

Approved March 2, 1988
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairman Denise Apt at
Chairperson

3:30 ~~xxx~~ p.m. on February 24, 1988 in room 519-S of the Capitol.

All members were present except:

Representative Pottorff

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Representative Denise Apt
Mr. Mark Tallman, Associated Students of Kansas
Dr. Stan Koplic, Executive Secretary, Board of Regents
Representative Joe Knopp
Dr. E. M. Gerritz, Dean Emeritus, Kansas State University
Professor Ray Hiner, History Department, University of Kansas
Mr. Kenneth Rogg, Schools for Quality Education
Mr. Bill Walz, Superintendent U.S.D. #307, Ell-Saline
Mr. John Koepke, Executive Director, Kansas Association of School Boards
Ms. Carolyn Kehr, Kansas Federation of Teachers

The meeting was called to order by Chairman Apt. The chairman stated the Vice Chairman would preside over the hearings on H.B. 2816 relating to preparatory curriculum for high school students desiring admission to state universities.

Vice Chairman Crumbaker opened hearings on H.B. 2816 and recognized Chairman Apt.

Chairman Apt stated the main purpose for the introduction of H.B. 2816 is to better prepare our students if they are college bound. Ms. Apt feels we are setting students up for failure by not providing a preparatory curriculum in high school. The arguments that there is no time is not a viable reason nor is the fact that all rural schools don't offer college preparatory curriculum. Chairman Apt urged support for H.B. 2816 stating it isn't closing the door but is a step toward insuring success in college for more students.

Mark Tallman testified in support of H.B. 2816 and gave results of an extensive study and analysis of Kansas policy on admissions. Mr. Tallman suggested amendments to H.B. 2816 that would provide alternative procedures for students who did not complete the preparatory curriculum. (Attachment 1).

Dr. Stan Koplic gave support to H.B. 2816 stating the current open admissions statute does not provide an adequate guide to the preparation of prospective students since the requirements for graduation from a Kansas high school do not correspond to the fifteen curricular units identified by the Board of Regents as crucial to collegiate preparation and success. (Attachment 2)

Representative Knopp spoke in opposition to H.B. 2816 stating if the goal of the bill is cost efficiency that that will not be accomplished by this program. Representative Knopp also suggested more responsibility could be placed on the State Board of Education to insure adequate preparation of Kansas students for their future educational needs. (Attachment 3).

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

room 519-S Statehouse, at 3:30 ~~xx~~m./p.m. on February 24, 1988.

Dr. Ellsworth Gerritz spoke in favor of a program of selective admissions to state colleges. Dr. Gerritz believes admission requirements should vary from institution to institution. He feels grade averages are not a good indication of college success. (Attachment 4)

Professor Ray Hiner gave testimony in regard to H.B. 2816 giving a historical background to the educational policy of open admissions. Mr. Hiner pointed out how bifurcated our process of policy formulation in education has become and suggested making the State Commissioner of Education an ex officio member of the Board of Regents and the Executive Officer of the Regents an ex officio member of the State Board of Education. (Attachment 5)

Mr. Kenneth Rogg announced Schools for Quality Education had done a survey to gain information regarding current and proposed graduation requirements. Mr. Rogg introduced Superintendent of U.S.D. #307 Bill Walz to give an analysis of the responses received from the survey. Mr. Walz stated the schools overwhelmingly rejected the proposal by the regents to require selective admissions. The reasons are varied but the concept of "local control" is high on the list. Mr. Walz pointed out according to the survey a "mandate" by the Regents is not the choice of the Schools for Quality Education. (Attachment 6)

Mr. John Koepke testified in opposition to H.B. 2816 as a representative of three organizations, Kansas Association of School Boards, Kansas National Education Association and United School Administrators. Mr. Koepke stated it is the belief of the organizations he represents that the policy of granting open admissions to Kansas Board of Regents institutions for all graduates of accredited Kansas high schools should not be abandoned. (Attachment 7)

Carolyn Kehr spoke in opposition to H.B. 2816 stating the urban and rural poor would be discriminated against and lose the opportunity to improve themselves through higher education. (Attachment 8)

Vice Chairman Crumbaker thanked the conferees for appearing and turned the chairmanship back to Chairman Apt.

After a five-minute recess Chairman Apt reconvened the meeting and opened discussion on S.B. 525 relating to School Finance.

Representative Hensley moved to amend S.B. 525 to implement a provision to provide 4-year averaging of district wealth. Seconded by Representative Laird. Representative Hensley emphasized the frustration of USD #501 and referred to a memorandum (Attachment 9) that summarizes USD 501's losses in State Aid since 1984-85. Representative Reardon spoke in support of Representative Hensley's amendment and submitted a research sheet showing the months used in determining district wealth in SDEA formula from 1973 to the present year. (Attachment 10)

The motion failed on a 10 - 8 vote.

Representative Branson moved to amend S.B. 525 by making provision for 3-year averaging of district wealth. Seconded by Representative David Miller. Motion carried by 12-8 vote.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S Statehouse, at 3:30 ~~xxx~~ p.m. on February 24, 1988.

Representative Blumenthal moved to report S.B. 525 favorably as amended. Seconded by Representative Laird. Motion failed by 9 to 8 vote.

Vice Chairman Crumbaker moved the meeting be adjourned and the chair adjourned the meeting at 5:45 p.m.

The next meeting will be Thursday, February 25, 1988 in Room 519-S at 3:30 p.m.

DATE February 24, 1988

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Harold Pitts	Topoka	
Eelmonth Hunt		Manhattan Ks
Sally Steeff	AP	Topoka
William Woz	USD 307	Salina
Ken Roop	SOE	Paola
Sherrie Sweed	ASK / Intern	Lawrence
Jason Krakas	KU-ASK	Lawrence
Jane Hutchinson	KU	Lawrence
Chris Graves	ASK	Topoka
Carolyn Keh	KFT	Topoka
John H. Kozak	KASB	Topoka
D. Williams	FIRE Budget	Topoka
Ruth Wilber	AAUP	Topoka
Mary Ellen Lynn	Ks. Cg. of Women Voters	Topoka
Merle Hill	RACE	"
Max Wilson	USD 484	FREDONIA
Steve Ramirez	Ks ADV. Comm. on Hispanic Affairs	Topoka
Howard Gray	Pratt USD 382	Pratt, Ks
David Zink	USD # 501	Topoka
Charles Burnett	USD 501 th	Topoka
Mike Tribbey	USD 501	Topoka
Mary Nave	CWA	Salina
Mike Parnin	CWA	SALINA
Ed Washburn	Washburn Univ	Topoka

DATE 2/24/88

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
<i>Jon Baker</i>	<i>Private Career Schools</i>	<i>Topeka</i>
JON JOSSERAND	University of Kansas	Lawrence
RANDY L. AUFLEY	Communication Workers of America	TECUMSEH
<i>Sharon K. Laird</i>	<i>Communications Workers of America</i>	<i>Topeka</i>
Condy T Mowry	Communication Workers	Dodge City
LARRY H. NIEMEYER	COMMUNICATION WORKER	KANSAS CITY
Elizabeth A. Polly	CWA	Kansas City
AJ VILLEGAS	CWA	KANSAS CITY
<i>Jay Collins</i>	<i>K-NEA</i>	<i>Topeka</i>
Craig Grant	H-NEA	Topeka
Tom Heyluy	K S D E	"
<i>Jeffrey Johnson</i>	<i>K S D E</i>	<i>Topeka</i>
<i>Sara J. Muller</i>	<i>USA</i>	<i>"</i>
<i>Beilla Highfee Scott</i>	<i>USA</i>	<i>Topeka</i>
<i>Gini McPheters</i>	<i>CWA</i>	<i>Wichita, Ks</i>
<i>Janice M. Kuf</i>	<i>CWA</i>	<i>Wichita, Ks</i>
<i>Cheryl York</i>	<i>CWA</i>	<i>KANSAS CITY</i>
Bill Waldner	CWA	Wichita
Marion Cuckmore	CWA	Merriam, Ks.
<i>Rosary Harris</i>	<i>CWA</i>	<i>Shawnee Mission, Ks.</i>
<i>Laura L. Lockman</i>	<i>CWA</i>	<i>Louisburg, Ks</i>
<i>Barbara Honey</i>	<i>CWA</i>	<i>Leaw, Ks</i>
<i>Stephanie Kays</i>	<i>CWA</i>	<i>K.C., Ks</i>
<i>Kathy Dick</i>	<i>ASK</i>	<i>Topeka</i>



ASSOCIATED STUDENTS OF KANSAS

The Student Governments of the State Universities

Suite 608 • Capitol Towers • 400 S.W. 8th St. • Topeka, Ks. 66603 • (913) 354-1394

Christine A. Graves
Executive Director

Mark E. Tallman
Director of Legislative Affairs
and Development

TO: House Committee on Education
FROM: Mark Tallman, Legislative Director
DATE: February 24, 1988

RE: HB 2816 - Admission Entitlement to State Universities

No issue has received as much attention and study by the Associated Students of Kansas during the past year than that of admissions.

The strong tendency of students is to favor open admissions. Nobody wants to see their options limited. Ideally, any Kansas student should be able to seek higher education at any public institution, and receive help in getting to a level where that student can benefit.

However, student leaders have become increasingly concerned about the level at which students are prepared when they come to the university; and the associated costs of remediation, academic failure rates, and the frustration of both struggling under-prepared students and well-prepared students who see class standards watered down. The question is: are the costs of open admissions beginning to outweigh the benefits?

To answer that question, both the Student Advisory Committee to the Board of Regents and ASK's own policy-making groups decided to suspend judgement on the issue, and began an extensive study and analysis of Kansas policy, of standards in other states and peer institutions, and the consequences of various policy options. This led to formation of a comprehensive policy proposal on admissions, which is generally consistent with the direction of HB 2816, but contains some additional features that we believe address many concerns associated with higher standards.

In my testimony today, I would like to make a few comments on the current open admission policy, present the highlights of our study of national and peer data, and share our proposals for changing current policy.

MEMBERS:

Associated Student Government
Emporia State University
Memorial Union
Emporia, Kansas 66801
316-343-1200 ext. 5494

Student Government Association
Fort Hays State University
Memorial Union
Hays, Kansas 67601
913-628-5311

Student Governing Association
Kansas State University
Student Union
Manhattan, Kansas 66506
913-532-6541

Student Government Association
Pittsburg State University
Student Union
Pittsburg, Kansas 66762
316-231-7000 ext. 4813

Student Senate
University of Kansas
Burge Union
Lawrence, Kansas 66045
913-864-3710

Student Government Association
The Wichita State University
Campus Activities Center
Wichita, Kansas 67208
316-689-3480

*Attachment 1
House Education 2/24/88*

ANALYSIS OF CURRENT ADMISSIONS POLICY

A frequent argument for open admissions is that it allows any student the chance at a college education, and that raising standards will deny many students that chance.

However, current law does not guarantee "everyone a chance." What it does is establish an academic requirement - a high school diploma - for an entitlement - admission to the freshman class of any state university. It is basically up to the student, with the support of their family, whether or not they meet that requirement and earn that entitlement. We should not overlook the fact that for every 25,000 students that graduate from high school, about 5,000 drop out.

No one argues that drop-outs are being denied a chance at college under the current law. We suggest this is because these students have not met a certain, basic academic requirement. This leads to the question: "Is a high school diploma an appropriate basic requirement for admission to university-level studies?"

It seems logical that a high school diploma had a different meaning 70 years ago when open admissions became state law, when fewer people graduated from high school and far fewer went to college. In fact, the meaning is changing even now, as the Board of Education has raised graduation requirements. Finally, because local school boards can impose additional requirements, the meaning of a high school diploma can even vary between school districts.

This line of reasoning led us to the conclusion that admissions requirements would more properly be based on the actual level of student preparation in various disciplines, rather than the variable standard represented by a high school diploma. Furthermore, we believe that raising high school graduation requirements will not deny students the chance of college admission, anymore than the current requirements do, as long as the choice of fulfilling those requirements remains with the student.

In other words, requiring a college preparatory curriculum may be called "selective" admissions, but it really remains self-selection.

In the many recent debates on this issue, we have never heard anyone challenge the contention that prospective college students should take a preparatory curriculum. Our greatest concern is that current policies send a weak message on college preparation. Why shouldn't students feel that all they need is high school diploma to enter college when, in fact, all they do need is a high school diploma? Human nature means many students will avoid what is unpleasant, and to many 17-year-olds, math, science and foreign languages are unpleasant.

The result, according to reports from the universities, is that less than 20% of Kansas freshmen have completed a preparatory curriculum that almost everyone agrees should be completed. How does this compare to the rest of the country?

a-1-2
2/24/88

SUMMARY OF NATIONAL SURVEY DATA

We have provided to each member of the committee a copy of our full report on admissions. There are several points I would like to highlight.

1. Among four-year, public institutions, the overwhelming majority (84%) have requirements beyond a high school diploma.
2. Nearly half of the institutions in a national survey reported increasing standards in some way between 1980 and 1986.
3. In almost every college prep subject area, the number of institutions requiring certain units increased, and in each area the mean number of units required exceed Kansas graduation requirements.
4. However, many institutions continued to offer special academic services to students, such as remedial instruction, special counseling, etc.
5. Each of the ten peer institutions of KU and KSU have admissions requirements beyond a high school diploma. So do five of WSU's six peers, and four of the five peers of the regional universities. Several peer institutions are further increasing requirements.
6. An extensive study by the Council of Higher Education in Kentucky demonstrated that completing a preparatory curriculum has a strong positive impact on college performance. This was true regardless of high school ability level. The report also found graduates of small high schools were able to meet these requirements.
7. A study of the top ten states in the nation in terms of public college students enrolled per capita shows a wide variety of admissions standards, from open at all public institutions to restrictive at all institutions. This suggests that higher standards do not necessarily restrict student access.

If Kansas was an island unto itself, these national trends might not matter. However, higher education and the economy in general is highly competitive. If other states are raising standards, it means that their students may well enter college at higher levels than Kansas students. At the very least, Kansas universities will have to spend more resources bringing students up to that level.

It is significant that the following states with Kansas "peer" institutions currently or will soon require a preparatory curriculum for admissions to every four-year institution: Oregon, Iowa, Kentucky, and North Carolina. Every other peer state has requirement for at least some institutions. A report by the Southern Regional Education Board showed these additional states have minimum high school course requirements for four-year institutions: Florida, Georgia, Maryland, Mississippi, Oklahoma, South Carolina and Tennessee. Obviously each of these states have weighed the consequences of higher standards, and decided ways can be found to make them work.

PROPOSALS FOR KANSAS ADMISSIONS POLICIES
(Suggested possible amendments to HB 2816)

I. General Entitlement/Requirements

In addition to providing an entitlement for admission to the freshman class of any state university, completion of the state university preparatory curriculum shall also be a requirement for admission for all persons under the age of 21, except for persons who qualify under other provisions of this act.

Justification

To send the clearest message to high school students about the importance of the college preparatory curriculum, it should be made a general requirement. The more loop-holes are provided, the weaker that message is.

However, some students will still not complete every requirement in the curriculum. For them, we can continue to provide a "second chance," through alternatives proposed in the following amendments.

To continue the important mission of serving older students, this requirement should not apply to students 21 and older.

II. Alternative Admissions Procedures

The Board of Regents shall adopt alternative procedures by which students who have not completed the state university preparatory curriculum may qualify for admission through (1) satisfactory academic progress in completing make-up courses for preparatory curriculum requirements not offered by their high school, or (2) satisfactory academic progress in a summer-semester course of studies.

Justification

This amendment provides a "second chance" for students who did not satisfactorily complete the prep curriculum. More important, it would allow graduates of high schools that do not offer certain required courses to still qualify for admission.

Rather than relying only on test scores and class rank, these alternatives would allow students to "make up" deficiencies, or demonstrate their ability to benefit from university studies. However, it would not be as easy as current practice.

By having the opportunity to begin in the summer, a student could begin at the school of his or her choice, which is especially important to students in families who have traditionally attended a certain school. However, the student would have to demonstrate ability before continuing with regular courses.

III. Exceptions

The Board of Regents may also adopt provisions by which each state university may admit a certain number of persons who have not completed the state university preparatory curriculum or alternative procedures in this act.

Justification

This provision would allow the Board of Regents a flexible "window" to admit students in special circumstances, regardless of other requirements or procedures.

It would be especially important to assist students from educationally disadvantaged backgrounds.

IV. Awareness and Planning Programs

In order to assist prospective students to prepare for entering the state universities, the Board of Regents shall widely disseminate information on:

- (a) the state university preparatory curriculum, and institutional standards and expectations for academic progress.
- (b) academic programs of the state universities, including areas of specialization, accreditation and national recognition.
- (c) counseling, advising and retention programs, and other special services to students.
- (d) costs of attendance at the state universities, and financial assistance programs including federal, state, local, private and institutional programs.

Justification

Students will not take the recommended curriculum if they do not understand its importance. This provision will help assure the curriculum and its consequences are widely known.

This provision would also help students make more appropriate choices for post-secondary studies by a better understanding of options, standards and expectations.

This provision also recognizes that financial preparation for college can be as important as academic preparation.



KANSAS BOARD OF REGENTS

SUITE 609 • CAPITOL TOWER • 400 SW EIGHTH • TOPEKA, KANSAS 66603-3911 • (913) 296-3421

Testimony
House Bill 2816
February 24, 1988

Stanley Z. Koplik, Executive Director
Kansas Board of Regents

Chairman Apt and Members of the Committee:

I am pleased to appear before you today to voice the Kansas Board of Regents' support for House Bill No. 2816. Should it become law, this bill would change significantly the procedure through which individuals are admitted for study in the State's institutions of higher education by requiring the Board of Regents to establish a college preparatory curriculum as the entitlement for admission.

Following lengthy review, the Board of Regents in December, 1987, adopted a policy on freshman admissions; one which we call "qualified admissions." This stand occurred only after several months of study and discussion by Board members, faculty, students, administrators and staff. The consensus of the groups associated with the State universities was that the central component of any policy on admissions should be the Regents' preparatory curriculum. Although the Regents' standards for admission include other avenues for entry besides the curriculum, such as an ACT score of at least 23 or class standings in the upper one-third, House Bill 2816 represents a very good beginning. The current open admissions statute does not provide an adequate guide to the preparation of prospective students since the requirements for graduation from a Kansas high school do not correspond to the fifteen curricular units identified by the Board as crucial to collegiate preparation and success.

In the discussion of admission standards, the Board of Regents identified five essential reasons which speak to the need to change the open admissions statute and to support House Bill 2816. First, by establishing achievable but more rigorous standards for admission, House Bill 2816 will inevitably raise the quality of the raw material entering our State university system. This will occur not by excluding persons but by insuring that entrants have a higher level of preparation. This will enable the Regents institutions to cultivate an academic climate which contributes to the greater realization of student potential by providing challenges of high performance.

Second, by establishing a standard beyond the receipt of a high school diploma, the level of student motivation will be raised as well. Coupled with a more challenging environment, this will lead to higher levels of student performance.

*Attachment 2
House Education 2/24/88*

Third, enactment of House Bill 2816 will enable Kansas universities to regain their academic competitiveness. Nationally, Kansas is one of only three states which still retains an open admissions policy at all of its State universities. Its retention has put our universities at some disadvantage in a national market. Significantly, when we compare Big Eight universities, KU and KSU are losing ground on quality indicators to schools which have some form of qualified admissions.

Fourth, establishing the fifteen units of the Regents college preparatory curriculum as a basis for admission in our university system will favorably affect the indicators of student success and academic quality. National data indicate that the Number One factor affecting rates of student persistence, grade point averages, standardized test scores and rates of degree completion is adequate preparation for college occurring in high school. The neighboring states of Missouri and Oklahoma have established statewide admissions standards with a similar focus on preparation and both have found recently that better preparation yields higher levels of student performance. Implementing the preparatory curriculum as an entitlement to admission will help to establish a more secure infrastructure for student success on the Regents campuses and will lower the rates of failure, attrition and remediation.

Fifth, the establishment of the Regents preparatory curriculum as a minimum admission standard will increase the fiscal responsibility of the Regents system. The improved preparation of students will allow the Regents universities to reallocate funds spent on remediation and the counseling of at risk students. In addition, higher rates of student retention and degree completion will indicate that the State is getting a better return on its investment in higher education.

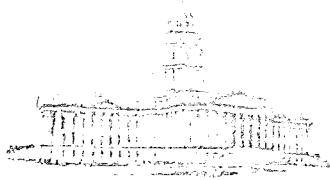
School districts should be held accountable for providing the preparatory curriculum to all students. House Bill 2816 will not prevent any minimally prepared student from entering a Regents university. Therefore, the bill maintains the historical accessibility of Kansas universities to our citizens while achieving many significant academic and economic targets.

The Kansas Board of Regents strongly encourages you to endorse House Bill 2816 and at the same time give the Regents authority to impose additional standards as deemed appropriate pursuant to KSA 76-717.

a-2-2
2/24/88

JOE KNOPP
MAJORITY LEADER

ROOM 381-W, CAPITOL BUILDING
TOPEKA, KANSAS 66612-1591
(913) 296-2302



TOPEKA

HOUSE OF
REPRESENTATIVES

TESTIMONY PRESENTED TO THE HOUSE EDUCATION COMMITTEE
CONCERNING SELECTIVE ADMISSIONS

February 24, 1988

For the committee's consideration on this important and historic change in public policy, I would like to present several fundamental questions for your consideration.

1. Will selective admissions save Kansas taxpayers money by diverting students from the six regents institutions to community colleges?

Average educational cost per FTE student and the average instructional cost per FTE student are as follows:

	General Education	Instruction
Community Colleges:		
Lower Division Undergraduate	\$5,458	\$2,379
Six Regents' Universities:		
Lower Division Undergraduate	\$2,838	\$1,432

(See Memorandum dated February 23, 1988.)

Students pay 25% of costs at Regents Institutions.
Students pay 13% of costs at Community Colleges

(Information supplied by Carolyn Rampey from Research.)

CONCLUSION:

The data indicates that diverting freshman to community colleges will be more costly for Kansas taxpayers.

*Attachment 3
House Education 2/24/88*

2. Will selective admissions save money by eliminating remedial programs?

Attached memorandum dated October 14, 1986, and Tables 1 and 2 show where money is being spent and the number of students enrolled. Crucial data missing is number of students who are currently enrolled that would fall below the selective admissions threshold.

CONCLUSION:

My concern is many of these "remedial" courses will still need to be offered for foreign students, marginal students who would otherwise be admitted under the 15% exception contained in the proposal, as well as other "above average" students who are interested in improving their basic skills. Thus, no cost savings may be incurred because no remedial courses will be eliminated.

3. Will additional administrative costs be incurred that may offset any cost savings that occur in the elimination of remedial programs?

It appears that implementation of selective admissions will also require expenditures not presently being made at the Regents level as well as expenditures at each university to administer the program.

a. Board of Regents - audits

The Board of Regents at this time does not feel they can project any administrative costs.

b. Universities

K-State projects a \$200,000 start-up costs the first year because they have not been collecting transcripts and their system is not prepared for this. They process 12,000 to 15,000 applications over a year's time. They project a \$100,000 cost per year thereafter. This would include one professional person, 1.5 classified persons along with postage and support expenses.

KU projects a cost estimate of \$55,000 per year. This would include two classified positions, approximately \$10,000 for computer purposes, and the remaining \$10,000 for forms and expenses. KU is already processing transcripts and selective admissions for out-of-state students. Therefore, most of these functions are already in their system.

4. What happens to the hundreds of students who are located closer to the universities than the community colleges?

In my proposition that for students who live in the immediate proximity of the Kansas Regents schools, that university does serve as the "community college." Study of the residence of students at four major institutions is submitted to support that proposition. Will they be required to travel several hundred miles to the nearest community college if they are denied admission to the university?

a. K-State Students

County	# of Students
Riley	350 out of 430
Pottawatomie	62 out of 203
Marshall	30 out of 172
Washington	13 out of 50
Clay	32 out of 84
Dickinson	59 out of 179
Wabaunsee	13 out of 47
Morris	14 out of 44
Geary	286 out of 773
TOTAL	859 out of 1982

b. KU students

County	# of Students
Douglas	256 out of 406
Franklin	12 out of 226
Miami	20 out of 234
Jefferson	27 out of 217
Shawnee	271 out of 982
TOTAL	586 out of 2065

c. Fort Hays students

County	# of Students
Ellis	168 out of 296
Ness	15 out of 43
Osborne	14 out of 55
Rooks	27 out of 91
Rush	9 out of 49
Russell	30 out of 104
Smith	6 out of 56
TOTAL	269 out of 694

d. Emporia State students

County	# of Students
Chase	7 out of 22
Lyon	85 out of 143
Marion	19 out of 121
Osage	17 out of 133
TOTAL	<u>128 out of 419</u>

e. Wichita State

County	# of Students
Sedgwick	1159 out of 2781

5. What is the goal of selective admissions?

If the goal is cost efficiency, the figures show that selective admissions will not produce those results.

Other options may have a more dramatic impact on cost efficiencies such as elimination of duplication and cost effective unified governance of all higher education. Many of the proponents of selective admissions have opposed that unified governance.

An additional option is to require the Board of Regents to maintain high academic standards for Sophomore through Post Graduate levels. There is no requirement that we "carry" students simply because they have enrolled. High standards assure that expensive upper level courses will not be wasted on students who are unable to perform the work.

If the goal of selective admissions is to improve the quality of Kansas high school graduates, we have other less offensive options:

1. Place more responsibility on the State Board of Education through competency test and otherwise to assure that local school boards and schools are adequately preparing Kansas students for their future educational needs.

2. To propose some system of financial awards and penalties on schools that have a high dropout rate as a result of poor academic preparation for post-secondary educational endeavors.

CONCLUSION:

Some argue that Kansas needs open admissions at our universities to give persons the right to fail. I support open admissions because it guarantees the opportunity to succeed.

The Governor, in the 1986 campaign, spoke about the enormous opportunities that Kansas offers if two farm kids from Western Kansas can become the first family of Kansas. I submit that the people of Kansas want to have those opportunities for their children and preserve their right to pursue those dreams at our state universities.

The State Motto of "To the Stars through Difficulties" reminds of us rugged individuals who overcame many adversities to succeed. The "difficulties" envisioned by our founding fathers are should not be artificial, arbitrary barriers created by our own government to block our citizens' pathways to the stars.

Representative Joe Knopp
District 67

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

Room 545-N – Statehouse

Phone 296-3181

February 23, 1988

TO: REPRESENTATIVE JOE KNOPP

Office No. 381-W

RE: ESTIMATED FY 1987 COSTS PER FTE STUDENT

You requested a comparison of the cost for students at community colleges and at Regents' universities. In particular, you wanted to compare the average cost for lower division education and instruction at the community colleges and Regents' universities.

Expenditure Data

The data used to determine expenditures were taken from the FY 1987 Integrated Postsecondary Education Data System (IPEDS) surveys which each community college and Regents' university completed using the same definitions to categorize their general education and instruction costs. The data include expenditures from unrestrictive and restrictive funds.

The expenditure data which reflect the general educational operating costs are derived from summing the categories of instruction, academic support, student services, institutional support, physical plant, and financial aids (scholarships and fellowships). The instruction category reflects only the expenditures for instructional operating costs.

FTE Student Enrollment Data

The data used to determine full-time equivalent (FTE) student enrollments for the 20th day of the fall semester were taken from the Fall 1986 Kansas Higher Education Enrollment Report which each community college and Regents' university completed using the same definition to categorize their student enrollments and to calculate their FTE for lower division undergraduates.

The FTE student count for the 20th day of the Fall 1986 semester represents an average number of students who attend a particular college or university in FY 1987. The enrollment data were divided into four categories: lower division undergraduate (freshmen, sophomore, and special students), upper division undergraduate (junior, senior, and fifth year students), masters and professional, and doctoral students.

*a-3-6
2/24/88*

Average Costs Per FTE Student

For the 19 community colleges, the average educational cost per FTE student and the average instructional cost per FTE student are computed as:

	<u>General Education</u>	<u>Instruction</u>
Community Colleges:		
Lower Division Undergraduate	\$ 5,458	\$ 2,379

Cost analysis studies conducted by the Board of Regents' Office and the Regents' universities have revealed that significant cost differences exist among the various levels of instruction. Those findings are similar to the findings of comparable studies in other states. The Board of Regents cost studies have revealed that, on the average, upper division undergraduate unit costs are approximately 1.8 times greater than lower division undergraduate costs; masters and professional unit costs are about 3.1 times greater than lower division undergraduate costs; and doctoral unit costs are about 9.6 times greater than lower division undergraduate costs. When these cost factors are applied to expenditures at the six Regents' universities (with the Medical Center excluded), the following average costs per FTE student are derived for the six universities and for the three regional universities (ESU, FHSU, and PSU) and the three doctoral universities (KSU, KU, and WSU) as subsets:

	<u>General Education</u>	<u>Instruction</u>
Lower Division Undergraduate:		
Six Regents' Universities	\$2,838	\$1,432
Three Regional Schools	3,185	1,521
Three Doctoral Schools	2,753	1,407

As you will note, there appear to be significant cost differences between the Regents' universities and community colleges for lower division undergraduate educational and instructional activity. These differences in average costs are attributable in part to the fact that the higher Regents' costs are allocated to their upper division and graduate or professional levels.

Another method of computing average costs at the Regents' universities would be to disregard the differences in costs for various levels of instruction and to compute the average cost per FTE student for general education and instruction:

	<u>General Education</u>	<u>Instruction</u>
Six Regents' Universities	\$5,711	\$2,882

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Representative Knopp

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This last method makes the average costs per FTE more similar to the community college average costs but fails to take into account the differences in costs among levels of instruction.

I hope this information is useful to you.



Julian Efir
Principal Analyst

JE/pb

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MEMORANDUM

October 14, 1986

TO: Legislative Educational Planning Committee
FROM: Kansas Legislative Research Department
RE: Remedial Education Courses Offered by Regents' Institutions
and Community Colleges

Introduction

In hearings before the Legislative Educational Planning Committee (LEPC) during the 1985 interim, remedial education courses were discussed by representatives of the Board of Education and the Board of Regents. On September 11, 1985, Dr. Stan Koplik, Executive Director of the State Board of Regents, told the Committee that remedial programs had emerged as an item of interest to the Board in its regular review of academic programs.. Although remedial programs are not included in the five-year program review cycle, Dr. Koplik said discussions had occurred among Board members and staff about the responsibility of Regents' institutions to provide remedial courses for students. A month later, Dr. Fred Gainous, Assistant Commissioner, State Department of Education, described proposed guidelines that would have limited the number of credit hours a student could receive for remedial work and would have limited the number of hours of remedial work that could be claimed for state aid reimbursement.

Developments in Kansas, as well as an increase in the number of remedial education programs offered nationwide and some controversy as to the proper role of the state in providing and funding these programs, prompted an interest in making this report to the LEPC regarding the extent of present remedial activity in Kansas.

The information in the memorandum pertains to Regents' institutions and community colleges. It was collected during the 1986 Session in response to a specific legislative request and excludes information about Washburn University and the private colleges and universities, even though they offer remedial programs.*

The data for both the Regents' institutions and the community colleges are for the 1984-85 school year. In all cases, the individual institutions were asked to supply information to their respective Boards, which then compiled the information and made it available.

* Washburn University offers remedial courses in English and math. Credits awarded generate state credit hour aid, but do not count as credit toward graduation. Most of the private colleges and universities offer remedial courses for which no, or less than full, credit is awarded.

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National Trends

Last fall, the U.S. Department of Education issued a report on remedial courses taken by freshmen.* According to the report, in 1983-84 one-quarter of all college freshmen took at least one course in remedial math. One-fifth of the freshmen took remedial writing and 16 percent took remedial reading.

Moreover, the number of students enrolled in remedial courses had increased since 1978, the greatest increases being for two-year institutions, public colleges and universities, and institutions with open admissions policies.

The survey done by the U.S. Department of Education found that more than 80 percent of the institutions surveyed (public and private two- and four-year institutions) offered at least one course in remedial math, reading, or writing. In addition, more than half of the schools offered "survival" remedial courses such as study skills, decision making, and career planning. One-fifth of the schools offered remedial courses in other academic areas such as science or social studies. Private colleges and universities and schools with selective admission policies were less likely to offer remedial courses than were two-year colleges, public colleges and universities, and institutions with open admission policies.

Approximately 70 percent of the schools surveyed did not award credit toward degree completion for remedial courses.

The U.S. Department of Education report does not speculate about why enrollments in remedial education courses are increasing. Perhaps one reason is that in the last several years, increased attention has been placed upon increasing the "quality" of undergraduate learning by such methods as making entrance requirements more selective, strengthening degree requirements, and establishing grade-level requirements to enter or graduate from selected majors. Contemplating these reforms logically leads to the question of how institutions should respond to those students who fail to meet raised standards. One answer is to provide remedial courses. Another reason could be that, particularly for those schools that offer vocational and technical programs, students graduating from high school may not have the background to begin developing sophisticated skills in technological areas without remedial work.

However, the development of remedial programs has not been without controversy among policy makers. Perhaps because the number of enrollees is increasing and because there is a focus upon strengthening collegiate programs, the responsibility of institutions to offer (and states to pay for) remedial courses is being debated in some states. (Another reason could be the generally hard economic times most states are facing that have made many programs vulnerable to funding cuts.) Debates have occurred in some state legislatures as to whether state funding should be provided for remedial programs offered by

* National Center for Education Statistics Bulletin (85-2116), September, 1985.

public colleges and universities or, if these programs are offered, should they be confined to schools whose missions make it more appropriate that they offer remedial programs. For example, the Arizona Legislature recently considered legislation that would have banned remedial work at the university level. (Remedial work still could be offered by community colleges.)

The Kansas Data

Regents' Institutions. Early in 1986, each of the Regents' institutions provided the Board office with information about remedial programs offered in FY 1985 (summer and fall of 1984 and spring, 1985). "Remedial programs" were defined as "ones which compensate for deficiencies in the basic skills which the typical student acquires as part of his/her high school education." The definition included programs to teach better communications skills to foreign-born students. The information gathered is shown in Table 1.

In FY 1985, there were 11,672 course enrollments in remedial education programs offered by the Regents' institutions. These figures include foreign-born students who enrolled in intensive English programs which are often, but not always, supported by user fees. Aside from the intensive English programs, most of the remedial courses were in the areas of English and math (or algebra) and included English and writing laboratories. Some schools also offered courses for improving students' study skills. The Kansas Technical Institute was the only school found to offer a technical science remedial program.

In most cases, remedial courses offered by Regents' institutions do not count toward graduation. If credit hours are awarded (and, except for some intensive English programs, they usually are), the hours are used as a basis for charging student tuition and are considered part of the students' class load. The programs generating these hours would also be one component of each institution's budget supported from the State General Fund.

Expenditures in FY 1985 of general use funds (money primarily from the State General Fund and from student tuition) totaled \$711,231. An additional amount of \$1,198,190 was spent from restricted use funds, which consisted primarily of user fees paid by students and was almost entirely associated with intensive English programs for foreign-born students.

Community Colleges. The State Board of Education surveyed the community colleges in early 1986 and obtained information about remedial course offerings for FY 1985. Each school was instructed to use its own definition of "remedial programs." A summary of the material gathered is shown in Table 2.

In FY 1985, there were 6,748 course enrollments in community college remedial education offerings. Some of the students were foreign-born taking intensive English courses. Most of the remaining remedial courses offered related to the general categories of reading, math, and writing, with specific offerings at some schools for grammar, spelling, pronunciation, and punctuation. Applied reading and writing laboratories were offered as well as programs intended to improve study skills. Some remedial programs were offered that appeared to be related to particular vocational programs.

According to the State Department of Education, the practice varies among the schools as to whether remedial courses count toward graduation requirements. Remedial programs do generate state aid and the amount paid in credit hour aid (at the old rate of \$25.00 per hour that was effective in FY 1985) for the courses shown in Table 2 is \$392,275. (That amount assumes that all credit hours were eligible for state aid reimbursement.)

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TABLE 1

REMEDIAL PROGRAMS OFFERED BY REGENTS' INSTITUTIONS
 FY 1985

Institution	Subject Area	Students Enrolled	Credit Hours Generated ^(a)	Expenditures	
				General Use Funds ^(b)	Restricted Use Funds ^(c)
University of Kansas	English	164	492	\$ 20,722	\$ 0
	Mathematics	1,396	4,188	76,198	0
	Applied English Center ^(d)	1,619	7,003 ^(e)	0	461,740
	Student Assistance Center	167	0	11,477	0
	<u>Total</u>	<u>3,346</u>	<u>11,683</u>	<u>\$ 108,397</u>	<u>\$ 461,740</u>
Kansas State	Intermediate Algebra	795	2,385	32,682	0
	Developmental Reading Lab	123	369	23,420	0
	Study Skills Lab	634	1,902	38,019	0
	Writing Lab	161	322	49,055	0
	English for International Students	43	129	11,556	0
	Spoken English Inter- national Students	16	48	3,105	0
	<u>Total</u>	<u>1,772</u>	<u>5,155</u>	<u>\$ 157,837</u>	<u>\$ 0</u>
Wichita State	Reducing Fear of Speaking	102	204	3,578	0
	Syntax, Logic, Organization	697	2,091	62,457	0
	Mathematics	846	2,538	84,715	0
	Reading/Study Skills Center	2,500	0	170,911	27,763
	Intensive English Center ^(d)	390	0	0	548,549
	<u>Total</u>	<u>4,535</u>	<u>4,833</u>	<u>\$ 321,661</u>	<u>\$ 576,312</u>

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Institution	Subject Area	Students Enrolled	Credit Hours Generated(a)	Expenditures	
				General Use Funds(b)	Restricted Use Funds(c)
Emporia State	English	322	471	\$ 21,547	\$ 0
	Mathematics	174	522	3,375	0
	Intensive English Program	0	0	0	102,026
	Reading Laboratory	42	0	2,012	0
	Writing Lab	139	0	2,750	0
	Total	<u>677</u>	<u>993</u>	<u>\$ 29,684</u>	<u>\$ 102,026</u>
Pittsburg State	Elementary Algebra	14	0	617	0
	Intermediate Algebra	240	480	6,120	0
	English for International Students	68	0	0	57,352
	Writing Center	252	0	3,195	0
	Reading Center	14	0	3,040	760
	Total	<u>588</u>	<u>480</u>	<u>\$ 12,972</u>	<u>\$ 58,112</u>
Fort Hays State	English	119	375	23,519	0
	Mathematics	498	1,494	28,246	0
	Total	<u>617</u>	<u>1,869</u>	<u>\$ 51,765</u>	<u>\$ 0</u>
Kansas Technical Institute	Technical Mathematics	82	410	21,284	0
	Technical Science	49	49	6,472	0
	Reading Improvement Lab	6	12	1,159	0
	Total	<u>137</u>	<u>471</u>	<u>\$ 28,915</u>	<u>\$ 0</u>

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Institution	Subject Area	Students Enrolled	Credit Hours Generated ^(a)	Expenditures	
				General Use Funds ^(b)	Restricted Use Funds ^(c)
	Total G.U. Remedial Programs	<u>9,595</u>	<u>18,481</u>	<u>\$ 711,231</u>	<u>\$ 0</u>
	Total R.U. Remedial Programs	<u>2,077</u>	<u>7,003</u>	<u>\$ 0</u>	<u>\$1,198,190</u>
	GRAND TOTAL -- Remedial Programs	<u>11,672</u>	<u>25,484</u>	<u>\$ 711,231</u>	<u>\$1,198,190</u>

- a) In almost all cases, credit hours awarded do not count toward degree completion. The main reason credit hours are awarded is to determine the status of the student (i.e., full-time or part-time) and to provide a basis for assessing student tuition.
- b) General Use Funds are primarily comprised of money from the State General Fund and student tuition.
- c) Restricted Use Funds are primarily comprised of fees paid by students taking the course.
- d) English for foreign-born students
- e) Although credit hours are awarded, this program is not part of the University's base and does not generate general use revenues.

Source: Kansas State Board of Regents

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TABLE 2

REMEDIAL PROGRAMS OFFERED BY COMMUNITY COLLEGES
FY 1985

<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>	
Allen County	Fundamentals of Algebra	13	39		
	Total	<u>13</u>	<u>39</u>	\$ 975	
Barton County	Speed Reading	5	5		
	Reading Improvement	22	66		
	Spelling Improvement	21	21		
	Developmental English Skills	50	150		
	Developmental Writing Skills	15	15		
	English as a Second Language	2	4		
	Fundamentals of Math	77	231		
	Basic Algebra	6	18		
	College Arithmetic	26	26		
	Reading Improvement	4	4		
	Total	<u>228</u>	<u>540</u>	\$ 13,500	
	Butler County	Basic Manual Communica- tions	7	14	
		Study Skills	90	90	
English Grammar Review		22	22		
Spelling Improvement I and II		63	63		
Vocabulary Development I and II		62	62		
Writing Skills I and II		77	77		
Basic Arithmetic		18	18		
Reading Skills I and II		88	88		
Measurement		7	7		
Common and Decimal Fractions		18	1		
Fundamentals of English		152	456		
Fundamentals of Geometry		1	2		
Fundamentals of Algebra		225	675		
Total		<u>830</u>	<u>1,575</u>	\$ 39,375	

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<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Cloud County	English Composition	39	117	
	Reading	43	43	
	Vocabulary	16	16	
	Grammar	7	7	
	Spelling	73	73	
	Introductory Math	24	72	
	Intermediate Algebra	73	219	
	Total	<u>275</u>	<u>547</u>	\$ 13,675
Coffeyville	Basic Writing Workshop	25	1	
	English Improvement for Foreign Students	5	15	
	Reading Skills I	12	24	
	Written Communications 100	15	45	
	Elements of Math	66	198	
	Introductory Algebra	126	378	
	Intermediate Algebra	92	276	
	Total	<u>341</u>	<u>973</u>	\$ 24,325
Colby	Learning Skills	8	24	
	Fundamentals of Writing	39	117	
	Reading and Study Skills	45	135	
	Speed Reading	6	18	
	Writing Lab	31	93	
	Total	<u>129</u>	<u>387</u>	\$ 9,675
Cowley County	College Reading Skills	107	107	
	College Math	108	324	
	Total	<u>215</u>	<u>431</u>	\$ 10,775
Dodge City	College Reading	8	16	
	Preparatory English Comp.	2	6	
	Basic Applied Math	4	12	
	Total	<u>14</u>	<u>34</u>	\$ 850
Fort Scott	Developmental Reading	9	18	
	Math Skills	227	329	
	Study Skills	34	34	
	Writing Skills	6	9	
	Total	<u>276</u>	<u>390</u>	\$ 9,750

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<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Garden City	Phonics, Spelling, and Pronunciation	25	25	
	Expanding Vocabulary	22	22	
	Speed Reading and Comprehension	34	34	
	Basic English	48	144	
	<u>Total</u>	<u>129</u>	<u>225</u>	\$ 5,625
Highland	Developmental Reading I and II	19	57	
	<u>Total</u>	<u>19</u>	<u>57</u>	\$ 1,425
Hutchinson	Basic Algebra	319	957	
	Basic English	34	102	
	Spelling and Punctua- tion Lab	8	4	
	Phonics, Spelling, and Pronunciation Lab	7	7	
	Basic Vocabulary	19	19	
	Reading Skills	41	41	
	<u>Total</u>	<u>428</u>	<u>1,130</u>	\$ 28,250
Independence	Basic Grammar	47	94	
	Basic Study Skills	35	70	
	Reading Improvement Techniques	30	60	
	Reference Skills	4	4	
	Speed Reading Techniques	44	88	
	Spelling I and II	50	50	
	Vocabulary I and II	38	38	
	Basic Math I and II	132	348	
	Basic Writing	17	51	
	<u>Total</u>	<u>397</u>	<u>803</u>	\$ 20,075

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<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>	
Johnson County	English as a Second Language I and II	11	33		
	Developmental Reading II	6	18		
	Developmental Reading for the Hearing Impaired	4	8		
	Individualized Study (Fashion Merchandising Study)	52	104		
	Reading Comprehension	48	90		
	Sentence Pattern Skills	36	36		
	Spelling Improvement	43	43		
	Study Skills	39	39		
	Study Skills Mini Course	75	75		
	Vocabulary Development	53	53		
	English Grammar Review	38	38		
	Introduction to Writing	502	1,506		
	Basic Math Review	76	76		
	Algebra Preparation	51	51		
	Fundamentals of Math	480	1,440		
	Introduction to College Algebra	821	2,463		
	Chemistry Preparation	36	36		
	Reading Skills	73	73		
	Practical Writing	13	13		
	Fundamentals of English	142	426		
	Total	2,599	6,621	\$ 165,525	
	Kansas City	Basic Skills	222	444	
		Study Skills	54	108	
Note Taking		13	13		
Test Taking		8	8		
Vocabulary Development		19	19		
Developmental Reading		55	165		
Arithmetic for College Students		33	33		
Basic Math		101	303		
Written English as a Second Language		23	115		
Spoken English as a Second Language		11	33		
Total		539	1,241	\$ 31,025	
Labette	Foundations of Math	27	58		
	Spelling/Writing/ Vocabulary Refresher	33	81		
	Reading Improvement	1	3		
	Vocabulary Expansion	5	5		

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<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Neosho County	Reading Skills	8	16	
	Developmental Reading	22	44	
	Writing Skills	24	30	
	Basic Math Skills	29	29	
	<u>Total</u>	<u>83</u>	<u>119</u>	\$ 2,975
Pratt	Fundamentals of Reading	4	12	
	Fundamentals of English	35	105	
	Computational Skills	15	30	
	<u>Total</u>	<u>54</u>	<u>147</u>	\$ 3,675
Seward	Developmental Reading	6	12	
	Reading Improvement	28	56	
	Elementary Algebra	12	36	
	<u>Total</u>	<u>46</u>	<u>104</u>	\$ 2,600
GRAND TOTAL		6,748	15,691	\$ 392,275

Source: State Department of Education

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KANSAS LEGISLATIVE RESEARCH DEPARTMENT

Room 545-N - Statehouse

Phone 296-3181

February 22, 1988

TO: REPRESENTATIVE JOE KNOPP

Office No. 381-W

RE: GRADUATION AND RETENTION RATES FOR INSTITUTIONS
WITH DIFFERENT ADMISSIONS STANDARDS

Information from several sources would indicate that there is a positive relationship between graduation rates, average ACT scores, and admissions standards. Comparable data are limited to the Big Eight universities in the first case cited below and in the second case to certain Association of American Universities (AAU) schools which include the Big Eight, Big Ten, and other institutions.

Big Eight Admissions, ACT Scores, and Graduation Rates

In Table I, "5 Yr Grad Rate" refers to the number of freshmen students who graduate after five years. "Avg. ACT" is the composite ACT score for all entering freshmen students. The admission standards may include minimum "ACT score," high school "Class Rank," and high school grade point average "HS GPA," either separately or in combination.

Three of the Big Eight universities (Iowa State, Missouri, and Colorado) impose freshmen admissions standards and at least one offers no alternative admissions door. Those three universities have the three highest ACT averages. The same three universities also have the highest percentage of students graduating after five years. Two other Big Eight universities (Oklahoma and Oklahoma State) have imposed admissions standards, but those standards are less strict than at the other three with admissions standards and an alternative admissions door is available at those institutions. The average ACT scores and graduation rates are the worst in the Big Eight at Oklahoma and Oklahoma State. Note the multiple admissions standards, particularly the ACT average required (and the resulting lower average ACT scores). Both also have the alternative admissions doors. Three Big Eight universities (Kansas, Kansas State, and Nebraska) have open admissions. The average ACT scores for the open admissions schools are less than the three universities with more strict admissions standards and the percentage of students who graduate from open admissions universities in a five-year period is less than at the three more selective universities.

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TABLE I

Big Eight Data

	5 Yr.		<u>Admissions Standards</u>			<u>Alter- native</u>
	<u>Grad Rate</u>	<u>Avg. ACT</u>	<u>ACT Score</u>	<u>Class Rank</u>	<u>HS GPA</u>	
Iowa State University	52.0%	23.0	No	+ 50%	No	--
Univ. Missouri -- Columbia	49.0	22.2	No	No	2.0	--
University of Colorado	48.0	24.7	23	+ 30	No	No
University of Kansas	47.0	21.8	--	--	--	--
Kansas State University	44.3	21.5	--	--	--	--
University of Nebraska	43.0	21.5	--	--	--	--
Oklahoma State University	39.8	20.3	17	+ 50	3.1	Yes
University of Oklahoma	32.7	20.8	17	+ 50	3.1	Yes
Notes:	(1)	(2)	(3)	(4)	(5)	(6)

(1) Office of Institutional Research, University of Kansas.

The graduation rates for Big Eight institutions are for the 1979 freshman classes or a sample of the 1979 class for Kansas State, except that the University of Colorado and Iowa State data are computed from the 1975 freshman classes.

(2) Kansas Board of Regents. Table 11. Memorandum of December 12, 1987.

The ACT scores are for entering freshmen at Big Eight universities, 1986-87.

(3), (4), (5), and (6)

Kansas Board of Regents. Table 12. Memorandum of December 12, 1987.

Table 12 from the Board of Regents provides a summary of admissions policies at Big Eight, Big Ten, and other Association of American Universities (AAU) public institutions.

Big Eight, Big Ten, and AAU Admissions,
Retention, and Graduation

Selectivity in freshman admissions and the relationship to average ACT scores, freshmen retention, and degree completion rates for Big Eight, Big Ten, and other AAU public universities were reported by the Office of Institutional Research, University of Missouri -- Columbia.

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In order to maintain confidentiality, the researcher coded institutions and will not make their names available. The University of Kansas and Kansas State University have identified themselves and the University of Missouri researcher has identified that institution by name.

What is demonstrated by the following table is that the higher (toward 100) the freshmen selectivity index (as measured by freshmen admissions policies), then the higher the freshmen retention rates and the greater the percent of students earning degrees. The "Select Index" designates the composite measure of admissions selectivity in Table II. "Avg. ACT" identifies the composite ACT score for each institution. "Fresh Retd" designates the percentage of freshmen retained.

These data show that the University of Kansas, Kansas State University, and the University of Missouri -- Columbia have similar patterns, even though Missouri has selective admissions which require that students have a 2.0 grade point average for their high school classes. Other universities with more strict admissions criteria as measured by the index tend to have higher average ACT scores; higher freshmen retention rates, and a greater proportion of students earning degrees.

TABLE II

Big Eight, Big Ten, and AAU Data

<u>Select Index</u>	<u>Avg. ACT</u>	<u>Fresh. Retd.</u>	<u>Earning Degrees</u>		<u>Institution or Code</u>
			<u>4 Yrs.</u>	<u>6 Yrs.</u>	
93	26	--	51%	70%	B
89	25	81%	28	53	C
71	27	94	57	74	I
71	24	84	28	55	J
50	24	86	26	61	M
48	24	82	26	55	P
48	23	82	29	62	Q
43	22	77	27	51	University of Missouri -- Columbia
41	22	72	16	42	S
41	21	81	19	45	T
29	22	73	32	--	U
27	21	74	19	39	V
27	20	71	19	44	W
0	22	79	25	50	University of Kansas
0	21	72	21	41	Kansas State University

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Conclusions

The data tend to show a positive relationship exists between stricter or more selective freshmen admissions standards, freshmen retention rates, and finally graduation rates. However, it should be noted that admissions standards alone do not guarantee higher graduation rates, as the case in Oklahoma demonstrates. The combination of admissions standards and their impact must be considered.

Colorado, which requires that freshmen be in the top 30 percent of their high school class and have at least an ACT score of 23, has a 1.0 percentage point better graduation rate than KU does when measured by the five-year data. The Colorado graduation rate is almost 5.0 percentage points higher than KSU's rate.

Missouri, which requires that freshmen have a 2.0 grade point average for their high school classes, has a 77 percent freshmen retention rate compared with KU's 79 percent and KSU's 72 percent. Missouri graduation rates are slightly better at 27 percent for four years, 49 percent for five years, and 51 percent for six years. KU's graduation rates are 25 percent for four years, 47 percent for five years, and 50 percent for six years. KSU's are 21 percent, 43 percent, and 41 percent (for a different time period).

These differences, however, are marginal in the above cases where it is possible to compare the University of Kansas and Kansas State with universities in Colorado and Missouri which have selective admissions.

At other universities with more strict admissions standards as measured by the selectivity index, the freshmen retention rates and graduation rates appear to be higher than at the Big Eight schools.

Comparison of Regents' Institutions with Peers

The admissions data compiled by the Board of Regents staff for Regents' peer institutions in other states are provided. Also provided is Table 12 from the Regents' staff which shows the in-state applicant admissions policies of AAU public institutions. Unfortunately, these reports do not show the relationships among admissions standards, attrition rates, and graduation rates. They do summarize the admissions requirements at institutions which are similar to Regents' institutions and therefore provide useful background information.

If I can be of further assistance, please contact me.

JE/jar

Julian Efir
Principal Analyst

Enclosures

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September, 1987

Admissions Data for University of Kansas Peer Institutions

<u>Criteria for Comparison</u>	<u>University of Colorado</u>	<u>University of Iowa</u>	<u>Univ. of North Carolina</u>	<u>University of Oklahoma</u>	<u>University of Oregon</u>
Open/Selective	Selective	Selective	Selective	Selective	Selective
Alternative Doors	No	No	No	Yes	Yes
Exceptions	Special student Exemptions	No	"Special Talent" Exemptions	"Special Talent" for up to 5% of Freshman Class	Instate students can petition for exemption
Admission Requirements:					
High School Diploma	Yes (or GED)	Yes (or GED)	Yes (or equivalent)	Yes	Yes (or GED)
Minimum Test Score	23 ACT/1000 SAT	24 ACT/980 SAT	800 SAT/350 minimum for each section	17 ACT - or -	Used if High School GPA is below requirements
Class Rank	Top 30%	Top 50%	Given highest consideration	Top 50% - or -	Not used
High School GPA	Minimum not specified	Minimum not specified	Minimum not specified	3.1	3.0
College Preparatory Courses	Yes	Beginning 1990	Yes	Beginning 1988	Yes

Sources:

- a. Associated Students of Kansas, "Statement on Open Admissions." Presented to the Legislative Educational Planning Committee, August 26, 1987.
- b. Results of telephone survey by Regents Staff, June 15, 1987.
- c. Results of telephone survey by Regents Staff, September 3, 1987.

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Admissions Data for Kansas State University Peer Institutions

<u>Criteria for Comparison</u>	<u>Colorado State Univ.</u>	<u>Iowa State University</u>	<u>North Carolina State Univ</u>	<u>Oklahoma State Univ.</u>	<u>Oregon State Univ.</u>
Open/Selective	Selective	Selective	Selective	Selective	Selective
Alternative Doors	No	No	No	Yes	Yes
Exceptions	Nontraditional, Minority Programs	Possible	Possible	"Special Talent" exemptions	Instate Students can petition for exemption
Admission Requirements:					
High School Diploma	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes	Yes (or GED)
Minimum Test Score	No	No	No	17 ACT - or -	Used if High School is below requirements
Class Rank	Top 33%	Top 50%	Top 50%	Top 50% - or -	Not used
High School GPA	2.0	Minimum not specified	Minimum not specified	3.1	3.0
College Preparatory Courses	Beginning 1988	Beginning 1990	Yes	Beginning 1988	Yes

- Sources:
- Associated Students of Kansas, "Statement on Open Admissions." Presented to the Legislative Educational Planning Committee, August 26, 1987.
 - Results of telephone survey by Regents Staff, June 15, 1987.
 - Results of telephone survey by Regents Staff, September 3, 1987.

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September, 1987

Admissions Data for Wichita State University Peer Institutions

<u>Criteria for Comparison</u>	<u>University of Akron</u>	<u>Portland State Univ</u>	<u>Virginia Commonwealth</u>	<u>Univ of No Carolina-Greensboro</u>	<u>Univ of Wisconsin-Milwaukee</u>	<u>Western Michigan University</u>
Open/Selective	Selective	Selective	Selective	Selective	Selective	Selective
Alternative Doors	No	Yes	No	No	Yes	No
Exceptions	Possible	Possible	Remedial Placement	Possible	Special Opportunity Programs	Special Provisions, Remedial Programs
Admissions Requirements:						
High School Diploma	Yes (if under 25)	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)
Minimum Test Score	16 ACT	Used if High School GPA is Below Requirements	900 SAT	19 ACT/800 SAT	20 ACT/920 SAT if not in top 50%	No
Class Rank	Not used	Not used	Significant indicator	Not used	Top 50%	Considered
High School GPA	Minimum not specified	2.5	Sliding scale	2.0	Minimum not specified	Minimum not specified
College Preparatory Curriculum	Recommended	Yes	Yes	Yes	Yes	Yes

Sources:

- Associated Students of Kansas, "Statement on Open Admissions." Presented to the Legislative Educational Planning Committee, August 26, 1987.
- Results of telephone survey by Regents Staff, June 15, 1987.
- Results of telephone survey by Regents Staff, September 3, 1987.

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Admissions Data for Peer Institutions of Emporia State University, Pittsburg State University and Fort Hays State University

<u>Criteria for Comparison</u>	<u>Eastern New Mexico State</u>	<u>Murray State (Kentucky)</u>	<u>Western Carolina University</u>	<u>Central State (Oklahoma)</u>	<u>Eastern Washington University</u>
Open/Selective	Open	Selective	Selective	Selective	Open
Alternative Doors	NA	Not Specified	Not Specified	Yes	NA
Exceptions	NA	Yes	Yes	Yes	Yes
Admissions Requirements:					
High School Diploma	Yes	Yes	Yes	Yes	Yes
Minimum Test Score	No	15 ACT	Not Specified	14 ACT - or -	No
Class Rank	No	Top 50%	Top 50%	Top 66% - or -	No
High School GPA	No	No	No	2.7	2.5
College Preparatory Curriculum	No	Yes: No Foreign Language Requirement	Yes: No Foreign Language Requirement	No	No

- Sources: a. Associated Students of Kansas, "Statement on Open Admissions," Presented to the Legislative Educational Planning Committee, August 26, 1987
 b. Results of telephone survey by Regents staff, June 15, 1987
 c. Results of telephone survey by Regents staff, September 3, 1987

2-3-88
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Table 12

In-State Applicant Admissions Policies of Public Institutions
in the Association of American Universities

	<u>Required High School Curriculum</u>	<u>Minimum High School G.P.A.</u>	<u>High School Rank</u>	<u>Minimum Test Score</u>	<u>Comment</u>
The University of Arizona	Yes *	2.5	Upper 50%	ACT 21/ SAT 930	G.P.A. is alternative window to test score.
The University of California-Berkeley	Yes *	2.0	Upper 12.5%	Not specified	Three SAT achievement tests also required - November application deadline.
The University of California-Los Angeles	Yes *	2.0	Minimum not specified, but an important criterion	Minimum not specified, but an important criterion	November deadline - acceptance based on best qualified basis.
The University of California-San Diego	Yes *	2.0	Minimum not specified, but an important criterion	Minimum not specified, but an important criterion	November deadline - acceptance based on best qualified basis.
The University of Colorado-Boulder	Yes *	2.0	Upper 30%	ACT 23	High School Rank and Test Score constitute a sliding scale for determining status.
Cornell University	Yes *	2.0	Not specified	Not specified	Three achievement Test Scores required - High School Rank & Test Scores constitute a sliding scale for determining status.
The University of Florida	Yes *	2.0	Upper 40%	ACT 17/ SAT 840	Exam Scores used as a minimum for consideration.
The University of Illinois-Urbana-Champaign	Yes	2.0	Not specified	Not specified	Selected on a "best-qualified" basis after a Nov. 15 application deadline.
The University of Iowa	Yes	2.0	Upper 50%	ACT 24	
Iowa State University	Yes	Not specified	Upper 50%	Not specified	

11/10/76
2-3-77

	<u>Required High School Curriculum</u>	<u>Minimum High School G.P.A.</u>	<u>High School Rank</u>	<u>Minimum Test Score</u>	<u>Comment</u>
The University of Kansas	Recommended	Not specified	Not specified	Not specified	
The University of Maryland	Recommended	Not specified	Not specified	Not specified	
The University of Michigan	Yes *	2.0	Upper 10%	ACT 24	
Michigan State University	Yes	2.0	Not specified	Not specified	
The University of Minnesota	Yes	2.0	Upper 50%	Not specified, but important criterion	High School Rank and Exam Score constitute a sliding scale to determine status.
The University of Missouri	Yes *	2.0	Not specified	Not specified	
The University of Nebraska	Open **				
The University of North Carolina	Yes	2.0	Not specified, but important criterion	Not specified, but important criterion	High School Rank is considered to be most important indicator.
Ohio State University	Recommended	Not specified	Not specified	Used for Placement	
The University of Oregon	Yes	2.75	Not specified	Not specified	Requires 12 on ACT English or 30 on Test of Standard Written English.
Pennsylvania State University	Yes *	Not specified	Not specified	Not specified	Best qualified are admitted first up to a limit on freshman admissions.
University of Pittsburgh	Yes *	2.0	Upper 40%	Not specified	
Purdue University	Yes	2.0	Upper 50%	Not specified	
The University of Texas	Yes *	2.0	Not specified	ACT 27/ SAT 1100	Exam Score and High School Rank constitute a scale to determine status.
The University of Virginia	Yes *	2.0	Upper 30%	Not specified	SAT and three Achievement Tests are required.
The University of Washington	Yes *	2.0	Not specified	Not specified	Admission status is determined by a competitive index of Test Score and G.P.A.
The University of Wisconsin	Yes *	2.0	Upper 50%	Not specified	

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Notes:

- * Includes foreign language
- ** Admissions are not open for all schools or programs
- *** In most cases where minimums in high school rank and standardized test scores are not specified this is due to the use of (1) an index of admissibility which is created by using both criteria, or (2) admissions are capped at a certain number and the institution will establish a deadline for applications and accept the best-qualified according to these criteria. The identified minimum high school G.P.A.s are also deceptive in that most institutions will consider an application only if the G.P.A. is 2.0 or above. However, meeting the minimum is not a guarantee of admission.

2-3-31
2/24/88

TESTIMONY PRESENTED TO THE HOUSE EDUCATION COMMITTEE
CONCERNING SELECTIVE ADMISSION REQUIREMENTS

TO: House Education Committee Members

FROM: Dr. E. M. Gerritz
Dean Emeritus
Kansas State University

DATE: February 24, 1988

Director of Admissions, University of Minnesota
1949 to 1954

State Representative for American College Testing
Program (ACT)
1959 to 1979

National Board Member of ACT for 6 Years

Chairman of National Board of ACT for 3 Years

Director of Admissions and Records
Kansas State University
1954 to 1979

Attached is an outline of comments and thoughts
concerning proposed selective admissions requirements.

*Attachment 4
House Education 2/24/88*

A. College and Universities in Kansas should have admission requirements because:

1. Some individuals should be advised to pursue other objectives.
2. More homogenous classroom groupings are easier to instruct.
3. It would be more economical because enrollment would be reduced.
4. It is not undemocratic so long as other avenues are open.
5. An admission policy can encourage and stimulate high school students to prepare themselves better. Parents could become better supporters of good high school programs and teachers.

B. Admission requirements should vary from institution to institution according to the abilities needed to succeed in varying programs.

1. Even within institutions there are more and less demanding curricula.
2. Each institution should define its mission and encourage those individuals who seek that objective and who meet the minimum standards.

C. The standards suggested by the Board of Regents are unrealistic.

1. Standards should vary from institution to institution.
2. Each institution should do extensive research (if

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that data is not already available) before 1990 to determine what abilities are required to succeed in the varying courses of study.

3. High school rank and test scores are the best predictors of college success. In high school rank there is the component of motivation which is important but can be a will-of-the-wisp factor.

4. The pattern of high school courses is less important. How well the individual did in that which he undertook is more important. But individuals must be able to read, write, and speak effectively and correctly. Listening is another skill to be developed. Those seeking an education in the sciences should have been enrolled in high school sciences and those planning to be engineers should have the mathematics background.

5. Advisement and counseling must be improved at both the high school and university level.

6. A foreign language in the elementary and secondary school is a laudable aim, but it should be a modern language and not Latin. Failure to have such background should not be a deterrent to university admission. Language courses can be completed there, and many Kansas high schools should not be forced to offer mediocre language courses for lack of teachers.

7. The ACT scores suggested are much too high. An ACT score of 23 could eliminate 2/3 of the admittees in

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some Kansas universities. A test score should never be used alone for admission purposes. Each institution through research should establish reasonable thresholds.

8. The fifteen percent exception negates the entire selective admission process. Is it intended for athletes? Sons and daughters of VIP's? How do you justify even one exception to the person denied?

9. Would it not be more advisable to specify a reasonable enrollment figure for each institution, allocate the dollars required, and have the institution determine the admission policy to achieve that enrollment?

a-4-4
2/24/88

Statement
to
House Committee on Education
concerning
House Bill No. 2816
February 24, 1988

Seventy-three years ago, the Kansas Legislature was considering House Bill No. 631, a proposal for major reorganization of the State Department of Education. Section 9 of this bill provided that "any person" who completed "a four-year course of study in any high school accredited by the State Board of Education shall be entitled to admission to the freshman class of the state University, the state Agricultural College, or any of the state's normal schools." The State Board of Education was granted "exclusive and sole authority" to accredit high schools. Before 1915, each of the states' institutions of higher learning controlled its own admission standards either through the examination of prospective students or the accreditation of schools.

Though House Bill No. 631 did not move through the legislative process without opposition, it enjoyed widespread bipartisan support both within and outside the Legislature. Many of the state's prominent newspaper editors, including William Allen White supported the bill. The strong advocacy of S.A. Bardwell, Republican from Manhattan, and A.B. Carney, Democrat from Concordia, respective chairpersons of the House and Senate committees on education, was critical to the bill's success. On March 11, 1915 the bill passed in the House by a vote of 69 to 29, with 27 absent or not voting. Eight days later, on March 19, the Senate approved the bill without amendment (yeas 29, nays 5, absent or not voting 6). Governor Arthur Capper, who supported the legislation, quickly signed the bill. In both the House and the Senate, most of the amendments proposed for the bill concerned the salary of the State Superintendent of Public Instruction or the inspection of rural schools. An analysis of the individual votes reveals that nay votes were cast largely by representatives from rural districts. There is no evidence of opposition to the open admissions section of the bill.

Why did the Kansas Legislature make such a drastic change in its educational policy? It is clear that they hoped to enhance educational opportunity for Kansas children, but it is important to note that they were more concerned with increasing opportunities for Kansas young people to attend and complete high school than with promoting greater access to higher education. Although high school enrollment in Kansas had doubled between 1907 and 1913, only 39,152 students, or about ten per cent of the total school enrollment were actually enrolled in high school. Even fewer students, 17,532, or about 4% of the total number of all students were enrolled in the state's institutions of higher learning. School people were greatly concerned about the high attrition rate in the early years of high school and were convinced that the colleges were threatening to stifle the continuing expansion of the high schools by imposing a rigid

*Attachment 5
House Education 2/24/88*

preparatory curriculum on the large number of students who had no intention of continuing their education beyond high school. As W.D. Ross, State Superintendent of Public Instruction (1913-19) put it, "the high school belongs to the people and not to the colleges." Giving the State Board of Education sole accrediting authority was an obvious solution to this problem, at least from the perspective of those who believed that high schools should be more than just "feeders for the colleges."

Surprisingly, the colleges did not raise significant public opposition to this legislation. Why not? First, the state's colleges were being sharply criticized during this period for being impractical, elitist, and not serving the state's needs. Apparently, leaders in public higher education were afraid that vigorous opposition to the bill would further weaken their image in the state and undermine their financial support. Second, there is at least some evidence that high school accreditation was an expensive and time-consuming process that did not mesh easily with the colleges' normal activities. Third, there was some recognition among the leaders in higher education that high schools and colleges did have different roles to perform that were not adequately recognized under the current system of accreditation. Fourth, and more important, higher education leaders believed that their legitimate interests would still be represented under the new legislation. From its inception, the State Board of Education had consisted of the State Superintendent and the presidents of the state's major public institutions of higher education. The colleges retained this representation on the new board created by House Bill No. 631, although three additional members were added who were appointed by the governor. (It should also be noted here that at one time the State Superintendent was ex officio member of governing boards of the state's colleges.) This would certainly permit the colleges to continue to have significant influence on the accreditation process. Furthermore, Ross, the vigorous young State Superintendent who led the public campaign for the bill, was sensitive to the colleges' concerns. He received A.B. and M.A. degrees from the University of Kansas and served from 1909 to 1912 under Chancellor Frank Strong as K.U.'s high school inspector. Thus when Chancellor Strong gave a speech to the American Council on Education meeting in San Francisco in August 1915, he could comment with some equanimity that although the new legislation "takes away from the state university the control over its own entrance requirements . . . , it also forges the last link in the chain of public education beginning with the kindergarten and ending with the graduate school of the university."

What implication does this brief inquiry into the history of admissions policy have for our own current discussion? First, it emphasizes how bifurcated our process of policy formulation in education has become. Today, the Board of Regents or the State Board of Education can develop and recommend policy without making serious reference to the perspectives of the other even though their responsibilities are often

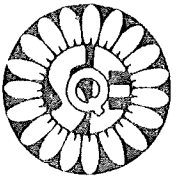
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2/24/88

highly interdependent. It is perhaps time to begin reducing this division, not by creating another layer of bureaucracy, but by making the State Commissioner of Education an ex officio member of the Board of Regents and the Executive Officer of the Regents an ex officio member of the State Board of Education. Each board would benefit from the insights provided by the professional representative of the other board. I have no doubt that the prospects for consensus on educational policy would be improved.

Finally, I do not think that those who supported H.B. 631 would automatically be opposed to H.B. 2816 and its provision for a preparatory curriculum. However, they would examine it carefully to determine if it would inhibit or enhance educational opportunity. They would agree with Lieutenant Governor W.Y. Morgan, an ardent supporter of the 1915 legislation, when he wrote: "A couple of generations ago men and women could get along without much education, because the condition was general. Even in the last generation men of limited education could get to the front by reason of their natural ability. But the competition is such now that a boy or girl who does not get out of the schools all he or she possibly can, is not only to be handicapped in the business of life, but to be hopelessly distanced whenever the race starts in earnest. What would do twenty years ago will not do now, either in transportation, business, religion, politics or education. The world moves and the folks that do not move with it are left behind. I am in favor of just as few Kansas children being placed at the rear of the procession as possible."

N. Ray Hiner
Chancellors Club
Teaching Professor of
History and Education

a-5-3
2/24/88



Schools for Quality Education

PURPOSE - - -

To Pursue the quality of excellence in education.

To Give identity, voice and exposure to the peculiar quality of Rural Schools.

To Enhance the quality of life unique in the rural community.

In a study conducted by Schools for Quality Education (SQE) and completed in December, 261 schools (all class 1A - 4A) were surveyed to gain information regarding current and proposed graduation requirements. Of those surveyed 186 returned the survey, or over 71%. Because of the high return it is concluded by SQE, that these results fairly represent the beliefs and views of those schools we represent.

The survey results can be divided into two categories 1) those dealing with current requirements and the affects on vocational/elective courses, and 2) the recently proposed requirements by the Board of Regents.

CATEGORY ONE - CURRENT REQUIREMENTS

When asked if their school district had experienced a decline in enrollment in elective courses since the current standards were adopted, 89 indicated yes, and 97 no. The courses identified varied, with Vocational Agriculture and Home Economics experiencing the greatest loss, but music and art were also affected.

Asked if their school had dropped any vocational/elective courses because of this decline only 28 indicated they had, with 154 saying they had not.

In answering whether they believed flexibility should exist in graduation requirements for non-college bound students, 130 indicated they thought there should be, 52 thought all students should meet the same standard.

Only 10 schools indicated they had experienced an increase in the drop-out rate since the current standards were implemented, 175 indicated no change.

CATEGORY TWO - PROPOSED REGENT'S REQUIREMENTS

In polling the respondents regarding their support of the recent regents recommendations (at this time confined to only the three largest universities) only 32 schools were in support. The overwhelming majority, or 153, said they opposed these recommendations.

ONE MILE WEST SALINA JUNCTION I-70 & I-135 — ¼ MILE SOUTH EXIT 249 I-70

"Rural is Quality"

*Attachment 6
House Education 2/24/88*

When asked if their schools offered two years of a foreign language, 125 responded yes, and 61 no.

Asked if the adoption of the regent's requirements would necessitate curriculum changes, 83 indicated yes, 102 said no. Adding a foreign language being the change most frequently noted.

CONCLUSIONS

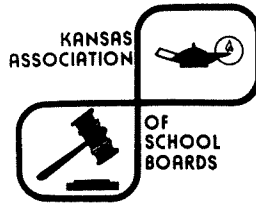
The current requirements have led to a decline in just under half of the schools elective programs. Far fewer schools have indicated eliminating programs. Therefore classes have either become smaller, or in some cases combined. Philosophically, support appears to exist for some type of multi-tier diploma system, perhaps such as New York offers.

Regarding the Regent's requirements, schools overwhelmingly rejected the proposal. Interestingly, it is not only the smallest schools that do not support this proposal, but support is lacking across the enrollment spectrum. The reasons are varied, but appropriately the concept of "Local Control" is high on the list. Also, the concept of universal educational opportunity under which our public universities were established is a compelling fact.

Other comments from respondents, both in writing or orally, include the questionable practice of waiving a certain percentage of incoming students. This has been perceived as establishing a method of bringing in athletes and thus propagating a double standard. Additionally, in the case of the foreign language requirement, research does not seem to substantiate the connotation that a student who has had a foreign language in high school will be more successful in college (this is not to take away from the study of a foreign language as important to international commerce and understanding). It appears contradictory to require high school graduates to have two years of a foreign language and then have so few college programs require a foreign language for graduation!

To close it should not be construed that SOE, and the schools it represents, does not support excellence in education. We strongly support students being "encouraged" to take the courses recommended, in the most part, by the Regents. We do not, and cannot, support these being "mandated" by the Regents and do not believe this attempt will be legitimized by our legislature.

a-6-2
2/24/88



TESTIMONY ON H.B. 2816
before the
HOUSE EDUCATION COMMITTEE

on behalf of
Kansas Association of School Boards
Kansas-National Education Association
United School Administrators of Kansas

by
John W. Koepke, Executive Director
Kansas Association of School Boards

February 24, 1988

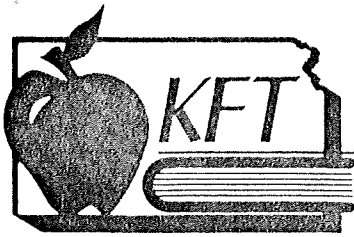
Madam Chairman and members of the Committee, my testimony today represents the collective views of the three organizations noted on the letterhead. Each of our organizations has thoroughly studied the issues surrounding H.B. 2816 and, through our respective delegate processes, come to the same conclusion. That conclusion is that the State of Kansas ought not to abandon its historic policy of granting open admissions to Kansas Board of Regents institutions for all graduates of accredited Kansas high schools. We believe that policy is in the best interest of Kansas and certainly of all Kansas high school graduates.

Many reasons have been advanced by various interests for supporting a policy of selective admission, but we do not believe any of them are persuasive. If, as has been asserted, the goal of selective admissions is to reduce or eliminate remedial courses at the college level, we would simply urge the Regents to eliminate those courses. There is nothing inherent in the concept of open admissions which guarantees success in college. It simply guarantees the right to try.

*Attachment 7
House Education 2/24/88*

If, as some members of the Board of Regents have asserted, selective admissions is an attempt to control secondary school curriculum in Kansas, then we obviously have concerns about a covert attempt to usurp the rightful role of local school districts.

We have yet to see any rationale for this proposal which would convince our organizations of its necessity. We have been and are willing at any time to enter into a dialogue with the Regents on matters of mutual concern. We would simply urge that our historic commitment to our Kansas high school graduates not be abandoned. Thank you for your consideration.



KANSAS FEDERATION OF TEACHERS

310 West Central/Suite 110 • Wichita, KS 67202 • (316) 262-5171

TESTIMONY IN OPPOSITION TO HOUSE BILL NO. 2816

Carolyn Kehr

Kansas Federation of Teachers

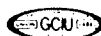
February 24, 1988

Madame Chairman, members of the House Education Committee, my name is Carolyn Kehr, Director of Curriculum and Special Projects for the Kansas Federation of Teachers. I am here today on behalf of the members of the Kansas Federation of Teachers and also representing the position of the 50,000 members of the Kansas AFL-CIO. The Kansas Federation of Teachers rises in support of the development of a university preparatory curriculum but must oppose efforts to make that curriculum an obstacle to students who desire admission to our public-supported colleges and universities.

Open admissions has a deep and significant history in the state of Kansas. Since the turn of the century, graduates of Kansas high schools have had open access to our institutions of higher learning. Children of all races and cultures could graduate from a Kansas high school and then look forward to the opportunity of attending the university of his/her choice. Our fear is that selective admissions will frustrate the efforts of Kansas students, particularly the rural and urban poor to economically improve themselves through higher education. Efforts to improve the achievement standards of a student in high school or a university must be accompanied by equal opportunity. The provisions of House Bill No 2816 would exclude students from our universities and further complicate their potential contribution to the economic development of our state.

The Kansas Federation of Teachers believes there are many reasons why a student may graduate from a secondary school unprepared for the rigors of university study. These include the following:

1. Insufficient resources to provide adequate enriched curriculum in some of our secondary schools.
2. Family distress, such as unemployment, divorce or children born to single parents-all factors which make it difficult for a student to achieve.



*Attachment 8
House Education 2/24/88*

3. Delayed academic readiness frustrating a student's academic achievement.
4. Poor testing skills on standardized measurements such as SAT and ACT.

These are just four reasons why selective admissions, as being proposed by the Regents has the potential for being discriminatory. We simply have not made the systemic changes in our K-12 approach to education that will guarantee every student the possibility of succeeding in a college or university. Students may acquire these skills in subsequent years, but at the time of graduation are without them.

We sympathize with the universities predicament when they are compelled to offer remedial courses to accomodate students who may arrive unprepared. Better participation and/or cooperation between the State Board of Education and the Board of Regents would be a major step in addressing the issue of remediation. Excluding students from the opportunity of attending the university of his/her choice because of conditions beyond that student's control is not the answer. We must seek to work together so that our young adults can be afforded the educational future that each taxpaying citizen deserves. Education is what separates the tax supported from the tax dependent. This legislation has the capability of determining which of our citizens will be tax dependent and which will be tax supporters. We recommend an unfavorable reading of House Bill No. 2816.

a-8-2
2/24/88



February 22, 1988

MEMORANDUM

TO: The Honorable Anthony Hensley
State Representative

FROM: Onan C. Burnett, Director
Community and Governmental Relations

SUBJECT: Summary of USD 501's Losses in State Aid, 1984-85 to 1988-89

1984-85 to 1985-86	(\$ 344,085)
1985-86 to 1986-87	(2,453,307)
1986-87 to 1987-88	(1,344,470)
1987-88 to 1988-89*	(1,216,514)
TOTAL:	(\$5,358,376)

* Estimates based on SB 525 with 21-month averaging provision

OCB:je

YEAR	MONTHS USED IN DETERMINING DISTRICT WEALTH IN SDEA FORMULA
1973*	12
1974	12
1975	36
1976	48
1977	48
1978	48
1979	48
1980	48
1981	48
1982	36
1983	24
1984	12
1985	12
1986	12
1987	21

*First year of SDEA

SUMMARY OF MONTHS USED IN FORMULA 1973-1987

MONTHS USED	NUMBER OF YEARS USED
12	5
21	1
24	1
36	2
48	6

*Attachment 10
House Education 2/24/88*