

Approved March 1, 1989  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~am~~/p.m. on Tuesday, February 28, 1989 in room 123-S of the Capitol.

All members were present except:

Committee staff present:

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

Conferees appearing before the committee:

SB 265 - Qualified admissions, state educational institutions (Education)

Proponents:

Ms. Denise Apt, Special Assistant on Education to the Governor  
Dr. Stanley Z. Koplik, Executive Director, Kansas Board of Regents  
Dr. Judith Ramaley, Executive Vice Chancellor, University of Kansas-  
Lawrence  
Dr. James Coffman, Provost, Kansas State University  
Dr. Joyce Scott, Executive Vice-president, Wichita State University  
Mr. Steve Cisneros, student body president, Wichita State University  
Mr. Jeff Dumcum, student body president, Pittsburg State University  
Representative Bob Vancrum, state of Kansas  
Dr. Robert N. Kelly, Executive Director, Kansas Independent College  
Association

After calling the meeting to order, Chairman Joseph C. Harder recognized Ms. Denise Apt, the Governor's Special Assistant on Education. Ms. Apt pointed out that the "open admissions" policy ignores one fundamental fact about education - that it is a cumulative process. Ms. Apt maintained that preparation of students for college can be properly addressed by every high school in Kansas, regardless of its size. Although SB 265 would allow the Board of Regents to set criteria for admissions, she explained, it also gives the legislature veto power over these rules and regulations. The Governor, she stated, requests the Committee's support of SB 265.

Supporting testimony by Dr. Stanley Z. Koplik, Executive Director, Kansas Board of Regents, is found in Attachment 1. Dr. Koplik further supported his position on qualified admissions by explaining that studies performed by the College Testing Service and other groups have statistically indicated that improved preparation and motivation result in substantially improved performance by high school students entering collegiate study.

Testimony by Dr. Judith Ramaley, Executive Vice Chancellor, University of Kansas, is found in Attachment 2. Dr. Ramaley pointed out that we are talking about "qualified" admissions, not "selective" admissions.

Dr. James Coffman, Provost, Kansas State University, described the progress occurring at Kansas State University in the establishment of the Regents Educational Communications Center and the Midlands Consortium, the purpose of which is to establish receiving sites in small school districts in Kansas. Dr. Coffman pointed out that funding for these projects has been through federal grant money. He also informed the Committee of a grant request submitted to the National Telecommunications Information Administration which could add receiver dishes to an additional forty-four public schools and which would bring the total to 130.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 123-S Statehouse, at 1:30 ~~am~~ p.m. on Tuesday, February 28, 1989

Dr. Joyce Scott, Executive Vice-president, Wichita State University, affirmed support of SB 265 as she explained how the diversities of student population at her school lend themselves to a need of standards for establishing a foundation for enrollment. She testified that the Regents' proposed curriculum of study would be a good safety net for all students, whether or not they plan to attend college. Dr. Scott expressed particular concern for first generation college students who probably would not have adequate home guidance in making proper choices during their high school careers.

Wichita State student body president, Mr. Steve Cisneros, explained that SB 265 is not intended to restrict enrollment to Regents institutions but to better prepare students to get the most out of their collegiate investment. Mr. Cisneros stated that "qualified admissions" is a nationwide trend which Kansas should follow.

Mr. Jeff Dumcum, student body president at Pittsburg State University, reaffirmed previous testimony by proponents of SB 265.

Representative Robert J. Vancrum, in his testimony supporting SB 265, said it is reasonable to conclude that if the smallest high school in Kansas (Herndon) can successfully provide the preparatory curriculum to its students, it is reasonable to conclude that the large school districts are also able to do so. (Attachment 3)

Dr. Robert N. Kelly, Executive Director, Kansas Independent College Association, stated that he supports the concept embodied in SB 265 which would allow the Board of Regents to establish admission standards through its rules and regulations. (Attachment 4)

Hearing no response to a call for additional testimony by proponents, the Chairman ruled that the hearing was concluded for proponents of SB 265.

Due to lack of time, the Chairman inquired if the opponents scheduled to testify on SB 265 could return tomorrow, and they agreed to do so.

The Chairman then allowed the remaining time for Committee to address questions to proponents of SB 265. Two main questions posed related to: 1. The cost for all the remedial education in our state universities, and 2. How the overall quality of the curriculum is being affected by having to prepare the curriculum based on a certain level of competence.

Senator Allen moved, and Senator Langworthy seconded the motion to approve minutes of the meetings of February 20 and 21. The motion carried.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 28, 1989

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Jim Edward	KOCT	Topeka
Craig Grant	<del>K-NEA</del> Topeka	<del>Topeka</del> K-NEA
David Debus	Topeka	KCOVE
Merle Hill	Topeka	KACC
John Koepke	Topeka	KASD
Denise Axt	Topeka	Gov. office
Judith Ranaley	Lawrence	U. of Kansas
Barbara Joseph	Lawrence	A
KEVIN SPARKS	1439 TENN. AVE	K.U.
Alan May	Lawrence	U.P.K.
Jeff Duncan	Pittsburg W.C.U. Ind.	Student Advisory Committee
Steve Jensen	<del>Lawrence</del>	W.S.P.
Beyle Highie Scott	Topeka	USA
Gerald Anderson	Topeka	USA
Micki Galcott	Spring Hill	K-NEA
Susand. Elliott	Spring Hill	K-NEA
Jim Hoffman	Manhattan	KSU
Bob Vancouver	Oakland Park	Legislature
Kelly McElhinney	Lawrence	Rep Vancouver
Becky Shirley	Topeka	Intern
Shirley Enting	Topeka	DOB
Dave Eye	Topeka	A.C.K.
Kevin Robertson	Trent	Assoc. of MT schools
Ken Rogers	SBE	Palace

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 28, 1989

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Van Josseland	Lawrence	KU
Joyce A Scott	Wichita	WSU
Fred Sudermann	Wichita	WSU
Marlene Rem	Lawrence	KU
John W. Hinchey	Manhattan	KSU
John McIntyre	Manhattan	KSU
Chris Graves	Topeka	ASK
Mark Tallman	Topeka	ASK
Brett Frazier		
Martine F Hammond	Topeka	Ks Bd of Regents
Beth Wilkin	Topeka	AAUP
Brenda Leerskov	Wichita	Kg. Fed. of Teachers
Bob Kelly	Topeka	Ks Independent Colleges
Eel Vaghem	Topeka	Washburn Univ.
Kate Lambert	Manhattan	Intern/Hunt
Leslie Geolas	Shawnee	
RICHARD HAYTER	MANHATTAN	KSU
Maryann S. Anderson	Moundridge	
Paula	Topeka	Regents
Wm Krall	Topeka	
Pam Niss	Lawrence	Intern - Rep Chambers
Susan Sieffer	Moan	Intern - Rep. Kline

**QUALIFIED ADMISSIONS  
CHANGING KANSAS HABITS: RAISING KANSAS HOPES**

Senate Bill 265  
Statement by Dr. Stanley Z. Koplik  
Executive Director, Kansas Board of Regents  
February 28, 1989

Our present system of open admissions is flawed and requires some immediate attention. Although noble in its objective of providing unrestricted access to the Regents universities to any Kansan with a high school diploma, this broad embrace, in fact, invites far too many unprepared and unmotivated students to experience failure at our state universities. This guarantee of providing each student with an "opportunity to fail" should be replaced with a philosophy guided instead by increasing the likely success rate of students to complete the bachelor's degree in timely fashion. This is a far more positive and rewarding approach to enrich the learning process and maximize student potential.

I am confident if we raise our expectations of Kansas high school youth, they will respond. The result will be better academically prepared students; improved motivation and study skills; a substantial reduction in student attrition; improved self-confidence and self-esteem; and, an improved Kansas workforce. In the process we will make better use of our entire education system, especially the distinctive roles played by community colleges and Regents universities.

The Board of Regents respectfully requests your support of Senate Bill 265 which repeals the present open admissions entitlement. In its place, the Board would function under another part of existing law (K.S.A. 76-717) which permits the Board of Regents "to adopt rules and regulations for the admission of students at the state educational institutions." The Board would work closely with the Legislature, school districts, students and parents as it sought to implement over a four-year period a new series of standards which would result in a more meaningful, productive and fulfilling experience at our Regents institutions for more students than is presently the case. It's time to break away from the open admissions habit and replace it with increased hopes for more Kansans to experience the university with fewer frustrations and ultimate success.

Education  
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Attachment 1

QUALIFIED ADMISSIONS STANDARDS

Preamble

By endorsing a policy of qualified admissions to the State's universities, the Kansas Board of Regents seeks to ensure that both the quality of the educational environment is enhanced and State resources are used to the greatest advantage. The loss of approximately twenty-five percent of the freshman class each year is too great a loss in financial and human resources. By requiring better prepared students, the Regents system can save State dollars, students' time and money and ensure the level of instruction expected for a baccalaureate degree.

While it is apparent that state and national trends merit movement toward stressing quality in admissions, it is also apparent that such a change necessitates a concomitant change in the financing system for higher education in Kansas. It is possible that the universities of the Kansas Regents system will experience some enrollment fluctuations beyond the current corridor thresholds as they adjust to a new process of admissions, requiring a modification of the enrollment formula which will protect, not penalize, universities as they seek to upgrade their quality.

Provisions

1. Effective for fall 1992, Kansas residents who have graduated from an accredited Kansas high school seeking admission to the Regents universities will be admitted if they have achieved at least one of the following:
  - a. Have completed the pre-college curriculum (see attachment) with a grade point average of 2.00.
  - b. Have a composite ACT score of 23 or higher.
  - c. Rank in the top one-third of their high school class after seven or eight semesters.
  
2. Admission to all Regents universities shall be granted to Kansas residents under the age of twenty-one who have earned the GED with an overall score of 54.

3. Admission to all Regents universities shall remain open for Kansas residents who are twenty-one years of age and older and
  - a. Have graduated from an accredited high school; or
  - b. Have earned the GED with an overall score of 50.
4. The Kansas Regents universities may maintain an admissions window of no more than 15% of their total new student admissions for exceptions to the minimum admissions policy.
5. Each Kansas Regents university shall develop admissions policies applicable to international students, including minimum TOEFL standards. These students will be excluded from Provisions 1, 4 and 7.
6. Students who are residents of Kansas and have earned twenty-four credit hours of transferable course work with a cumulative grade point average of 2.00 at an accredited college or university shall be admitted as transfer students to the Regents universities.
7. Students who are not residents of Kansas and have graduated from an accredited high school may be admitted as freshmen to Regents universities if they have achieved at least one of the following:
  - a. Have completed the pre-college curriculum with a grade point average of 2.50.
  - b. Have a composite ACT score of 23 or higher.
  - c. Rank in the top one-third of their high school class after seven or eight semesters.
8. Students who are not residents of Kansas and have earned at least twenty-four credit hours of transferable course work from an accredited college or university with a cumulative grade point average of 2.00 may be admitted as transfer students to Regents universities.

## HIGH SCHOOL PREPARATORY CURRICULUM

In adopting a policy of selective admissions to the State's universities and acknowledging the centrality of adequate high school preparation to that policy, the Kansas Board of Regents identifies the following fifteen high school units as essential to collegiate preparation:

- 4 units of English
- 3 units of mathematics
- 3 units of social studies
- 3 units of natural sciences
- 2 units of foreign language



Why Change the Open Admissions  
it?

In Kansas, and nationally, a significant trend toward upgrading academic standards is occurring in response to our nation's need to maintain its competitive position.

There are lingering habits of thought and practice that are obstacles to an effective response to the new circumstances facing higher education in Kansas. Paramount among these is the Open Admissions Statute.

Acknowledging that the Open Admissions Statute frustrates the hopes of Kansans for a vital future, the Board of Regents has proposed a policy of Qualified Admissions for Regents institutions.

What is Qualified Admissions?

Qualified Admissions is a plan to change the process by which students are admitted to the Regents institutions, specifying criteria beyond the high school diploma. Qualified Admissions is a fair and effective means of addressing the hopes of Kansans for a distinctive system of higher education. It will also provide each student with a better chance of success in obtaining a college degree.

Will Qualified Admissions limit  
the access of Kansans to their  
universities?

Qualified Admissions will maintain, not limit, the state's tradition of accessibility. Any graduate of an accredited Kansas high school who meets one of three basic standards will be admitted: a C average on a fifteen unit college preparatory curriculum; ranking in the upper one-third of high school graduating class; or a score of 23 on the ACT.

Additionally, students who wish to transfer from a community college or independent college will be admitted if they have earned a C average in 24 hours of coursework. Applicants 21 or older will be admitted if they have earned a high school diploma or the GED. Finally, universities will maintain an exceptions window for a limited number of applicants who demonstrate special academic talents.

How will Qualified Admissions  
help students?

Qualified Admissions will improve student transition from high school to college by communicating clearly the level of PREPARATION and MOTIVATION as well as the skills and competencies needed to succeed at Kansas Regents universities. ACT reports that improved preparation in high school results in improved performance in freshmen and sophomore level courses.

Why did the Board of Regents  
pick these criteria?

Qualified Admissions endorses standards which are achievable and effective predictors of college success. A variety of studies on the performance of college students indicate that high school class rank and standardized test scores are positively related to grade point average and persistence to a degree. The student's high school curriculum is frequently found to be the most important predictor of success in college. The college preparatory curriculum is:

- 4 units of English
- 3 units of Mathematics
- 3 units of Social Studies
- 3 units of Natural Sciences
- 2 units of Foreign Language

How many states have Open  
Admissions like Kansas?

Kansas is all alone in simply requiring a high school diploma for admission to any of the state institutions. Several states have extremely weak admissions standards, thus approximating open admissions in Kansas. But, even these specify some criteria beyond the high school diploma. The states surrounding Kansas have admissions policies at some or all state colleges and universities which utilize a combination of a minimum preparatory curriculum, ACT score and class rank as admissions criteria.

**How will Qualified Admissions affect student attrition?**

While students drop out of college for a variety of reasons, insufficient academic preparation is one of the most important. Policies with reasonable admissions criteria tend to lower rates of student attrition. Prior to 1972, when the University of North Carolina imposed admissions standards, the freshman attrition rate fluctuated between 33% and 50%. In recent years, the freshman attrition rate at the University of North Carolina has stayed below 10%. In the Kansas Regents system, the freshman attrition rate has varied in recent years from 21% to 41%.

**How will Qualified Admissions affect minority students?**

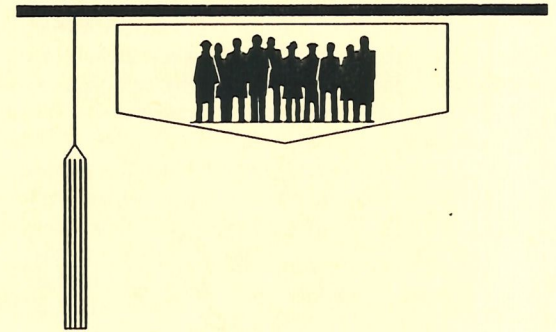
Qualified Admissions will protect the access of minority students to the Regents universities. Data from a national survey undertaken by the American Association of Collegiate Registrars and Admissions Officers indicate that comparable admissions policies do not disadvantage minorities. Minority populations are concentrated in Kansas school districts which offer the fifteen hours of the Regents preparatory curriculum. Potentially, qualified admissions will improve the rate of success of minority students by directing them toward college preparatory classes.

**How will Qualified Admissions affect rural students?**

The vast majority of school districts in Kansas offer the preparatory curriculum. Students in rural districts which experience problems delivering the curriculum can be served by a variety of distance learning strategies which will guarantee equal access. However, it is a mistake to conclude that small high schools in Kansas cannot offer the entire preparatory curriculum. The smallest high school in the state, Herndon High School, does offer the entire preparatory curriculum to its students, including two years of foreign language. Moreover, the success of Herndon is made clear by the fact that among its 1988 graduates ACT scores ranged from 22-27, compared to a state average of 19.1.

**How do we get beyond Open Admissions?**

A well-worn cliché says, "If it ain't broke, don't fix it." The Open Admissions habit is a broken and flawed approach to college entrance. A high school diploma is no longer sufficient preparation for university expectations. The implementation of a policy of Qualified Admissions will help to address the task of meeting the academic and economic challenges of the future.



**QUALIFIED ADMISSIONS:  
KANSAS HABITS/KANSAS HOPES**

Testimony before the Senate Education Committee  
February 28, 1989

QUALIFIED ADMISSIONS  
Judith A. Ramaley  
Executive Vice Chancellor  
University of Kansas-Lawrence

My assignment today is to provide you with a campus perspective on the qualified admissions. I want to talk about why qualified admissions makes sense, why it is needed and what it will mean to students.

The emphasis in the Regents proposed qualified admissions policy is quality of preparation for college.

The Regents released their recommended preparatory curriculum in 1983. The curriculum is designed to assure that students will arrive on campus with a good background for college. Those courses matter. The seriousness with which students take them matters. The key ideas are PREPARATION AND MOTIVATION.

A sample of the transcripts from our Fall 1988 freshman class shows that only 30% had completed the full preparatory curriculum, but 70% had met one or more of the following criteria:

completed the Regents recommended curriculum with a grade point average of 2.0 or better;

a composite ACT score of 23 or higher; or

rank in the top 1/3 of the high school graduating class.

All of these indicators suggest good preparation for college.

What is the recommended curriculum?

4 units of English

3 units of Math

3 units of Social Science

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3 units of Natural Sciences

2 units of foreign languages

The most frequently missing elements for our K.U. students were foreign languages, a third year of science, and a fourth year of math.

What difference does it make to take this curriculum?

The faculty at our Regents institutions must build their curriculum on some assumptions about the experiences of students in high school.

The recommended high school curriculum is similar to the requirements for college admissions all over the country and it works. It prepares students to write well, to use analytical and quantitative skills; it provides a solid grounding in history and literature and science, and some exposure to another culture and its language.

But why does the curriculum require a foreign language and so much science and math?

We all have read statements by people who proudly say they have never had an occasion to use geometry or trigonometry after they left school. We also have heard people complain that English is spoken everywhere, so why bother with learning someone else's language and culture?

A quick glance at any newspaper should show you why we need these courses and the attitudes, skills and knowledge that they instill. Look at the global economy and listen to our Department of Commerce talk about foreign trade. Look at what is happening in our schools in western Kansas as people come to work there--in the meat-packing plant in Garden City, for example. Many cultures, many languages are being mingled in our Kansas towns.

As for science and math, how can any of us manage in this technological age without a good working knowledge of science and good mathematical skills? Increasingly, good jobs require these skills both for high school and

for college graduates. At the college level, most of the majors we offer now require a background in math and in science. People who lack this background have a big barrier in their way to opportunity.

Why should students be cut off from these opportunities before they even arrive at the door of a Regents institution? The same holds true for languages and the knowledge of other cultures. Many of the best job opportunities require a level of cultural understanding and ability to communicate that takes years to develop. Yes, this can begin in college, but it is much better to start a second language much earlier. A lead article in the Wall Street Journal on Monday, February 27, 1989, started out with the following headline:

"Going global: The chief executives in year 2000 will be experienced abroad." The article goes on to say, "By the turn of the century... companies' choices of leaders will be governed by increasing international competition, the globalization of companies, the spread of technology, demographic shifts, and the speed of overall change."

"Intensifying international competition will make the home-grown chief executive obsolete."

Of course, not all of our students aspire to be chief executives, but these same factors will shape job opportunities throughout our society.

Again, why put barriers in the way of our children--barriers that do not need to be there at all?

Can we prove that the Regents curriculum makes a difference? Yes, we can.

Our graduation rate, based on following our 1979 freshman class, was 47%. By comparison, the rate at the University of Colorado was 48%; at the

University of Missouri-Columbia; 49%; at the University of Nebraska, 43%; and at the University of Oklahoma, 33%.

When we go outside the Big 8 to make our comparisons, we do not do so well. At the end of the freshman year, 79% of our students are still enrolled. Most Big 10 institutions and AAU public universities show figures ranging from 71% to 96%, but hover on the upper end of the range, depending directly on how well-prepared their students are, as indicated by their ACT scores and high school coursework.

At K.U., students who persist to graduation have ACT scores of 23 or higher; students who do not persist have composite scores of 19.5 or lower. These numbers are consistent, year after year.

Why is this the case? Two key elements of our curriculum are mathematics and English. In the College of Liberal Arts & Sciences, and in most of our undergraduate majors, all students must satisfactorily complete courses in these core fields.

It is very clear that math ACT scores of 19 or less give a poor prognosis for success. We have only recently been able to compile data on high school coursework and cannot yet say whether completion of four or more units of high school math really makes a difference at K.U., but we believe that we will find this to be true. Ohio State University has been studying the problem of math for a number of years, and we expect our experience will be like theirs since they collected data during the time they were still an open admissions school.

From their experience, we learn that students who need remedial math when they enter college are clearly at a serious risk. Two Ohio State researchers, Bert Waits and Franklin Demana, found that only about one-third of the students who need remedial work in math actually graduate, and, if they do,

they are found in a limited number of fields that require little or no math. As they say, "Graduation rates and career choices depend heavily on the mathematical skills students possess upon entering the university."

The Ohio State studies have shown that only 11% of students who have had four years of high school math will need remediation and their chances of graduating are much better: 80% graduated!

More and more college degree programs require significant math skills. Calculus and other math courses are becoming more widespread as requirements for many fields of study. Waits and Demana have shown that there is an extraordinary correlation between math skills and the likelihood of graduation as well as options for careers.

I could make a similar case for English. There simply is no doubt that better high school preparation pays off directly in increasing the likelihood for success in college. It just is not possible for most students to pick up these skills in college if they failed to lay down a solid foundation in high school.

Does everybody at the Regents institutions support the proposed change in admission policy?

No, they do not. The reactions on our campuses and in our communities have been mixed. When I talk to people about admission policy, the people who support qualified admissions talk about being prepared for college, the wasted time and money they see spent on filling in the gaps left by poor preparation, the problems faculty encounter when they must work with students who lack a solid grounding in the humanities, social sciences, natural sciences, and mathematics.

For a faculty voice, I will read you portions of a statement released on December 17, 1987 by the council of Faculty Senate Presidents:

- “1. As the body representing the collective viewpoint of seven diverse faculty governance systems, the Council of Faculty Presidents recommends that the Board of Regents endorse an admissions policy that would enhance the preparation of students admitted to Regents institutions. While each faculty governance system in the Regents system has taken a formal and distinct position on the admissions issue, the Council of Faculty Senate Presidents finds a number of important points of agreement.
2. We agree in our assessment of what qualified admissions is not intended to do. It is not designed as an enrollment management policy that can help the Regents institutions solve their respective problems of over-enrollment and under-enrollment. It is not designed as a policy that would establish a two- or three-tiered system within the State's higher education system.
3. What this admissions policy debate does represent is an opportunity to improve the academic preparation of students enrolling in our institutions. We believe a policy specifically designed to accomplish that objective is needed, and thus we enthusiastically support the Board's efforts in that regard.”)

Student reaction is mixed also, for the same reasons, but the student senate leadership of the Regents institutions voted unanimously to endorse qualified admissions. Some faculty and students worry about failing to honor a public trust--they talk about the right to further education for all Kansas citizens who have completed high school. Others fear the cost to school districts that must add courses and the barriers that might be placed in the path of late bloomers. Some students point out that they would not be in a Regents school if these criteria were in effect.

Let us consider these concerns.

With every right, there are associated obligations. Under the new



policy, all Kansas high school graduates would have access to a Regents school if they have prepared themselves for college-level work.

But are we putting the cart before the horse? Shouldn't we wait for the requirements for high school graduation to change before imposing new rules for admission to college? Which comes first--the chicken or the egg? Who should impose the change? I think the Regents schools should do so. There is no reason why the requirements for graduation from high school should be the same as the standards for admission to college. It is our job to learn what prepares students well for postsecondary education and to make known to all what we believe is in the best interests of our future students. We have done so in the form of the Regents recommended curriculum. Many high schools publish this course list in their student handbooks and urge their students to complete the courses. But urging and counseling haven't been enough even when strong efforts are made and even when all the courses are offered. Only a clear admissions policy will send the signal that students and their families need to hear. The high schools cannot do this alone.

What about the cost to school districts? I don't have solid cost figures, but I know that there will be several options open to high schools across the state to share resources through telecommunications. I also know that a number of schools that do not now offer the entire Regents curriculum could do so. They have qualified teachers, but there isn't a demand for the courses.

What about the students who wouldn't be here? They forget that they would have heard the news as 8th graders and could easily have chosen to take the necessary courses. The exceptions clause could have handled cases where a particular high school simply could not provide the entire sequence--a situation I really expect to be very rare.

No matter how you look at it, the proposed qualified admissions policy is reasonable, workable and fair. The world is a very complicated place. We cannot afford to lock our children away from opportunity. They must be well prepared for college in order that they can succeed there and that is what this policy is intended to assure--good preparation.

Thank you.

BOB VANCURUM  
 REPRESENTATIVE, TWENTY-NINTH DISTRICT  
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 (913) 341-2609  
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TOPEKA

HOUSE OF  
 REPRESENTATIVES

COMMITTEE ASSIGNMENTS  
 CHAIRMAN: ADMINISTRATIVE RULES  
 AND REGULATIONS  
 MEMBER: APPROPRIATIONS  
 JUDICIARY  
 TAXATION

FEBRUARY 28, 1989  
 TESTIMONY ON SB-265 BEFORE THE SENATE EDUCATION COMMITTEE

BY: ROBERT J. VANCURUM

There is a growing problem in the state universities related to the quantity and quality of students. This problem can best be addressed by discontinuing the current open admissions policy.

It is clear from the increasing demand for remedial courses that students are unprepared to deal with the scholastic minimums required of them. This situation is unfair to the students and to the institutions. The students suffer a high rate of attrition with approximately twenty-five percent of the freshman class dropping out each year. Furthermore, many students admitted to college arrive to find closed classes or end up having to take a fifth or sixth year because they can't get into required classes. Teaching assistants with poor command of English are used because there are too many sections of many required classes. Hundreds of thousands of dollars are spent on remedial courses that should have been taken in high school. There are funds which could be redistributed to strengthen other areas, such as a better teacher to student ratio. The taxpayers end up spending time and money on remedial courses and unfinished degrees.

The issue is how to accommodate students and keep offering a high quality education. The best solution is to give the Board of Regents the discretion to impose minimum admission standards at our state universities. This would permit the Board of Regents and the individual state universities to examine in detail the wide variety of issues involved with changes in the open admission policy. This would put the decision making into the hands of those most capable.

There is a nationwide trend for qualified admissions programs. Only fifteen percent of the 413 four year public universities do not require admission requirements of in-state students. And 47 out of the 50 states

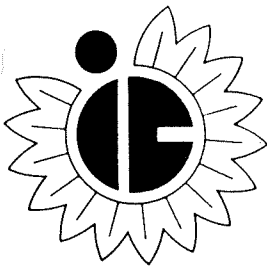
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have admission requirements at some of their universities. This is especially true of Kansas peer schools. All of the peer schools for the University of Kansas, Kansas State University and Wichita State University have requirements. These standards weed out below average students, freeing resources and faculty attention for the better prepared students.

Anxiety about the state high schools being able to provide the necessary core curriculum are unfounded. Of the 304 school districts in Kansas at least 240 offer the regents curriculum, with even more capable of offering it or have offered it in the past. One example is the Herndon High School in Northwest Kansas which has the smallest student F.T.E. in the state and makes the preparatory curriculum available to its students. It is reasonable to conclude that if the smallest High School in the state can successfully provide this--the larger school districts are also able to do so. In the past, the most difficult part of the curriculum for High Schools to meet has been the foreign language requirement. This should no longer be a problem as the Board of Education now requires every school district in Kansas to provide at least one year of foreign language.

Another concern has been that of the random student who may have made immature decisions in High School and wants a chance to start over in college. The universities may maintain an admissions window of no more than 15% of their student admissions for exceptions to the minimum ad policy. This allows for students talented in other areas a place in the freshman class.

By ceasing an open admission policy, the state will be able to improve students' readiness and their chances at success.



# KANSAS INDEPENDENT COLLEGE ASSOCIATION

Capitol Federal Building, Room 515, Topeka, Kansas 66603

Telephone (913) 235-9877

ROBERT N. KELLY, *Executive Director*

February 28, 1989

## Testimony on SB 265

The Kansas Independent College Association supports the concept embodied in Senate Bill 265: That the Board of Regents, as the governing board for our state university system, should have the power to establish admission standards through its rules and regulations.

The present policy of open admissions has served the state well and maybe should be continued; however, higher education is going through an era of rapid change and increased demands. It seems to be good public policy to allow the Regents to adapt to these changes and meet these demands through the ability to propose admissions standards for its universities. These institutions pursue at least four distinct missions, and possibly should have their admission standards adjusted by the Regents to meet these missions.

Our association works with the Board of Regents' office in its administration of the tuition grant and other programs. We have always found that the Regent members and the office are cooperative, willing to listen to various points of view, and cautious in developing policies that meet the needs of various constituencies. We feel that the Regents would be equally as judicious, flexible, and cooperative in proposing and revising admissions standards for its universities to meet the changing world of Kansas higher education.

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