board staff. In the last case, Kansas State submitted its request before the class started, and Board staff initially denied approval. After several months of negotiation, Board staff decided to approve the class.

Universities Can Teach Classes Statewide in Specialty Areas Approved by the Board

Instructional specialties are academic areas for which one university is recognized by the Board of Regents as the leader and given Statewide authority. Universities must still submit these classes for approval, but approval is usually automatic. The Board staff is not required to notify area institutions for such classes. Some examples of instructional specialties are law at the University of Kansas, veterinary medicine at Kansas State University, and library science at Emporia State. All off-campus classes offered by the University of Kansas Medical School and the Kansas College of Technology are instructional specialties. The list of specialties is currently being updated for submission to the Board of Regents. In addition, under proposed new policies, universities would have to specify all classes included in specialty areas.

Of the eight classes not approved before the start of the class, seven were included in the budget bases of the universities. We could not determine the financial impact of including these classes in the budget base, because universities do not receive State funds based directly on the number of classes, students, or credit hours. (Unless a university's enrollment adjustment exceeds one-half percent of its budget, the addition of a few classes would have no effect on its State funding.) The budget impact is not the real problem concerning Board approval of classes taught outside of service areas. Rather, the problem is that Board staff may not be able to adequately coordinate the off-campus classes taught Statewide.

When universities do not submit requests on a timely basis, Board staff cannot adequately coordinate the off-campus course offerings, and other universities do not get a chance to protest the classes being offered in their service areas. The Regents'

policy states: "The institutions having jurisdiction over an area share primary responsibility for meeting the needs of the area and take precedence over other Regents' institutions in offering credit academic courses within the area." Therefore, if the institution in whose area the class was to be offered had a similar course or program, it should have been given the opportunity to offer the course.

Recommendation

In accordance with Board of Regents' policies, the Board staff should not approve classes outside a university's service area when request forms are submitted after public announcement of the class. Board staff should inform the universities that the policy will be enforced, and that unapproved classes should not be counted in a university's budget base.

To What Extent Do the Universities' Off-Campus Course Revenues Exceed Their Costs?

Because of the way Regents' universities are funded, we were not able to identify the indirect revenue (State aid) associated with off-campus classes. Unlike community colleges, which receive State funding based directly on the number of credit hours they teach, Regents' universities do not automatically receive additional dollars in State aid for additional credit hours offered. Therefore, we could not compare total revenues with total costs to determine the extent to which one exceeded the other.

For a sample of off-campus classes, we did identify direct revenues generated by student tuition and fees, as well as both direct costs and indirect costs. The direct revenues from student tuition and fees amounted to just under half of the total costs of the sample classes. These and other findings are discussed more fully in the sections that follow.

Direct Revenues from Students Amounted to 46 Percent of the Total Costs Associated with Off-Campus Classes Sampled

To answer this question, we selected a random sample of 98 off-campus classes (about 14 percent of the total) taught by the six Regents' universities during the Spring 1988 semester. For those 98 classes, direct revenues averaged \$2,190 per class and total costs averaged \$4,737 per class.

To calculate direct revenues, we reviewed student enrollment data at each of the universities to determine the amount of student tuition and fees generated by the sampled classes.

Total costs for each class in the sample included both direct costs and indirect costs allocated to that class. Direct costs averaged about \$3,283 per class. Instructor compensation, which we obtained from contracts and other documentation provided by university officials, accounted for more than 93 percent of these direct costs. Other direct costs included instructors' reimbursed travel expenses and any other costs directly identifiable with the sample classes.

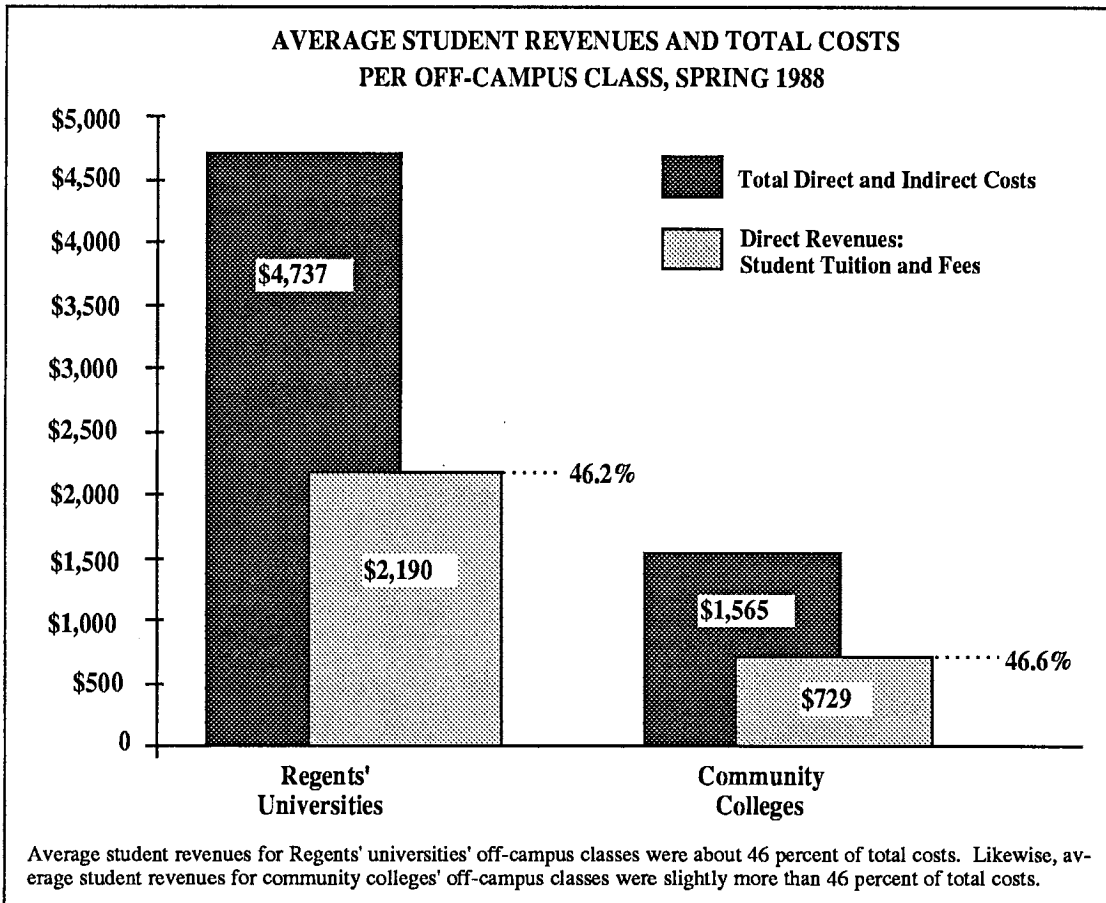
Indirect costs averaged about \$1,453 per class. Indirect costs were associated generally with the off-campus academic programs at each university, but could not be traced directly to any particular class. Administrative compensation accounted for more than 65 percent of the indirect costs of off-campus programs, which included the following:

- compensation of off-campus coordinators and their administrative staffs
- compensation of certain on-campus personnel that were associated with off-campus programs (such as directors and deans of continuing education) and their administrative staffs (according to the percentage of time they spent on the off-campus program)
- travel expenses of local coordinators, directors and deans of continuing education, and their administrative staffs

- facility costs that were not counted as direct costs (such as lease payments on the Regents Center)
- advertising and printing costs
- telephone costs
- Telenet charges
- any other costs that the universities incurred as a result of having off-campus programs, but that were not directly identifiable with any particular class

To determine the indirect costs of the sample classes for each university, we totaled all the fiscal year 1988 indirect costs, then divided that total by the number of off-campus credit hours taught by the university in that year. Total credit hours were provided by university officials and not independently verified. The resulting indirect cost rate was then applied to each class in the sample.

Off-campus students paid the same share of total costs at the Regents' universities and at the community colleges. To provide a frame of reference for the relationship between the universities' student-generated revenues and total costs related to off-campus classes taught for academic credit, we compared them to corresponding figures for a sample of community college off-campus classes reviewed during our 1988 audit, Off-Campus Courses Offered by Kansas' Community Colleges. The following chart shows the dollar amounts and ratios.



As the chart shows, student-generated revenues were about 46 percent of the total costs of off-campus classes at both the Regents' universities and the State's community colleges. Student revenues and total costs per class were significantly lower for the community colleges than for the universities.

Are the Universities' Off-Campus Courses Comparable in Quality to Their On-Campus Courses?

The universities' off-campus courses generally appeared to be comparable in quality to on-campus courses. Faculty members we surveyed said that the course content was generally the same for similar on-campus courses. In addition, the off-campus instructors appeared to be well qualified and students were satisfied with the quality of the courses. In a few aspects, it appeared that the quality of off-campus courses was less than on-campus courses. Finally, the Board of Regents may change its policy that requires off-campus instructors to teach on-campus courses. These and other findings are discussed in the sections that follow.

Universities' Off-Campus Courses Generally Appeared To Be Comparable in Quality to On-Campus Courses

The quality of courses is hard to measure because it is not readily quantifiable. To try to indirectly measure quality, we selected four criteria. The criteria used were the amount and type of work in the course, compliance with Board policy on off-campus instructors, qualifications of instructors, and student opinions of course quality. We collected data for these measures by checking compliance with Board policy and by surveying 56 on-campus instructors, 103 off-campus instructors, and 285 off-campus students. The on-campus faculty included in the survey were teaching a course on campus that had also been taught off campus.

Faculty members said that course content was generally the same for courses taught both on- and off-campus. Sixty-two of the 87 off-campus instructors who responded to the survey had taught classes both on- and off-campus. We asked these instructors about differences in course requirements of classes taught on- and off-campus. Seventy-four percent of the 62 instructors said that the course requirements were exactly the same both on- and off-campus. Most (82 percent) said that the same course syllabus and textbook were used, and that the amount of classroom time was the same. A few (10 percent) said that course requirements had to be altered off-campus because of limited library resources.

Most off-campus instructors were regular, full-time faculty members. Seventy percent of the off-campus instructors who responded to the survey reported that they were full-time faculty members. This result was in sharp contrast to the results of the faculty survey in the audit of community colleges; only 18 percent of community college off-campus instructors were full-time. The use of full- and part-time faculty was one of the major differences between off-campus programs of community colleges and universities. Community colleges mainly used part-time or adjunct instructors to teach off-campus courses, while universities tended to make greater use of regular, on-campus faculty.

To help ensure comparability of on- and off-campus instruction, the Board of Regents' current policy specifies that all off-campus classes included in the budget base must be taught by regular faculty. A regular faculty member is an instructor

who has taught a class in the same discipline on campus within the previous two years, and is not teaching the off-campus class on overload. Overload means being paid under a separate contract to teach additional classes. We examined teaching load records and overload contracts supplied by the universities for 88 classes, and noted that instructors in 94 percent of the classes were regular faculty.

Off-campus faculty members appeared to be well qualified. Seventy-seven percent of the instructors had doctorate degrees and 68 percent had faculty rank of assistant professor or higher. As a group, they had an average of 17.5 years of teaching experience. In comparison to on-campus instructors surveyed, a higher percentage of off-campus instructors had experience outside the classroom, and they held more professional certificates and licenses. On-campus instructors, however, on average had higher faculty rank, a higher percentage of doctorates, and slightly more teaching experience.

Students were highly satisfied with the quality of the off-campus courses they have taken. In the student survey, we asked students who had taken both on- and off-campus classes to compare the quality of the two types of classes. Seventy-one percent of these 82 students said off-campus courses were equal in quality to on-campus courses. Twelve percent thought off-campus classes were higher in quality, and the same percentage thought off-campus classes were lower in quality.

Eighty-two percent of all 144 students who responded to the survey said that off-campus courses met or exceeded their expectations. In addition, 67 percent said their off-campus instructors were very competent, and 29 percent said they were sufficiently competent.

In a Few Aspects, Off-Campus Courses May Not Be Completely Equivalent To the Quality of On-Campus Courses

During the course of the audit, we found a few things that could detract from the quality of off-campus courses in comparison to their on-campus counterparts. We did not try to determine to what extent these factors actually affected the quality of the classes.

Off-campus instructors surveyed said that some types of supplies and equipment were not adequate for the course. On the faculty surveys, 42 percent of on-campus instructors and 49 percent of off-campus instructors indicated that some types of supplies and equipment were inadequate. Inadequate library resources appeared to be a significant problem off-campus. Twenty-six percent of off-campus instructors listed this as a problem, compared with 15 percent of on-campus instructors. The other categories mentioned more often by off-campus instructors were classroom supplies such as chairs and lighting, and other supplies.

The student survey also asked similar questions. About one-fourth the off-campus students responding to the survey indicated that some types of supplies and

A New Regents Center May Be Built in Overland Park

In Spring 1988, the Regents' universities taught 145 classes at the Regents Center facility in Overland Park. These 145 classes represent about 21 percent of all academic off-campus classes taught that semester. Of the 145 classes, 139 (about 96 percent) were taught by Kansas University. The remainder were taught by Emporia State (4 classes), and Kansas State (2 classes).

The Board of Regents has endorsed a proposed \$6 million Regents Center building to replace the current facility on Mission Road. A new Regents Center would allow for expansion of off-campus programs in Johnson County.

At its January 1988 meeting, the Board will consider how to fund the construction of the facility. The Board plans to submit a formal request for this facility to the 1989 Legislature. The Governor has recommended that \$2 million be provided in fiscal year 1989 for site work and an initial debt service payment for construction of a new Regents Center building.

equipment were inadequate. Computers and library resources were mentioned most often.

Officials at two universities told us that they were aware of the library access problem. Several of the universities use inter-library loans to increase access. One university is in the process of establishing facsimile services to its outlying off-campus sites.

Several universities did not have adequate methods to ensure compliance with Board policies on off-campus instructors. Five of the 88 classes we examined did not comply with the Board policy requiring that they be taught by regular faculty. One reason the classes did not comply appeared to be that four of the six universities did not have a systematic method to check compliance. Pittsburg

State did not have a method to check for either the two-year or overload requirement. Fort Hays State, Emporia State, and the University of Kansas had methods that checked only one of the two requirements.

Another problem concerning the instructor policy was the inconsistent treatment of graduate teaching assistants. The Board does not have a policy on how to treat graduate assistants in determining compliance with the two-year rule. At least one university (the University of Kansas) treated graduate teaching assistants just like other instructors, and required them to have taught on-campus. However, Kansas State measured compliance based on the supervising instructor's teaching experience. At that university, a graduate teaching assistant who had no teaching experience could be allowed to teach off-campus.

Finally, as part of the faculty and student surveys, we also asked respondents for comments about the quality of off-campus courses. Respondents generally indicated that off-campus courses were of high quality. However, some respondents did have negative comments about course quality. Negative comments related to such things as teaching a class in one session that is taught in several sessions on-campus, having to listen to a box in Telenet classes, and the lack of up-to-date equipment. Excerpts from these comments are contained in Appendix B.

The Board of Regents May Change Its Policy That Requires Off-Campus Instructors to Teach On-Campus Courses

Under policy changes proposed by the councils that advise the Board of Regents, the two-year rule and the overload rule for off-campus instructors would be

eliminated. The off-campus instructor policies would be replaced with the following policies:

- the selection of faculty shall follow established campus appointment procedures, and
- regular faculty shall be assigned to off-campus classes as a part of their regular teaching load as the preferred mode of staffing

These new policies have not yet been reviewed or approved by the Board of Regents. If the policies are adopted, any person who meets the minimum qualifications for faculty appointment could be hired as an off-campus instructor. Off-campus instructors would not have to teach a class on campus. In addition, assigning regular faculty to off-campus classes would only be preferred, not required. Thus, adoption of the new policy could weaken the ties between on-campus and off-campus instruction.

Recommendations

1. To help ensure that Board policies concerning regular faculty are carried out, the Board of Regents should require that each university have a systematic method for complying with Board policies on the qualifications of off-campus instructors.
2. To ensure conformity in the application of Board policies, the Board of Regents should clarify how graduate teaching assistants are to be treated in the policy concerning qualifications of off-campus instructors.



APPENDIX A:

Major Program Areas in Which Off-Campus Courses Were Taught

The first page of the appendix lists the classes, by program area, that were taught in the Spring 1988 semester by all eight Regents' institutions. The next page lists the classes taught in the Spring 1979 semester by the six universities that were reviewed in the 1980 performance audit, Off-Campus Education in Kansas.

Spring 1988

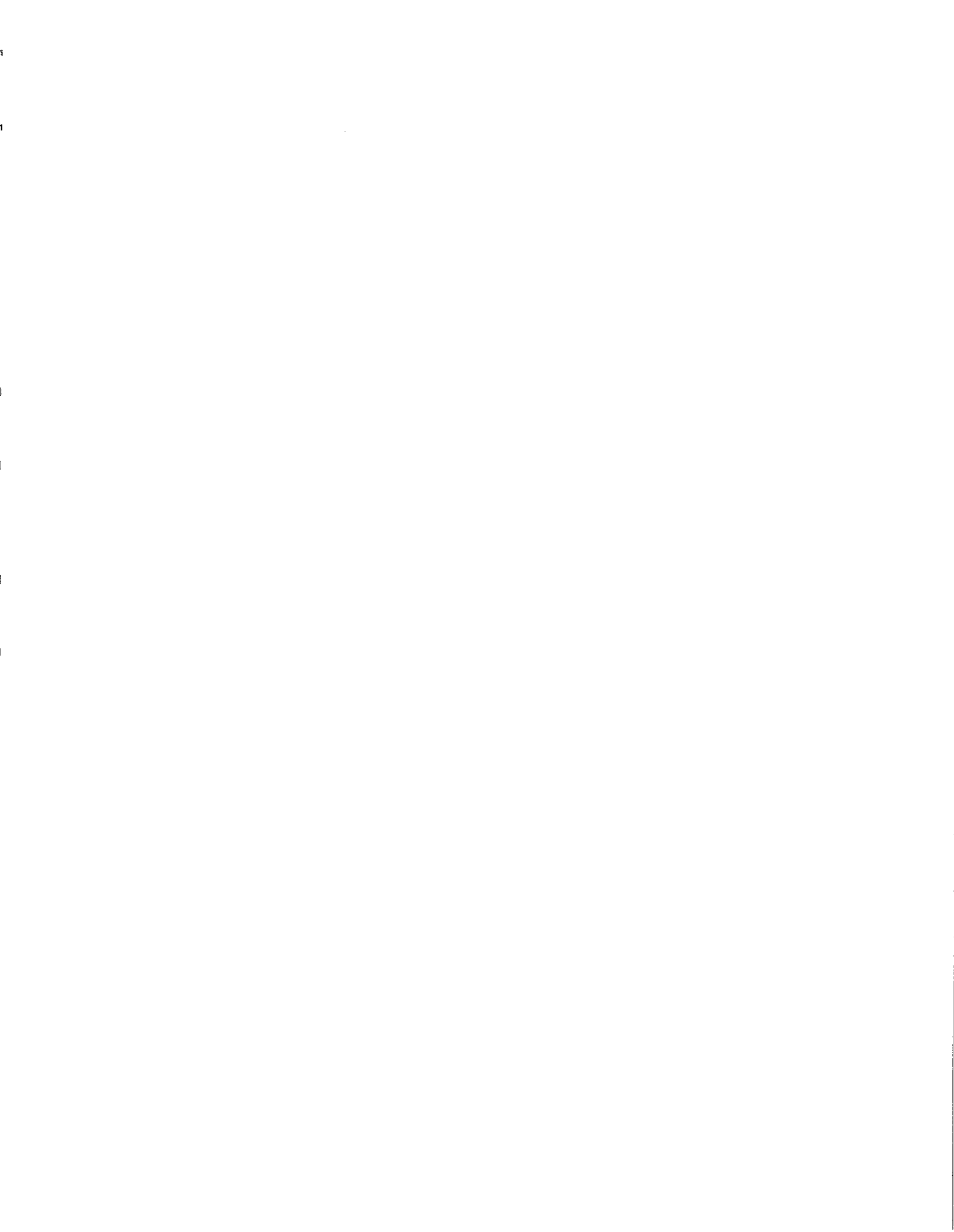
Major Program Areas	Emporia State	Fort Hays State	Kansas State	Kansas Tech	Kansas Univ.	KU Med.	Pittsburg State	Wichita State	TOTALS
Agriculture and Natural Resources			3						3
Architecture and Environmental Design					9				9
Area Studies					1				1
Biological Sciences	1	2			2		4	2	11
Business and Management		5	4		10		2		21
Communications		1			2			2	5
Computer and Information Sciences	2	1	6	1	1				11
Education	29	59	88		53		28	47	304
Industrial Arts Education			1		1		10	2	14
Engineering		1	7	4	27				39
Fine and Applied Arts			1		2		1		4
Foreign Languages	1				3				4
Health Professions		16				11	2	1	30
Home Economics	2		6			2			10
Law								1	1
Letters	1	3	19		2			4	29
Library Science	6	1							7
Mathematics			9		1			1	11
Military Sciences					4				4
Physical Sciences	2	1	4						7
Psychology	9	2	3		15		11	2	42
Public Affairs and Services			5		79	1			85
Social Sciences		5	25		16		3	2	51
Interdisciplinary Studies									0
Mechanical and Engineering Technologies				4			1		5
TOTALS	53	97	181	9	228	14	62	64	708

NOTE: Without the 23 classes taught by Kansas College of Technology and the Kansas University Medical Center, the total number of off-campus classes was 685. Because the Spring 1979 data did not include these two institutions, for comparison purposes in the report (at page two), we also did not include them.

Spring 1979

Major Program Areas	Emporia State	Fort Hays State	Kansas State	Kansas Univ.	Pittsburg State	Wichita State	TOTALS
Agriculture and Natural Resources			15				15
Architecture and Environmental Design				4			4
Area Studies				1			1
Biological Sciences	7	1	1	6			15
Business and Management			6	11		3	20
Communications				1			1
Computer and Information Sciences			8		1		9
Education	57	42	95	71	11	31	307
Industrial Arts Education			2		25	3	30
Engineering			3	7			10
Fine and Applied Arts		1		2		1	4
Foreign Languages				12			12
Health Professions		8		1			9
Home Economics	1		51				52
Law							0
Letters	1	2	13	11	1	5	33
Library Science	5				2		7
Mathematics			3				3
Military Sciences							0
Physical Sciences	3	2		2			7
Psychology	32	1	3	15	10		61
Public Affairs and Services				40		107	147
Social Sciences	3	4	19	44	1	2	73
Interdisciplinary Studies			2	3		2	7
Mechanical and Engineering Technologies							0
TOTALS	109	61	221	231	51	154	827

NOTE: Kansas College of Technology and Kansas University Medical Center were not counted in the previous audit.



APPENDIX B

Excerpts of Comments from Surveys

The following pages contain selected comments from the three groups surveyed—off-campus students, off-campus instructors, and on-campus instructors. As mentioned in the report, most of the survey responses were very positive. However, many of the people who responded positively did not make narrative comments. Therefore, the mix of comments is not representative of the response to the survey as a whole. In addition, the comments related to specific universities should not be viewed as representative.

Excerpts of Comments By Off-Campus Students

- What I expected from this course I got, maybe even a little more. My expectations were somewhat high for this class.
- All courses have been very general and lacked an in-depth study of issues.
- I appreciate the availability of off-campus courses. I do wish FHSU instructors were not in such a rush to get back to Hays, although I realize they are under terrible time constraints.
- Because this was a telenet course, it is difficult to make a good comparison. I did not enjoy taking it as telenet and will try not to take another. The teacher, however, was not the problem. I just didn't like listening to a box.
- As a classroom teacher, I've found off-campus courses often zero in on aspects that would improve teaching because the professors actually see our environment and then help us to adapt the course work to our needs.
- Either at off-campus sites or via telenet, an orderly progression or coordination of classes should be presented so that once a person starts a masters program in one area, it would be easier to keep taking classes at the same site.
- I prefer the classes off-campus as opposed to on-campus. More individual attention seems to be received off-campus, along with a class atmosphere that is unique and helpful in learning.
- Due to lack of visual aids and actual one-to-one interaction with the teacher, I feel you get less feedback from the instructor and other students. [telenet class]
- Instructor was quite adequate in his field, but failed to give help and assistance when needed.
- Off-campus courses are generally not as good as on-campus courses because many times there is not a K-State instructor to teach the class. Designated teachers from the community often don't have a clear cut idea of what they are supposed to teach. Nor are they clear as to their expectations of their students.
- I was initially unsure what to expect. However, I found the quality of the instruction, course content, and means of ranking students (grading system) to be very satisfactory compared to other college courses I have taken.
- Key to the discussion of class quality is the individual instructor. Of the 5 I've experienced 3 were excellent; 1 succeeded by trying real hard; and 1 was lousy.

- I appreciate the off-campus courses. I work full-time and am working on my masters. As a working woman, wife, and mother, it would be almost impossible for me to complete my graduate work if I had to take everything on campus.
- The off-campus classes offered me the opportunity to finish my undergraduate degree. I only wish there would have been more business administration classes offered off-campus. It seems that if you are not a teacher seeking to recertify, the pickings are slim.
- I'm very grateful to the instructors who consent to have classes off-campus. I know its tough traveling, especially in bad weather, but it was a God-send for me. I didn't have to go to Pittsburg the past three years.
- My previous experience with off-campus courses increased my expectations - flexible, talented instructors, challenging material, satisfying exploration of all facets of a subject, classroom participation encouraged but not forced.
- The courses I have taken have been very satisfactory. However, some of the classroom equipment (specifically tables and chairs) are inadequate. Not set up to allow enough work area for each student (too crowded).
- The course was an introductory course in computers. Students were given hand-outs weekly with little or no instructor support. The course was mostly given by the graduate assistants and the "instructor" listed in the course schedule was rarely present.
- Same teachers teach off-campus and on-campus. Better parking off-campus.
- I am on my 4th course. They seem to be improving. Regarding this particular class, I appreciated the availability of computer use during non-class hours.

Excerpts of Comments By Off-Campus Instructors

- The graduate courses that I offer off-campus are the same in content and teaching style. I expect the same standards of participation and academic performance in classes with the same titles.
- This is a highly frustrating experience. The students are eager, willing, and receptive. The stumbling blocks begin to pile up, e.g., building locked-can't get in, power off-building administration says, "Go buy candles," no facilities to eat ... after driving 2-3+ hours to get there, no support services like a copier. The biggest problem is the lack of library services and the indifference shown to students by the librarians in providing those services.
- It is extremely important for the school districts in southwest Kansas to have access to university classes in our area.
- I try to maintain quality as good in the off-campus courses as in the on-campus courses; and try to help the weak students in other ways, i.e., other than lowering the standards or amount of material covered in the course.
- The quick learners do quite well in the eight-week format. But the slow learners who learn equally well but more slowly did not seem to show the kind of improvement that I've observed when I taught the course in a sixteen-week format.
- I feel the off-campus courses offered in geography are of high quality. This is primarily due to the fact that regular faculty are the instructors. The major limitation is lack of laboratory facilities off-campus.
- The expectations of these courses are much higher than those offered in the late 70's.
- The off-campus students are great. I think the greatest problem is helping those who are having trouble. Neither they nor I have the energy at 10 pm to work through problems. Most students work and cannot come to Lawrence or the Regents Center during the day.
- The people teaching are very dedicated; however, courses which emphasize technological thrusts need state-of-the-art equipment. Most of my students are already professionals. When they go to work, they use current equipment.
- I detect no differences between on-campus and off-campus courses. The primary differences relate to full-time vs. part-time students.
- Obviously, teaching one night per week (instead of twice on campus) changes what can be done greatly. The Regents Center learning experience is qualitatively inferior, in my opinion.

**Excerpts of Comments
By On-Campus Instructors**

- Fort Hays State is very concerned to keep the quality of off-campus classes equal to those offered on-campus. I believe the project has been successful.
- Off-campus library facilities are generally too limited. I believe that, in our discipline, the quality remains high at the expense of the faculty.
- In both cases [on- and off-campus], laboratory components are not adequately addressed due to lack of equipment. The equipment I do have, however, is more readily available on campus.
- I have only taught one class off campus. The requirements were identical to the on-campus course. Equipment such as audio-visual equipment was supplied by the district in which the class was held.
- Some topics in economics could be better covered if students had access to adequate numbers of personal computers. This is needed but not available for both on-campus and off-campus instruction.
- The off-campus (Ft. Riley) courses in economics are usually small (15-20 students) compared to on-campus courses (usually 150 students in Introductory Economics). Consequently, there probably is greater opportunity for instructor-student interaction in the classroom in our off-campus courses.
- Since many of these teachers need graduate and/or undergraduate courses to develop professionally, the Technical Education Department has always been concerned that our courses are top quality and are taught by qualified instructors that have trade experience as well as educational experience.
- In the past (1985) I taught at the Regents Center and found the experience very trying. I don't think it was the Regents Center facility as much as the fact that the students seemed to expect compromises because of their non-traditional status.
- The facilities, equipment, etc. are at least as good at KUMC as those in Lawrence. In a good part of our graduate program the urban environment is a more appropriate "living laboratory" re working with people and people problems.
- We monitor our off-campus courses very closely. Only regular faculty teach off-campus and we are careful to ensure that content and standards are equivalent regardless of where the course is taught. The feedback from students is positive and they view the off-campus courses as being equal in rigor and substance.
- Limited, rushed, and infrequent contact with students on a one-on-one basis off-campus. The Regents Center facility is an inadequate, overcrowded relic, ill-suited for university teaching.

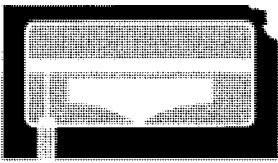


APPENDIX C

Agency Responses

On January 13, 1989, we sent copies of the draft audit report to the Board of Regents, the Kansas College of Technology, the University of Kansas, and Emporia, Fort Hays, Kansas, Pittsburg, and Wichita State Universities for review and comment. Fort Hays, Pittsburg, and Wichita State Universities chose not to respond to the audit. The written responses of the Board of Regents, the Kansas College of Technology, the University of Kansas, and Kansas and Emporia State Universities are included in this appendix.



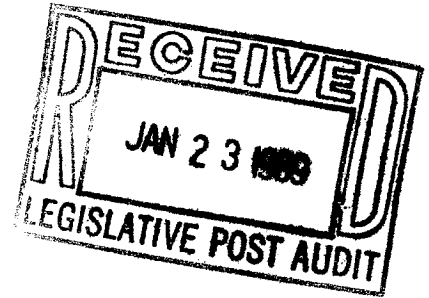


KANSAS BOARD OF REGENTS

SUITE 609 • CAPITOL TOWER • 400 SW EIGHTH • TOPEKA, KANSAS 66603-3941 • (913) 296-3421

January 19, 1989

Mr. Meredith Williams
Legislative Post Auditor
Legislative Division of Post Audit
Suite 301, Mills Building
109 West Ninth
Topeka, Kansas 66612



Dear Meredith:

My staff and I have carefully reviewed the draft copy of the completed Performance Audit Report, Off-Campus Courses Taught by the Regents' Institutions. Overall, we believe you have produced an excellent report. It is clearly written, well formatted, addresses a broad public audience, uses graphics appropriately, organizes data into meaningful packages and remains well within the original scope statement.

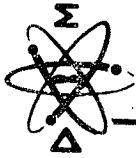
We found only one error in fact. On Page 11, in the box that discusses specialty areas approved by the Board, Agriculture should not be included as an instructional specialty at Kansas State University since it is taught at other universities as well. You might choose to substitute veterinary medicine at Kansas State University as an example. Further down in that box there is an indication that all off-campus classes offered by the University of Kansas Medical Center are instructional specialties. The word "School" should be substituted for "Center." The Medical School program is an instructional specialty, but the Medical Center offers programs found at other Regents universities.

You have raised a number of concerns and made recommendations that will improve our ability to respond to questions posed by the Legislature relative to academic extension. We have taken each of your recommendations to heart and are initiating discussions on the procedures that would help to implement those recommendations. In addition to the information that this study provides for the Legislature, it has been most helpful to obtain an outside view of our activities relative to academic extension.

Sincerely,

Stanley Z. Koplik
Executive Director

SZK:an

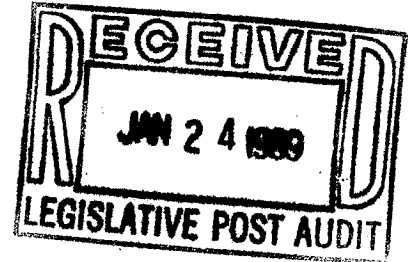


KANSAS TECH

KANSAS COLLEGE OF TECHNOLOGY

January 20, 1989

Meredith Williams, Legislative Post Auditor
Legislative Division of Post Audit
109 W. 9th, Suite 301
Mills Building
Topeka, KS 66612-1285



Dear Ms. Williams:

After reviewing the Off-Campus Courses audit report, I would like to thank you for including Kansas College of Technology. We are slowly increasing our off-campus courses and your document will help us better plan for these courses.

We do have one request--to be included on page 9 of the supplement to the performance audit. All of our courses should be labeled "ULD" - undergraduate, lower-division. We are still refining our off-campus reporting mechanism and we must not have entered the level on the Board of Regents Report. If you have any questions, please contact me at 1-800-248-5782.

Sincerely,

Larry Pankratz
Dean of Continuing Education

LP/mam

cc President Anthony Tilmans
Dr. Jerry Cole

The University of Kansas

Office of the Chancellor

January 23, 1989



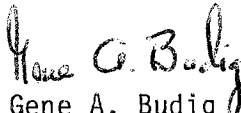
Mr. Meredith Williams
Legislative Post Auditor
109 West 9th, Suite 301
Topeka, Kansas 66612-1285

Dear Mr. Williams:

We appreciate the opportunity to read and comment on the draft of your completed audit report, Off-Campus Courses Taught by the Regents' Institutions. The report addresses several key issues related to our off-campus instructional program in a professional manner and includes recommendations that will improve the coordination and delivery of off-campus courses. The University of Kansas will cooperate with the Regents office and the other Regents institutions in responding to the recommendations included in the report.

The University of Kansas appreciates the professional manner that your staff uses in designing and conducting its performance audits.

Respectfully,

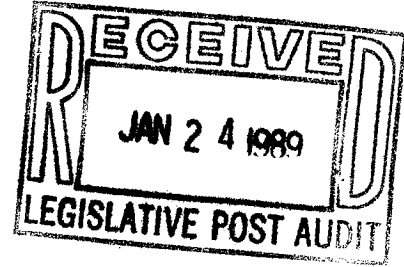

Gene A. Budig
Chancellor

cc: Dr. Stanley Z. Koplik
Dr. Robert Senecal
Dr. Rita Clifford



EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/343-1200
OFFICE OF THE PRESIDENT January 23, 1989




Meredith Williams
Legislative Post Auditor
Legislative Division of Post Audit
109 West 9th/Suite 301
Mills Building
Topeka, KS 66612-1285

Dear Meredith:

The performance audit report, Off-campus Courses Taught by the Regents' Institutions, has been reviewed. Those of us at Emporia State who reviewed the report do not find any major concern for comment.

We will await notice of presentation for the abovementioned report to the Legislative Post Audit Committee.

Sincerely,


Robert E. Glennen
President

f

cc: Regents' Office
Vice President Ed McGlone
Ms. Myrna Cornett-DeVito



Assistant Provost

Division of Continuing Education
Umberger Hall
Manhattan, Kansas 66506
913-532-5644

January 23, 1989

Mr. Meredith Williams
Legislative Post Auditor
Division of Post Audit
109 West 9th, Suite 301
Mills Building
Topeka, KS 66612-1285



Dear Mr. Williams:

This letter is provided in response to the draft audit report, Off-Campus Courses Taught by the Regents' Institutions.

Please accept my expression of sincere appreciation for the exceptionally competent and professional execution of this charge by your staff. I was particularly impressed with the thoroughness and insights of Jim Davis, who visited our campus. Clearly, the effectiveness of this report is the result of that fine level of staff support to the Legislature.

Rather than comment on the specific outcomes of this audit, which accurately demonstrates that Regents institutions offer a very high quality credit program off-campus with little or no inappropriate duplication of efforts within existing geographic regions, I would like to comment on the parameters of the analysis as defined by the Legislature and the Board of Regents. There are two recognized functional definitions of quality of off-campus instruction which are understated in existing Board of Regents policy and which are currently being addressed by the various advisory committees to the Board. They are, specifically: (1) the access rights of, and the concomitant service responsibilities of Regents institutions to, the large urban populations of the State of Kansas, i.e., Kansas City, Wichita and Topeka; and (2) the variations in comprehensiveness of program emphases and faculty expertise on the campuses of the Regents system of higher education.

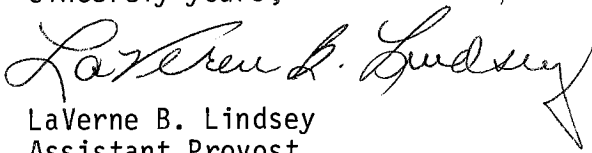
If our best intentions are fulfilled to provide the most needed and highest possible quality of educational services to the most people in Kansas, major revisions in the "geographic jurisdiction area" policies will be required. Hopefully, our committee efforts to revise Board of Regents policies for Academic Extension will result in a better, more cooperative plan to make access and expertise from all appropriate Regents sources available to all of the citizens of Kansas. The decade-long decline in off-campus coursework demonstrated in this audit report indicates that we at KSU are doing much less well than we should, when national trends for the same

period have been toward major increases in need. This is largely because the current body of policy tends to restrict urban areas from access to services of this institution.

There is also a need to reorder the definitions which predict the nature of educational services rendered to part-time, working adults if maximum quality is to be obtained. By contrast with previous decades, current economic trends and societal shifts now require that non-traditional college students have access both on and off the campuses in Kansas. It has become necessary to shift the "traditional/non-traditional" nomenclature from the student to the programs in order to respond to these demands. Kansas State University, as the Land-Grant university, provides traditional and non-traditional programs both on and off the campus and has organized its administrative support systems accordingly. The Continuing Education Office is charged with administrative support for non-traditional programs, as well as students, both on and off the campus; similar support systems exist for our traditional programs and students, on the campus and off. It is likely that many more educational services to part-time, working adults are being rendered to Kansas than we currently have mechanisms to report to the Legislature when we use on-campus/off-campus student parameters rather than program parameters for interpretation of data such as that gathered for this audit report. We, therefore, encourage future Legislative Post Audits which make these shifts in perspective and which reflect a more comprehensive picture of the nature and scope of Continuing Education services in Kansas, particularly as they relate to the economic development of the state.

I would be happy to discuss these comments further in any appropriate ways.

Sincerely yours,



LaVerne B. Lindsey
Assistant Provost

LBL:vlh

cc: Jon Wefald, President, KSU