

MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Barbara Lawrence at 1:30 p.m. on March 18, 1996 in Room 526-s of the Capitol.

All members were present except:

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Jennifer Bishop, Committee Secretary

Conferees appearing before the committee: Representative Ralph Tanner
Steve Jordan, Kansas Board of Regents
Jim Edwards, KCCI
Representative Kent Glasscock
Bob DeBruyn
Representative Kenny Wilk
Gerry Henderson, USA
Louis Klemp
Megan Owens, KU Student
Sherry Diel, KAPS

Others attending: See attached list

HB 2668: **State educational institutions under control of the state board of regents, relating to admission of students**

Representative Ralph Tanner addressed the committee as a proponent of **HB 2668**. Representative Tanner was one of the House members to carry the bill. He stated that many of the college freshman are unprepared for a rigorous academic program and that it has been necessary for the state to offer remedial (high school) courses, at a cost of more than one-half million dollars annually. There are numerous options that are set out in the bill which will open the doors of the universities to our young men and women. They are: completion of a pre-college curriculum in high school with a 2.00 GPA (2.5 is required for out of state) on a 4.0 scale; or, attaining a 21 comp score on the ACT; or graduation in the top one-third of their graduating class; or scoring 50 on the GED test; or be 21 years of age or older; or be among a number of equal to ten percent of the freshmen class presenting itself for admission. Attending a community college for at least one semester with demonstrated ability to pass college work is another option. The goals in this bill are not too high, and are certainly not fierce. This bill proposes to give the Kansas students some marks toward which to strive, and thus to grow them into more nearly successful men and woman (Attachment 1).

Steve Jordan addressed the committee as a proponent of **HB 2668**. The Kansas Board of Regents believes this issue is not whether students should be better prepared, the issue is the best way to achieve better preparation. This bill is an important step in helping the young people expose themselves to the curriculum content that will be necessary for each of them to succeed in the workplace, whether they choose to go directly from school to work or through the community colleges or the Regents universities. Students will need to be able to communicate, to understand algebraic and other mathematical principles and applications and fundamentals of science. The Board of Regents is supportive of this bill as presently drafted. While it may not contain all the provisions the Board of Regents may wish to see, they believe that with five years to implement the bill and with the authorities granted in the bill to the Board of Regents, it can and will work (Attachment 2).

Jim Edwards addressed the committee as a proponent of **HB 2668**. He stated that when standards are set and clearly communicated, most students will strive to achieve those standards. The bill is a means of setting

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 526-s Statehouse, at 1:30 p.m. on March 18, 1996.

and communicating the standards expected of those planning on attending a Regents university (Attachment 3).

Representative Glasscock addressed the committee as an opponent of **HB 2668**. He believes that the bill is wrong for the state, wrong for the Regents system, and wrong for the young people of Kansas. Representative Glasscock then introduced Bob DeBruyn, who was his teacher and Student Council faculty advisor at Manhattan High School over 25 years ago (Attachment 4).

Bob DeBruyn addressed the committee as an opponent of **HB 2668**. He strongly believes that children should not be left with the full responsibility of making adult decisions when they are at a time of their life when they are going through many changes. The cost of Qualified Admissions will also run much higher than the current open admissions. There are many more problems in this bill than everyone realizes (see arguments in testimony) (Attachment 5).

Representative Kenny Wilk addressed the committee as an opponent of **HB 2668**. He believes that anyone who attends a Kansas Regents school be it for a semester or more is a better person and a better Kansan. If qualified admissions becomes law, the state is asking 13 to 14 year olds to potentially make life alternating decisions. Given the social and economic limitations of many children today, combined with the parental influence children may or may not have, he does not believe in limiting any child's opportunity for higher education (Attachment 6).

Gerry Henderson addressed the committee as an opponent of **HB 2668**. He stated that this has been the tenth legislative session in which USA has opposed a "selective" or qualified" admission bill. He stated that in each of the testimonies against qualified admissions, pointed out by USA members, that none of the states with an admissions policy can boast of a drop-out rate significantly different than Kansas. USA has asked, of those students who drop out of Kansas regents universities, what percentage had not satisfied one or more of the qualifying measures included in **HB 2668**. USA trusts that the regents will gather the data over the next several years, so that the state will know if qualified admissions makes a difference. USA also hopes that the discussions between the Kansas Board of Regents and the Kansas State Board of Education concerned with the development of admissions standards based on demonstrated proficiencies rather than carnegie units will continue (Attachment 7).

Louis Klemp addressed the committee as an opponent of **HB 2668**. He stated that this bill attempts to use a series of arbitrary standards to "weed out" students from admission to State universities. These standards do not take into account an individual student's level of motivation, the difference in quality of high school attended or the level of maturity of the student. The State university system has developed a fine reputation under the existing admission policies and at a time when a college education is a virtual necessity in order to succeed in the job market making entry into the university system more difficult defies logic (Attachment 8).

Megan Owens addressed the committee as an opponent of **HB 2668**. She stated that she interprets the bill to be harmful to Kansas youth because the bill caters to students who have advantaged backgrounds and creates a division between the advantaged and disadvantaged students. If a student decided during their senior year of high school that they have the desire and the drive to attend a regent school in Kansas, they should not be told that it is too late because of mistakes that were made when the student was 15 or 16 years old. It goes both ways. Some who make the mistakes in high school may do excellent in college and students who do well in high school may flunk out of college (Attachment 9).

Sherry Diel addressed the committee as an opponent of **HB 2668**. KAPS is concerned about the ramifications of moving from an open enrollment policy to the proposed limited admissions policy for students with disabilities. KAPS believes that emphasis should be placed on laying the groundwork for persons with disabilities to maximize their potential. For many persons with disabilities, the proposed admissions policy will dash their hopes and dreams for a college education (Attachment 10).

Robert Baettie (Attachment 11) and Mark Tallman (Attachment 12) submitted testimony only on **HB 2668**.

The meeting adjourned at 2:34 p.m.

The next meeting is scheduled for March 19, 1996.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: March 18, 1996

NAME	REPRESENTING
Kenny Witt	Leg.
Joe Chase	KNEA
Kent Glanville	LEGISLATURE
Robert J. Ben	The Master Teacher
Sammy Allen	Junction City, USD 475
Tim Appenfeller	Intern - Rep. Ballard
BILL MUSICK	St. Bd of Ed
JOHN HEBERT	KS B O R
Stephen Jordan	to Bd of Regents
Megan Owens	Intern - testifying
Harold Pitts	OBSERVE
Mark Tallman	KASID
Jim Joseph	KU
Merle Hree	KACC
Bernie Koch	Wichita Area Chamber of Commerce
Elaine Frisbie	Division of the Budget
Sherry C. Diehl	Ks Advocacy & Protective Services
Debbie Apat	USA
Tom Edwards	KCCI

Gerald Hudman
 vst/ks
 Council Rock Co. of C
 Winfield
 Liv. Co. Comm.
 WSU

Janice Cruch
 Bill Malley
 Louis Kemp
 Eric Sesto

(over)

Diane Hjirstad
Bill Reid
Karen Kelley
Bob Kelly
David J. Monical

USD 259 - Wichita

KS Independent College Assn.

KICB

Washburn Univ.



TOPEKA

HOUSE OF
REPRESENTATIVES

Ralph M. Tanner
District 10

Testimony
Senate Committee on Education

March 18, 1996

Madam Chair, Members of the Committee:

I am grateful for the opportunity to appear before you today in support of HB 2668, sometimes styled the Qualified Admissions Bill. It was my privilege to carry this bill in the House, and to see it safely to passage. I am hopeful you will find it possible to support this measure and to report it out favorable for passage.

Whatever else might be said about this bill, it was not designed for the purpose of keeping youngsters from Kansas out of the Regents universities. To the contrary, it is my high hope that we can begin a trend which will raise the chances for success in our colleges once the student arrives.

I could regale you with statistical data which might -- or not -- illuminate the problems which obtain under current admissions regulations. It has been said that statistics don't lie, but statisticians do. Lest we fall into that trap, let me deal with some rather straightforward accounting of our present dilemma.

Kansas statutes presently guarantee admission to those in-state youth who have successfully completed a course of study in a state accredited high school. That law has been on the books since 1915. In the quite recent past, only about thirty-five percent of those making up the freshman classes in our universities have pursued a pre-college curriculum in high school. In 1915, I would suppose that the high school course of study was well-grounded in the traditional academic subject matter. Since the 1950's, curricula have been broadened to provide greater exposure to diverse materials, and traditional academic programs have not necessarily been the order of the day.

(Because many of our freshmen are unprepared for a rigorous academic program, it has been necessary for us to offer them remedial (high school) courses, at a cost of more than one-half million dollars annually.)

Even so, we have experienced a loss of students from the freshman to the sophomore year which ranges from 25% to more than 40% in the Regents Universities. I am certainly aware that factors other than grade-getting ability cause attrition. Economic factors, social matters, loneliness, and other human frailties have entered in. But is undeniable that students who are well prepared when they enter college go on to graduate sooner, and in higher percentages. Colleges with selective admissions standards graduate

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as many as 85% of their freshmen after six years.

But I am not talking of highly selective standards when I speak of the bill before you. Except for a couple of amendments, you have seen this bill before. It is essentially the bill that was debated in the legislature two years ago, and which failed of passage on a 61-61 vote in the House.

There are numerous options that are set out in this bill which will open the doors of the universities to our young men and women. Quickly, they are (1) completion of a pre-college curriculum in high school with a 2.00 GPA (2.5 is required for out of state) on a 4.0 scale; (2) or, attaining a 21 comp score on the ACT; (3) or, graduation in the top one-third of their graduating class; (4) or, scoring 50 on the GED test; (5) or be 21 years of age or older; (6) or, be among a number equal to ten percent of the freshman class presenting itself for admission. Attending a community college for at least one semester with demonstrated ability to pass college work is another option. Obviously, these standards were not intended to raise the bars against Kansas youth.

A number of positive developments in our educational systems inhere in these prospects. (1) greater academic rigor will soon be present in the high schools; (2) goals will be set for students who wish to go to the universities. So long as we do not hold our youth to some goals to be accomplished, they will wander along, taking the easiest path. (3) This will enhance the academic tone of the Regents schools. If they are excellent now, they will get better. (4) Readiness to learn will affect the graduation and attrition rates of the colleges. More students should graduate over a shorter time.

There is another measure which we may expect to change with qualified admissions. However difficult it is to count the costs of a lack of preparedness, it is reasonable to assume that a failure or the lack of substantial progress represents an economic loss to the parents (or the tuition payers) as well as to the state of Kansas. Currently, somewhat more than half of the annual cost of keeping a student in college is borne by the State General Fund. Much of that is lost; and the emotional loss to the student and to his or her family is not easy to count.

The annals of mankind have always portrayed us at our very best when we have been climbing high mountains and slaying fierce dragons. The goals in this bill are not too high, and are certainly not fierce. But we can do no less than what we propose in this bill to give our youngsters some marks toward which to strive, and thus to grow them into more nearly successful men and women.

Thank you Madam Chair and members of the Committee. I will be pleased to respond to your questions.

SENATE COMMITTEE ON EDUCATION
TESTIMONY ON HB 2668

Stephen M. Jordan, Executive Director
Kansas Board of Regents

Mr. Chairman, Members of the Committee:

I. Introduction - Dr. John Hiebert, Chairman, Kansas Board of Regents

II. Board Position

1. The Board of Regents has had a position supporting qualified admissions since 1987. This continues to be the official position of the Board of Regents. While support for qualified admissions continues to be the official position of the Board, it is not the only endeavor the Board is engaged in to improve the preparation of students for the Regents universities.
2. The Board is extremely concerned about the preparation of all Kansas students for the future which awaits them, not just those who choose to attend a Regents university. There is an abundance of evidence that all students, regardless of whether they go from school to technical college, school to community college, school to Regents university, will require a preparatory experience which include proficiencies in communication skills, mathematics, the sciences and the social sciences, if they are to be successful in today's workplace. Qualified admissions, is one way, among several of achieving better preparation of our children.

III. Where do Kansas Students Go from High School

1. Kansas has one of the highest participation rates in Postsecondary education in the country - 70 percent. Something that we, as Kansans, can be very proud.
2. Review the Graph and Table on Kansas High School Graduates by Placement Upon Graduation. You can see that over the past nine years, the greatest decline has been in students going directly from school to the work-force. On the other hand, continued education, particularly at the community colleges and the Regents universities has climbed. Regents universities continue to have the single largest component of Postsecondary placement.

III. What do we Know About Current Preparation

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1. Kansas is an ACT (American College Testing Service) state. That is, it is the college placement test used by Kansas Postsecondary institutions, public and private. Consequently almost all students who intend to go onto some form of Postsecondary education take the ACT. Last spring, 19,728 students in Kansas took the ACT out of the 27,682 high school graduates, or 71 percent.
2. ACT uses what it calls a "College Preparatory Curriculum", in evaluating students potential for success in Postsecondary education. I would call your attention to the "Comparison of ACT Recommended Curriculum and Regents Recommended High School Curriculum" in your handouts. The ACT curriculum includes 4 years of English, 3 years of Mathematics (not less than Algebra I, Algebra II, and Geometry), 3 years of Science and 3 years of Social Science. You will notice that it is very similar to the Regents Recommended Curriculum except that the Regents Recommended Curriculum also includes 2 years of Language, and specifies that the 3 years of Science include Biology, Chemistry and Physics. House Bill 2688, which is before you, is modeled after the Regents Recommended Curriculum, except that it does not specify the Sciences and it provides for 1 year of computer technology in lieu of 2 years of Language.
3. In Kansas, 48 percent of the students who take the ACT have completed the ACT College Preparatory Curriculum. Remember, this is not 48 percent of the high school graduates, but 48 percent of the 70 percent who go on to some form of Postsecondary education. Nationally, 59 percent of all ACT test takers have completed the ACT College Preparatory Curriculum. Of the 48 percent in Kansas who took the ACT College Preparatory Curriculum, the average composite ACT score was 23, a full point above the national average of 22 for all ACT test takers who completed the ACT College Preparatory Curriculum. For those Kansas students who did not complete the ACT College Preparatory Curriculum, their average ACT score was 19.6, a half-point higher than the national average of all students who did less than the ACT College Preparatory Curriculum.
4. You will notice from the handouts that the trend-line for students completing the Regents Recommended Curriculum is going down. In the past two years, it has dropped from a high of 5,307 students, or 20 percent of the high school graduating class, to 4,388 this past spring, or 16 percent of the high school graduating class. Most important, however, is the fact that students who completed the Regents Recommended Curriculum had an average ACT score of 25 this past spring.

5. What are these scores indicative of? The answer is expected performance in college. Students with scores under 20 have significantly less chance of succeeding in college level work, without additional academic preparation to succeed in such courses. What do I interpret from this information? Kansas students who choose to prepare themselves by taking a rigorous curriculum are well positioned to succeed in their Postsecondary studies, while those who do not choose to prepare themselves, unnecessarily risk being an academic casualty.

IV. College Preparation in the Context of QPA

1. QPA is an accreditation process that is based on school and student performance outcomes that are identified, measured and assessed by the State Board of Education and local boards of education. The emphasis on QPA on student performance outcomes suggest a change in the methods by which the educational process of students is assessed; specifically, there is a national movement toward performance standards and away from traditional Carnegie units. The success of QPA in generating education reform in K-12 education in Kansas appears to affect in significant ways the notion of Qualified Admissions and the College Preparatory Curriculum which are based on Carnegie Units. There is also a recognition that QPA provides an opportunity for higher education to help shape K-12 reforms and moved off dead center on the Qualified Admissions initiative.
2. Acknowledging these dynamics, the Board of Regents established a Task Force comprised of sixteen education leaders who represented a wide range of perspectives and constituent groups in the Kansas educational community, including representatives of the State Board of Education, schools boards, and school administrators. The Task Force offered two recommendations that were adopted by the Board of Regents. First a joint statement on college preparation should be articulated in terms of student proficiencies. However, the Task Force did not believe that the abandonment of Carnegie Units was advisable at this time. Student proficiencies should be articulated within each curricular area. Second, faculty-teacher task forces in each area of the preparatory curriculum should be convened to identify the student proficiencies and content knowledge necessary for college preparation.
3. On September 25, 1995 the Chairman of the Board of Regents presented this proposal to the State Board of Education. The State Board endorsed the concept of working with the Board of Regents on this endeavor to include a broader look and performance expectations for all high school

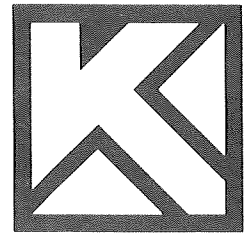
graduates. Last week the State Board of Education approved a plan for the joint development of university admission proficiencies. This process is consistent with the provisions of HB 2668 which provide that the Board of Regents may determine a functionally equivalent level of education to the requirements prescribed in the bill through documentation of a student's performance. The bill further provides that the determination is to be made in consultation with the State Board of Education.

V. (Conclusion)

1. We believe the issue is not whether students should be better prepared, the issue is the best way to achieve better preparation. This bill is an important step in helping our young people expose themselves to the curriculum content that will be necessary for each of them to succeed in the workplace, whether they choose to go directly from school to work or through the community colleges or the Regents universities. Students will need to be able to communicate, to understand algebraic and other mathematical principles and applications and fundamentals of science.
2. The Board of Regents is supportive of this bill as presently drafted. While it may not contain all the provisions we may wish to see, we believe that with five years to implement the bill and with the authorities granted in the bill to the Board of Regents, we can, and will, make it work.
3. Thank you. I would be pleased to respond to questions.

LEGISLATIVE TESTIMONY

Kansas Chamber of Commerce and Industry



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HB 2668

March 18, 1996

KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the

Senate Education Committee

by

Jim Edwards

Director, Chamber and Association Relations

Chair Lawrence and members of the Committee:

Thank you for the opportunity to appear before you today and express KCCI's support for HB 2668, a bill that would set forth criteria to be attained before a student would be granted admissions to any of Kansas' Regents' institutions.)

The Kansas Chamber of Commerce and Industry (KCCI) is a statewide organization dedicated to the promotion of economic growth and job creation within Kansas, and to the protection and support of the private competitive enterprise system.

KCCI is comprised of more than 3,000 businesses which includes 200 local and regional chambers of commerce and trade organizations which represent over 161,000 business men and women. The organization represents both large and small employers in Kansas, with 46% of KCCI's members having less than 25 employees, and 77% having less than 100 employees. KCCI receives no government funding.

The KCCI Board of Directors establishes policies through the work of hundreds of the organization's members who make up its various committees. These policies are the guiding principles of the organization and translate into views such as those expressed here.

As Regents' institutions become more streamlined to address the needs of the total student population as well as the concern to save dollars when needed, certain methods of operations should be given careful consideration. One of these would be the implementation of a system which would establish criteria to be used for admissions.

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As soon as this is said, red flags go up in many persons' minds. The two main red flag usually are: 1) as long as a person is a taxpayer of the state, their son or daughter should be restricted from attending for any reason, and/or 2) this will prohibit the "late bloomers" from attending.

Well, the red flags that are discussed above are readily addressed by HB 2668. Almost everyone that is a resident of the state and has used their high school time to strive for excellence will be able to attend. Those who are late bloomers could still go with the provision that would allow any state resident over 21 with a high school diploma to attend.

And, for the first time in this decade, when we talk about education improvement, we will be able to bring in on the discussion the most important part of the equation...the student. The old adage, "you can lead a horse to water but you can't make him drink" could be stated, "you can provide the finest educational tools and techniques to a student but you can't make them learn."

(Most everyone, whether proponents or opponents to this concept would agree on one thing and that is that when standards are set and clearly communicated, most students will strive to achieve those standards. The bill you have in front of you today is a means of setting and communicating the standards expected of those planning on attending a Regents' university. That is the bottom line.)

Thank you for the opportunity to present this testimony. I would be pleased to stand for questions.

KENT GLASSCOCK

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TOPEKA, KS 66612-1504
(913) 296-7642COMMITTEE ASSIGNMENTS
CHAIRMAN: LOCAL GOVERNMENT
MEMBER: ECONOMIC DEVELOPMENTHOUSE OF
REPRESENTATIVES**TESTIMONY**
HB 2668
Senate Education Committee

Thank you Madam Chair and members of the committee for the opportunity to appear before you today in opposition to qualified admissions for our Regents universities. It is my strong belief that the course that the Kansas House has charted with HB 2668 is wrong for the state, wrong for the Regents system, and wrong for the young people of Kansas.

Rather than boring you with more of my own legislative rhetoric (you can wake up now), however, I would rather let you hear from a person whom I've known for a long time. He was my teacher and Student Council faculty advisor at Manhattan High School over 25 years ago.)

Bob DeBruyn is the author and founder of Manhattan based *The Master Teacher*, a publication for teachers, principals, superintendents, and Boards of Education. Bob also authors another publication which is used in higher education, called *The Professor in the Classroom*.

The influence of *The Master Teacher* is extensive. It is read in over 70,000 schools in all 50 states, every province of Canada, and in 26 foreign countries. Last year, *The Master Teacher* was asked by the Ministry of Education in Russia to begin training the teachers of that country.

Bob DeBruyn has a personal interest in the policy question of qualified admissions, but not a vested interest -- *The Master Teacher* could be located in any city or state in the country. Bob DeBruyn does, however, have strongly held views. He will challenge your thinking. I invite you to challenge him back. Question him hard. See if his arguments take on water. If he gets soaked, he loses and so, perhaps, does open admissions. If not, then challenge yourself to say no to what I consider to be a well meaning, but wrong policy for Kansas. Madam Chair, with your permission, I yield to Bob DeBruyn.

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Introduction

I do not know exactly how to approach you today.

I don't know whether to hit you with facts and figures or try to appeal to your emotions.

I don't know whether to present you with an argument against Qualified Admissions--or simply pose some questions to ask yourself before you make such a monumental decision.

There are five things I know for certain:

First, this is a powerful group of senators. You have the power to keep the door of freedom of choice open and be advocates for all young people in this state--or turn some of them away.

Second, there is no groundswell from K-12 educators for you to restrict admissions to our Regents schools. There are no demands from parents or professional organizations to take this action.

Third, this issue has surfaced continually over the years. And each time the legislature has responded with a "No." Yet a small group of people keep coming back and putting this issue on the table while totally rejecting public desires.

If you are listening to your constituents, you can't vote for Qualified Admissions.

Virtually everyone associated with K-12 education is urging you to say no:

The State Council on Vocational Education;

Kansas Association of School Boards;

United School Administrators;

Kansas Vocational Agriculture Teachers Association;

Topeka (USD 501);

Even the President of the Kansas State University student body has urged you to vote no.

Fourth, for the first time in the history of this state, you will be taking educational opportunity from some of our kids if Qualified Admissions passes.

Fifth, the legislature was not overwhelmingly supportive of this issue. The vote was 65-57. That's why I don't think it's unfair for this committee to say "stop." This is too big to be settled this way.

Throughout our history, mothers and father have always wanted more opportunity for their sons and daughters.

In the past, we have tried to provide our young people with more than we had.

We have tried to make sure that our sons and daughters had a chance for a better life than we had.

But for some reason, which I do not understand at all, a small group of people are proposing that you change all that.

Now, we're talking about taking away the opportunity that we had when we were kids--and making sure our children don't have the same opportunities that we had.

After all, we have benefited from those opportunities because of an open-door policy. Now, we want to close these doors for some of our young people because we don't think they measure up.

Thank God the representatives and senators of the past didn't feel that way.

What is even worse, we don't believe some kids deserve the opportunity we had.

Now I don't like that, but I could understand that--if these schools they are talking about were private institutions.

But we want all of our people to pay for these universities.

We want to use everyone's tax dollars to support these schools that some are not allowed to attend.

Therefore, while we think everyone has the ability to pay and has the responsibility to finance the operation of our Regents schools, we don't think they have the ability or the right to go to them.

And I don't like that at all.

I say that because I was one of those who wouldn't have gotten into college on these new standards.

I owe my entire career to the fact that I did get in.

And so do a whole lot of Kansans.

I don't want the universities playing God and
deciding whether I might make it or not--or
whether I should have the right to try.

I want the right to have the opportunity to succeed.

And I think kids need this opportunity more than they
have ever needed it before.

Requirement Number 1: A 2.0 grade point average (C average) in a College Prep Curriculum.

That sounds simple--a C average. But the requirement pertains to a college prep curriculum.

This isn't difficult to counter because we don't have a standard college prep curriculum in all high schools in Kansas.

Therefore, what is a college prep curriculum in one school may not be in another.

The questions are these:

How does a student meet the college prep curriculum requirement when his or her high school doesn't have such a curriculum?

It's true that we are trying to develop a core curriculum for college prep.

But it's not done.

And we don't know how it will work--or if it will work.

Do we understand the position many kids are in--and the decisions we are asking them to make?

We are asking 14-year-old kids to make a life-decision--at the same time they face other obstacles created by adults that are impacting their lives.

For instance, the divorce rate is almost 50%.

How many of these 14-year-olds are living in broken homes?

Poverty affects 1 in 4 kids.

How many of these 14-year-olds are living in poverty?

Abuse is at an all-time high.

How many of these 14-year-olds are facing abuse every day?

How can we expect our 14-year-olds to make these decisions when these are the situations they are facing?

And how can we ask a normal, average teenager to make such a decision?

How many of you knew what you wanted to do with your life at 14? How many of you are doing that now?

In addition...

Many parents aren't counseling their children about the present or the future.

Some don't have the ability to do so.

Many counselors and teachers are pressing students not to take college prep courses.

Remember, there are other teachers in a high school. They are trying to get kids to take their courses.

And on top of it all, this is the first time in the history of this country that we have raised the standards and the requirements in schools--K-12 and at the university.

One thing is certain, until we perfect our professional skills as educators regarding how to teach more effectively, we have no business putting these kinds of responsibilities on our children.

Qualified Admissions Requirement Number 1 guarantees that a large number of children will

not have access to the college of their choice
when they graduate from high school.

Requirement Number 2: A score of 21 on the ACT.

I have real questions about this standard.

And as much as I hate to say it--and as much as I would like to avoid creating enemies--one must question the knowledge as well as the integrity of any educator who proposes using the ACT test as a basis for college admissions.

If you want to use it for scholarships, fine.

If you want to use it for admission, absolutely not.

It is flawed.

It is culturally biased.

The average ACT score for white students is 21; minority students have an average score of 18.

The ACT has no validity for college admissions.

If you don't believe me, ask any educator. Ask any superintendent. Ask any principal. Ask any counselor or teacher.

If you don't believe me, let me quote Robert H. Atwell.

Atwell is the President of the American Council on Education--of which K-State is an \$8,000-a-year paying member. He said in *Education Week* this past December, "The use of standardized tests such as SAT or ACT is totally inappropriate for college admissions. The sanctity granted the tests was never intended by those who designed them. My quarrel is not with the tests, but how they are used."

If that's not enough, you might respect John G. Weiss. He is Executive Director of the National Center for Fair and Open Testing. He said, "If the tests are critically examined, people will realize how flawed they are."

Those educators or appointees who proposed this requirement to you ought to be called on the carpet--and not allowed to abuse the position of power they hold over the futures of our children.

Requirement Number 3: Ranked in the top third of their class.

The flaws in this requirement are obvious.

In a class of 12, eight don't qualify.

In a class of 412, 275 kids don't qualify.

The competition for being in the top third of your class is not the same in all Kansas schools.

This requirement reflects 1951 thinking, not the thinking required for the year 2001.

If you have any perspective regarding what level of education children today will need in order to meet the competition they will face in adulthood, you know this requirement is truly unfair because some very bright kids may not be in the top third of their class.

This is a "luck of the draw" requirement.

Where you go to school can determine the opportunity you get.

The 10% Safety Valve

We have a 10% safety valve to allow the universities to let in anyone they desire.

If you want a 10% safety valve, why not let everyone in?

If the university really wants and believes in these standards, why the 10% safety valve? Well, I'll tell you why.

We want to let in the kids that we want to use. We want to let the kids in we need to play football, basketball, and baseball, to run track, and to play in the band.

The legislature doesn't believe in Qualified Admissions any more than I do.

Students Over 21

Why are we going to impose these Qualified Admissions standards on 18-year-olds and not on 21-year-olds?

Proponents' Arguments For Qualified Admissions

Proponents have made many cases.

Let me reveal them--and address them.

Argument: The university should not be engaged in remedial courses. Qualified Admissions legislation will eliminate this task and expenditure.

Response 1: Then don't teach remedial courses, but don't deny opportunity to students. If students don't meet the standards, dismiss them.

Response 2: The truth is that nearly every flagship university in the nation has remediation and support programs in place including Harvard, Yale, and Stanford. Remember, the bell curve applies to most grading and testing. Someone is always at the bottom of the curve. All universities have remedial programs in place for one reason: To help all students be successful.

K-State receives \$180,000 in federal funding for its educational/student support program and has since 1974.

KU receives approximately \$250,000 for its program,
and Wichita State receives \$200,000.

Most all universities have remedial/developmental
programs--but they are called by different names.

Over 800 institutions of higher education receive
Federal funding for these TRIO Programs.

Kansas State has the Federally funded TRIO Program
which has two components:

1. Upward Bound
3. Special Education

These 2 components are funded to the university by
the U.S. Department of Education.

The TRIO Program is for low-income, first-
generation students--and students with
disabilities.

There are local matching funds for all programs, but
not necessarily dollar for dollar.

There is also In-Kind support in the Manhattan area
such as classrooms and related facilities.

In addition, K-State's TRIO Upward Bound Program work directly with public school students in grades 9-12.

K-State receives \$360,000 annually for its Upward Bound Program.

KU receives approximately \$300,000 for its Upward Bound Program.

However, similar services that are provided to high school students enrolled in this program are also provided to college students.

The programs and the federal funding are already in place to help these targeted students.

Why would we take action to eliminate educational opportunity at this time?

These programs will not be eliminated if Qualified Admissions is made a law. Therefore, the expenditures would continue.

Argument: The university doesn't have the money to teach the number of classes needed, class size needs to be reduced, and professor work loads decreased.

Response 1: Tuition retention is intended to give universities the funds needed to add classes and teachers. Universities will have all the short-term money they need for extra salaries and extra expenses to avoid overloading classes or professors.

Response 2: I haven't heard the proponents tell you how much it is going to cost in administrative expenses to screen, review, choose, and reject applicants. I would be surprised if the cost of technology and human expenses for this task is less than \$150,000 for each institution annually.

This legislation proposes that we spend \$150,000 each year to tell kids "No."

Response 3: The Qualified Admissions process creates non-educational expenses and a bureaucracy at the same time.

Response 4: Will the university down-size and terminate staff as a result of this action? No. The costs will continue to rise--while some of our population will not be served.

Argument: Representative Ralph Tanner, R-Baldwin from the House, said he voted for

Qualified Admissions because “Perhaps a greater cost is the emotional cost that comes to mother and father and even the student, the emotional investment lost, when a kid fails”-- that is, fails while in college.

Response 1: What about the emotional cost of being rejected?

Tanner thinks it's better to cut their legs off before they get in than to let them fail after they've been admitted.

Let's leave that decision to the students themselves.

Argument: We need the respect of other universities.

Ted Ayres has said that although people familiar with Kansas higher education institutions consider them to be good institutions, the practice of open admissions has been frowned upon by national organizations that rate universities on various factors. “Those reviewers certainly take into consideration that all it takes is a high school diploma to get into one of our schools. They perceive that as detrimental.”

Response 1: Who cares? Is the university meant to serve students or to gain the approval of other states?

Response 2: This is what this is all about. Elitism, prestige, self-serving.

Response 3: This is the “everybody’s doing it” mentality. There is no evidence that Qualified Admissions has solved any problems.

Response 4: Before we make any changes, let’s look at what we have in Kansas.

Our system is working.

KU is considered a flagship school. And it has open admissions.

K-State ranks first nationally among state universities in the number of Rhodes, Marshall, Truman, and Goldwater scholars in the past 10 years.

K-State students have won 18 Truman scholarships since 1979. Only Yale, Stanford, Radcliffe, and Harvard have had more.

And K-State is first in the nation among state universities in the number of Marshall scholars selected since 1990.

K-State is tied for second in the nation with 23 Goldwater winners since 1989, when the scholarship was initiated. Princeton is first with 24. Harvard also had 23.

K-State teams captured both the varsity and junior varsity national debate championships in 1993.

K-State also swept the Cross-Examination Debate Association's national varsity tournament in 1991.

K-State is the #1 choice of high school students in the state of Kansas.

If it's not broke, don't fix it.

I'm telling you folks, we have in Kansas what the whole world wants and is looking for.

The problem is that we don't know it.

Argument: We need to send a strong message to Kansas high schools.

Response 1: We don't need to send any more messages to our K-12 schools.

The changes they are making and the job they are doing is nothing less than a miracle.

Consider the messages already being sent to K-12 schools.

Currently the Kansas State Board of Education has a stringent QPA, Qualified Performance Accreditation, system.

Also, Kansas schools are required to use multiple forms of performance assessment such as National Norm Reference Tests.

In addition many schools are affiliating with accreditation agencies like North Central Association to validate their performance.

In addition, Public Law 94-142 mandates the concept of inclusion of special needs students in the regular classroom.

Again, we don't need to send any more messages to our K-12 schools. What we need to do is send a stronger message to our universities.

Response 2: How can you put so much pressure on K-12--and so little on higher education?

Response 3: How can you mandate programs that make K-12 take all students, and require so little of the colleges and universities?

Response 4: How can you not see that this legislation will make you part of the problem for these kids?

Response 5: Is the university meant to serve or to be served?

Response 6: We have 2.4 million people in this state.

We have 6 Regents schools, 19 community colleges, and 17 private colleges.

We have only one college for every 57,143 citizens, and you want to make the premiere schools off-limits to some graduating high school seniors.

Argument: Qualified Admissions will save money.

Response 1: The budgets at our Regents schools in Kansas are not going to go down because of Qualified Admissions. You are not going to decrease the budget in these institutions.

Rather, the costs will accelerate if this passes. The cost of higher education in Kansas will go up.

And fewer students mean less income.

Response 2: Duplication of course work will still exist.

And the administrative responsibilities for sorting out, screening, and selecting those qualified are going to cost between \$100,000 and \$150,000 per year at each school.

Argument: But the rejected students can still go to a community college.

That's true. And certainly a community college is the right answer for some--if they choose it.

But the difference between a community college and a university can be like the difference between night and day.

The climate, the culture, the diversity of people and academic disciplines, are poles apart.

The opportunity for participation in fraternities, sororities, student government, and athletic events; the exposure to world figures and the

visual and performing arts--all these create the conditions under which many people can best find themselves and blossom.

And for some people who are in performing arts or other areas driven by creativity, association, experience, and competition, much more can be found in our Regents schools than at community colleges.

This legislation puts these students at a further disadvantage. First, the fact that they can't go to the university of their choice will stereotype them even further.

Yes, they can still go to college, but will they?

In 1990, only one-fourth of first year community college students enrolled in some form of higher education the next year.

Only about one-fifth of second-year community college students transferred to 4-year colleges or universities.

It's easy to see why: You've already told them they don't belong at a university.

You've already labeled them.

Second, you make these students have two educational and life-style transitions.

You force them into two major adjustments.

Before they even get adjusted to the community college, they are transferred to the university. That fact is going to alter their participation in many forms of campus life.

The lack of availability of certain courses at the community college level may lengthen the time for students to earn a degree and, thus, vastly increase the expense of the students' education.

Third, this legislation ends up further handicapping their success in college life.

Fourth, this decision can affect whether they go to school, make a good living, and what they make in their lifetime.

According to *USA Today*, Feb. 15, 1994, a high school graduate will earn \$1 million by age 60 vs. a college graduate who will earn \$2 million. Gaps will widen as computers and robots take over factory jobs.

But equally important, according to the Commissioner of Education's statement, The Condition of Education, August 1995, in 1993, males with 1-3 years of college who did not graduate earned \$23,000; and those with no college earned \$20,500.

During a lifetime, just going to school one year can earn a male student \$112,500.

Not going to school can cost a female \$225,000 over her lifetime--and the state a lot of tax revenues.

Females with 1-3 years of college who did not graduate earned \$17,500; and high school graduates with no college, \$12,500.

In short, decisions regarding education must be student-centered.

Doing what is best for every student should be the paramount focus.

What is best for students is to protect and preserve our policy of open admissions to our universities.

Closing

- Our institutions must be designed to serve all people regardless of their flaws--because we all have flaws.
- Every human being ought to have the right to succeed.
- If I pay the bill of the institution, I ought to be able to receive the benefits of it.

As we head into the 21st century, we must resolve not to close any doors on kids.

Can't you do this for kids?

Your job is to represent all of us.

Your job is to create opportunity for all of us...not to take them away.

And this is one of those classic cases which leads us to get down on government.

Year after year after year, this issue comes up and the people keep telling you "no."

And every professional group in K-12 education keeps saying, "Keep the university admissions open." Yet, a small group of proponents keep pounding and pounding and pounding away.

You wonder why we get frustrated?

It's because we keep speaking--and it's as if we have never spoken.

The university keeps thinking that what is good for the university is good for Kansas.

The truth is that you must adopt the position that what is good for Kansas is good for the university.

You have the power to stop it right now.

Please, on behalf of all children like me, please don't turn against us.

Stand with us.

You'll be surprised at how many of us will surprise you.

Don't pass this into law.

KENNY A. WILK
REPRESENTATIVE, 42ND DISTRICT
LEAVENWORTH COUNTY
701 S. DeSOTO RD.
LANSING, KANSAS 66043
(913) 727-2453
ROOM 174-W, CAPITOL BLDG.
TOPEKA, KANSAS 66612-1504
(913) 296-7655



TOPEKA

House of Representatives

Qualified Admissions Testimony

March 18, 1996

COMMITTEE ASSIGNMENTS
MEMBER: APPROPRIATIONS
SUBCOMMITTEES:
EDUCATION
K-12 SCHOOL FINANCE

Madam Chairperson and members of the committee. I stand before you today in opposition to qualified admissions. This is a change in position from my prior vote on this issue. I don't make this change without careful consideration.

I'm convinced that Kansas current standard of a High School diploma is the right gage for entrance to our universities. If were not satisfied with the quality of students coming into our universities, then we should improve the quality of students coming out of our High Schools. If it's remedial classes being taught at our universities that concern us, then let's stop teaching remedial classes. And let's certainly not suggest if a student starts at university and leaves after a semester or one, two or three years that the student or the system has failed. (I believe anyone who attends a Kansas Regents school be it for a semester or more is a better person and a better Kansan.)

(If qualified admissions becomes law, we are essentially asking 13 to 14 year olds to potentially make life alternating decisions. Given the social and economic limitations of many children today, combined with the parental influence children may or may not have, I choose not to limit any child's opportunity for higher education.)

Let's not fool ourselves, if this bill passes there will be students who will not further their education. At a time when policy bodies throughout the nation are searching for ways to encourage life long learning, I cannot support legislation that I know will keep some students from pursuing what could be the greatest experience of their lives.

I'm convinced that Kansas is the one state in the union that's right on this issue. I urge you to vote no on qualified admissions.

SENATE EDUCATION
3-18-96
ATTACHMENT 6



HB 2668

Testimony presented before the Senate Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas
March 18, 1996

Madam Chairman and Members of the Committee:

My record keeping is not as good as it might be, but I believe this is the tenth legislative session in which United School Administrators of Kansas has opposed a "selective" or "qualified" admissions bill. I believe this idea was first presented in 1987. While the official position of my organization remains in opposition to qualified admissions, I would like at this time to make what is possibly the first concessionary presentation I have ever made before a legislative committee. The writing is on the wall, and I congratulate my friend and neighbor for having the good sense or the good luck to know not to push the issue during this session. However, there is one issue we have been talking about for ten years and one issue that has concerned us for the past three years that we hope will not be lost in the exhilaration of passing this bill.

First, we have pointed out in each of our testimonies against qualified admissions that none of the states with an admissions policy can boast of a drop-out rate significantly different than Kansas. We have therefore asked, of those students who drop out of Kansas regent universities, what percentage had not satisfied one or more of the qualifying measures included in **HB 2668**. We trust that the regents will gather this data over the next several years, so that we will all know if qualified admissions makes a difference.

Secondly, we fervently hope that the discussions between the Kansas Board of Regents and the Kansas State Board of Education concerned with the development of admissions standards based on demonstrated proficiencies rather than carnegie units will continue. Such discussion is the next logical step in the change made in Kansas to make judgements about educational systems, institutions, and programs based on demonstrated student performance.

GWH/HB2668

SENATE EDUCATION
3-18-96
ATTACHMENT 7

COUNTY OF LEAVENWORTH

COURTHOUSE
4th & WALNUT
LEAVENWORTH, KANSAS 66048
Area Code (913) 684-0400



FROM THE OFFICE OF:

LOUIS A. KLEMP, JR.
SECOND DISTRICT COMMISSIONER
CHAIRMAN, BOARD OF COUNTY COMMISSIONERS
OF LEAVENWORTH COUNTY, KANSAS

March 11, 1996

Committee on Education
Capitol Building
Topeka, KS 66612

Re: House Bill No. 2668; Qualified Admissions
Standards for State Universities

Dear Committee Members:

I strongly urge you to vote against the enactment of HB 2668 into State Law. The purpose of this Bill is to make it more difficult for Kansas high school seniors to enter the State university system by dictating to the Board of Regents minimum admission standards. This radically and unnecessarily changes a feature of the State university system which is unique to the State of Kansas, that any Kansas high school senior would be given the opportunity to succeed in the State university system.

(House Bill No. 2668 attempts to use a series of arbitrary standards to "weed out" students from admission to State universities. These standards do not take into account an individual student's level of motivation, the difference in quality of high school attended or the level of maturity of the student. Our State university system has developed a fine reputation under the existing admission policies and at a time when a college education is a virtual necessity in order to

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City-County Probation
684-0760

Council on Aging
684-0777

Emergency Medical Service
684-0788

Noxious Weeds
684-0494

Community Corrections
684-0775

County Infirmary
684-1010

Health Department
684-0730

Sheriff
682-5724

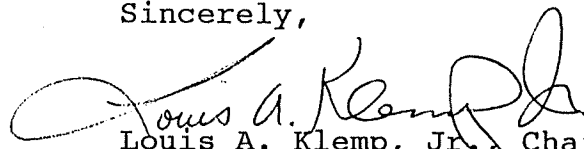
Page 2
March 11, 1996

succeed in the job market making entry into the university system more difficult defies logic.

House Bill No. 2668 will also have a dramatic and unwanted impact upon counties through the funnelling of high school seniors into the junior college system. Currently, Leavenworth County, Kansas, expends in excess of \$700,000.00 per year in out-of-district tuition for junior college students. We are concerned with regards to the potential financial impact if number of junior college students increases substantially. Further, it is our belief that the lack of Board of Regents supervision over the academic standards of courses taught at junior colleges hinders or precludes the transferability of junior college credit hours to the State university system. Consequently, the County could be faced with substantially higher expenditures for out-of-district junior college tuition with no guarantee that students taking those hours would subsequently be able to transfer into the State university system.

Keep the doors to our State universities open by voting against HB 2668.

Sincerely,


Louis A. Klemp, Jr., Chairman
Board of County Commissioners

LAK/DCV:rw
Enclosure

8-2

My name is Megan Owens. I am a senior at the University of Kansas. I would like to thank all the members of the Senate Education Committee for allowing me to testify in opposition to House Bill No. 2668.

I have studied this bill for a number of months and I am familiar with many of the arguments as to why some people feel that this bill may benefit Kansas. But in reading the testimony I could not find one good reason to deny students the opportunity to attend a state funded school.

House Bill No. 2668 creates a basis for selecting who will go to regent schools in Kansas. But this bill does not create a basis for selecting who will pay taxes that fund these schools. While discussing this bill with those who support it, I have heard a number of arguments. I feel the most common argument is: I don't want my tax dollars to be wasted on someone who won't succeed. What about the tax dollars of the people who will be denied, under this bill, the opportunity to learn in a university environment without attending a junior college first? And, are you so sure they won't succeed? Students often mature at different rates and are often able to turn around their performance in the classroom. Should we judge these

SENATE EDUCATION
3-18-96
ATTACHMENT 9

students before they've had the chance to prove that they can succeed?

Another argument for qualified admissions that I have heard is: We're the only state in the Union that doesn't have qualified admission standards. This argument in and of itself is irrelevant. Are we going to turn the future of our children into a competition between the states? I know of many out-of-state students who attend KU. If Kansas universities are so disabled because any Kansas high-school graduate may attend, why do both Kansas and out-of-state students at our regent schools receive an excellent education?

(I interpret this bill to be harmful to Kansas youth, because this bill caters to students who have advantaged backgrounds and creates a division between the advantaged and disadvantaged students.) I come from an advantaged background. My parents helped to motivate me to do well in high-school. But I consider myself lucky, because not every student has someone pushing them to do well in school. If a student decides during their senior year of high-school that they have the desire and the drive to attend a regent school in Kansas, they should not be told that it's too late because of mistakes that were made when this student was 15 or 16 years old. I know people

were made when this student was 15 or 16 years old. I know people that I went to high-school with who have excelled academically during high-school, but flunked out of college. I also know students who I thought would never succeed who graduated from college with honors. This is not a fool proof bill and we need to realize that.

I am asking you not to support House Bill No. 2668, for the future of all Kansas students. Thank you.

KAPS *KANSAS ADVOCACY & PROTECTIVE SERVICES, INC.*

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MEMO TO: Members of the Senate Education Committee
FROM: Kansas Advocacy & Protective Services, Inc.
RE: Staff Report on HB 2668--Admissions Requirements for Regent's Institutions
DATE: March 18, 1996

My name is Sherry Diel. I am an attorney with Kansas Advocacy & Protective Services, Inc. (KAPS). KAPS is a federally funded non-profit corporation which advocates for the rights of Kansans with disabilities. KAPS administers four programs: (1) Protection & Advocacy for Individuals with Developmental Disabilities (PADD); (2) Protection & Advocacy for Individuals with Mental Illness (PAIMI); (3) Protection & Advocacy for Individual Rights; and we perform the legal advocacy for (4) the Protection & Advocacy for Assistive Technology (PAAT).

KAPS staff has concerns about the impact HB 2668 will have on young adults with physical, emotional or cognitive disabilities, whose test scores may be artificially low due to their disability--not their ability.

We still hear of instances where a young adult's disability has not been diagnosed at an early age. Furthermore, high school students with disabilities may not always receive reasonable accommodations that are effective, under either their Individualized Education Plan (IEP) or their plan developed pursuant to Section 504 of the Rehabilitation Act. For instance, a high school student with a learning disability oftentimes processes information differently than you or I do. Perhaps, the student does not comprehend verbal instructions very well. Perhaps, the student needs additional time to complete tests. If the student is not given effective accommodations, such as providing verbal instructions in another format and additional time to complete the test, the student's test results may not accurately reflect the student's abilities.

A second example is a student with cerebral palsy who cannot write or verbalize well. Cognitively, there may be no impairment, but if the student is not provided appropriate assistive technology devices and allowed additional time to complete assignments, the students test scores will be artificially deflated.

Overall, we are concerned about the ramifications of moving from an open enrollment policy to the proposed limited admissions policy for students with disabilities. We believe that emphasis should be placed on laying the groundwork for persons with disabilities to maximize their potential. For many persons with disabilities, the proposed admissions policy will dash their hopes and dreams for a college education.

SENATE COMM.
3-18-96
ATTACHMENT
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(KAPS' specific concerns regarding the proposed admissions policy are as follows:)

- 1) The amendment at **Page 2, lines 17-21** reducing the number of exceptions admitted pursuant to the "safety valve" from 10% to "not more than 10%";
- 2) We are concerned that without guidance from the Legislature, persons with disabilities may not be appropriately considered if the Board of Regents are left to adopt rules and regulations for criteria and guidelines for persons who are admitted pursuant to the "safety valve". [See **Page 2, lines 27-32**];
- 3) The report which must annually be submitted to the Legislature has been amended by the House to eliminate the requirement that persons who are admitted pursuant to the "safety valve" are identified by the following factors: ethnic minority group; those recruited for participation in athletic programs, those who are recipients of scholarships, those in need of financial assistance, persons with disabilities or those admitted as exceptions for other reasons. [See **Page 2, line 38-43 through Page 3, lines 1-6**].

Under the proposed admissions policy, students with disabilities who do not meet the admission criteria will be lumped in with those students who are considered for admission as exceptions under the "safety valve". With the removal of the 10% requirement, a state university may decide that only 5% of the freshman class will be admitted as exceptions. Students with disabilities whose test scores have been artificially deflated due to their disability will be competing with everyone else for a limited spot on the class roster. Will persons with disabilities be able to fairly compete against students who have been recruited for athletics or those students who have received scholarships? Will students with disabilities "get a fair shake" under Board of Regents drafted criteria when the Board of Regents knows that students with disabilities may require reasonable accommodations in order to benefit from the curricula, and sometimes, but not always, costs are associated with the requirement to provide effective accommodations?

We ask that the Committee carefully consider the impact a limited admissions policy will have on students with disabilities. If the Committee recommends HB 2668 for passage, KAPS staff respectfully requests that you consider amending the bill to address our concerns. Specifically, 1) increase the number of exceptions allowed admitted pursuant to the safety valve, 2) add the requirement that the annual report provided to the Legislature break out the data to specify the background of the persons admitted, and 3) specify guidelines for the criteria adopted by the Board of Regents to ensure that persons with disabilities are not discriminated against.

We appreciate your willingness to hear our concerns. If you have any questions, I will be happy to address them.

Testimony of Robert Michael Beattie Jr., J.D.
Offered To Kansas Senate, State Capitol Building, Room 123-South
Re: H.B. 2668, On Ending State University Open Admissions
March 18, 1996, Monday, 1:00 PM

I am Robert Michael Beattie Jr., an attorney residing in Wichita, Kansas. I favor passage of the bill. I am not speaking on behalf of any organization--all views expressed are solely my own--but for purposes of credibility, I think I should share some of my background. At this time I am president of Sunflower Mensa, the greater Kansas chapter of the Mensa International High IQ Society. Mensa has no opinion on this matter. The only qualification for Mensa membership is scoring in the top 2% on any of a number of standardized IQ tests, including the ACT.

You are about to take an intelligence test, and I want you to do well. **Your vote on this bill is a simple intelligence test. If you vote favorably, you pass; if you vote unfavorably, you fail.**

Most of my formal education has been in Kansas public schools. I earned a degree in Natural Sciences and Mathematics from Wichita State, a law degree from Washburn, an Emergency Medical Technician certificate from KU, and a 1974 high school diploma from Wichita High School West. After graduating high school I demonstrated the ability to do college level work.

Nevertheless, had this bill been in effect at the time of my high school graduation, it would have prevented me from attending college. Although most of my IQ tests put me in the top 1% nationwide, I was ill the day I took the ACT and did poorly. In high school I took only the classes which interested me, not a college preparatory curriculum. Grades never mattered to me--my high school teachers could attest to that--so I did not finish in the top one-third of my graduating class. Three strikes and I'm out. This bill would have prevented a student unquestionably capable of graduating from a state college from attending a state college. Isn't this evidence that this bill is flawed?

No. This illustrates the importance of academic incentives. The unalterable fact is that when I was in high school this bill was not law, and I therefore had no incentive to achieve this bill's criteria. All I had to do was graduate from high school. Let's compare this absent law to a law which was in effect while I was in

high school. There was a law mandating certain minimum achievement for a test I wanted to take, and for which I had a strong incentive to study. It was my driving test. I studied for, rehearsed, and passed my driving test. Probably all high school students in Kansas plan to pass their driving test. They have a powerful incentive to prepare for their driving test.

The comparison between this bill's academic achievement criteria and our state's driving test criteria is strong. If when taking a driving test a high school student does not know to stop at a "stop" sign, the student will not pass the driving test. The student will not be issued a driving license and the interests of our community are best served by this result. Similarly, high school students unprepared for university level academics should not be admitted to Kansas public universities, and this result best serves the state.

The proposed bill is an academic incentive law, and is as important to our community as our driver's license incentive law. Had these admissions criteria been in effect twenty-five years ago, I believe I would have tried to achieve better grades in high school, and would have taken a different curriculum, and would have taken the ACT again. This bill provides incentive and direction for all the high school students in Kansas. If you care about Kansas' children, this is the gift to give them.

If simplicity is the essence of genius, let me offer this simple analogy: **any student smart enough to learn to stop at a "stop" sign is smart enough to meet one of the minimum academic criteria in this law.** The only question for the student is one of incentive--whether one wants to earn a driver's license or attend a public university.

Ladies and gentlemen of the jury, as with all juries, your decision will have a great impact on our community. Your community awaits your verdict. Thank you.



TO: Senate Committee on Education
FROM: Mark Tallman, Director of Governmental Relations
Also speaking on behalf of Schools for Quality Education
DATE: March 18, 1996
RE: Testimony on H.B. 2668

Madam Chairman and Members of the Committee:

Thank you for the opportunity to appear today as opponents of H.B. 2668, which would end the state policy of open admission to our public universities.

Few people, if any, would argue with the goals expressed by the supporters of this legislation: better preparation for college by Kansas students, more student success once they reach college, less money spent on remediation and dropouts, and a better prepared workforce and citizenry. Qualified admissions seems like a logical way to achieve that result; after all, hasn't every other state in the Union turned to some form of qualified admissions?

But I believe that for our member school boards, who have continued to support open admissions in our policy positions, such a significant change in public policy should not be made without real evidence that it will have the intended results. To our members, no such evidence has been produced, at least not up to this point in time. This is curious precisely because qualified admissions is not an untried theory.

The proposition is that higher admissions standards will make a significant difference in student performance at both the secondary and postsecondary levels. If Kansas is the only state without university admissions standards that exceed a high school diploma, then the performance of Kansas students should be significantly different from other states. If higher standards result in better performance and Kansas has the lowest standards in the nation, then we should be at, or at least near, the bottom in student performance. But we know that Kansas ranks above the national average in high school completion, in performance on college admissions tests, and on the level of postsecondary education attained. Clearly, there are many among the other 49 states who have not achieved the goals that qualified admissions is expected to bring.

It might be argued that other factors account for our strong showing as a state, and suggested that qualified admissions would help us do even better. But we know that a number of other states have increased admissions standards over the past 10-15 years, while Kansas has not. If qualified admissions has the intended results, student performance in other states should have improved relative to Kansas student performance. No such change has been presented.

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In fact, many proponents of qualified admissions say they are alarmed because American students seem to be learning less than students in other nations; that employers are less satisfied with recent graduates; and that test scores are down. But all of these negative indicators reflect national trends, which seem to be occurring when most of the country (49 other states) has been either raising admission standards or maintaining higher standards than Kansas requires. In other words, if qualified admissions is so good for the rest of America, why do its supporters believe that American education is in so much trouble?

In fact, KASB believes that U.S. student performance nationally is not nearly as bad as some portray it to be, and has, in fact, been increasing in recent years. Test scores are actually up; more students are taking higher level courses in high school. Perhaps the national move to higher standards has had something to do with this. But Kansas student performance is also improving on many of these same measurements without qualified admissions! Our association has seen no evidence that Kansas state universities have a higher attrition rate than other state schools; that Kansas spends more on remediation than other states; that more students complete college in other states. (At the time this testimony was written, no information had been presented on how many students would even be excluded under the new policy. If 10% of each university's freshman class can be admitted as exceptions, how much money will be saved on remediation? Do the number of students taking remedial courses exceed 10%? Do the number of academic drop-outs exceed 10%?)

Our association believes that Kansas has long been a national leader in education at all levels. Maybe that has occurred in spite of open admissions. But we believe that at least as strong a case can be made that it is because of open admissions. We have valued higher education enough to make it widely accessible. There is a price to be paid for that accessibility. But there is also a benefit. We have a better educated and more productive people as a result. Until a stronger case is made that open admissions really will make a difference in helping students succeed, we do not believe Kansas should risk losing the students who are currently succeeding despite the odds.

Thank you for your consideration.