

Approved February 28, 1989  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at  
Chairperson

1:30 ~~xx~~ p.m. on Tuesday, February 21, 1989 in room 123-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department  
Ms. Carolyn Rampey, Legislative Research Department  
Ms. Avis Swartzman, Revisor's Office  
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SB 100 - Community colleges, credit hour state aid for developmental credit subjects and courses (Education)

Proponents:

Dr. W. Merle Hill, Executive Director, Kansas Association of Community Colleges  
Dean Ramona J. Howell, Fort Scott Community College  
Dr. David DePue, Executive Director, State Council on Vocational Education

After calling the meeting to order, Senator Joseph C. Harder informed the members that, at Committee request, he had invited Ms. Clantha McCurdy, Director of Financial Aid, and Mr. Ted Ayres, General Counsel, Board of Regents, to return to the Committee meeting today to answer questions to further clarify Senate Bill 12, which establishes the Kansas ethnic minority scholarship program.

In responding to questions, Mr. Ayres stated that his main concern is to have the language in Senate Bill 12 defensible against a court challenge. Ms. McCurdy, responding to a question, stated that the Board had not yet set up a mechanism for implementation of the bill, although she mentioned several criteria which would be taken into consideration by the Board of Regents. The Chairman thanked Ms. McCurdy and Mr. Ayres for attending today's meeting.

SB 100 -After asking the Committee to turn its attention to SB 100, the Chairman called upon Dr. W. Merle Hill, Executive Director, Kansas Association of Community Colleges, the first conferee to speak on behalf of SB 100. Dr. Hill stated that SB 100 was requested by his association and that it increases credit hour funding for remedial courses of instruction. (Attachment 1) Dr. Hill introduced Dean Ramona J. Howell of Fort Scott Community College, the next conferee to speak as a proponent of SB 100. Dean Howell described how some colleges, until recently, were able to "keep pace" with the demand for developmental education in spite of inadequate funding. However, today, she stated, the colleges are faced with drastic declines in grant dollars and tremendous increases in numbers served. (Attachment 2) Dean Howell described many of the people who come to her school as being unemployable and said it is the school's job to provide remedial education to these people who have come to be enrolled in vocational education or other community college courses. She explained that many of the students needing remediation have been referred to the college from agencies such as SRS, Job Service, and Head Start.

The Chairman next recognized Dr. David DePue, Executive Director, Kansas Council on Vocational Education. Responding to a question, Dr. DePue replied that providing additional funding for remedial programs in community colleges should not be an either or decision and emphasized that we must educate people at whatever level they are needing to be educated.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,  
room 123-S, Statehouse, at 1:30 ~~xx~~ a.m./p.m. on Tuesday, February 21, 1989

Dr. DePue pointed out the drastic change in job situations from the past and noted the disproportionate share of persons who are needing remedial education today.

Senator Allen moved, and Senator Frahm seconded a motion to approve minutes of the meetings of February 15 and 16. The motion carried.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 21, 1989

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Holly Roberts	Leavenworth, KS	Close-Up
Mathew Waldman	Leavenworth, KS	Close-Up
Christa St. Huel	Leavenworth, KS	Close-Up
Marvin Taylor	1007 s. Little Ft Scott	"
Suzanne Finolley	Fort Scott	"
Don Rodem	Ft. Scott	"
Stacy Sauerwein	Ft. Scott	"
Karee Eric	Ft. Scott	Close-Up KS.
Danielle Asher	Ft Scott	Close-up Kansas
Mary Etta Smith	Ft. Scott, KS	Close-Up Kansas
Connie Huerffel	Topeka	State Board of Ed
Doree Wolfe	Topeka	State Council VocED
Bob Kelly	Topeka	KS Independent Colleges
Craig Grant	Topeka	K-NEA
Vikki Norton	Ulysses	Close-up
Dedee Stewart	Ulysses	Close-up
Steve Friesen	N. Newton	Bethel College
Patty Jewett	"	"
Janita Nelson	"	"
Nancy Kinding	Topeka	Stern Sen. J. Francisco
Pat Meloy	"	DOB
Merle Hise	"	KACC
Ramona Howell	Fort Scott	FSCC
Brian Orr	Junction City	Close-up

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 21, 1989

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Kirsten Maggart	Junction City	Close-up
Kathy Alexander	Junction City	Close-up
Dawn Christman	Hutchinson	Page



# KANSAS ASSOCIATION OF COMMUNITY COLLEGES

Columbian Title Bldg., 820 Quincy • Topeka 66612 • Phone 913-357-5156

W. Merle Hill  
Executive Director

To: Senate Committee on Education

From: Merle Hill, Executive Director  
Kansas Association of Community Colleges

Date: February 21, 1989

Subj: Senate Bill No. 100, an act concerning community colleges;  
affecting the determination of credit hour state aid; amending  
K.S.A. 1988 Supp. 71-601 and 71-602, and appealing the existing  
section.

Thank you, Mr. Chairman and members of the Committee. Senate Bill No. 100 was requested by the Kansas Association of Community Colleges. It increases credit hour funding for remedial courses of instruction from 1.6 x the multiple to twice the multiple in a 5-year period.

Although many decry the fact that a large segment of our population does not have collegiate-level academic skills, laments don't solve the problems faced by the individuals themselves. Whether the expected skills were never attained or merely forgotten doesn't matter; nor does it matter why they were never attained. What does matter is that some provision must be made for, some opportunity must be given to these individuals to catch up, to acquire the skills needed for survival in today's world of work.

The community colleges have accepted the challenge of serving those Kansans in need of remedial education and have made serving that segment of our population one of their prime missions.

Remedial education, as you'll hear from the next conferee, is expensive. You can't really remediate effectively a class of 100 or even a class of 20. Remediation is a one-on-one learning situation or, at most, a small-group learning situation - much like graduate-level education at a state university. It simply costs more to work with individuals and small groups than it does with classes of 20 or more.

Most of those in need of remediation are not planning to attend a baccalaureate

Education

2/21/89

Attachment 1

stitution. With relatively few exceptions, the student in need of remediation in reading skills, English and mathematics will complete a certificate program requiring hands-on vocational training or earn an associate degree and immediately enter the workforce. Remedial education, then, is often a part of the vocational education needed to secure and maintain a job.

To secure and maintain that job today requires skills that were frequently not needed a decade or more ago, so, for many, remediation is the only answer. It's an expensive answer, to be sure, but it is far less expensive to fund remedial education for a maximum of 18 semester credit hours than it is to pay welfare benefits for many years.

At some colleges not all remediation is done with college funding. At Fort Scott, for example, only 20 percent of the remedial students are enrolled in credit courses. Why? They can't afford to pay the tuition costs. Only 20 percent of the remedial students at Fort Scott are enrolled in for-credit courses, while 80 percent of the college's efforts are without benefit of student tuition, state aid or institutional support.

SB 100 increases credit hour aid for a maximum of 18 credit hours of remedial instruction from \$28 per credit hour to \$44.80 in 1989-90, to \$47.60 in 1990-91, to \$50.40 in 1991-92, to \$53.40 in 1992-93 and to \$56 in 1993-94.

All 19 of the community colleges offer remedial instruction in reading, English and mathematics. The next conferee will give you some insight into how one community college conducts its remedial program and explain the financial problems associated with it.

Thank you.

## REMEDIAL EDUCATION

Remedial/Developmental Education, like transfer and vocational programs, has always been a major part of the comprehensive community college mission. Due to the open-door policy, most college programs are accessible to anyone. Fort Scott Community College views access as only the beginning. The ultimate goal is success. Remedial education and similar support services opens the door to success - not only in the classroom, but in larger society. Remedial programs help equalize opportunities for special populations, particularly the economically and educationally disenfranchised.

Fort Scott Community College, like many other Kansas community colleges, has experienced shifting enrollment patterns. Enrollment of 18-21 year olds is declining while older, non-traditional students, single parents, first-generation college students, displaced homemakers, and dislocated workers are enrolling in increasing numbers. The fact that many of these students are academically underprepared is a problem for the colleges only because we are ill-equipped to serve their needs. The problem is not that the numbers of academically underprepared students are increasing, we view this as evidence that we are, in fact, doing a good job - in essence, fulfilling our mission. The problem is, however, inadequate funding to serve the increasing numbers of underprepared students.

Until recently, some colleges were able to "keep pace" with demand for developmental education in spite of inadequate funding. This has been accomplished primarily through the use of grant dollars. Fort Scott Community College, for example, has developed an exemplary special services program utilizing a wide array of state and federal grant programs to provide a centralized learning lab. This year, the Maximized Individualized Learning Lab (MILL) was nominated by our State Department of Education for a national Showcase of Excellence Award. The MILL has served as a state-wide model and has been replicated at several Kansas and Missouri community colleges. Its major success has been in providing remedial programs to large numbers of individuals without the benefit of revenue from student tuition, state aid, or the institution. It has been funded at a very high level from grants such as Title III, Carl Perkins, Adult Basic Education, JTPA, Title IV, etc. Today the MILL is facing drastic declines in grant dollars and tremendous increases in numbers served.

The following chart depicts funding comparison between 1988-89 and 1989-90. It should be noted that funding for 1988-89 had dropped \$33,000 from \$1987-88.

<u>1988-89 Funding</u>		<u>1989-90 Funding Projections</u>	
ABE 306	\$16,080	ABE 306	\$14,500
Disadvantaged & Handicapped	54,262	Disadvantaged & Handicapped	40,838
Disadvantaged & Handicapped Supplemental	5,000	Disadvantaged & Handicapped Supplemental	-0-
310 Project IDEA	14,000	310 Project IDEA	-0-
Corrections	12,570	Corrections	?

Disadvantaged & Handicapped Funding

	<u>1988-89</u>	<u>1989-90</u>	
Numbers Served	420	522	+24.0%
Grant Award	\$54,262	\$40,838	-24.7%

More and more agencies are looking to the community college to provide remedial programs for their clients. SRS, for example, has referred 45 individuals to Fort Scott Community College this past semester. It is anticipated that the new Welfare Reform Act will have tremendous impact on the demand for remedial education. AFDC recipients must receive basic skills, employability skills or job skills training in order to remain on welfare.

A literate workforce is viewed as an important component of economic development. Business and industry is saying to education, "Give us employees with strong basic skills (reading, writing, math, communication) and we can train them to do anything." Community colleges are no longer focusing on vocational training programs exclusively, but have expanded the focus to include strong basic skills and employability skills instruction. Unfortunately, some of the most serious academic deficiencies are found among vocational students.

All vocational students receive basic skills assessment through the Disadvantaged and Handicapped project. A summary of their scores appears in the following chart.



	<u>READING</u>			<u>MATH</u>		
	<u>8th Grade &amp; Below</u>	<u>9th-11th Grades</u>	<u>TOTAL</u>	<u>8th Grade &amp; Below</u>	<u>9th-11th Grades</u>	<u>TOTAL</u>
<u>1985-86</u> 339 tested	115 28.8%	111 27.8%	226 56.6%	151 37.8%	100 25.1%	251 62.9%
<u>1986-87</u> 580 tested	83 14.3%	139 23.9%	222 38.2%	281 48.4%	156 26.8%	437 75.2%
<u>1987-88</u> 615 tested	142 23.0%	166 26.9%	308 49.9%	205 33.2%	234 37.9%	439 71.1%
<u>1988-89</u> 423 tested thru 2-14-89	100 26.0%	108 25.5%	218 51.5%	133 31.4%	144 34.0%	277 65.4%

## ACADEMIC LEVEL OF STUDENTS

### ASSET

Over the past 2 years, 570 students have taken the ASSET placement test. Assessment scores are used to place students in appropriate English and Math classes. It should be noted that the ASSET is administered in Freshmen Orientation to full-time, first-time students. Therefore, the figures below represent scores for more traditional students only.

<u>Developmental Classes</u>	<u># of Students Placed</u>	<u>% of Total</u>
Developmental Reading	162	28.4
Developmental English	28	4.1
Fundamental English	338	59.2
Math Skills	23	4.0
Computational Skills	255	44.7
Intermediate Algebra	153	26.8
Other Developmental Math	122	21.4

### ACT

Since the ACT is not required for admissions to FSCC, very limited ACT data exists. The chart below compares FSCC student ACT scores with state and national scores.

#### 1988 ACT Mean Scores

	<u>FSCC</u>	<u>Kansas</u>	<u>National</u>
English	15.6	18.8	18.5
Math	12.2	17.2	17.2
Social Studies	14.8	18.3	17.4
Natural Science	19.4	21.8	21.4
Composite	15.6	19.1	18.8

The following charts illustrate the tremendous increase in instructional hours and numbers of students served.

Instructional Hours in the MILL per Fiscal Year

	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>84-85</u>	<u>85-86-</u>	<u>86-87</u>	<u>87-88</u>	<u>88-89</u>
Jul		66	85	125	251	117	588	852	1003	1027
Aug	132	116	175	194	233	272	657	709	806	978
Sep	307	263	469	460	477	415	1016	1011	1276	1092
Oct	339	153	504	429	401	426	1289	1452	1792	1274
Nov	315	165	357	361	307	408	770	1295	1341	1157
Dec	293	224	203	185	175	210	568	1340	917	1102
TOTAL	1386	987	1793	1754	1844	1848	4888	6659	7135	6630
Jan	172	243	333	443	203	536	889	1516	1000	1192
Feb	256	255	440	433	376	486	669	1667	1100	
Mar	236	219	449	430	251	451	784	757	1146	
Apr	255	210	444	551	298	454	1393	1344	1009	
May	132	47	383	315	234	718	867	936	838	
Jun	60	135	152	234	239	212	458	566	739	
TOTAL	1111	1109	2201	2406	1601	2857	5060	6786	5832	1192
Grand Total	2497	2096	3994	4160	3445	4705	9948	13445	12967	7822
Change	-16%	+91%	+4%	-17%	+37%	+114%	+35%	-4%		
Credit Hours (15/1)	166.5	139.7	266.3	277.3	229.7	313.7	663.2	896.3	864.5	

Number of Students Utilizing the MILL

	84-85	85-86	86-87	87-88	88-89
July	39	69	100	140	149
August	74	145	173	246	288
September	130	126	175	201	237
October	119	153	202	239	207
November	103	163	231	238	288
December	60	120	147	154	232
TOTAL	<u>525</u>	<u>776</u>	<u>1028</u>	<u>1218</u>	<u>1401</u>
January	100	116	193	136	329
February	118	118	228	213	
March	73	140	138	182	
April	95	124	154	132	
May	114	200	165	155	
June	49	62	109	148	
TOTAL	<u>549</u>	<u>760</u>	<u>987</u>	<u>966</u>	<u>329</u>
GRAND TOTAL	1074	1536	2015	2184	1730

1988 DEVELOPMENTAL EDUCATION FOR CREDIT

(Headcount = H)  
(Credit Hours = C)

Individualized Instruction  
in Learning Lab

Spring 1988

	<u>H</u>	<u>C</u>
Vocabulary	4	4
Grammar	3	5
Writing	10	13
Reading	10	12
Math	10	14
Learning Strategies	5	5
Transportation Math	176	176
	<u>218</u>	<u>229</u>

Group Instruction  
in Classroom

Spring 1988

	<u>H</u>	<u>C</u>
Comp. Skills	11	33
Inter. Algebra	7	21
Writing	13	39
Reading	23	69
Math	17	51
	<u>71</u>	<u>213</u>

Individualized Instruction  
in Learning Lab

Fall 1988

	<u>H</u>	<u>C</u>
Vocabulary	3	3
Grammar	4	4
Writing	13	16
Reading	48	59
Math	21	27
Learning Strategies	8	11
Transportation Math	134	134
	<u>231</u>	<u>254</u>

Group Instruction  
in Classroom

Fall 1988

	<u>H</u>	<u>C</u>
Comp. Skills	21	63
Inter. Algebra	8	24
Writing	13	39
Reading	21	63
Math	14	42
	<u>77</u>	<u>231</u>

CREDIT

597 - Headcount  
927 - Credit Hours

1988 NON-CREDIT DEVELOPMENTAL/REMEDIATION EDUCATION  
(INDIVIDUALIZED)

<u>Month</u>	<u>Headcount</u>	<u>Clock Hours</u>
January	27	104
February	42	120
March	11	22
April	18	124
May	19	76
June	39	184
July	31	143
August	30	72
September	35	130
October	25	63
November	52	123
December	27	55
	<u>356</u>	<u>1216</u>

NON-CREDIT

356 - Headcount  
1216 - Clock Hours

## NOTES

GED program - 188 graduates increased 133% over FY'87. Over 125 expected in '89 amounts to one of largest graduating classes in area.

Developmental ed for credit increased 57% from 1988. 183% over 1987.

Our greatest concern is that provision of services is threatened as numbers to be served increase dramatically and number of staff remains the same or decreases as a result of funding cutback.

Almost all (97%) of entering students require some form of Remedial/Developmental Academic Support. Based on ASSET test scores, 28.4% of entering student's reading levels are below that required for success in college courses.

64.2% of entering students need academic support in language usage skills and are not equipped to succeed in a 3 credit hour English 101 course at the freshman level.

Entering students are less prepared for college level math courses than any other area. 97% of entering students do not score well enough on the ASSET course placement test to enroll in College Algebra. 48.2% of the students are placed in Intermediate Algebra classes while the remaining 48.8% must take even lower level math courses to prepare them for Intermediate Algebra. These students must spend 1-3 semesters of remedial work before their skills reach the level at which they can successfully compete in a College Algebra class.