

Approved April 26, 1991
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~xxx~~ a.m./p.m. on Tuesday, February 19, 1991 in room 123-S of the Capitol.

All members were present except:

Senator Steineger, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Revisor of Statutes
Mr. Dale Dennis, Assistant Commissioner of Education
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SB 145 - State educational institutions, student admission qualifications.

Proponents:

Senator Audrey Langworthy, primary sponsor
Dr. Stanley Z. Koplik, Executive Director, Kansas Board of Regents
Mr. Rick Harman, member, Kansas Board of Regents
Mr. Howard Fricke, Chief Executive Officer, Security Benefit Companies
Dr. Jacob Gordon, faculty member and President of the Faculty Council, University of Kansas
Mr. Charles R. Warren, President, Kansas, Inc.
Mr. William O. Barnes, Plant Manager, Modine Manufacturing Company, Emporia
Mr. Grant Bannister, student, Fort Hays State University
Dr. Robert N. Kelly, Executive Director, Kansas Independent College Association

Opponents:

Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards
Dr. David L. DePue, Executive Director, State Council on Vocational Education

Comments:

Dr. Merle Hill, Executive Director, Kansas Association of Community Colleges

Senator Joseph C. Harder called the meeting to order and yielded to Senator Audrey Langworthy, primary sponsor of SB 145.

Senator Langworthy, speaking as a former secondary school teacher, a parent, a tax payer, a legislator, and a Regents institution graduate, stated that students need to know what is expected of them, and they will rise to the occasion. She said student goals and guidelines are important criteria in an educational setting, and equally important is student confidence in knowing they are prepared when seeking a higher education. Flunking college is a personal tragedy, she said, and remedial courses, as well as a 5 or 6-year stint in college due to inadequate preparation, is not a wise expenditure. She maintained that qualified admissions will promote a dramatic improvement in student outcomes. A 15% "window", she explained, will assure that "late bloomers" are given proper attention.

The Chair next recognized Dr. Stanley Z. Koplik, Executive Director of the Kansas Board of Regents.

Dr. Koplik stated his strong support for SB 145 "because of the potential impact directly on the educational quality of both Kansas students and Regents universities". (Attachment 1)

The Chair next recognized Mr. Rick Harman, a member of the Kansas Board of Regents.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATIONroom 123-S, Statehouse, at 1:30 ~~xxx~~ p.m. on Tuesday, February 19, 1991

Mr. Harman said that SB 145, dealing with qualified admissions, is an extremely important subject that needs a resolution. He asserted that our nation is at-risk, because our educational foundation is being eroded by a rising tide of mediocrity. Mr. Harman deplored statistics which indicate that 57% of low-income Hispanics and 47% of low-income blacks drop out of high school. Mr. Harman said illiteracy in Kansas is shocking, and something must be done to improve the future of our state. Mr. Harman asserted that we must increase expectations in our educational system in order to produce the maximum results in each Kansan's opportunity for success. Mr. Harman noted the added expense in sending unprepared students to college due to remediation work that must be taught by college professors. Mr. Harman noted statistics taken over a five-year period whereby 24,000 students at the University of Kansas who were taking a remedial math course, for which they would not get credit, were wasting their time and the time of the professors. Only 37% of the students passed, he said.

Mr. Harman compared Kansas University statistics (46.5%) to the more successful state of North Carolina where 70% of their students graduated in five years. Quoting further statistics, Mr. Harman said that only 25% of the incoming K.U. freshmen graduate in four years. K-State's record, he quoted, is 18.6%

Mr. Harman felt that community colleges should assume a more active role in attempting to deal with some of these educational problems. He pointed out population stagnation in Kansas and the potential loss of a Congressional seat to emphasize the important challenge we have in better preparing students and keeping more of them at home. He felt that reverberations of this change would ripple through other segments of the educational scene.

Mr. Howard Fricke, Chief Executive Officer of the Security Benefit Companies, was welcomed to the Committee as the next conferee in support of SB 145.

Mr. Fricke described Security Benefit as one of the largest life insurance companies in the United States as well as in Kansas. He noted the competitive pressures that prevail in today's workplace and particularly in the international market place. Our concern, he said, which is well documented, is the educational level our foreign competitors are "able to bring to bear upon us". We in business, he pointed out, require those people who go to work for us to meet certain requirements and standards, have certain backgrounds, as well as meet a proven proficiency. He said he deemed it only sensible to have some level of documented evidence for students entering our university system. Mr. Fricke urged the Committee to pass SB 145 and said he believes it would help improve the economic development in our state. Also, he added, a higher quality graduate coming from our universities can only help the state in the long run.

The Chair welcomed to the Committee Dr. Jacob Gordon, a faculty member and President of the Faculty Council, University of Kansas. Dr. Gordon stated that the proposed qualified admissions policy is designed to address two important issues, one of which is the effective use of our limited resources, our students. (Attachment 2)

The president of Kansas, Inc., Mr. Charles R. Warren, stated that the Board of Directors of Kansas, Inc. adopted, by formal vote, the motion: "Recommends that the Legislature implement qualified admissions to the State's higher education institutions as proposed by the Kansas Board of Regents." (Attachment 3)

"The qualified admissions proposal will provide a positive perception of Kansas' desire to improve its academic standards," maintained Mr. William O. Barnes, plant manager of the Modine Manufacturing Company in Emporia, KS. (Attachment 4)

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 123-S, Statehouse, at 1:30 ~~am~~/p.m. on Tuesday, February 19, 1991

Mr. Grant Bannister, a student at Fort Hays State University, testified that he attributes much of his success in college to the recommended preparatory work he had completed in high school. (Attachment 5)

"The presidents of our independent colleges have arrived at a position of unanimous support for the concept of strongly encouraging Kansas high school students to complete the Regents' prescribed precollegiate curriculum," stated Dr. Robert N. Kelly, Executive Director, Kansas Independent College Association. (Attachment 6)

Expressing opposition to SB 145 was Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards. Mr. Tallman pointed out that he was speaking, also, on behalf of Kansas-National Education Association and The United School Administrators of Kansas. (Attachment 7)

Mr. David L. DePue, the Executive Director of the Kansas Council on Vocational Education, cautioned that the proposed curriculum would become the standard program for most high school students and would limit involvement in many school activities, including technical courses. (Attachment 8)

Due to the essence of time, Dr. Merle Hill, Executive Director of the Kansas Association of Community Colleges, offered to return later to present his testimony (Attachment 9), so as to enable the Committee to pose questions to the conferees. The Chair thanked Dr. Hill for his thoughtful consideration.

Responding to questions, Dr. Koplik agreed to provide statistical information showing the percentage of postsecondary graduates from each Regents institution who had completed the recommended preparatory college curriculum. Dr. Koplik acknowledged this request.

When the Chair called for approval of the minutes, Senator Montgomery moved, and Senator Kerr seconded a motion to approve minutes of the meeting of February 4. The minutes were approved.

The Chair adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Tuesday, February 19, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Staci Nudson	6900 Anderson ^{Manhattan, KS}	Page
Laci Marden	8016 W. 14th Ave ^{Manhattan, KS}	Page
Laura Hann	3559 Silver Creek Rd	Page
Andrea Faith	4465 Harbour Hills Dr. ^{Manhattan, KS}	Page
Howard Fricke	2326 MAYFAIR	TOPEKA KS
David Pofae	Topoka	KCOVE
Charles R. Wimer	Topoka	Kana Inc
Marly Z. Koplak	Topoka	Rosens
Pat Sherman	SMKS	"
Bernice Koch	Wichita	Wichita Chamber
Paul Spurgeon	Lawrence, KS	Washburn University
Don Heed	Emporia	Emporia Chamber of Comm
BILL BARNES	EMPORIA	EMPORIA CHAMBER OF COMMERCE
TED D. AYLES	TOPEKA	KS. BOARD OF REGENTS
Martine Hammond-Paludan	"	" " " "
Mary Ella Danner	"	LG. OF WOMEN VOTERS
Donnie Huesel	Topeka	St. Bd. of Ed.
Kriste Whrdell	Topeka	AK
Thomas Cary (Armed)	Topeka	E.S.U.
Frances R. Nash	Emporia	Emporia State Univ
Noble Thibert	N. Car.	Visitor
Mark Bannister	Lawrence	Senate Staff
GRANT BANNISTER	HAYS	FHSU STUDENT
Rogin Nelson	Wichita	Wichita Public Schools
Tara M. H.	Lawrence	Senate Staff

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m.

PLACE: 123-S

DATE: Tuesday, February 19, 1991

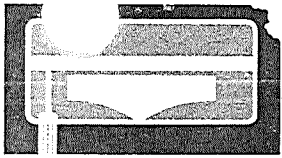
GUEST LIST

NAME

ADDRESS

ORGANIZATION

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Dolores Engel	Topoka	USDOL-BAT
Mary Blinnen	Emporia	ESU
Bob Blinnen	"	"
Phillip J. Turner	"	"
Constance Cole	"	"
Dale Masterson	"	"
Merle Hree	Topoka	KACC
Jon Josserrano	Lawrence	KU
Craig Grant	Topoka	H-NEA
Bob Kelly	Topoka	KICA
J. Walsh	Topoka	Regents
Reo Wilson	Overtland Park	Sun Newspapers
Curt Carpenter	Great Bend	Centel
Ann Miller Harder	Emporia	ESU
A. Roberts	"	"
Scott Hessel	Topoka	Kansas Inc.
Jeff Wasman	Topoka	Senate Staff
Jacques Oakes	Topoka	SOE
Dwight Henderson	Topoka	USA
Bella Highfill Scott	Topoka	USA
Tim Carpenter	Lawrence	Journal World



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TESTIMONY ON BEHALF OF SENATE BILL 145 - QUALIFIED ADMISSIONS

Senate Education Committee

February 19, 1991

Stanley Z. Koplik, Executive Director
Kansas Board of Regents

Chairman Harder and members of the Committee:

I wish to testify today on behalf of Senate Bill 145 which addresses the issue of Qualified Admissions. The Kansas Board of Regents is a strong proponent of this bill because of the potential impact directly on the educational quality of both Kansas students and Regents universities. At the heart of the bill is improving the educational preparation of our high school graduates which will result in a greater likelihood of their success in pursuing baccalaureate studies.

Many students begin their college careers with only the vaguest notions of why they do so. For many high school graduates the process of deciding to attend college and selecting a particular college is quite haphazard. Often it is based on limited information derived from a variety of second-hand sources (e.g., friends and relatives). Seventh and eighth grades is where the seeds need to be planted. By ninth through eleventh grades, students need to be acting on their decisions rather than just beginning to think about college selection, academic preparation and financial planning.

A substantial body of research has shown clearly that the student's academic performance in secondary school is a major predictor of college attrition. The measures used in most studies have included the student's grade point average, rank in high school graduating class, and academic ability as measured by college admissions test scores. We need to be more concerned about student's success in college, not simply getting them to college.

We recently studied a sample of the Fall 1987 entering class of new freshmen at the University of Kansas. We found that students who met one of the admissions standards as described in Senate Bill 145 are more likely to continue their enrollment beyond the freshmen year than students who did not meet any of the admissions standards. Of the students who passed at least one of the three primary admissions tests, 87% were enrolled beyond the first year. Of the students who failed all three tests, 33% dropped out after the first year. Clearly, we can do a better job informing and preparing students for the rigors of college level work.

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We are all concerned about ensuring access to higher education. While talent development is certainly a fundamental and legitimate purpose of Kansas higher education, simply endorsing the goal of talent development does not address the question of whose talent gets developed. Guaranteeing that opportunities are available for all does not ensure equity unless the opportunities themselves are of equal quality. Qualified admissions moves us in this direction.

Let me make an economic argument as well. Recent data reveal that the median income of families with a householder of 25 years old or over is \$28,716 where the householder has four years of high school. This median income rises to \$34,205 in households where there is 1-3 years of college and dramatically increases to \$45,603 if the householder has a college degree. Increased income as a result of educational attainment will result in a more prosperous state. The record on this issue is abundantly clear.

Finally, arguments are raised against qualified admissions on behalf of taxpayers' rights. The notion is that as taxpayers people have the right to send their children to the public university of their choice regardless of preparation. But every state has taxpayers just like Kansas and these other states have imposed admissions requirements - some rigorous, some relaxed. The important argument here is, I believe, that no state has taken admissions standards away having once put them in place. The evidence is if we raise expectations, students will meet the challenges.

Let's have the courage to try something new, a little bit different, because I can hardly believe that we feel the present system of open admissions represents efficiency and effectiveness in our educational system at all levels.

Testimony on Qualified Admissions: Senate Bill 145
Jake Gordon
University of Kansas, Lawrence
February 19, 1991

My purpose of visiting with this committee today is simply to provide a faculty or perhaps another faculty perspective on qualified admissions. Let me preface my remarks with two favorite quotations: the first is from the renowned scholar of anthropology, Margaret Mead, who said, "If we define the problem appropriately, the solution is self-evident." The second is taken from the United Negro College Fund: "A mind is a terrible thing to waste."

I know that many Kansans have expressed both concern and support for a qualified admissions policy since the Regents released their recommended preparatory curriculum in 1983. Let me assure you as a taxpayer, a faculty member at KU for the past 21 years, President of the Faculty Council, and a father of four children that have and are attending KU (two have graduated, one in Law School, and one is graduating in math this spring) that the proposed qualified admissions policy is designed, at least from my perspective, to address two important issues: first, how quality education for Kansans is provided (especially for our future leaders in an increasingly highly competitive global economy). And the second, which concerns all of us, is the effective use of our limited resources. Thus what the admissions policy debate does is to present all of us an opportunity to improve the academic preparation of students and to seek the most effective ways for using our limited resources. I believe as a faculty that the proposed admissions policy is the best way that we currently know. It represents a very important variable in our quest for quality education.

Based on some empirical data, we must admit that students who come to KU without meeting the Regents recommended curriculum (4 units of English, 3 units of math, 3 units of social science, 3 units of natural science, and 2 units of foreign languages) just do not do well in general. Permit me to refer you to the attached data regarding attrition analysis for the freshman class during the fall semester of 1978 through 1988 at the University of Kansas. The attrition rates of the students are clear indications that something must be done soon. They suggest an alarming trend. To say the least we have apparently been wasting the minds of Kansans and that is indeed a terrible thing to do.

A second issue is the cost analysis. As you undoubtedly know, the total cost of education per student undergraduate is \$5,124 per year. Instate tuition, \$1,564, i.e., is what students actually pay for their education. What this means is that the taxpayers are responsible for \$3,560. For example, in 1981 we admitted 3,198 freshmen and after 4 years we graduated 25% and 50% after 6 years at KU. This translates to wasted limited state resources in the amount of \$8,540,440 and \$5,692,440 during the two periods (4 years and 6 years) under consideration. This cost to the state does not

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include the cost of activities on our campus for retention, e.g., Supportive Educational Services, Student Assistant Center, and our engineering program for minority students. In addition to all of these is the human element. What happens to our dropout students? The situation is even compounded with the frustrations that the faculty faces on a daily basis in teaching students that are ill prepared.

In conclusion, I think Kansans have choices to make. Either we continue to enhance quality education for our people which I believe the taxpayers deserve or we continue to coast on our reputation without adequate preparation for the challenges which face us in the 21st century. I choose the former and I urge you to do likewise.

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Table 5

ATTENDANCE PATTERNS OF ENTERING FRESHMAN CLASS

OVERALL

Attrition Analysis for Freshman Class
Fall Semesters 1978 Through 1988
University of Kansas

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Entering Class	Initial Pool	After 1 Year			After 2 Years			After 3 Years			After 4 Years			After 5 Years			After 6 Years		
		Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont
1978	3,280	731	0	2,549	1,085	0	2,195	1,289	28	1,963	1,416	917	947	1,472	1,535	273	1,489	1,663	128
		22.3%	0.0%	77.7%	33.1%	0.0%	66.9%	39.3%	0.9%	59.8%	43.2%	28.0%	28.9%	44.9%	46.8%	8.3%	45.4%	50.7%	3.9%
1979	3,392	821	0	2,571	1,187	0	2,205	1,326	16	2,050	1,438	983	971	1,512	1,583	297	1,541	1,722	129
		24.2%	0.0%	75.8%	35.0%	0.0%	65.0%	39.1%	0.5%	60.4%	42.4%	29.0%	28.6%	44.6%	46.7%	8.8%	45.4%	50.8%	3.8%
1980	3,408	816	0	2,592	1,152	0	2,256	1,341	26	2,041	1,451	892	1,065	1,534	1,557	317	1,573	1,700	135
		23.9%	0.0%	76.1%	33.8%	0.0%	66.2%	39.3%	0.8%	59.9%	42.6%	26.2%	31.3%	45.0%	45.7%	9.3%	46.2%	49.9%	4.0%
1981	3,198	775	0	2,423	1,098	0	2,100	1,244	16	1,938	1,359	810	1,029	1,450	1,407	341	1,475	1,565	158
		24.2%	0.0%	75.8%	34.3%	0.0%	65.7%	38.9%	0.5%	60.6%	42.5%	25.3%	32.2%	45.3%	44.0%	10.7%	46.1%	48.9%	4.9%
1982	3,442	738	0	2,704	1,098	0	2,344	1,269	14	2,159	1,365	893	1,184	1,447	1,660	335	1,505	1,821	116
		21.4%	0.0%	78.6%	31.9%	0.0%	68.1%	36.9%	0.4%	62.7%	39.7%	25.9%	34.4%	42.0%	48.2%	9.7%	43.7%	52.9%	3.4%
1983	3,407	729	0	2,678	1,068	0	2,339	1,184	17	2,206	1,292	887	1,228	1,418	1,640	349	1,444	1,804	159
		21.4%	0.0%	78.6%	31.3%	0.0%	68.7%	34.8%	0.5%	64.7%	37.9%	26.0%	36.0%	41.6%	48.1%	10.2%	42.4%	52.9%	4.7%
1984	3,520	741	0	2,779	1,084	0	2,436	1,246	11	2,263	1,389	849	1,282	1,469	1,653	398			
		21.1%	0.0%	78.9%	30.8%	0.0%	69.2%	35.4%	0.3%	64.3%	39.5%	24.1%	36.4%	41.7%	47.0%	11.3%			
1985	3,777	791	0	2,986	1,186	0	2,591	1,384	13	2,380	1,490	965	1,322						
		20.9%	0.0%	79.1%	31.4%	0.0%	68.6%	36.6%	0.3%	63.0%	39.4%	25.5%	35.0%						
1986	4,043	845	0	3,198	1,318	0	2,725	1,498	15	2,530									
		20.9%	0.0%	79.1%	32.6%	0.0%	67.4%	37.1%	0.4%	62.6%									
1987	4,349	920	0	3,429	1,411	0	2,938												
		21.2%	0.0%	78.8%	32.4%	0.0%	67.6%												
1988	3,774	751	0	3,023															
		19.9%	0.0%	80.1%															

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Drop - Students who were not enrolled at the beginning of the next year. Grad - Cumulative graduation at the end of the year. Cont - Students who were enrolled at the beginning of the next year.

Table 8

Attrition Analysis for Freshman Class
 Fall Semesters 1978 Through 1988
 University of Kansas

ATTENDANCE PATTERNS OF ENTERING FRESHMAN CLASS

RACE - AMERICAN INDIAN (Also see Table 14 which combines American Indian, Black, and Hispanic.)

Entering Class	Initial Pool	After 1 Year			After 2 Years			After 3 Years			After 4 Years			After 5 Years			After 6 Years		
		Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont
1978	14	9	0	5	10	0	4	11	1	2	11	2	1	11	2	1	12	2	0
		64.3%	0.0%	35.7%	71.4%	0.0%	28.6%	78.6%	7.1%	14.3%	78.6%	14.3%	7.1%	78.6%	14.3%	7.1%	85.7%	14.3%	0.0%
1979	12	8	0	4	9	0	3	8	0	4	8	3	1	9	3	0	9	3	0
		66.7%	0.0%	33.3%	75.0%	0.0%	25.0%	66.7%	0.0%	33.3%	66.7%	25.0%	8.3%	75.0%	25.0%	0.0%	75.0%	25.0%	0.0%
1980	12	7	0	5	7	0	5	9	0	3	9	1	2	8	2	2	8	3	1
		58.3%	0.0%	41.7%	58.3%	0.0%	41.7%	75.0%	0.0%	25.0%	75.0%	8.3%	16.7%	66.7%	16.7%	16.7%	66.7%	25.0%	8.3%
1981	13	5	0	8	6	0	7	6	0	7	6	1	6	7	3	3	8	4	1
		38.5%	0.0%	61.5%	46.2%	0.0%	53.8%	46.2%	0.0%	53.8%	46.2%	7.7%	46.2%	53.8%	23.1%	23.1%	61.5%	30.8%	7.7%
1982	8	2	0	6	4	0	4	4	0	4	5	2	1	4	4	0	4	4	0
		25.0%	0.0%	75.0%	50.0%	0.0%	50.0%	50.0%	0.0%	50.0%	62.5%	25.0%	12.5%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%
1983	8	4	0	4	6	0	2	5	0	3	6	1	1	5	1	2	5	1	2
		50.0%	0.0%	50.0%	75.0%	0.0%	25.0%	62.5%	0.0%	37.5%	75.0%	12.5%	12.5%	62.5%	12.5%	25.0%	62.5%	12.5%	25.0%
1984	7	1	0	6	2	0	5	2	0	5	3	0	4	2	2	3	2	2	3
		14.3%	0.0%	85.7%	28.6%	0.0%	71.4%	28.6%	0.0%	71.4%	42.9%	0.0%	57.1%	28.6%	28.6%	42.9%	28.6%	28.6%	42.9%
1985	11	2	0	9	2	0	9	3	0	8	4	1	6	4	1	6	4	1	6
		18.2%	0.0%	81.8%	18.2%	0.0%	81.8%	27.3%	0.0%	72.7%	36.4%	9.1%	54.5%	36.4%	9.1%	54.5%	36.4%	9.1%	54.5%
1986	12	3	0	9	3	0	9	6	0	6	6	0	6	6	0	6	6	0	6
		25.0%	0.0%	75.0%	25.0%	0.0%	75.0%	50.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	50.0%
1987	14	6	0	8	9	0	5	9	0	5	9	0	5	9	0	5	9	0	5
		42.9%	0.0%	57.1%	64.3%	0.0%	35.7%	64.3%	0.0%	35.7%	64.3%	0.0%	35.7%	64.3%	0.0%	35.7%	64.3%	0.0%	35.7%
1988	10	4	0	6	4	0	6	4	0	6	4	0	6	4	0	6	4	0	6
		40.0%	0.0%	60.0%	40.0%	0.0%	60.0%	40.0%	0.0%	60.0%	40.0%	0.0%	60.0%	40.0%	0.0%	60.0%	40.0%	0.0%	60.0%

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Drop - Students who were not enrolled at the beginning of the next year. Grad - Cumulative graduation at the end of the year. Cont - Students who were enrolled at the beginning of the next year.

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Table 9

Attrition Analysis for Freshman Class
Fall Semesters 1978 Through 1988
University of Kansas

ATTENDANCE PATTERNS OF ENTERING FRESHMAN CLASS

RACE - ASIAN

Entering Class	Initial Pool	After 1 Year			After 2 Years			After 3 Years			After 4 Years			After 5 Years			After 6 Years		
		Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont
1978	14	3	0	11	5	0	9	6	0	8	8	4	2	8	5	1	8	5	1
		21.4%	0.0%	78.6%	35.7%	0.0%	64.3%	42.9%	0.0%	57.1%	57.1%	28.6%	14.3%	57.1%	35.7%	7.1%	57.1%	35.7%	7.1%
1979	25	6	0	19	10	0	15	11	0	14	12	8	5	12	13	0	12	13	0
		24.0%	0.0%	76.0%	40.0%	0.0%	60.0%	44.0%	0.0%	56.0%	48.0%	32.0%	20.0%	48.0%	52.0%	0.0%	48.0%	52.0%	0.0%
1980	29	3	0	26	7	0	22	10	0	19	8	5	16	11	10	8	13	12	4
		10.3%	0.0%	89.7%	24.1%	0.0%	75.9%	34.5%	0.0%	65.5%	27.6%	17.2%	55.2%	37.9%	34.5%	27.6%	44.8%	41.4%	13.8%
1981	33	9	0	24	9	0	24	12	0	21	14	6	13	16	15	2	17	16	0
		27.3%	0.0%	72.7%	27.3%	0.0%	72.7%	36.4%	0.0%	63.6%	42.4%	18.2%	39.4%	48.5%	45.5%	6.1%	51.5%	48.5%	0.0%
1982	43	6	0	37	7	0	36	10	0	33	10	14	19	12	27	4	13	30	0
		14.0%	0.0%	86.0%	16.3%	0.0%	83.7%	23.3%	0.0%	76.7%	23.3%	32.6%	44.2%	27.9%	62.8%	9.3%	30.2%	69.8%	0.0%
1983	43	5	0	38	9	0	34	13	0	30	13	14	16	15	20	8	18	21	4
		11.6%	0.0%	88.4%	20.9%	0.0%	79.1%	30.2%	0.0%	69.8%	30.2%	32.6%	37.2%	34.9%	46.5%	18.6%	41.9%	48.8%	9.3%
1984	57	10	0	47	16	0	41	23	1	33	23	15	19	25	26	6	25	26	6
		17.5%	0.0%	82.5%	28.1%	0.0%	71.9%	40.4%	1.8%	57.9%	40.4%	26.3%	33.3%	43.9%	45.6%	10.5%	43.9%	45.6%	10.5%
1985	70	10	0	60	20	0	50	24	1	45	26	20	24	26	20	24	26	20	24
		14.3%	0.0%	85.7%	28.6%	0.0%	71.4%	34.3%	1.4%	64.3%	37.1%	28.6%	34.3%	37.1%	28.6%	34.3%	37.1%	28.6%	34.3%
1986	68	14	0	54	20	0	48	23	1	44	23	1	44	23	1	44	23	1	44
		20.6%	0.0%	79.4%	29.4%	0.0%	70.6%	33.8%	1.5%	64.7%	33.8%	1.5%	64.7%	33.8%	1.5%	64.7%	33.8%	1.5%	64.7%
1987	82	11	0	71	21	0	61	21	0	61	21	0	61	21	0	61	21	0	61
		13.4%	0.0%	86.6%	25.6%	0.0%	74.4%	25.6%	0.0%	74.4%	25.6%	0.0%	74.4%	25.6%	0.0%	74.4%	25.6%	0.0%	74.4%
1988	84	14	0	70	14	0	70	14	0	70	14	0	70	14	0	70	14	0	70
		16.7%	0.0%	83.3%	16.7%	0.0%	83.3%	16.7%	0.0%	83.3%	16.7%	0.0%	83.3%	16.7%	0.0%	83.3%	16.7%	0.0%	83.3%

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Drop - Students who were not enrolled at the beginning of the next year. Grad - Cumulative graduation at the end of the year. Cont - Students who were enrolled at the beginning of the next year.

Table 10

Attrition Analysis for Freshman Class
Fall Semesters 1978 Through 1988
University of Kansas

ATTENDANCE PATTERNS OF ENTERING FRESHMAN CLASS

RACE - BLACK (Also see Table 14 which combines American Indian, Black, Hispanic.)

Entering Class	Initial Pool	After 1 Year			After 2 Years			After 3 Years			After 4 Years			After 5 Years			After 6 Years		
		Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont
1978	181	58	0	123	86	0	95	106	1	74	120	17	44	124	39	18	130	47	4
		32.0%	0.0%	68.0%	47.5%	0.0%	52.5%	58.6%	0.6%	40.9%	66.3%	9.4%	24.3%	68.5%	21.5%	9.9%	71.8%	26.0%	2.2%
1979	213	89	0	124	126	0	87	137	1	75	142	21	50	155	44	14	158	49	6
		41.8%	0.0%	58.2%	59.2%	0.0%	40.8%	64.3%	0.5%	35.2%	66.7%	9.9%	23.5%	72.8%	20.7%	6.6%	74.2%	23.0%	2.8%
1980	192	70	0	122	90	0	102	109	1	82	119	19	54	132	40	20	136	48	8
		36.5%	0.0%	63.5%	46.9%	0.0%	53.1%	56.8%	0.5%	42.7%	62.0%	9.9%	28.1%	68.7%	20.8%	10.4%	70.8%	25.0%	4.2%
1981	174	57	0	117	85	0	89	99	0	75	112	19	43	121	30	23	127	36	11
		32.8%	0.0%	67.2%	48.9%	0.0%	51.1%	56.9%	0.0%	43.1%	64.4%	10.9%	24.7%	69.5%	17.2%	13.2%	73.0%	20.7%	6.3%
1982	146	44	0	102	64	0	82	73	0	73	85	13	48	85	40	21	95	48	3
		30.1%	0.0%	69.9%	43.8%	0.0%	56.2%	50.0%	0.0%	50.0%	58.2%	8.9%	32.9%	58.2%	27.4%	14.4%	65.1%	32.9%	2.1%
1983	156	44	0	112	73	0	83	85	1	70	100	17	39	101	39	16	106	42	8
		28.2%	0.0%	71.8%	46.8%	0.0%	53.2%	54.5%	0.6%	44.9%	64.1%	10.9%	25.0%	64.7%	25.0%	10.3%	67.9%	26.9%	5.1%
1984	173	60	0	113	80	0	93	83	0	90	100	18	55	106	42	25			
		34.7%	0.0%	65.3%	46.2%	0.0%	53.8%	48.0%	0.0%	52.0%	57.8%	10.4%	31.8%	61.3%	24.3%	14.5%			
1985	166	52	0	114	75	0	91	88	0	78	87	20	59						
		31.3%	0.0%	68.7%	45.2%	0.0%	54.8%	53.0%	0.0%	47.0%	52.4%	12.0%	35.5%						
1986	157	58	0	99	82	0	75	92	0	65									
		36.9%	0.0%	63.1%	52.2%	0.0%	47.8%	58.6%	0.0%	41.4%									
1987	133	39	0	94	78	0	55												
		29.3%	0.0%	70.7%	58.6%	0.0%	41.4%												
1988	120	31	0	89															
		25.8%	0.0%	74.2%															

Drop = Students who were not enrolled at the beginning of the next year.

Grad = Cumulative graduation at the end of the year.

Cont = Students who were enrolled at the beginning of the next year.

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Table 11

Attrition Analysis for Freshman Class
Fall Semesters 1978 Through 1988
University of Kansas

ATTENDANCE PATTERNS OF ENTERING FRESHMAN CLASS

RACE - HISPANIC (Also see Table 14 which combines American Indian, Black, and Hispanic.)

Entering Class	Initial Pool	After 1 Year			After 2 Years			After 3 Years			After 4 Years			After 5 Years			After 6 Years		
		Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont
1978	26	7	0	19	7	0	19	9	0	17	12	10	4	10	14	2	9	14	3
		26.9%	0.0%	73.1%	26.9%	0.0%	73.1%	34.6%	0.0%	65.4%	46.2%	38.5%	15.4%	38.5%	53.8%	7.7%	34.6%	53.8%	11.5%
1979	41	16	0	25	20	0	21	25	1	15	27	6	8	28	9	4	27	10	4
		39.0%	0.0%	61.0%	48.8%	0.0%	51.2%	61.0%	2.4%	36.6%	65.9%	14.6%	19.5%	68.3%	22.0%	9.8%	65.9%	24.4%	9.8%
1980	43	13	0	30	19	0	24	21	0	22	26	7	10	25	13	5	25	15	3
		30.2%	0.0%	69.8%	44.2%	0.0%	55.8%	48.8%	0.0%	51.2%	60.5%	16.3%	23.3%	58.1%	30.2%	11.6%	58.1%	34.9%	7.0%
1981	32	13	0	19	16	0	16	15	0	17	17	4	11	18	12	2	19	12	1
		40.6%	0.0%	59.4%	50.0%	0.0%	50.0%	46.9%	0.0%	53.1%	53.1%	12.5%	34.4%	56.3%	37.5%	6.3%	59.4%	37.5%	3.1%
1982	37	11	0	26	15	0	22	17	1	19	16	4	17	21	8	8	21	11	5
		29.7%	0.0%	70.3%	40.5%	0.0%	59.5%	45.9%	2.7%	51.4%	43.2%	10.8%	45.9%	56.8%	21.6%	21.6%	56.8%	29.7%	13.5%
1983	45	7	0	38	12	0	33	14	0	31	16	10	19	20	23	2	19	24	2
		15.6%	0.0%	84.4%	26.7%	0.0%	73.3%	31.1%	0.0%	68.9%	35.6%	22.2%	42.2%	44.4%	51.1%	4.4%	42.2%	53.3%	4.4%
1984	44	12	0	32	17	0	27	18	0	26	20	7	17	23	16	5			
		27.3%	0.0%	72.7%	38.6%	0.0%	61.4%	40.9%	0.0%	59.1%	45.5%	15.9%	38.6%	52.3%	36.4%	11.4%			
1985	67	19	0	48	27	0	40	30	0	37	31	12	24						
		28.4%	0.0%	71.6%	40.3%	0.0%	59.7%	44.8%	0.0%	55.2%	46.3%	17.9%	35.8%						
1986	48	8	0	40	20	0	28	26	0	22									
		16.7%	0.0%	83.3%	41.7%	0.0%	58.3%	54.2%	0.0%	45.8%									
1987	57	18	0	39	22	0	35												
		31.6%	0.0%	68.4%	38.6%	0.0%	61.4%												
1988	64	17	0	47															
		26.6%	0.0%	73.4%															

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Drop - Students who were not enrolled at the beginning of the next year. Grad - Cumulative graduation at the end of the year. Cont - Students who were enrolled at the beginning of the next year.

Table 13

ATTENDANCE PATTERNS OF ENTERING FRESHMAN CLASS

RACE - WHITE

Attrition Analysis for Freshman Class
Fall Semesters 1978 Through 1988
University of Kansas

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Entering Class	Initial Pool	After 1 Year			After 2 Years			After 3 Years			After 4 Years			After 5 Years			After 6 Years		
		Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont	Drop	Grad	Cont
1978	2,975	637	0	2,338	953	0	2,022	1,131	23	1,821	1,234	870	871	1,286	1,443	246	1,299	1,562	114
		21.4%	0.0%	78.6%	32.0%	0.0%	68.0%	38.0%	0.8%	61.2%	41.5%	29.2%	29.3%	43.2%	48.5%	8.3%	43.7%	52.5%	3.8%
1979	3,016	672	0	2,344	983	0	2,033	1,100	12	1,904	1,204	921	891	1,262	1,482	272	1,289	1,612	115
		22.3%	0.0%	77.7%	32.6%	0.0%	67.4%	36.5%	0.4%	63.1%	39.9%	30.5%	29.5%	41.8%	49.1%	9.0%	42.7%	53.4%	3.8%
1980	3,037	705	0	2,332	999	0	2,038	1,154	21	1,862	1,246	832	959	1,314	1,448	275	1,345	1,576	116
		23.2%	0.0%	76.8%	32.9%	0.0%	67.1%	38.0%	0.7%	61.3%	41.0%	27.4%	31.6%	43.3%	47.7%	9.1%	44.3%	51.9%	3.8%
1981	2,755	634	0	2,121	909	0	1,846	1,032	7	1,716	1,123	727	905	1,193	1,270	292	1,206	1,412	137
		23.0%	0.0%	77.0%	33.0%	0.0%	67.0%	37.5%	0.3%	62.3%	40.8%	26.4%	32.8%	43.3%	46.1%	10.6%	43.8%	51.3%	5.0%
1982	2,834	568	0	2,266	863	0	1,971	1,004	6	1,824	1,071	790	973	1,139	1,439	256	1,181	1,569	84
		20.0%	0.0%	80.0%	30.5%	0.0%	69.5%	35.4%	0.2%	64.4%	37.8%	27.9%	34.3%	40.2%	50.8%	9.0%	41.7%	55.4%	3.0%
1983	2,853	582	0	2,271	839	0	2,014	937	9	1,907	1,017	773	1,063	1,133	1,433	287	1,150	1,576	127
		20.4%	0.0%	79.6%	29.4%	0.0%	70.6%	32.8%	0.3%	66.8%	35.6%	27.1%	37.3%	39.7%	50.2%	10.1%	40.3%	55.2%	4.5%
1984	2,815	559	0	2,256	830	0	1,985	960	8	1,847	1,067	734	1,014	1,117	1,398	300			
		19.9%	0.0%	80.1%	29.5%	0.0%	70.5%	34.1%	0.3%	65.6%	37.9%	26.1%	36.0%	39.7%	49.7%	10.7%			
1985	3,110	607	0	2,503	924	0	2,186	1,088	8	2,014	1,178	834	1,098						
		19.5%	0.0%	80.5%	29.7%	0.0%	70.3%	35.0%	0.3%	64.8%	37.9%	26.8%	35.3%						
1986	3,487	687	0	2,800	1,089	0	2,398	1,239	6	2,242									
		19.7%	0.0%	80.3%	31.2%	0.0%	68.8%	35.5%	0.2%	64.3%									
1987	3,843	794	0	3,049	1,210	0	2,633												
		20.7%	0.0%	79.3%	31.5%	0.0%	68.5%												
1988	3,341	651	0	2,690															
		19.5%	0.0%	80.5%															

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Drop - Students who were not enrolled at the beginning of the next year. Grad - Cumulative graduation at the end of the year. Cont - Students who were enrolled at the beginning of the next year.

Senate Bill 145
"Qualified Admissions"

Senate Committee on Education
February 19, 1991

Testimony of Charles R. Warren, President, Kansas Inc.

I am appearing today, on behalf of the Board of Directors of Kansas Inc. in support of Senate Bill 145. In January 1990, the Kansas Inc. Board of Directors adopted by formal vote the following motion: "Recommends that the Legislature implement qualified admissions to the State's higher education institutions as proposed by the Kansas Board of Regents."

Kansas Inc. believes that higher education plays a vital role in the State's economy and in the preparation of its youth for the work force. It is important that our students be prepared to undertake successfully college-level instruction. Requirements for admission including preparatory courses and clear standards of achievement in high school must be set if students are to continue at advanced levels of instruction. The reputation and quality of our universities is key to our ability as a state to compete in global markets and to be attractive to business and industry. The quality of our students is critical to the future of our work force.

This debate has been settled in favor of clear standards for admission to university enrollment in every state except Kansas. Kansas suffers from this uniqueness.

We speak often in this state about educational excellence and the margin of excellence. It should be apparent to all that excellence cannot be attained without standards for achievement.

On a personal note, I taught at Indiana University for three years immediately prior to assuming my present position in Kansas. I know first hand the importance of having students who are prepared to enroll and succeed at college work. My son is currently a Junior at Indiana University. IU requires its admitting freshman to have graduated in the upper half of their high school class in order to be enrolled at the main campus in Bloomington. My son knew of that requirement and worked hard his Junior and Senior years in high school so that he would be in the top half and could go to Bloomington. Strict admission standards motivated him to work hard and prepare for college. It has paid off -- he has above a B average in college. Qualified admissions in Kansas will have the same effect. It will help our students and it will enable our universities to achieve the level of excellence that we desire for them.

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TESTIMONY BEFORE THE SENATE EDUCATION COMMITTEE ON QUALIFIED ADMISSIONS

William O. Barnes
Modine Manufacturing Company
Emporia, Kansas

As plant manager for an international company that specializes in the area of heat transfer and engine cooling, my interest in education has increased as competitive pressures continue to escalate. Business managers recognize that our educational system will help determine our ability to remain competitive in the future. More importantly for Kansas, the qualified admissions proposal will provide a positive perception of Kansas' desire to improve their academic standards.

Today's global environment has created a positive change concerning an employee's role to help a company improve its competitive position. Employees are being asked to become involved with their work, to become a problem solver, to make and implement constructive suggestions, and to be part of a team to improve the operations of a business. My customers are much more demanding today in the areas of pricing and quality. There is no way my plant can meet these expectations without employee involvement. The tragedy is that many employees have not been trained to meet this new role. There is no question that training employees to meet these new challenges will impact both business and education for years to come.

I favor and support qualified admissions to our Regents universities. The changes you are considering are a good first step to improve the academic standards needed for today's worker. Our secondary school students need to understand that the workplace as we know it today is changing, and our educational system must keep pace to provide graduates capable of meeting the rigors of either college or the job market.

The admission standards in this proposed legislation are not that restrictive but do provide an additional incentive for students to improve their standard of learning. Qualified admissions is not a step to close the state universities to Kansas students but is a step to expect certain minimum standards from students. These standards should provide a better chance for students to be successful at the university of their choice. With financial resources in the state at a premium, we need to invest our dollars to achieve the best results.

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By requiring some qualifications for admission to our Regents universities, it should allow professors to elevate their academic standards. Even with qualified admissions, I would expect each university to provide some remedial classes but at a decreasing rate.

As Kansas looks to retain existing business and to attract new business to this state, the educational quality of the work force will be a key issue. The passage of the qualified admissions proposal will be a positive step toward improving the academic standards within Kansas.

Thank you for the time to express by opinions on this important subject.

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In large part, I gain my creditability on this topic from the mere fact that I am a student. However, I have followed this issue with an increasing degree over the past few years and have become rather knowledgeable on both sides. I will now preview the three main points that I'm going to cover. First, the individual view of a student; Second, the general view of students; and Third, students' arguments/answers.

I would like to start by mentioning some of my personal history. I think there is some congruency with it and Qualified Admissions. In high school, I kind of happened into taking a very good college preparatory curriculum, actually it was pretty much identical to the Regents' proposed curriculum. The key word here though, is "happened," I really had no encouragement or even suggestions to do so. In fact, there was kind of a negative attitude towards doing so. This route made me work slightly harder for what would probably be a lower grade than I would get in another class. This made me appear to be inferior to a lot of other students. However, when looking at my GPA (fortunately though, there is such a thing as a long run) well after taking the SAT's, ACT's and a couple years of college, a different picture has been drawn. While many of my fellow counterparts are experiencing difficulty and struggling to hang on, I have actually performed quite well. In high school, my friends got the grades by coasting through easy classes, but I got introduced to some of the preparation, perseverance, and reality of what it

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takes to succeed in college. For what it's worth, I have gone from an average "B" student in high school to a high "A" student in college. It would be a mistake to overlook some of the external factors that helped this transformation, but I believe the majority of the credit should go to my college preparatory curriculum. In retrospect, I like to compare this situation to a sick child taken to the doctor. The little child has some apprehension and fear of getting a shot of medicine, even though he knows it is to help him. Sooner or later though, everyone must get past the inconvenience of the needle to get to the greater good of the medicine. I believe this analogy contains some relevance to Qualified Admissions.

I will now try to give you a look of how the student body feels. I would be skeptical in doing this if I had not heard a lot of student responses. However, because of an article I wrote about Qualified Admissions in the student newspaper and my position in Student Government, I have been rendered to a lot of students' opinions and views.

To be honest, I would guess that initially students are split pretty equally on this issue. As it might be guessed, a lot of those who are against it are uninformed and see the Qualified Admissions purpose to exclude and deny people. However, when given a little information, students see that Qualified Admissions' purpose is to prepare and thus actually give opportunity. This leaves a smaller amount of students against Qualified

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Admissions, and for a lot of them, their complaints are not within the Regents' proposal. If they were, then I would side with them on these points. One of these concerns is that the system will eventually become selective instead of qualified. The other apprehension is that later on a tier system might be implemented. This would in no way be acceptable. Any other concern of students, such as curriculum accessibility in small high schools and administration of a window, I assume will be handled fairly and appropriately.

The last student concern I will address is that a few students think the required ACT score and class rank are too stringent. The answer is they should be an effort to get students to follow the core curriculum and not rely on these other options. All the same though, the suggested ACT score and class rank are not that high.

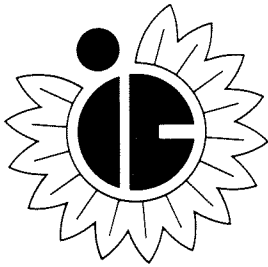
An interesting note to mention before concluding is that the non-traditional students I talked to favor this proposal. They feel that their first time in college, they had been misled to believe they had the necessary preparation, yet ended up flunking out. Thus wasting not just their time, money, and resources, but also their fellow students', faculty's, and university's.

In reviewing some of the points I have mentioned, I think it would be safe to say Qualified Admissions is not only good through the perspective of positive economics, but also from a normative standpoint. I would like to end with a reference to my

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analogy. Students don't want to be poked with a needle; however, upon realization that the needle is attached to a syringe full of medicine, then it is actually welcomed. That in a little different light sums up a lot of students' views.

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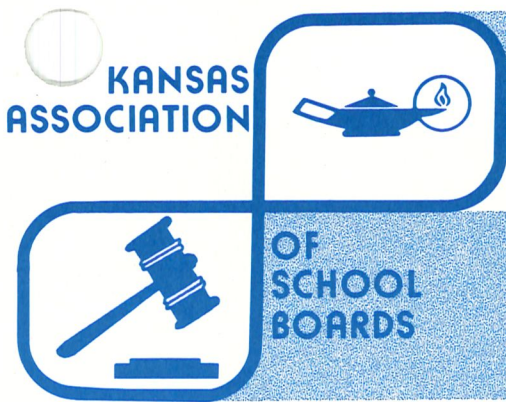
Testimony before the Senate Education Committee, February 19, 1991

The presidents of our independent colleges have discussed qualified admissions over the years and have arrived at a position of unanimous support for the concept of strongly encouraging Kansas high school students to complete the Regents' prescribed precollegiate curriculum. As is the case with the Board of Regents, we are concerned with the competitiveness of Kansas high school graduates in a world economy, the erosion of Kansas ACT scores in comparison with other states, and the resources being expended on remedial courses. Emphasizing a more rigorous high school preparation will undoubtedly improve our high school graduates, the state's competitiveness, and the quality of our higher education.

Another related problem that has been pointed out by Harold Schultz, president of Bethel College, is the message we are conveying that higher education is of little value. We require nothing more than a high school diploma for entrance to our finest state universities and charge tuitions that are lower than our neighboring states and peer institutions. The only conclusion that a high school student can reach is that Kansas higher education is like a discount store where anyone can enter and prices are cheap. When The New York Times calls the University of Kansas "a bargain", I ask for whom. Certainly not the Kansas taxpayer, certainly not the Kansas high school graduate who too often arrives unprepared and becomes disillusioned. No, it is a "bargain" for the out-of-state student who is required to meet the qualified admissions criteria.

Our policies in this state have distorted the public image of what truly is a fine higher education system by emphasizing access and price over rigor and quality. We believe it is time for Kansas to place a greater value on higher education by examining tuition charges, as the Regents now are apparently doing, and by enacting qualified admissions criteria to encourage a more rigorous high school curriculum that will produce better prepared high school graduates.

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Joint Testimony on S.B. 145
before the
Senate Committee on Education

by

MARK TALLMAN
Coordinator of Governmental Relations
Kansas Association of School Boards

On behalf of:

Kansas National Education Association
United School Administrators
Kansas Association of School Boards

February 19, 1991

Mr. Chairman, Members of the Committee, I appreciate the opportunity to present this joint testimony of KNEA, USA and KASB on Senate Bill 145, which would repeal the "open admission" entitlement for Kansas high school graduates and adopt the Board of Regents proposal for "qualified admissions."

The debate over state university admission standards has been going on seriously for several years now. The three organizations I am speaking for today have not changed their position over this time, so it is probably no surprise that we are opposed to SB 145. Rather than repeating the points you have all heard before, I would simply like to summarize why I believe the educational constituencies our organizations represent have not been convinced by the Board of Regents' arguments that our admission policy needs to be changed.

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Opinions on this issue are divided not by disagreements over what the facts of the situation are, but by different visions of our state university system. The Regents have argued that admission to the universities should be based on standards that measure high school achievement and/or probability of college success, with the goal of reducing the failure rate of university students. Of course, if the universities are only required to accept students with a high probability of success, their success rate will certainly increase. If Kansas high schools did not enroll students "at risk" of failure, we would certainly have a significant reduction in the high school drop-out rate.

If this is an acceptable definition of educational success, it isn't very difficult to be successful. But that kind of success is achieved only at a cost of wider opportunity for the most educationally disadvantaged young people in our society. We differ from the proponents of qualified admissions in believing that students should be given a chance at educational progress through admission to college, **even** if statistics indicate they will probably fail.

On the contrary, students "at risk" of failure are the students who need additional assistance, not discouragement. Many students will not be able to excel in college prep courses, or have the test scores or class rank the universities would prefer. But some will succeed despite the odds. We differ from the proponents of qualified admissions in our evaluation that the benefits of those who "make it" outweigh the costs of those who do not.

We do believe that if the Legislature does pass a change in the admissions statute, this particular proposal can be made more acceptable. First, many of our constituents are deeply suspicious of the "exceptions window." Either this window will allow students who have not met the regular criteria admissions on a purely random basis, which would defeat

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the purpose of higher standards; or it will be used to admit students with "special talents" on a highly subjective basis.

Second, there is considerable controversy over the foreign language component of the recommended preparatory curriculum. Many of our members question the need and accessibility of this requirement.

Third, we disagree with the provisions in the Regents proposal, reflected in this bill, that impose uniform, higher standards for every state university. If Kansas abandons the uniform entitlement for high school graduates, we suggest it makes more sense to adopt admissions standards that more closely reflect the institutional mission of each university.

Thank you for your consideration of these points. I would be happy to answer any questions.

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Robert Thiry, Chair
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State Senator
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Colby Community College
Colby

Carol Nigus, Director
Brown County Kansas Special
Education Cooperative
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Lee Reeve
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Garden City

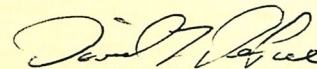
Dick Rogenmoser
Senior Vice President
Martin Tractor Company
Topeka

Roland Walsh
President and CEO
Pratt Regional Medical Center
Pratt

Dr. David L. DePue
Executive Director

TO: Senator Harder
Members of the Senate Education Committee

FROM: David L. DePue
Executive Director, KCOVE



SUBJECT: Testimony on SB 145 "Qualified" Admissions

DATE: February 19, 1990

Thank you for the opportunity to address this issue. The State Council represents each of the constituent groups served by vocational-technical education, including business, industry, labor, and each of the targeted populations in education.

PURPOSE OF PRESENTATION: The Council feels that any official curriculum required for college admission would become the standard program for most high school students. The proposed curriculum would limit involvement in many school activities, including technical courses. This liberal arts curriculum is outdated and inappropriate to meet the needs of the majority of Kansans.

OCCUPATIONAL SKILLS ARE NEEDED: Studies show that nearly 80% of four year college freshmen expect occupational success as a result of their enrollment. Yet, most new jobs require technical preparation beyond high school but at less than the baccalaureate level. This is especially critical in small businesses where most of the job growth is occurring. In Kansas 90% of business and industry employ fewer than 10 people. The proposed liberal arts curriculum would not serve the 50% who do not go on to the University after high school graduation. It would not serve the 50% who do not complete college. Even University graduates are short on appropriate entry level skills. Often 1/4 have difficulty finding a job in their field of study. One follow up study found 15% of the graduates were living at home, working a retail job two years after earning a baccalaureate degree.

The Economic growth of the USA lags behind Italy, France, W. Germany, and Japan. This is largely attributed to the shortage of skilled workers. Our nation's industry recruited over a million skilled immigrants last year to fill these needs. Our Wichita aircraft industry, last year, tried in vain to recruit 2000 skilled workers--even reaching out to surrounding states.

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KANSAS EDUCATION RATES BETTER THAN OUR PEERS WITH PRESENT CURRICULUM:

Comparative data shows that the Kansas public education system is doing very well by any measure. We are better than all but one of our regional neighbors and better than the national average. Should we adopt standards from those who we surpass? Being in the top 10 to 12 of the States in essential criteria is respectable when we consider the competition and the resources that they have committed to keep ahead or to catch up, for that matter.

Over 50 years of national research shows that approximately 50% of those who go on to a four year college after high school eventually complete. As low as 15% complete a baccalaureate in four years at public universities. Why should Kansas adopt standards that do not work in other states? Compare the high school completions, educational attainment and other related data on the attached chart. Of special note is the data on the State of North Carolina, often referred to in reference to U.C. North Carolina: Chapel Hill as a peer institution to KU.

THE UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL IS NOT A PEER OF KU:

U. C. Chapel Hill claims to be the oldest public University in the Nation. They are billed as the flagship of their 16 state four year institutions. A call to their admissions office reveals the following criteria for prospective freshmen: High school class rank and grade point average, ACT or SAT scores, and a list of school activities and leadership experience. Students who do not measure up are referred to one of their regional State four year institutions. by tightly screening their applicants, this institution enjoys the highest completion rate (reported at nearly 70% in five years) of their 16 state four year public institutions. Interestingly, this is close to the 60% completion rate for white students at private four year institutions nationwide. North Carolina achieves this standard at one institution likely at the cost of lower educational attainment on almost every indicator. Please note the attached comparative data.

COMPARATIVE EDUCATIONAL DATA 1988

	H.S. Drop Out %	ACT Score	
Kansas	19.8%	19.1	
United States	28.9%	18.6	(900 SAT)
North Carolina	33.3%	Approx 18	(841 SAT)

KANSAS FOUR YEAR INSTITUTIONS

90% of Kansas residents who are freshmen attended college in their home state (1989)
 82% of all freshmen in Kansas Universities were Kansas residents (1989)

NATIONAL DATA - FOUR YEAR PUBLIC UNIVERSITIES

15% of traditional entry path students complete a baccalaureate in four years
 43% (approx) of traditional entry path students completed a BS in six years
 42% of these students dropped out (and did not return)
 42% of **high ability** low social economic status students dropped
 20% dropped out before the 3rd semester (18% dropped during 1st year)
 20% dropped **after** eighth semester (4 years)
 90% who received a grant during 1st year were still enrolled 2nd year
 75% who **did not** receive a grant during the 1st year were still enrolled in the 2nd year

COMPARATIVE POST SECONDARY EDUCATION

ADULTS 25-64

U.S., KANSAS AND COMPARATIVE STATES

State	Median Years School	High School % Completed	1-3 Years College	4 or More Years College
Colorado	12.8	78.6	44.1	23.0
KANSAS	12.6	73.3	34.2	17.0
United States	12.5	66.5	31.9	16.2
Nebraska	12.6	73.4	32.8	15.5
Oklahoma	12.5	66.0	31.2	15.1
North Dakota	12.5	66.4	35.1	14.8
South Dakota	12.5	67.9	31.7	14.0
Iowa	12.5	71.5	28.6	13.9
Missouri	12.4	63.5	27.2	13.9
North Carolina	12.2	54.8	27.0	13.2
Indiana	12.4	66.4	24.6	12.5

DATA SOURCES:

"America's Choice: High Skills or Low Wages" National Center on Education & the Economy
 Rochester, NY 1990.

"Undergraduate Completion and Persistence At Four Year Colleges and Universities"
 National Institute of Independent Colleges and Universities, Washington, D.C. 1989

"Almanac" The Chronicle of Higher Education, Washington, D.C. 1990

"Employment and Training Strategy Report for Wichita/Sedgwick County"
 The Employment and Training Strategy Group, (An Initiative of the
 WI/SE Partnership for Growth) May 1990

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Executive Director

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TO: Senate Committee on Education

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

DATE: February 19, 1991

SUBJ: Senate Bill No. 145, an act regarding state educational institutions, relating to student admission qualifications

Mr. Chairman, members of the Committee, I am Merle Hill, Executive Director of Kansas Association of Community Colleges. Thank you very much for giving the Association the opportunity to present testimony on Senate Bill No. 145.

In the past few years when the concept of qualified admissions was discussed by legislative committees, the Kansas Association of Community Colleges did not appear to speak about the matter. When last year's bill on qualified admissions came so close to passage in the House, however, the Association members authorized me to present testimony if the concept came up again.

The Association has not appeared in the past because its members believe that admission standards at the state universities are a matter for the State Board of Regents to decide, not the community colleges. Just as we believe it inappropriate for the State Board of Regents to suggest that the community colleges should not provide remedial education for their students, we believe it is inappropriate for community college trustees, administrators, faculty and students to suggest policies the State Board of Regents should or should not adopt.

The Kansas Association of Community Colleges is **not** opposed to the concept of qualified admission at the state universities. The Association members want you to know that anyone who does not gain admission to the state university under such a policy **will not be denied admission to higher education in Kansas**. The community colleges have as part of their mission the provision of educational opportunity at the postsecondary level to all who wish to pursue academic courses or vocational training. At the community colleges, those who are not ready, for whatever reason, to pursue college-level academic work are given the opportunity through remedial courses to meet whatever standards are required in regular courses of instruction.

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Any prospective state university student who does not meet qualified admission standards will be accepted as a bona fide student at one of the 19 Kansas community colleges.

Although we have been informed the State Board of Regents expects that, within four years, no prospective state university students will fail to meet qualified admission standards, the Kansas Association of Community Colleges believes that some prospective students, whether due to lack of counseling at the high school level or misunderstanding of what qualified admission standards are or what the concept means, will not meet those qualified admission standards and will enroll at the community colleges. If this is so, the state will still have a financial obligation to these individuals.

Let's say that, for whatever reason, 100 high school graduates who reside in Douglas County do not meet the qualified admission standards for acceptance to the University of Kansas and assume further that these 100 individuals enroll at Johnson County Community College. The current \$24 per credit hour out-district tuition paid by an out-district county and the matching \$24 per credit hour in state out-district aid does not equal the taxing district support behind each student from Johnson County. The community college taxing district should not have to bear an even greater burden than it does now for out-district students. What provisions will the state make to support these students at the community college?

Will these Douglas County residents have to commute to Johnson County Community College? At present, counties in which a state university is located are "off limits" to community colleges - unless special provisions are made. Will special provisions made for instruction to be offered "locally" eliminate the need for the students to commute to the community college?

The Kansas Association of Community Colleges believes that such questions as these should be addressed before a qualified admission bill is passed, not after it has been passed. Our members believe that there will be a greater financial burden for the community colleges and that that burden should be part of the state's obligation to financing education for its citizens.

No Kansas resident who has completed high school or has earned a G.E.D. will be denied admission to one of the community colleges, and successful completion of courses at a community college is one of the "windows" associated with the proposed qualified admission bill. The community colleges will do everything possible to ensure access to higher education for all Kansas residents.

I shall be happy to stand for questions.

MH:am

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