

MINUTES OF THE HOUSE COMMITTEE ON HIGHER EDUCATION.

The meeting was called to order by Chairperson Lisa Benlon at 3 p.m. on February 5, 2001 in Room 231-N of the Capitol.

All members were present except: Tom Sloan (E)

Committee staff present: Carol Rampey, Kansas Legislative Research Department  
Paul West, Kansas Legislative Research Department  
Avis Swartzman, Office of the Revisor of Statutes  
Dee Woodson, Committee Secretary

Conferees appearing before the committee: Robert N. Kelly, Executive Director  
Kansas Independent College Association

Others attending:  
See attached list.

Chairperson Benlon introduced Robert Kelly, Executive Director of Kansas Independent College Association, who gave an overview and presentation on the independent colleges in Kansas. He testified there are now 18 members in their association which are accredited colleges. He said that most of the colleges are located in the middle of the state and around the Kansas City area. He stated that they are proud of the positive impact they have on the state, and have about a billion dollar economic impact on the state. Mr. Kelly added that they provide a lot of regional cultural events. He shared with the Committee that the main emphasis for their colleges is degree completion, and the main reason for this is because students have to pay a lot higher tuition. He explained the main differences between the independent colleges and the public universities, but also pointed out some similarities.

Mr. Kelly testified that they depend heavily on tuition to cover 65-75% of the costs, and because of price consciousness, the independent colleges graduate more students within four years; offer more credit for work or other experiences; and tend to more often adjust program to individual student needs. He told the Committee that all of the Kansas independent colleges were founded by a religious community, and each college serves a unique constituency. He said that the independent colleges offer over 100 diverse degree programs, and confer 17% of the degrees earned in Kansas. He stated that their colleges award a higher percentage of Baccalaureate degrees to working adults than do the public universities. Mr. Kelly gave a brief summary of cost v. price between the private and public colleges.

Mr. Kelly explained the financial aid situation with the independent colleges wherein they are very dependent on federal, state, and institutional grants. He testified that at the present time they receive roughly \$7 million in state aid, and the major federal grant is the Pell Grant. He also went over the federal student loan program, which is the largest source of student aid at both independent colleges and public universities. He pointed out that for the academic year 1999-2000, the number awarded to Kansas students was 39,363 which was for a total of \$66,973,759. He said the dollar amounts for the various types of loans were included in his handout information. (Attachment 1)

Mr. Kelly shared with the Committee copies of The National Center for Public Policy and Higher Education publication "Measuring up 2000", the state-by-state report card for higher education. He stated that this publication had been getting a lot of publicity and that Kansas was one of only three states with no grade less than "B". Mr. Kelly said that this report was developed on six components which were: preparation, participation, affordability, completion, benefits, and learning.

General questions and discussion followed regarding: clarification of "affordability" of students, Pell Grants, distinguishment between teaching faculty or research faculty, low turnover in faculty, advantages of smaller campuses and teacher ratio to students, the trend of moving away from Liberal Arts towards more course specific preparation, the two fields of music and fine arts that are the most expensive to fund will pose problems for the larger colleges as compared to the small independent colleges, 17-18% of Masters degree recipients come from smaller institutions and the Kansas Tuition Grant Program.

CONTINUATION SHEET

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE, Room 231-N of the Capitol  
at 3:30 p.m. on February 5, 2001

The Chair thanked Mr. Kelly for his informative presentation.

**HB 2018 - Qualifications of students for admission to state educational institutions**

The Chair called the Committee's attention to **HB 2018**, and opened the floor for discussion. The Chair had an explanatory sheet handed out to each member covering information requested by Representative Storm from the Board of Regents regarding GED test scores and qualified admission requirements to colleges and universities. (Attachment 2)

Representative Tanner stated that in reviewing the handout from the Board of Regents it was evident to him that an error had been made in developing the original recommendations, and that the score of 50 referred to in the original bill, SB 345 (1999), was not what they had intended. He said there was an indication that several legislators would like to see that changed. He told the Committee members there were two possibilities in rectifying this situation are offered: (1) we move to the top 30% which according to the chart in the handout would be a 275 total or a 55 GED average standard score; or (2) we simply delete any reference to the GED with regards to admissions to the Regents' universities and rely on the current admission of those who do not have a high school diploma as being 21 years of age or older.

Representative Storm referred to the statute and said that there were several "ors" in **HB 2018**, and the way the bill read it did not look like having a good SAT score would qualify a student for admission, and asked for clarification from the Board of Regents regarding the 10% of enrolling college freshmen that don't have to meet these requirements. Amanda Goldbeck, Director of Academic Affairs for the Kansas Board of Regents, explained that any student who could not be admitted under the rules that are written into this legislation would be eligible to be admitted within this 10% exception window. She said it was a very wide open range.

Representative Wells asked if the state university sets up the criteria for the administrative decisions as to who would fall within this 10% or would it be on a first come first serve basis. Ms. Goldbeck responded that each individual institution would have their own implementation for the 10% window.

Committee discussion included concerns expressed about the difference between NCAA standards for admissions and the requirements set forth in SB 345 (1999) for admissions. Inquiry was made as to what was the results of the LEPC's summer study. Representative Horst, who served on the LEPC this past summer, stated that there had been a lot of discussion, but did not make the last meeting in December due to a snow storm, and was unable to give the Committee a full review of LEPC's findings.

The Revisor, Avis Swartzman, said there was extensive discussion on the GED subject and required test scores. She went on to explain that the Board of Regents had requested this bill and they wanted to put in a 250 overall with at least a 50 on each component, the standard score. She said that testimony came out that to pass the GED it required only a 225, and what the Regents were asking was to raise the bar. She stated that LEPC had realized the previous bill, SB 345 (1999), had made an error, and they wanted to rectify the mistake, but they flatly rejected the request from the Regents to raise the bar to 250, and said that it was their understanding when this law was passed, that the Legislature wanted persons who had passed the GED test to be able to get in. The Revisor said the LEPC decided they would not put a score in the proposed bill at all, and that if the person had earned the GED, to them that was satisfactory. Representative Wells, who also served on the LEPC, agreed with the Revisor's explanation. He added that on a national basis, 68% of all 16 year olds who take the GED test fail it. Ms. Goldbeck explained the GED test scores required to pass, and that each year the required score could change. Representative Wells told the Committee that he had check on the GED test, and they are going to revise the test completely in 2002.

Discussion followed involving the confusion of the required scores. Representative Tanner made a motion to remove the term "GED" be struck from the list of criteria for admission into the Regents' universities. The motion was seconded by Representative Pottorf. Discussion continued by the Committee members regarding the various requirements needed to be admitted to the Regents' universities.



CONTINUATION SHEET

MINUTES OF THE HOUSE HIGHER EDUCATION COMMITTEE, Room 231-N of the Capitol  
at 3:30 p.m. on February 5, 2001

Representative Wells made a substitute motion that they specify GED should be 275. Representative Storm seconded the motion for purposes of discussion.

Committee discussion included concerns expressed about the concept of elitism and of disenfranchising certain people who through no fault of their own are in environments that are not conducive by age 18 to have their act together. Additional discussion was held regarding the two safety valves of the 10% and the GED, raising the bar too high that would only apply to a few who take the GED test, options for GED students to attend community colleges, and section of the bill that had a provision where after attaining 24 credit hours of transferrable course work out of a community college then the students are entitled to move on up to a university.

Representative Tanner explained the intent of the original bill in that it was for Kansas to get something set out as criteria and on the books in order to know that the students could do the work before they got to the university level. Clarification was made that the 10% window only applies to Kansas residents.

Due to the latest of the hour, the Chair agreed to continue this discussion on this bill at a later committee meeting. The Chair adjourned the meeting at 5:05 p.m. The next meeting of the House Higher Education Committee is scheduled for Wednesday, February 7, at 3:30 p.m., in Room 231-N of the Capitol.







# KANSAS INDEPENDENT COLLEGE ASSOCIATION

700 SW Kansas Ave. Suite 515  
Telephone (785) 235-9877

Topeka, Kansas 66603  
FAX (785) 235-1437

ROBERT N. KELLY, Executive Director

February 5, 2001

Madame Chairman, members of the Committee:

Below are listed the publications and the themes that I will feature in discussing our independent colleges:

## I. Fact Card

1. There are 18 Kansas independent colleges. Manhattan Christian College in Manhattan became fully accredited last year.
2. We do have an economic and cultural impact.
3. A major emphasis of our colleges is degree completion.
4. Similarities to and differences from public universities.
5. Financial aid is much more important to our students and our colleges than it is for public universities and, particularly, two-year public institutions.
6. Our enrollments have grown in recent years.
7. Interaction with state government.

## II. State-by-State Report Cards

1. Kansas does well. One of only three states (New Jersey and Wisconsin are others) with no grade less than "B". Connecticut, Illinois, Massachusetts, and Maryland also ranked high.

### 2. Comments:

#### Financial Aid

Because of low tuitions, Kansas provides excellent access to its two-year public colleges. However, it is apparent that the state should increase funding for the Comprehensive Grant so that low-income students can more readily attend its public universities and independent colleges.

#### Completion

Kansas received a grade of "B" on completion because of the excellent degree completion records of its independent colleges, which ranked second in the nation for all state independent colleges in a study published by Sallie Mae. The Kansas public four-year university grade was "C+".

#### High-Level Literacy

Kansas did not rank well in high-level literacy tests. To improve, the state should consider a greater emphasis on the liberal arts in its undergraduate programs as well as strengthening its graduate programs.

## III. Productivity, Affordability, Educational Attainment

## IV. Independent Colleges and Universities

1. Diverse, Affordable, Personal, Involved, Flexible, Successful

## V. Concluding Themes

1. Importance to state
2. Emphasis on degree-completion
3. Crucial role of financial aid
4. Independence

House Higher Education  
2-05-01  
Attachment 1

**Federal Student Aid Programs**
**2000-01**
**Kansas**

	Number of Awards	Dollar Amount
<b>Pell Grants:*</b>	39,363	\$66,973,759
<b>Campus-Based Programs:*</b>		
FSEOG	6,650	\$4,886,455
FWS	6,416	\$7,883,533
	<b>Number of Awards</b>	<b>New Federal Capital</b>
<b>Perkins Loans</b>	13,433	\$1,348,101
		<b>Total Authorization</b>
		\$20,147,405

**Federal Loan Programs:\*\*\***

	Number of Loans	Total Loan Volume
<b>FFEL:</b>		
Subsidized	41,816	\$139,695,339
Unsubsidized	27,587	\$100,529,017
PLUS	2,516	\$12,527,039
<b>Direct Loans:***</b>		
Subsidized	21,706	\$72,044,018
Unsubsidized	14,559	\$46,697,932
PLUS	1,786	\$10,126,850

**Notes:**

\* Data for Pell Grants are based on expenditures reported as of December 2000 for academic year 1999-2000.

\*\* Data for FSEOG, FWS and Perkins Loans are for academic year 2000-01 and reported as of April 1999 by the U.S. Department of Education. Totals are based on allocations and may differ from actual disbursements.

\*\*\* Data for FFEL and Direct Loans are preliminary for academic year 1999-2000. For institutions with branch campuses, information may be included with the main campus, central office or under the name of the individual campus.

**Sources:**

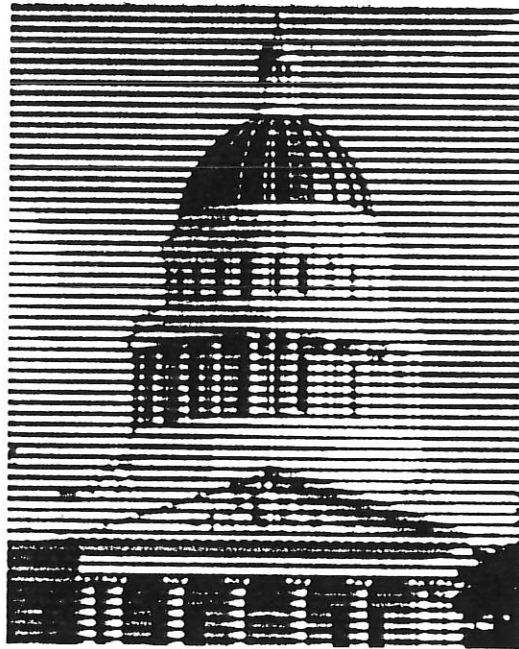
Data were obtained from the Office of Student Financial Assistance, U.S. Department of Education. Analysis by the National Association of Independent Colleges and Universities.

1/26/01

**MEASURING UP**

**2000**

**THE STATE-BY-STATE REPORT CARD  
FOR HIGHER EDUCATION**



**THE NATIONAL CENTER FOR  
PUBLIC POLICY AND  
HIGHER EDUCATION**





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## Measuring Up 2000: The State-by-State Report Card for Higher Education

## STATES AT A GLANCE

## Kansas

**PREPARATION.** A very large proportion of young adults in Kansas earn a high school diploma or a General Education Development (GED) diploma by age 24. The state's 8th graders perform well on national assessments in reading, indicating that they are prepared for challenging high school courses. And very good proportions of state's juniors and seniors perform well on college entrance exams.

REPORT CARD	
Preparation	B
Participation	A
Affordability	B
Completion	B
Benefits	B
Learning	I

**PARTICIPATION.** A large percentage of students in Kansas go on to college immediately after high school. A very good proportion of young adults (ages 18 to 24) are enrolled in postsecondary education or training. And Kansas is a top performer in the percentage of working-age adults (ages 25 to 44) who are enrolled in college-level education or training.

**AFFORDABILITY.** Kansas is a top performer on the share of family income required, after financial aid, to attend its public two-year colleges. And the state compares very well to top-performing states on the same measure for public four-year colleges and universities. Public two- and four-year colleges enroll 9 out of 10 students in the state. On the other hand, Kansas invests very little in financial aid for low-income students and families, compared to the best-performing states.

**COMPLETION.** A large proportion of freshmen at Kansas' two- and four-year colleges return for their second year. A very large proportion of students complete certificates and degrees relative to the number enrolled. But a fairly small percentage of first-time, full-time college students receive a bachelor's degree within five years of enrolling.

**BENEFITS.** A large proportion of Kansas residents have a bachelor's degree and this considerably strengthens the state economy. Kansas residents contribute substantially to the public good, as measured by voting and charitable contributions. However, a fairly small proportion of the state's adults perform well on national assessments of high-level literacy.

**LEARNING.** Like other states, Kansas lacks information on the educational performance of college students that would permit systematic state or national comparisons.

[View State Profile](#)

# Grading the States

Following are the five categories in which the National Center for Public Policy and Higher Education awarded letter grades to the states, and explanations of how the center arrived at its grades.

**Preparation:** Measured by the percentage of 18-to-24-year-olds with a high-school credential; percentage of high-school students who have taken upper-level math and science courses; percentage of eighth-grade students who have taken algebra and scored at or above "proficient" on national assessment examinations in math, reading, and writing; percentage of low-income eighth-grade students who scored at or above "proficient" on national assessment examinations in math; number of scores in the top 20 percent on the SAT or ACT per 1,000 high-school graduates; and number of scores that are 3 or higher on Advanced Placement subject tests per 1,000 high-school juniors and seniors.

**Participation:** Measured by percentage of high-school freshmen who enroll in college in any state within four years; percentage of 18-to-24-year-olds enrolled in college in the state; and percentage of 25-to-44-year-olds enrolled part time in some type of postsecondary education.

**Affordability:** Measured by the percentage of a family's income needed to pay for college expenses minus financial aid at both two- and four-year colleges; percentage of state grants awarded to low-income families compared with federal Pell grants given to low-income families in the state; share of income that poorest families need to pay for tuition at lowest-priced colleges in the state; and average loan amount that students borrow each year.

**Completion:** Measured by the percentage of first-year students who return for their second year; percentage of first-time, full-time students completing a bachelor's degree within five years; and the number of certificates, degrees, and diplomas awarded at all colleges per 100 undergraduate students.

**Benefits:** Measured by the percentage of 25-to-65-year-olds with a bachelor's degree or higher; percentage difference in total personal income between those with a bachelor's degree and those without a bachelor's degree; percentage of eligible residents voting in the 1996 and 1998 national elections; percentage of residents who declare charitable gifts among those who itemize their federal income taxes; and percentage of adults demonstrating high literacy skills.

## REPORT CARD

State	Preparation	Participation	Affordability	Completion	Benefits
Alabama	F	C+	D	B	C
Alaska	A-	D+	C	F	C
Arizona	D+	C	C-	C-	B
Arkansas	D	D-	C+	D+	B-
California	C-	B+	A	C	D-
Colorado	B	B-	B-	C	B+
Connecticut	A	B+	C	B+	A
Delaware	C+	A	C-	B	A
Florida	C	D+	D	B+	A
Georgia	D+	F	D+	B-	C
Hawaii	C	B	C-	C	C+
Idaho	D+	D	B-	C	C+
Illinois	A	A	A	C+	B-
Indiana	C	C	C	B	C
Iowa	B-	B	B	A-	C+
Kansas	B	A	B	B	B
Kentucky	C	D	B	C	D
Louisiana	F	F	C	C	D+
Maine	B+	C+	F	B+	C
Maryland	B+	A	D	B-	A
Massachusetts	A	A-	D	A-	A-
Michigan	B	B+	C	A-	B
Minnesota	C+	B-	A	B+	A
Mississippi	D	D-	C	C+	C
Missouri	C+	C	D+	B-	C
Montana	B	D+	D-	C	B
Nebraska	A-	A	C+	C	B
Nevada	D+	D	B	F	C-
New Hampshire	B	C+	F	A	B-
New Jersey	A	B+	B	B	A
New Mexico	D-	B-	B	D-	C
New York	B	B	D-	A-	B
North Carolina	B	D	A	B	D+
North Dakota	B	B	A	B	C+
Ohio	C+	C	D-	B	C
Oklahoma	D+	C	B	C	C
Oregon	C-	D	C	C	B
Pennsylvania	C+	C	D-	C	C+
Rhode Island	C	C	C	A	B-
South Carolina	C-	A	F	A	A
South Dakota	C	D-	C	B	B
Tennessee	C	C	D+	B-	C-
Texas	C	D-	C	C	D+
Utah	A	C	C	D+	C
Vermont	B	C	A	D+	B-
Virginia	B	B-	C	A	B
Washington	C+	C-	B-	B-	B+
West Virginia	D+	D+	D	C	B+
Wisconsin	A-	B	B+	B	F
Wyoming	C	B-	C+	B	C

CHRONICLE GRAPHIC BY TYLER STONE

tion category, seven of the 10 measures were based on a survey of the types of courses students take in high school, or students' scores on national assessment tests. More than half the states were missing some of the data necessary to fully cal-

college. In California, some students move from the state's community colleges to four-year public institutions without graduating from the two-year colleges, as a result of agreements that facilitate transfers. Consequently, California received a C in

Keith R. Sanders, the executive director of the Illinois Board of Higher Education, said that lawmakers would celebrate the state's strong grades (two A's and an A-minus), but he noted that the state shouldn't be satisfied.



## Table Seventeen

### Graduation Productivity Ratios for Undergraduates at Four-Year and Private Colleges, by States, 1993 to 1997

States	Ratio		Percent Above/Below National Average		States	Ratio		Percent Above/Below National Average	
	Public	Private	Public	Private		Public	Private	Public	Private
WA	4.2	5.1	+29	+ 7	DE	6.1	6.5	- 3	-18
MI	4.4	6.9	+25	-25	CO	6.2	5.7	- 5	- 4
CA	4.6	4.9	+22	+11	MO	6.3	5.7	- 7	- 4
IL	4.8	5.3	+19	+ 4	MN	6.4	4.8	- 8	+13
FL	5.0	5.4	+15	+ 2	ND	6.4	5.4	- 8	+ 2
HI	5.2	8.5	+12	-55	GA	6.5	6.4	-10	-16
MD	5.2	5.5	+12	0	MA	6.5	5.4	-10	+ 2
VA	5.2	5.9	+12	- 7	NY	6.5	5.6	-10	- 2
WY	5.2	N.A.	+12	N.A.	OH	6.5	5.8	-10	- 5
AZ	5.3	7.9	+10	-44	NE	6.7	5.3	-13	+ 4
IA	5.3	5.2	+10	+ 5	NM	6.7	5.5	-13	0
OR	5.3	4.5	+10	+18	MT	6.9	7.0	-17	-27
NC	5.5	5.5	+ 7	0	TN	6.9	5.6	-17	- 2
MS	5.6	5.2	+ 5	+ 5	NV	7.2	12.5	-22	-56
RI	5.6	5.2	+ 5	+ 5	IN	7.4	5.6	-25	- 2
SC	5.6	6.0	+ 5	- 9	KY	7.4	7.4	-25	-35
KS	5.8	4.6	+ 2	+16	SD	7.4	8.0	-25	-45
AL	5.9	5.8	0	- 5	AR	7.6	6.2	-29	-13
CT	5.9	5.6	0	- 2	WV	7.7	7.6	-30	-38
NJ	5.9	6.0	0	- 9	ME	8.1	5.6	-37	- 2
TX	5.9	5.2	0	+ 5	LA	8.4	6.4	-42	-16
WI	5.9	5.7	0	- 4	ID	8.6	5.1	-46	+ 7
NH	6.0	4.9	- 2	+11	UT	8.7	4.7	-47	+15
PA	6.0	5.3	- 2	+ 4	DC	15.6	5.4	-62	+ 2
OK	6.0	5.9	- 2	- 7	AK	19.1	8.6	-69	-56
VT	6.0	5.6	- 2	- 2					

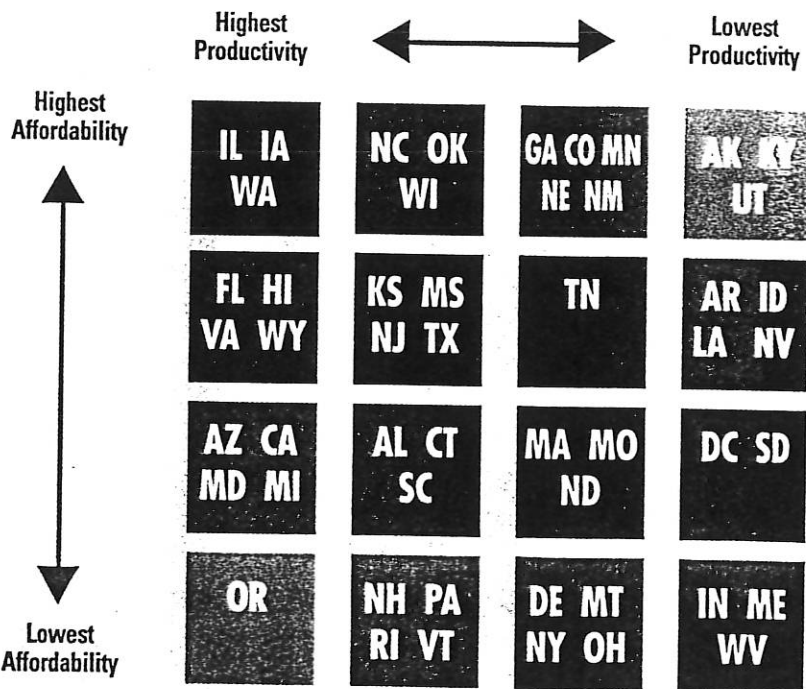
## State-by-State Differences in Affordability and Graduation Productivity

It was shown above that there were substantial differences in the extent to which students and families could afford the charges at four-year public colleges in their different states. It was also shown that colleges differed considerably among states in their “graduation productivity” ratios, which were used to represent probable differences in student attrition rates and probabilities of graduating. These differences in affordability and productivity are very likely to have continued past 1997, the most recent year under examination, and into the 21st century and current academic year. Moreover, they are likely to persist for some while — unless policy-makers intervene.

Therefore, it is important to look at these differences in tandem, because doing so leads to new ways of thinking about student financial aid policies and how federal student aid programs might affect students in different states. The states were grouped roughly into four “quartiles” on affordability and then four “quartiles” for “graduation productivity”

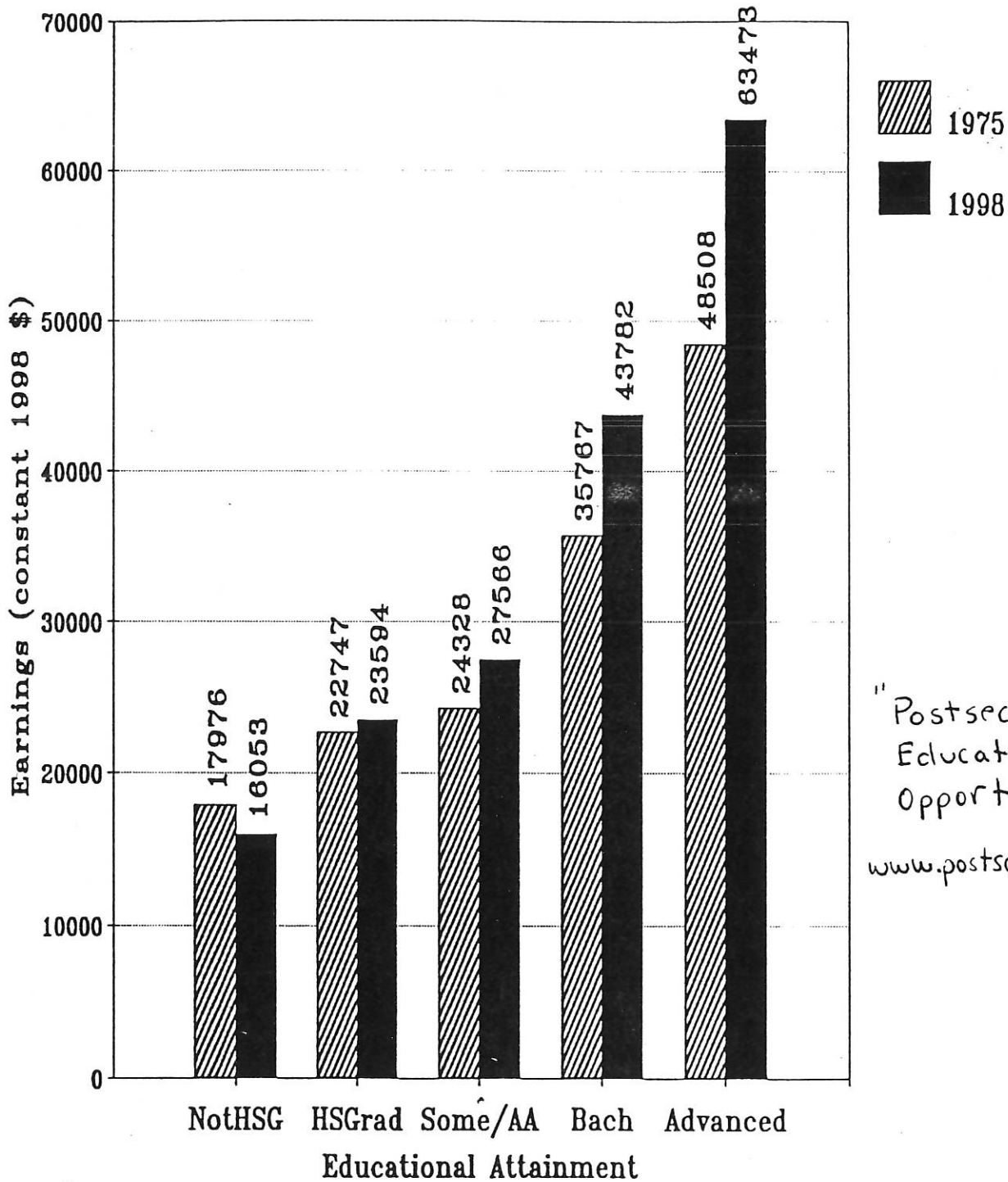
**Figure Two**

### Affordability and Graduation Productivity Rankings of Four-Year Public Colleges by States, 1997



ratios. These groupings made it possible to categorize states, *in relative terms*, as “highest affordability — highest productivity,” “second highest affordability — second highest productivity,” “third highest affordability — third highest productivity,” and so on. *The rankings are relative, not absolute.* There is no intent to imply that any given state’s levels of

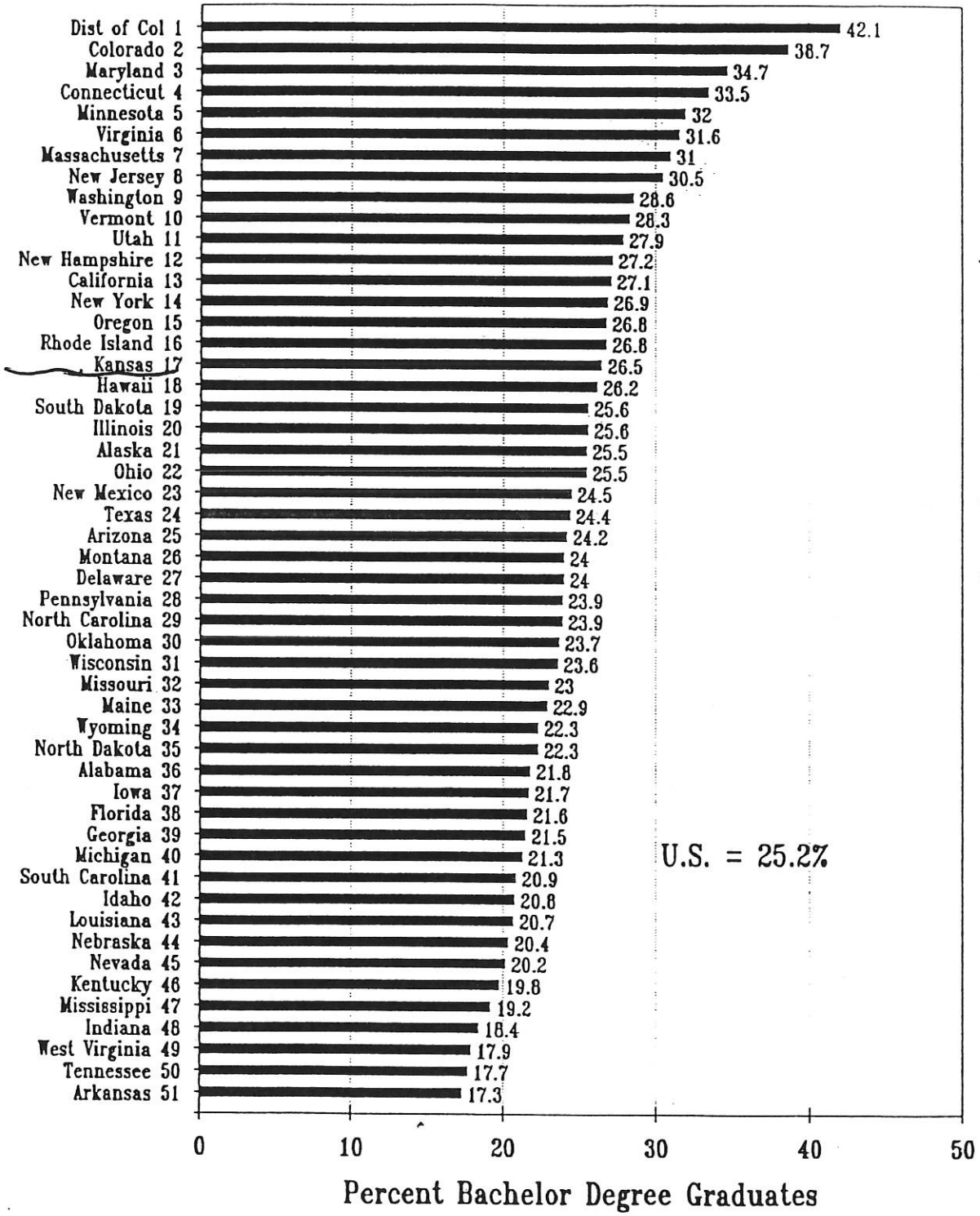
## Average Annual Earnings for Persons 18 Years and Over by Educational Attainment 1975 and 1998



"Postsecondary  
Education  
Opportunity"  
[www.postsecondary.org](http://www.postsecondary.org)



# 4-Year College Graduates by State Among Those 25 and Over 1999



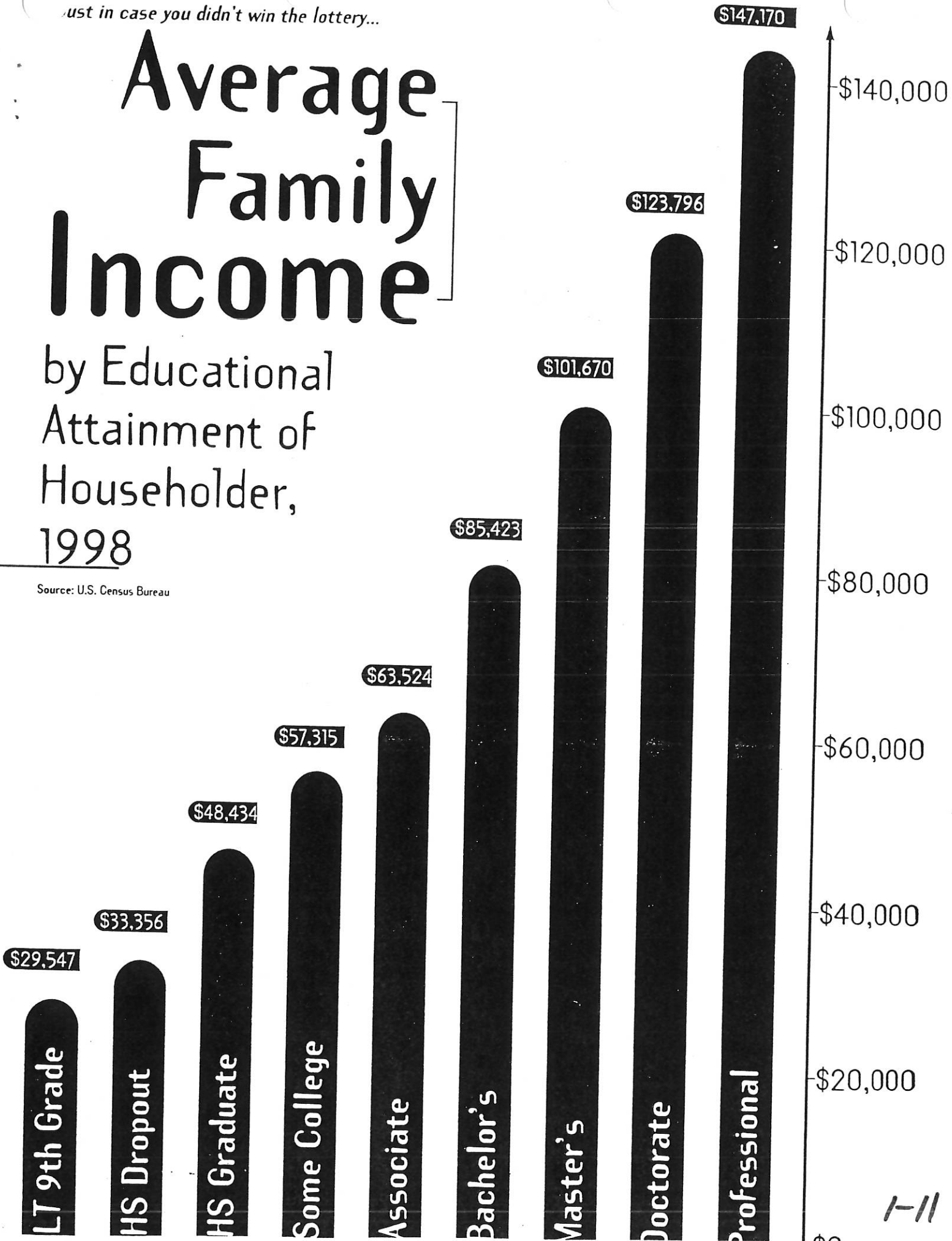
"Postsecondary Education Opportunity"  
[www.postsecondary.org](http://www.postsecondary.org)

Just in case you didn't win the lottery...

# Average Family Income

by Educational Attainment of Householder, 1998

Source: U.S. Census Bureau





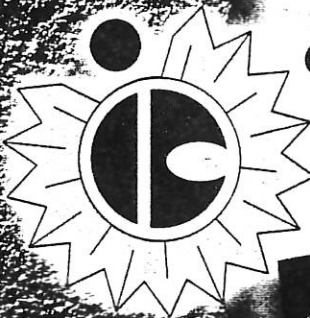
**Bill Graves, Governor of Kansas and Kansas Wesleyan University alum:**

"I am completely sold 100% on the value of the independent four year institutions of higher learning in our state. We have a great system of independent four year colleges in Kansas and the thing that these schools offer is a choice to students who are looking for that kind of an environment—the smaller college environment, the faith based educational experience. For me it was the perfect fit. It's one that I know will be a great benefit to many students in many years to come."



The Kansas  
Independent College  
Association

**KANSAS**  
**KANSAS**



**Our Kansas  
Independent Colleges  
and Universities**

BARER UNIVERSITY

BENEDICTINE COLLEGE

BETHANY COLLEGE

BETHEL COLLEGE

CENTRAL  
CHRISTIAN COLLEGE  
OF KANSAS

DONNELLY COLLEGE

FRIENDS UNIVERSITY

HESSTON COLLEGE

KANSAS WESLEYAN  
UNIVERSITY

MCPHERSON COLLEGE

MIDAMERICA  
NAZARENE UNIVERSITY

NEWMAN UNIVERSITY

OTTAWA UNIVERSITY

SAINT MARY COLLEGE

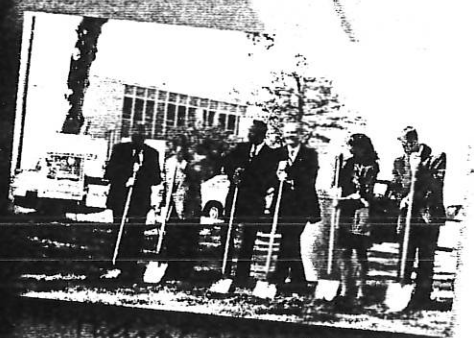
SOUTHWESTERN  
COLLEGE

STERLING COLLEGE

TABOR COLLEGE



*Educating Students*



*Building Economies*



*Fostering Citizens*



*Serving Communities*



# Kansas' Independent Colleges And Universities

## 1999-2000 Fact Card

**BAKER UNIVERSITY**  
785-594-6721  
www.bakeru.edu

P.O. Box 65  
Baldwin City KS 66006  
Founded: 1858

Fall 1998 Total Headcount Enrollment: 2405

**BENEDICTINE COLLEGE**  
785-227-3311  
www.benedictine.edu

1020 N 2nd St  
Atchison KS 66002  
Founded: 1858

Fall 1998 Total Headcount Enrollment: 1284

**BETHANY COLLEGE**  
785-227-3311  
www.bethanylb.edu

421 N First St  
Lindsborg KS 67456  
Founded: 1881

Fall 1998 Total Headcount Enrollment: 594

**BETHEL COLLEGE**  
316-283-2500  
www.bethelks.edu

300 E 27th St  
North Newton KS 67117  
Founded: 1887

Fall 1998 Total Headcount Enrollment: 518

**CENTRAL CHRISTIAN COLLEGE  
OF KANSAS**  
316-241-0723  
www.centralchristian.edu

1200 S Main P.O. Box 1403  
McPherson KS 67460  
Founded: 1884

Fall 1998 Total Headcount Enrollment: 246

**DONNELLY COLLEGE**  
913-621-6070  
www.donnelly.cc.ks.us

608 N 18th St  
Kansas City KS 66102  
Founded: 1949

Fall 1998 Total Headcount Enrollment: 381

**FRIENDS UNIVERSITY**  
316-295-5000  
www.friends.edu

2100 W University St  
Wichita KS 67213  
Founded: 1898

Fall 1998 Total Headcount Enrollment: 3027

**HESSTON COLLEGE**  
316-327-4221  
www.hesston.edu

P.O. Box 3000  
Hesston KS 67062  
Founded: 1909

Fall 1998 Total Headcount Enrollment: 409

**KANSAS WESLEYAN UNIVERSITY** 100 E Claflin Ave  
785-827-5541 Salina KS 67401  
www.kwu.edu Founded: 1886

Fall 1998 Total Headcount Enrollment: 735

**MCPHERSON COLLEGE**  
316-241-0731  
www.mcpherson.edu

1600 E Euclid P.O. Box 1402  
McPherson KS 67460  
Founded: 1887

Fall 1998 Total Headcount Enrollment: 502

**MIDAMERICA NAZARENE  
UNIVERSITY**  
913-782-3750  
www.mnu.edu

2030 E College Way  
Olathe KS 66062  
Founded: 1966

Fall 1998 Total Headcount Enrollment: 1428

**NEWMAN UNIVERSITY**  
316-942-4291  
www.newmanu.edu

3100 McCormick Ave  
Wichita KS 67213  
Founded: 1933

Fall 1998 Total Headcount Enrollment: 1903

**OTTAWA UNIVERSITY**  
785-242-5200  
www.ottawa.edu

1001 S Cedar  
Ottawa KS 66067  
Founded: 1856

Fall 1998 Total Headcount Enrollment: 4235\*

**SAINT MARY COLLEGE**  
913-682-5151  
www.smcks.edu

4100 S 4th St  
Leavenworth KS 66048  
Founded: 1923

Fall 1998 Total Headcount Enrollment: 538

**SOUTHWESTERN COLLEGE**  
316-221-4150  
www.sckans.edu

100 College St  
Winfield KS 67156  
Founded: 1885

Fall 1998 Total Headcount Enrollment: 983

**STERLING COLLEGE**  
316-278-2173  
www.sterling.edu

P.O. Box 98  
Sterling KS 67579  
Founded: 1887

Fall 1998 Total Headcount Enrollment: 474

**TABOR COLLEGE**  
316-947-3121  
www.tabor.edu

400 S Jefferson  
Hillsboro KS 67063  
Founded: 1908

Fall 1998 Total Headcount Enrollment: 512

*Manhattan Christian College 315  
Accredited in Jan. 2000*

## Economic

In 1998, the Independent Colleges of Kansas . . .

- expended over \$200,000,000
- educated over 4,500 out-of-state students who brought in an estimated \$1,125,000 into the state
- directly employed over 3,200 individuals
- had endowments totaling over \$225,000,000
- awarded 3,300 Baccalaureate degrees, 500 Associate degrees, and 1,025 Masters degrees
- had a total economic impact of over \$1 billion
- had physical plants valued at over \$625 million

Every College has a concert or lecture series, and many have museums. These add to the economic impact in their communities.

In 1998, the Kansas Independent Colleges had a total economic impact of over \$1 billion.

## Cultural

The following is a small sample of **cultural** and social benefits provided by our colleges:

- Bethany College: The Messiah Festival, held during each Holy Week
- Baker University: The Maple Leaf Festival
- Newman University: The Renaissance Faire
- Saint Mary College: The Lincoln Collection
- Southwestern College: Horsefeathers and Applesauce Summer Dinner Theatre
- Kansas Wesleyan University: Salina Fall Fest
- MNU: Cultural Events Series
- Sterling College: Prairie Art Show
- Friends University: Symphony of Spring
- Bethel College: Fall Festival
- Donnelly College: International Fair sponsored by ESL students
- Benedictine College: Discover the Renaissance, Illuminated Manuscript Exhibit and Sale. April, 2000
- Central Christian College: Ichthus Midwest Fall 2000 music festival
- Ottawa University: Christmas Vespers and Beyond the Classroom Learning Lecture Series
- Hesston College: Dyck Arboretum
- McPherson College: The antique auto restoration program hosts an average of 250 visitors annually
- Tabor College: Handel's "Messiah" Community Christmas Concert

## Educational

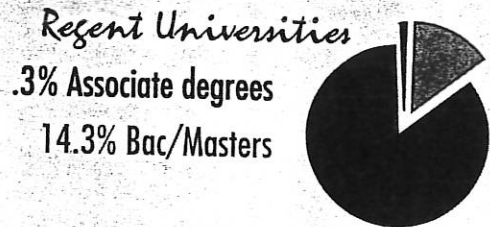
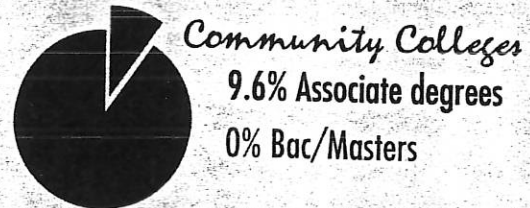
The educational value of a college is measured by its graduates. Federal studies indicate that Baccalaureate recipients earn on the average \$12,000 per year more than high school graduates.

With 13% of the total higher education enrollment in Kansas, our independent colleges award 17% of all Master's degrees, 22% of all Baccalaureate degrees, and 7% of all Associate degrees.

We award 27% of all Education Baccalaureate degrees; we award 20% of all mathematics degrees; we award 20% of all biological and physical sciences degrees; we award 26% of all health professions degrees; and we award 41% of all business management degrees.

**Our colleges graduate a higher percentage of students.**

### % of Headcount Graduating



Sources: Kansas Board of Regents  
Kansas Legislative Research Department

# Our Tradition

The independent colleges of Kansas share two major traditions that have helped shape intellectual, philosophical, and spiritual growth: the liberal arts emphasis on inquiry and a value-based Christian theology.

## —The Liberal Arts Emphasis

The Kansas independent colleges continue the liberal arts tradition that dates back to the 18th century in this country. This tradition is based on the concept of the well-rounded, cultural product of an educational system geared to reasoning. It is openly avocational, assuming that individuals who are broadly educated and trained in the process of learning can obtain vocational skills as required in the working world. The liberal arts method of inquiry emphasizes open-mindedness and rationality. In this way, the colleges focus on educating the whole person to become part of a caring community of learning.

## —Christian Theology

Founded by different Christian denominations, faiths, or orders and placed in different localities with varied cultures and needs, each college serves a unique constituency. The tension between believing and questioning is a fundamental aspect of this education.

While operating within its great dual traditions, each college has adopted a different approach. Some have remained focused in their original mission as small residential colleges; some have expanded to serve adult learners or minority populations; and others have focused on career education. Regardless, the basic roots of the dual traditions remain to characterize these institutions.

# Our History

The first colleges founded in Kansas were independent colleges. Some, such as Baker, pre-date statehood. Many of these colleges have closed; and some, such as Bluemont, Highland, Fairmont, and Washburn have become public institutions. The story of all these colleges reflects adversity, dedication, perseverance, survival, and belief. Each of the seventeen colleges still serving the citizens of Kansas has faced severe crises that in many cases threatened its very existence. In fact, some are encountering crises today. A small independent college is a fragile institution with a shaky past, an uncertain future, and a caring constituency of friends, alumni, and benefactors who provide the stability that allows the college to continue.

Communities that house an independent college are much enriched by their presence. For example, Atchison, Baldwin, Hillsboro, Sterling, and Winfield would be much different communities without their colleges; moreover, larger communities such as Leavenworth, Olathe, Salina, and Wichita would also be different and palpably lessened without their independent colleges. Culturally, economically, intellectually, morally, and socially, independent colleges add to the value of life.

In Kansas, public policy has always been dominated by a *laissez faire* mentality in dealing with our independent colleges. The state has not interfered in our programming, degree offerings, accreditation, site selection, and other basic academic and economic concerns of doing our educational business. However, the state has realized that many Kansans want to attend an independent college and could benefit from such an education. Therefore, the state enacted the Tuition Grant program in 1974 to aid needy Kansans who wanted to attend a Kansas independent college. This program has been merged into the Comprehensive Grant and now provides close to \$7 million to needy Kansans attending our independent colleges. Leaving the colleges alone to pursue their educational missions, while providing aid to needy Kansans to attend the colleges is an excellent policy legacy that has both toughened and tested our independent colleges.

## Differences

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Our seventeen Kansas independent colleges and universities are both SIMILAR TO but DIFFERENT FROM public colleges and universities.

### REVENUES

College tuitions comprise the vast majority of our revenues; whereas, governmental revenues are far and away the largest public college or university revenue source.

### COST V. PRICE

A college education costs roughly the same regardless of the institution attended. What differs considerably is the price because of the governmental subsidies involved. How much a public college or university education costs should be a major concern of public policy makers; how much the consumer student actually pays at public and independent colleges or universities also should be a major concern of public policy makers. But it is a separate issue and should be studied and evaluated separately.

### TUITION IS NEITHER COST NOR PRICE

Because of state governmental subsidies, tuitions are far below cost at public colleges and universities. Private gifts also cause tuitions to be somewhat less than the cost at independent colleges. Because of student aid (both merit and need-based), few students (around 5%) pay full tuitions at independent colleges. At public universities more students pay as their price the full list tuition and a lower percentage receive need-based aid.

### NEED-BASED V. MERIT AID

All Kansas colleges provide merit aid. Public universities tend to award a large number of merit grants. These often allow students with considerable resources to pay little, if anything. Independent colleges use discretionary institutional, private, and endowment funds on a need-based basis far more than do public colleges and universities.

### DEGREE-BASED EDUCATION

Because of price consciousness, independent colleges focus on providing accredited degrees to students. As a result, we graduate more students within four years; offer more credit for work or other experiences; and tend to more often adjust programs to individual student needs.

### VALUES-BASED EDUCATION

All Kansas independent colleges were founded by a religious community. This history still affects how students are taught because it remains a basic component of each institution's mission.

### LIBERAL ARTS EDUCATION

All Kansas independent colleges are part of the liberal arts tradition with a teaching faculty and generally less emphasis on career education. A recent study showed that a higher percentage of Kansas independent college Baccalaureate recipients earned Doctorates than those from Kansas' public universities.

## Similarities

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### ARE FULLY ACCREDITED

The Kansas independent colleges, including their satellite campuses, are fully accredited by North Central.

### CONFER DEGREES

Our independent colleges confer 17% of the degrees earned in Kansas. This percentage is similar to the percentage conferred by Kansas State University.

### SERVE A DIVERSE STUDENT BODY

Our independent colleges serve an economically and racially diverse student body. One of our members (Donnelly) has the largest percentage of minority students in the state. Our colleges also award a higher percentage of Baccalaureate degrees to working adults than do the public universities.

### PROVIDE CULTURAL AND SOCIAL BENEFITS TO COMMUNITIES

Our independent colleges hold concerts, house museums, sponsor lectures, participate in intercollegiate athletics, and all in all add to the quality of life.

### PROGRAM CHOICES

Our independent colleges offer over 100 diverse degree programs such as cyotechnology and youth and pastoral ministry. The auto restoration program at McPherson College is the only one of its kind in the United States. All of our four-year colleges offer degrees in elementary and secondary teacher education.

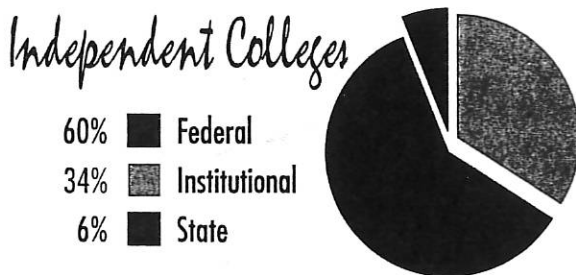
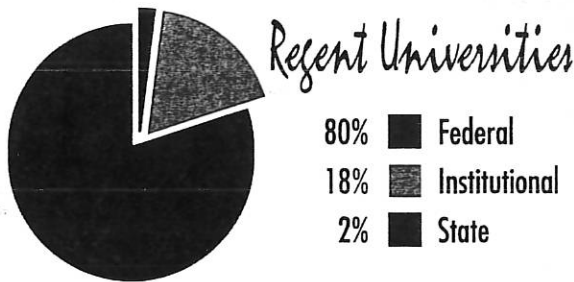


# Financial Aid

Financial aid is crucial to the very existence of our independent colleges. Without federal, state, and institutional grants, independent colleges would not be affordable for the middle class, let alone students from lower-income families. The chart below shows how grant aid differs considerably between Kansas Regent universities and the independent colleges. These charts are for undergraduates only.

## Sources of Financial Aid 1997-1998

	Regents	Independents
Federal Aid	\$165,724,578	\$61,468,910
State Aid	\$4,494,413	\$5,886,325
Institutional Aid	\$36,986,203	\$35,254,704

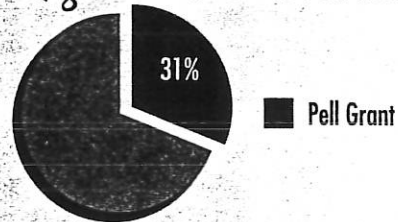


Sources: Kansas Board of Regents  
Kansas Legislative Research Department

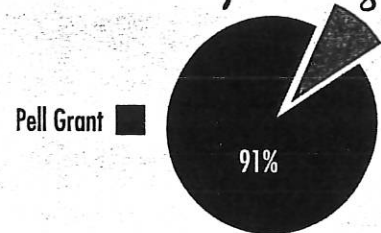
The major federal grant is the Pell Grant. It offers grants up to a maximum of \$3,200 to low-income students. The grants are determined by the financial resources of the student and his or her family, not by the amount of tuition. The percentage of the student body that receives Pell Grants is a good indicator of the number of low-income students at an institution. Also, at public universities and especially, two-year public colleges, Pell Grants can more than cover all education costs of low-income students. The following chart shows Pell Grant distributions by sector in Kansas.

## Estimated Full-Time Undergraduate Tuition Paid by Pell Grants

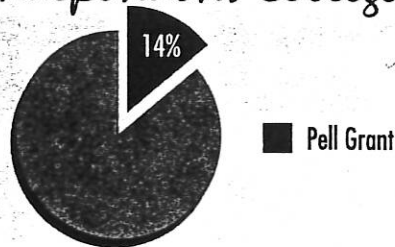
### Regent Universities



### Community Colleges



### Independent Colleges



Sources: Kansas Board of Regents  
Kansas Legislative Research Department  
(1996 Data) \*\*

# Financial Aid

The largest source of student aid at both independent colleges and public universities is federal guaranteed loan programs. These programs are guaranteed by the federal government which also pays the in-school subsidy for needy students and underwrites the interest rate for all loans.

The distribution of loans for undergraduate students at Regent and independent colleges in 1997 and 1998:

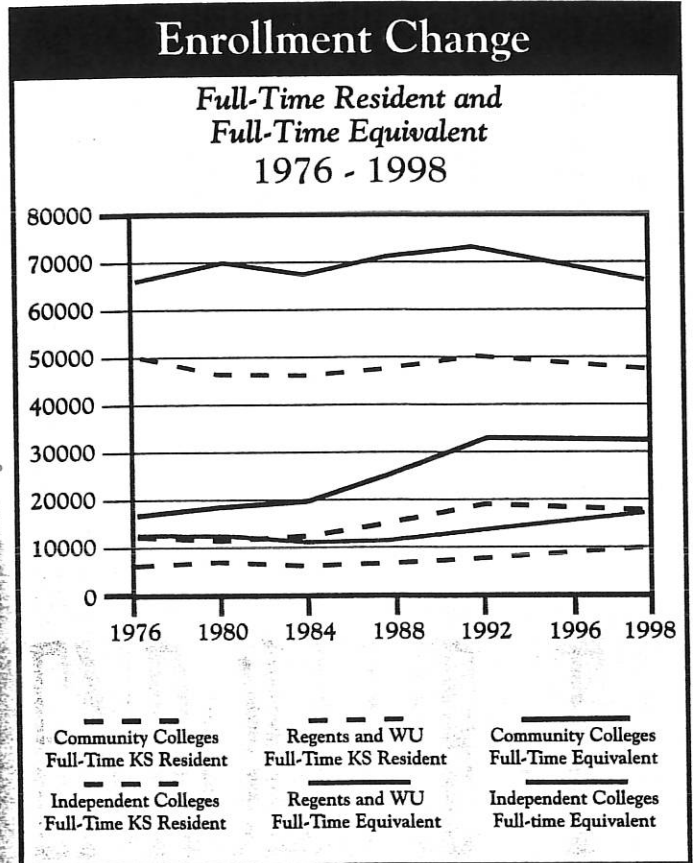
	<b>Regents</b>	<b>Independents</b>
<b>Total Grant Aid</b>	\$26,986,203	\$9,341,284
<b>Total per FTE</b>	\$424	\$590
<hr/>		
<b>Total Fed Loan</b>	\$134,387,492	\$51,946,130
<b>Avg. Loan per FTE</b>	\$4,718	\$5,455
	\$2,114	\$3,281
<hr/>		
<b>TOTAL FTE</b>	\$63,564	\$15,831

Source: Kansas Board of Regents

## Conclusions:

1. Student aid is crucial for independent colleges.
2. Independent colleges enroll a high percentage of low-income (Pell Grant eligible) students.
3. Federal grant aid covers a high percentage of community college tuitions.
4. Independent college students are more likely to borrow to meet tuition.
5. Even with aid, most independent college students and their families must make a financial sacrifice.

# Enrollment



Source: Kansas Higher Education Enrollment Reports, 1976-1998  
Kansas Legislative Research Department

## Enrollment Chart Conclusions

1. Regent full-time resident enrollments have changed little.
  2. Community college enrollments have grown consistently.
  3. Independent college enrollments have varied considerably.
- The recent trend has been up.

# Our Interaction with State Government

The independent colleges interact with state government in the following areas:

## STUDENT AID

Kansas will provide our needy students over \$7 million in student aid this school year. The vast majority of these funds (\$6.5 million), is part of the Comprehensive Grant program proposed by Governor Graves and enacted in 1998. The program combined the Kansas Tuition Grant for our students, the Supplemental Grant for Regent students, and the Washburn Grant into one program for ease of administration and greater visibility. It is our desire that this program will grow considerably as Kansas policy makers become aware that need-based student aid is the most efficient and targeted manner to spend higher education dollars.

## TAX EXEMPTION

Our independent colleges have a Kansas Constitutional exemption from property taxes on our property used exclusively for educational purposes. We also have statutory property tax exemptions for student unions, dormitories, and presidential houses as well as all the sales and compensating use tax exemptions that the public colleges and universities have. Without these beneficial provisions, our ability to invest in the future of Kansas would be restrained.

## DEGREE APPROVAL

Kansas provides our colleges broad statutory approval to offer degrees. Unlike in other states, we do not have to go through a cumbersome bureaucratic process to receive such authority. Of course, we offer no new degree programs without first receiving accreditation approval from North Central.

## EDUCATION PROGRAMS

As is the case with the public universities, our colleges are required to have their education programs approved by the State Board of Education. We award over one-fourth of the baccalaureate education degrees granted in Kansas.

## DATA COLLECTION

We participate in all state and federal data collection activities as do the public colleges and universities. We believe that a comprehensive, coordinated and consistent data collection effort centered in the Board of Regents will aid state policy makers in evaluating programs and policies.

# College and University Presidents

Dr. Daniel Lambert	Baker University
Dr. Daniel Carey	Benedictine College
Rev. Christopher Thomforde	Bethany College
Dr. Douglas Penner	Bethel College
Dr. Donald Mason	Central Christian College of Kansas
Dr. Kenneth Gibson	Donnelly College
Dr. Biff Green	Friends University
Rev. Loren Swartzendruber	Hesston College
Dr. Marshall Stanton	Kansas Wesleyan University
Dr. Gary Dill	McPherson College
Dr. Richard Spindle	MidAmerica Nazarene University
Sister Tarcisia Roths	Newman University
Dr. Harold Germer	Ottawa University
Rev. Richard Mucowski	Saint Mary College
Dr. Richard Merriman	Southwestern College
Dr. Edward Johnson	Sterling College
Larry Nikkel	Tabor College

## THE KANSAS INDEPENDENT COLLEGE ASSOCIATION AND THE KANSAS INDEPENDENT COLLEGE FUND

700 S Kansas Ave #511 - #515  
Topeka KS 66603

KICA Phone: 785-235-9877 KICF Phone: 785-235-9088

Fax: 785-235-1437 [www.kscolleges.com](http://www.kscolleges.com)

Executive Director: Robert Kelly

Assistant Director: William Reid

KICF Assistant: Darlene Broadbent  
Communications Director: Mark Millikan

## ON THE COVER

**Cover, top:** Congratulations! Bethel College graduates celebrate their commencement at the Bethel campus in North Newton.

**Cover, second from top:** History was made at Ottawa University in April, 1999 as (from left) Dr. Hal Germer, Ottawa University president; Ernie Straub, contractor; Dr. Marvin Wilson, facilities committee chairman; Dr. Bob Duffett, Ottawa provost; and students Kelley Bethel and Josh Robinson broke ground for the construction of a new residence hall.

**Cover, third from top:** Friends University's Singing Quakers perform "Sing Unto God" at Friends' 100 Year Anniversary celebration in September, 1998.

**Back cover:** Kansas Governor Bill Graves, the Honorary Co-Chair of Kansas Wesleyan University's Launching the Next Century campaign, delivers the news that KWU is nearing the completion of the fund-raising efforts for campus renovations and improvements. KWU president Dr. Marshall Stanton listens to Gov. Graves' remarks.

**Cover, bottom:** Team McPherson members visit with spectators along the History Channel Great Race route. The team's car, a 1917 Peerless, was driven by former Indy car racer John Hollansworth, who is a member of McPherson College's national advisory board for the auto restoration program.

\* Ottawa's on campus enrollment is 473.

\*\* Some part-time students receive Pell Grants

Mark Millikan/Editor William Reid/charts and data  
Graphic Arts of Topeka/Layout and Design

## Qualified Admissions for the GED

The American Council on Education (ACE) recommends that adults who earn the GED be considered high school graduates for the purpose of admission. However, ACE also recommends that the GED Tests should NOT constitute the sole basis for admission to a college or university.

GED standard scores are based on representative samples of US graduating seniors tested in the spring of their senior year. Because the standard scores and percentile ranks relate the GED candidate's skills to the population of US graduating seniors, the percentile rank associated with a GED candidate's average score can loosely be interpreted as his/her rank in the "national" graduating class of high school seniors.

Based on the 1996 norm study

National Class rank	Total score of 5 GED Tests	GED Average standard score
Top 15%	301	60
Top 30%	275	55
Top 50%	250	50
Top 70%	226	45

If we use these rankings in determining qualified admission for the GED graduate, an average standard score of 55 with a total of 275 reaches the top 30%.

Revised language for House Bill 2018

(2) Admission to all state educational institutions shall be granted to each Kansas resident under 21 years of age who has earned the Kansas State High School Diploma (general educational development, GED) and has achieved at least one of the following:

- (A) The applicant has a composite American college testing program (ACT) score of not less than 21 points or a SA T - I recentered score of not less than 990 points; or
- (B) the applicant has an average standard GED score of 55 or a total GED score of 275.

(8) Admission to all state educational institutions shall be granted to each non-resident who has earned the general educational development (GED) Diploma and has achieved at least one of the following:

- (A) The applicant has a composite American college testing program (ACT) score of not less than 21 points or a SA T - I recentered score of not less than 990 points; or
- (B) The applicant has an average standard GED score of 55 or a total GED score of 275.