

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:40 p.m. on February 14, 2006, in Room 123-S of the Capitol.

Committee members absent:

Committee staff present: Kathie Sparks, Kansas Legislative Research Department
Theresa Kiernan, Revisor of Statutes
Shirley Higgins, Committee Secretary

Conferees appearing before the committee: Senator David Wysong
Reginald L. Robinson, President and CEO, Kansas Board of Regents
Senator Ruth Teichman

SB 440—Qualifications for admission to state educational institutions

Senator David Wysong testified in support of **SB 440**. He explained that the bill provided that a Kansas resident, who graduated from an out-of-state accredited high school and qualified under one of the three criteria for entrance, would meet the Kansas Regents university admission standard. (Attachment 1)

Reginald Robinson, President and CEO, Kansas Board of Regents, testified in support of **SB 440**, noting that that the bill would require the state universities to subject Kansas residents who graduate from out-of-state high schools to the “qualified admissions” standards adopted in 1996. He noted that the Board of Regents could achieve this goal through regulations; however, he had no objection to a proposal that sought to achieve the goal statutorily. (Attachment 2)

There being no others wishing to testify, the hearing on **SB 440** was closed.

SB 305—Kansas Comprehensive Grant Program; students attending institutions accredited by American Association of Bible Colleges, eligibility of

Senator Ruth Teichman testified in support of **SB 305**, which was introduced late in the 2005 legislative session. She explained that, for the past two years, the Legislature has allowed Barclay College to participate in the Kansas Comprehensive Grant Program through the appropriations process with an exemption to being accredited through the North Central Association/Higher Learning Commission, and the college had been working towards the North Central accreditation. Recently, there was a change in the administration of the college and a renewed commitment to the students and the college; however, the quest for accreditation had been put on hold until the college is back on a strong financial footing. (Attachment 3)

For the Committee’s information, Senator Teichman distributed a packet of information relating to Barclay College which included the following: a biographical outline; a letter from Herb Frazier, who became Barclay’s President in July 2005; a definition of the Kansas Comprehensive Grant; a copy of the comprehensive integrated standards for the Association for Biblical Higher Education; a list of the Barclay College faculty and their credentials; and letters from four Barclay students who received funding from the Kansas Comprehensive Grant Program. (Attachment 4)

Senator Teichman responded to questions from the Committee relating to both the college and **SB 305**. Senator Vratil asked if she would consider an amendment to the bill providing for a three-year sunset so that the college’s accreditation status could once again be subject to legislative review. Senator Teichman suggested that the sunset be longer. She noted that there was a complimentary bill in the House of Representatives, and the subcommittee planned to recommend a five-year sunset.

Senator Schodorf called the Committee’s attention to written testimony in opposition to **SB 305** submitted by Doug Penner, President, Kansas Independent College Association and Fund, who urged the Committee not to revise eligibility standards as reflected in the bill. She went on to read the four points which Mr. Penner felt was important for the Committee to consider. (Attachment 5)

CONTINUATION SHEET

MINUTES OF THE Senate Education Committee at 1:40 p.m. on February 14, 2006, in Room 123-S of the Capitol.

Noting that he had submitted written testimony (Attachment 6), Mr. Robinson commented, "You cannot have an institution offer a college degree, an academic degree in Kansas, unless you have satisfied Board of Regents standards, which are in place pursuant to legislation enacted by the Kansas Legislature. So ideally, it seems to me that eligibility for participation in the Com Grant Program ought to be connected to an institution having achieved status as one of the institutions that can grant degrees in Kansas. From my perspective, the language of the Com Grant statute should say among other things that are in the legislation, rather than listing a specific kind of accreditation that an institution has to have, it ought to say that the institution ought to be one that's authorized by the Kansas Board of Regents pursuant to the appropriate statutes to grant academic degrees in the state. The problem with that approach in this context is that there are a number that have the authority to grant degrees in the state that never had to go through that process. When the legislation was enacted that gave the Kansas Board of Regents the authority, a number of institutions already operating in the state were grandfathered in. All of those institutions except one has North Central accreditation so it doesn't become sort of an issue except as it relates to Barclay. Barclay is among those institutions that was grandfathered in and excepted from the process relating to the authority of the Board of Regents to say who can grant postsecondary degrees in the state. And so it seems to me, given that set of realities and assuming that there's interest in ensuring that Barclay students are able to take advantage of the Com Grant Program, there are three specific alternatives that could be pursued. The first is legislation could be adopted that would not refer to a specific accrediting body but would look at the language of the current Com Grant statute and just put Barclay college in there. A second approach would be to delete from the statute all references to specific accrediting bodies and do what I suggested. That is to say, if you are an institution that has the authority to grant postsecondary degrees in Kansas, your students are eligible to receive Com Grant dollars. That provision, though it doesn't specifically list Barclay, would pick Barclay up because they were grandfathered in under the statute and they have the authority to issue degrees in the state. The third alternative, which I think is the least favorable, would be to add another accrediting entity to the current statute. I think, as a matter of policy, it makes sense, for an institution that has the authority to grant degrees in the state, their students ought to be eligible for Com Grant."

There being no others wishing to testify, the hearing on **SB 305** was closed.

Senator Schodorf asked if the Committee wished to take action on a previously heard bill, **SB 436** concerning personnel evaluations for community colleges and school districts.

Senator Vratil moved to amend **SB 436** as suggested by the general counsel for the Board of Regents on page 3, New Section 5, lines 32 and 33, by striking the words "as filed with the state board in accordance with section 4, and amendments thereto;" on page 3, line 42, by striking the phrase "the state board of regents;" and on page 4 by striking all of New Section 7 (lines 3 through 5).

Senator Schodorf explained that the amendments would delete any reference to the State Board of Regents. Senator Vratil commented, "Since **SB 345**, the Regents have attempted to avoid involving themselves in governance issues in connection with community colleges, which I think was the intent of **345**, and I applaud the Board of Regents for doing that. We don't want to muddy the waters by slipping them back into governance matters."

Senator Teichmant seconded the motion. The motion carried.

Senator Vratil moved to recommend **SB 436** favorably for passage as amended, seconded by Senator Goodwin. The motion carried.

The meeting was adjourned at 2:20 p.m.

The next meeting is scheduled for February 15, 2006.

**SENATE EDUCATION COMMITTEE
GUEST LIST**

DATE: Feb. 14, 2006

NAME	REPRESENTING
Reggie Robin	Board of Regents
Scott Frank	LPA
RUSSELL MILLS	GACHES BRADEN
Mary Kirkbride	KNEA
Dave Kuhlert	KNEA
Shelley Storz	USD 267
Ann Cotter	USD # 267
Holly Janna	USD # 267 Renwick
Jennifer Lynn	Pinegar, Smith, and Associates
Ali Bannwin	Sen. Derek Schmidt
Beth Jones	Huffes Boat Relations
Val DeFau	SQE
MARK DEBETTI	KNEA
Bill Brady	SFFF
Mark Tallman	KASB



TOPEKA

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DEVELOPMENT
KANSAS CHILDREN'S CABINET
AND TRUST FUND

**Testimony in Support of Senate Bill 440
Presented to the Education Committee
by Senator David Wysong**

February 14, 2006

Madam Chairwoman, members of the committee, thank you for the opportunity to testify today.

We have a black hole in our Regents' university admission requirements.

Admission requirements are addressed when a student comes from a Kansas high school, as well as for nonresident students applying to a Kansas university.

But there is a glitch when we talk about a Kansas resident who graduates from an out-of-state high school and applies to a Kansas university. Currently that Kansas resident does not fall under the admissions requirements for in-state, but rather for out-of-state.

Senate Bill 440 addresses this issue. It allows a Kansas resident who graduates from an out-of-state accredited high school and qualifies under one of the three criteria for entrance (upper 1/3 in class, 21 or better on ACT or 980 on SAT, or a 2.0 on a 4.0 in a Kansas Board of Regents curriculum) to meet the Kansas Regents University admission standard.

*Senate Education Committee
2-14-06
Attachment 1*



KANSAS BOARD OF REGENTS

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**Senate Education Committee
February 14, 2006**

Testimony Regarding SB 440

**Reginald L. Robinson, President and CEO
Kansas Board of Regents**

Good Afternoon, Madame Chairman and Members of the Committee. I am pleased to have this opportunity to speak with you briefly regarding Senate Bill 440. I am happy to offer Board of Regents support for this legislation.

As members of this committee are aware, admission to the state universities in Kansas is governed by the “qualified admissions” standards the legislature adopted in 1996. The qualified admissions provisions are currently codified at Kansas Statutes Annotated, section 76-717, and delineate the threshold standards for those seeking admission to the state universities. In general terms, the statute provides that applicants must either (1) complete a specified pre-college curriculum with a minimum grade point average of 2.0, (2) achieve a composite score of not less than 21 on the American College Testing examination (ACT), or (3) rank in the top 1/3 of their high school graduating class.

As adopted, however, the state’s qualified admissions standards apply, by the statute’s terms, only to “Kansas residents” who graduate from “accredited Kansas high schools.” Senate Bill 440 proposes to address these standards to a group currently not covered by the language of the qualified admissions statute: Kansas residents who graduate from accredited high schools outside of the state. As we understand this proposal, it would require the state universities to subject Kansas residents who graduate from out-of-state high schools to the same admissions standards as their colleagues who graduate from accredited Kansas high schools.

Our examination of the statutory language at issue suggests to us that the Board of Regents could achieve this objective through regulations. We do, however, have no objection to a proposal that seeks to achieve those ends statutorily. We are pleased to support SB 440.

*Senate Education Committee
2-14-06
Attachment 2*



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MEMBER: EDUCATION
WAYS & MEANS
NATURAL RESOURCES
ORGANIZATION, CALENDAR & RULES
JOINT COMMITTEE ON PENSIONS,
INVESTMENTS AND BENEFITS
LEGISLATIVE EDUCATIONAL PLANNING COMMITTEE

teichman@senate.state.ks.us

Thank you for allowing me to testify on SB 305.

SB 305 concerns the Kansas comprehensive grant program; relating to persons eligible for these grants.

This bill specifically addresses the way colleges are accredited and then allows these colleges, through the North Central Accreditation Association, to apply for a comprehensive grant.

For the past two years, the legislature has allowed Barclay College to participate in the comprehensive grant program. This is done through the appropriations process with an exemption to being accredited through the North central Association/ Higher Learning Commission. Barclay's accreditation is accepted through the American Association of Bible Colleges, now known as the American Association of Biblical Higher Education.

The Association of Biblical Higher Education is an agency recognized by the US government and the US Department of Education as an approved accrediting agency. The Association of Biblical Higher Education incorporates high quality standards to obtain accreditation. Students at institutions accredited by the ABHE are eligible for federal financial aid, including Pell grants. I have provided you with the first part of the standards that must be met to receive accreditation by this agency.

Barclay College is a small 4-year Bible College located in Haviland, KS half way between Pratt and Greensburg and is the only 4-year college in southwest Kansas. I have included a bio about Barclay College that gives the history of this institution and their mission. Barclay is the only college in the State of Kansas that does not have the opportunity to apply for these grants.

For the past two years, Barclay College has assured us that they are working toward the North Central accreditation. Recently, there has been a change in the administration of the college and a renewed commitment to the students and the college. I have enclosed an e-mail from the President with his thoughts about the future of the college. Mr. Frazier has again committed to me their quest for the North Central Accreditation. However, until they get the college back on a strong financial footing, they have put off this recognition for the time being.

*Senate Education Committee
2-14-06
Attachment 3*

This bill is supported by the Board of Regents and several recipients whose letters I have also included.

The Board of Regents has suggested a change in the way the bill was written that would allow participation by Barclay College or any accredited college to apply for the grant.

Granting this college the ability to permanently receive the opportunity to apply for this grant will help students meet the high costs of a college education. This is one way the legislature can help rural Kansas preserve higher education opportunities in South West Kansas.



BARCLAY COLLEGE



Barclay College was founded in 1917 at Haviland Kansas and has been a viable part of higher education in the State of Kansas ever since. It is authorized by the State of Kansas to award Associate and Bachelors degrees. The forerunner of the college was Friends Haviland Academy, which was the first high school in Kiowa County. The academy was started by Quakers, who founded the city of Haviland. They migrated here from the state of Indiana. The Academy opened its doors on October 31, 1892. Its first graduating class was in 1897. In 1917, the board started a two-year college program. In 1968 the college was expanded to a four-year institution and the academy was closed. It is the only four-year college in southwest Kansas. Barclay College is located on a seventeen-acre campus and has 6 major buildings.

The college has always maintained a strong academic program. While I was academic dean in the early 70s, I worked with Emporia State University on a joint degree program. Students could attend Barclay College for three years and Emporia State University for two years and receive their degree from both institutions with a major in the field of their choice and the other in Bible. While working with a committee at Emporia, I presented the grade point average, which our students had earned at both schools. During a meeting with the acting Dean of the Graduate School at ESU, he said, "I am amazed that your students can come here from your small college and earn the grades they do." In November the director of admissions of the graduate school at Friends University asked to visit our campus. She said that the Barclay students were some of the best students they get in their graduate program. She wanted to see the place from where they were coming and to encourage other of our graduates to apply to their program. Our on campus professors and adjunct professors are quality teachers who have doctorates and masters degrees in the areas of their expertise. Barclay College is accredited by the Association for Biblical Higher Education which is an agency recognized by the US government.

Our students serve in various vocations around the world. The college has prepared 105 missionaries who have left Barclay College and served in 33 different nations. The number of ministers we have prepared is more than I want to take time to count. Our teacher education program has quality people serving as teachers and administrators in schools in this country as well as one who is teaching in Singapore. The college's influence throughout the world is more than would be expected from a school of its size.

Our mission is to "Prepare students in a Bible centered environment for effective Christian Life, service and leadership." Our students are serious about their preparation for service. We allow no drugs, tobacco or alcohol on campus. The crime report we have to complete each year for the federal government does not take much time to prepare.

Your gift to us through the Kansas Comprehensive Grant has been very helpful to our Kansas students. We appreciate what you have done for us the past two years. I hope you feel that Barclay College is worthy of your continued support.

*Senate Education Committee
2-14-06
Attachment 4*

From: "Frazier, Herb" <frahe@barclaycollege.edu>
To: <teichman@senate.state.ks.us>
Date: 2/10/2006 11:11:23 AM
Subject: BARCLAY COLLEGE

Ruth,

Thank you for taking time to visit with Shirley and me. Know that I feel deeply indebted to your for the Kansas Comprehensive Grant. I wish I could be with you on the 15th. Shirely and I will be on our way to Orlando where the Association for Biblical Higher Education (our accrediting agency) will be in session.

Just for your information:

I became president of Barclay on July 1, 2005. The college went through some pretty dark times last spring. The administration is new. Problems included financial needs and low student enrollment.

I would not have accepted the presidency if I did not think I had a handle on both areas. I was Alumni Director prior to accepting this position. I believe I have the alumni's confidence and can get the money we need from them to stabilize the college. I have hired a new man in admissions whom I think will build the enrollment. At semester we held even which is quite a feat. A solid count of admissions applicants, who say they are definitely coming next fall, already match the number we enrolled last fall.

If I cannot change these two areas, I should not be president.

The college received \$1,140,838.60 from donors during my first six months as president. This is more than was received from donors the entire 12 months last year.

Land has been given to the college which is still processing and should be finalized this month which has already been sold for nearly \$90,000.

I am now in the process of getting enough donations from donors so our income from them equals \$67,000 which we need each month to stabilize the college.

This is probably more information than your need or want. I wanted to share it with you so you feel some security in promoting an institution which is stable. It is not of value as far as the request to the Education Committee is concerned.

The attached document is what I handed out to the committee I spoke to last Monday.

The Association of Biblical Higher Education is an organization which is nationally recognized and high quality.

Thanks for all you do for Barclay. Let me know if there are other facts you would like to have.

Herb Frazier <<Kansas I.doc>>

OTHER SOURCES OF STATE-FUNDED AID
(These do not require the state application)

STATE GRANT

KANSAS COMPREHENSIVE GRANT

The Kansas Comprehensive Grant is available to needy Kansas residents enrolled full-time at eighteen private colleges and universities located in Kansas, the six public universities, and Washburn University. The Kansas Legislature provides limited assistance to financially needy students. To be considered you must complete and submit the FAFSA, listing one or more eligible colleges. The priority receipt deadline is April 1, each year. The funding level allows about 1 in 3 eligible students to be assisted with award amounts ranging from \$200-\$3,000 at the private institutions and \$100-\$1,100 at the public institutions. **The grant is based on financial need.**

VOCATIONAL SCHOLARSHIP

VOCATIONAL EDUCATION SCHOLARSHIP

The Vocational Education Scholarship is available to eligible students enrolled in approved vocational programs at community or technical colleges and some two-year programs at four-year institutions. Applicants must take the vocational exam that is offered at various sites throughout the state on the first Saturday in November and March. See your high school counselor or college financial aid director for an application, contact the Board of Regents or download application from our web site. There are approximately 240 scholarships of \$500. Priority goes to renewals and the remainder to new applicants with the highest exam scores. Approximately 1 in 2 applicants are funded.

ADDITIONAL STATE FUNDED PROGRAMS

Recipients must be Kansas residents and full-time students. Additional information is available from the Board of Regents office. Call (785) 296-3517.

MILITARY SERVICE SCHOLARSHIP/TUITION ASSISTANCE

ROTC Service Scholarship - Student agrees to accept a commission as a Second Lieutenant and serve for not less than four years as a commissioned officer in the Kansas Army National Guard. This program is only available at Kansas State University, Pittsburg State University and University of Kansas.

Kansas National Guard Educational Assistance - Provides up to 100% of tuition and fees that leads to the award of a certificate, diploma or degree upon satisfactory completion of course work requirements for members of a Kansas Air/Army National Guard unit. Full-time enrollment not required. See web site for application.

PROFESSIONAL SERVICE SCHOLARSHIPS

Kansas Osteopathic Medical Service Scholarship - Designed to encourage service in rural areas of Kansas. Recipients receive up to \$15,000 per year for up to four years of study at nationally accredited Osteopathic schools. Preference goes to first year students. Recipients serve one year of practice for each year of assistance. Applicants must complete a program application and the FAFSA. Priority Deadline: May 1, each year. See web site for application.

Kansas Optometry Service Scholarship - Designed to encourage optometrists to establish a Kansas practice. Kansas helps to pay the difference between resident and non-resident tuition at eligible out-of-state institutions. Generally, recipients must serve one year of practice for each year of assistance. Priority Deadline: April 1, each year. See web site for application.

Kansas Dental Educational Opportunities Program - Designed to encourage dentists to establish a Kansas practice. Kansas helps pay the difference between resident and non-resident tuition at the University of Missouri-Kansas City. Applications are available from UM-KC. Deadline: Rolling.

GRADUATE STUDIES AND FELLOWSHIPS

James B. Pearson Fellowship - Established by former Kansas Senator Pearson to encourage graduate students from Kansas public universities to experience the global perspective gained from study abroad. Preference given to applicants whose studies are directly related to foreign affairs. Stipends average \$2,456. Applications also available from graduate school offices. Deadline: April 1, each year.

Kansas Distinguished Scholarship Program - Created to encourage Brasenose, Chevening, Fulbright, Madison, Marshall, Mellon, Rhodes, and Truman scholars from Kansas to continue graduate studies at Kansas public universities. Kansas reimburses tuition and fees to recipients subject to funding constraints.

Other student financial assistance programs available: Workforce Development Loan Program, Foster Care Tuition Waiver, and Tuition & Fee Waivers for Dependents & Spouses of Deceased Public Safety Officers, Prisoners of War, and Deceased Military Personnel. For more information about these programs, call the Kansas Board of Regents Office or visit our website.



The Association for
Biblical Higher Education

Formerly The Accrediting Association of Bible Colleges

COMPREHENSIVE INTEGRATED STANDARDS

EDITED VERSION

July, 2004

Comprehensive Integrated Standards

1. MISSION, GOALS, AND OBJECTIVES

The institution has a clearly defined mission that is appropriate to higher education as well as its own specific educational role. The mission statement serves as the foundation for institutional operations, programs, and activities. Statements of the goals and program objectives specify how the institution will fulfill its mission.

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

- A clearly defined mission statement, appropriate to biblical higher education, developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.
- A mission statement that is published widely among both internal and external constituencies.
- A mission statement that guides faculty, staff, administration, and governing boards in making decisions related to planning, resource allocation, program development, and educational outcomes.
- Clearly articulated and publicized institutional goals that are directly related to the mission statement.
- Clearly articulated and publicized objectives for each educational program that support the mission statement and institutional goals.

2. ASSESSMENT AND PLANNING

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular and comprehensive system of assessment and planning.

(Issues regarding Student Learning are discussed in Standard 12. The intentional focus of this standard is toward Institutional Effectiveness.)

ESSENTIAL ELEMENTS

Relative to this standard, an accredited institution is characterized by . . .

- A written assessment document that describes continuous, structured processes involving the total institution.
- Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.
- Substantial evidence issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.
- A planning process that is systematic and ongoing and involves representatives of the various institutional constituencies.

- A planning process for the improvement of the institution's goals and services.
- A plan that reflects the institution's vision and is based on assessment results and realistic resource projections.
- A system for monitoring institutional progress in achieving planning goals.

3. INSTITUTIONAL INTEGRITY

The institution is a model of Christian ethical behavior, both internally and externally. The institution demonstrates integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

ESSENTIAL ELEMENTS:

Relative to this standard, an accredited institution is characterized by . . .

- Institutional publications, statements and advertising that describe accurately and fairly the institution, its operations, its programs, and its effectiveness claims.
- Student, faculty, and staff handbooks that describe and govern various institutional relationships with those constituencies, including appropriate grievance procedures.
- Policies and practices for the resolution of internal conflicts within the institution's constituency.
- An institutional culture that fosters respect for diverse backgrounds and perspectives.
- Equitable and consistent treatment of constituencies in all areas including student discipline, student evaluation, grievances, faculty promotion, administrative review, compensation, and human resource management.
- Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.
- Fulfillment of all applicable standards and requirements of the ABHE Commission on Accreditation.
- Integrity in all financial matters.

4. AUTHORITY AND GOVERNANCE

The institution is legally constituted as a nonprofit organization authorized by its state or province to operate as an educational institution and grant all degrees and/or offer credentials. The institution has a governing board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations.

ESSENTIAL ELEMENTS:

Relative to this standard, an accredited institution is characterized by ...

- Evidence that the institution is operating legally in its state or province.
- A constitution and bylaws that clearly and comprehensively provide a basis for institutional administration and governance.

- A governing board that possesses autonomy and exercises legal power to establish and review policies of the institution.
- Board membership that excludes all employees except the chief executive officer.
- A governing board with elected officers that do not include the chief executive officer.
- A governing board that assists in generating resources needed to sustain and improve the institution.
- A conflict of interest policy for board members that addresses issues such as financial interests, contracts, employment, family, or other personal interests in the institution.
- A governing board appropriate in size to operate efficiently and sufficiently diverse in terms of ethnicity, gender (where theologically appropriate), and professional competencies to represent the constituency.
- A governing board that is sufficiently autonomous to protect the integrity of the institution.
- A procedure in place for the assessment of the effectiveness of board members.
- A process for orienting and developing new board members, and providing updates for current members on issues relative to mission, organization, finances, and programs.
- A chief executive officer appointed by the board, to provide administrative leadership for the institution.
- Board policies and practices that restrain the board from individual and/or collective involvement in institutional administration.
- A board rotation system that encourages new members.

5. ADMINISTRATION

The institution has a core of administrators that brings together its various resources and allocates them to accomplish institutional goals by implementing policies and structures in collaboration with appropriate constituencies.

ESSENTIAL ELEMENTS:

Relative to this standard, an accredited institution is characterized by . . .

- A chief executive officer who is responsible to the board in leading the institution toward the accomplishment of its mission.
- A chief executive officer with the combination of academic background and professional training appropriate to the institution's mission.
- An organizational structure and qualified staff that fits the size and scope of the institution.
- Administrative leaders with appropriate education, skills, and resources necessary to discharge their duties.
- Clear documentation in regard to organizational structure, encompassing all units and roles.
- Complete, accurate, and securely maintained administrative records.
- A process for review and enhancement of the performance of administrators.



ABHE

The Association for
Biblical Higher Education

formerly The Accrediting Association of Bible Colleges



Advancing and Assuring Quality Biblical Higher Educa

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Monday | February 13, 2006

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Accreditation Overview

ABHE's process of accreditation involves three stages whereby institutions proceed from applicant, candidate, and finally to accredited status.

Applicant Status is a pre-membership status granted to those institutions that meet the Association's Conditions of Eligibility and that possess such qualities as may provide a basis for achieving candidate status within four years. Applicant institutions are required to submit annual reports demonstrating progress toward candidate status. During year four, an institutional self-study report and an institutional planning document are to be submitted to the Association office prior to evaluation team visit regarding the institution's readiness for candidate status.

Candidate Status is a pre-accredited status granted to those institutions that show promise of achieving accreditation within four years. Candidate institutions are required to submit annual progress reports demonstrating progress toward accreditation. During year four, an institutional self-study report and an institutional planning document are to be submitted to the Association office prior to an evaluation team visit regarding the institution's readiness for initial accreditation.

Accredited Status is granted to those institutions that substantially meet or exceed the criteria of Association and give evidence of continual striving toward excellence. During year five, an institutional self-study report and an institutional planning document are to be submitted to the Association office prior to an evaluation team visit regarding the reaffirmation of the institution's accredited status. Once reaffirmed, the institution will repeat the reaffirmation process every ten years.

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4-8

One of the standards for ABHE relates to the credentials for faculty. The standard and the college's faculty are given below.

9-3. Undergraduate faculty who have earned a minimum of a master's degree and who are teaching in their area of expertise.

Below is the list of all faculty, full-time and adjunct, who taught classes in the 2004/2005 academic year and/or are teaching classes in the 2005/2006 academic year. Given for each is the degree earned and the college or university from which it was earned, the area of teaching, and notes related to experience.

Faculty	Credentials	Area	Notes
Anders, Lee	B.S. Barclay College; B.S. McPherson College; M.B.A. Emporia State University.	business, computer	Head of Business Administration major for 22 years
Anderson, Ray	B.S. Emporia State University; M.S. Emporia State University	social sciences	over 30 years experience as high school instructor
Ashlock, Bernard	AA Hesston College, B.A. Oral Roberts University; M.A. Oral Roberts University; NCC, LCPC	education—exceptional children, counseling	professional counselor
Bardwell, Joel	B.A. Trinity College; M.Div. Trinity Evangelical Theological Seminary; Th.M. Trinity Evangelical Theological Seminary; M.A. New York University	Bible	
Burns, Michael	AA Nazarene Bible College B.A. Point Loma Nazarene College; M.A. Point Loma Nazarene College	Bible, especially Gospels	
Carpenter, Ryan	B.F.A. Emporia State University; M. Div. Midwestern Baptist Theological. Seminary	Bible	
Carswell, Justin	Ph.D. (abd) Southern Theological Seminary	philosophy	
Doelling, Clance	B.S. Purdue University; M.A. University of Dallas	business	over 40 years experience in business and engineering
Gary Damron	BA. Mid-America Nazarene University, MA. Wichita State University	history	many years at community college level
Enniss, Leonard	B.A. Ottawa University; M.A. University of San Francisco	Bible and ministry	
Enos, Gregory	B.A. University of California Davis; Th.M. Dallas Theological Seminary; Th.D. Dallas Theological Seminary	Bible and ministry	
Flinkman, Herb	B.A. Calvary Bible College; M.A. Calvary Bible College; Th.M. Dallas Theological Seminary.	Bible, especially hermeneutics and apologetics	
Fly, John	B.A. Nazarene Bible College; M.A. Northwest Nazarene University	Bible	
Garrett, Tim	B.B.E Colorado Christian University; course work at Bethel Seminary; M.Ed. Azusa Pacific University	youth ministry	

Hodges, Jerry	B.A. Southeastern Oklahoma State Univesrity; M.Div. Southwestern Baptist Theological Seminary	Bible, especially hermeneutics and apologetics	
Hunt, John	B.A. Colorado State University; M.Div. - Denver Seminary	Bible	
Jantz, Everett	B.A. Friends University; M.A. Houston Graduate School of Theology.	philosophy	years of experience as pastor
Johnson, Fred	B.A. Northwest Nazarene University; M.Div. Asbury Theological Seminary; M.S. Fort Hays State University; Ph.D. Kansas State University.	Bible-especially doctrine of holiness; education	was head of the Elementary Education major for 15 years
Kendall, Lois	B.A. Wichita State University; M.S. Psychology, Friends University	psychology	
Leppert, Glenn	B.A. Northwest Nazarene University; M.A.R. George Fox Evangelical Seminary; M.A. (History) Fort Hays State University; Ph. D. (History) Kansas State University	Bible, NT Greek, history	teacher on mission field, pastor, registrar
Lyngdoh, Prosperly	B.A. Serampore College; M.A. Gordon-Conwell Theological Seminary, Ph.D. Southern Theological Seminary	missions	experience on the mission field in India
Mills, Brian	B.S. Friends University; M.A. Southwestern Seminary; M.A. Southwestern Seminary	Ministry-especially counseling	runs private counseling service
Morley, Sylvia	B.S. Emporia State University; M.S. Emporia State University.	English, literature	many years in public school
Parker, Jeanette	B.A. Barclay College; M.L.S. Emporia State University	study skills	librarian
Payette, Skip	B.S. Crichton College; M.A.R. Asbury Theological Seminary; D.Min. Baptist Bible College and Sem.; Ph.D. (abd) Southern Theological Sem.	youth ministry	youth supertintendent for Wesleyan Church
Pinkerton, James	B.S. Barclay College; M.A. Friends University	Bible	
Regier, Delbert	B.A. Grace Bible Institute; M.Th. Dallas Theological Seminary	Bible	pastor
Regier, Viola	B.A. Grace University; M.A. California State University	education	teacher in public school
Ross, Jared	B.S. Music, Friends University; M.A. Wichita State University	music	
Sazama, Heather	B.S. Barclay College; M.A. Fort Hays State University	education	education specialist for Hutchinson
Scarbrough, Anita	B.A. Northwest College of the Assemblies of God; M.A. Denver Seminary	Bible and ministry	
Seibel, Dianna	B.S. Barclay College; M.A. Friends Univeristy	psychology	
Spaulding, Mary	B.A. Kalamazoo College; M.A. Fuller Theological Seminary	Bible	
Starkey, Jeff	B.A. Roanoke Bible College M.Div. Ashland Theological Seminary, graduate hours from Univesity of Akron	ministry	

Storz, Jerry	B.A. Mid-America Nazarene College; M.A. Southwest Baptist Seminary	Bible	
Taylor, Hunter	B.S. Kansas State University; M.S. Fort Hays State University.	psychology	
Towne, Becky	B.S. Barclay College; M.A. Fuller Theological Seminary. D.Min. Houston Graduate School of Theology	Bible and ministry	
Webb, Joyce	B.A. Trinity University, M.A. Southern Methodist University, Ph.D Southern Methodist University	psychology	
White, Sheryl	B.A. Mid-America Bible College; M.Div. Anderson University School of Theology; M.A. Anderson University School of Theology; D.Min. Houston Graduate School of Theology	ministry	
Williams, David	B.A. Sociology and Christian Ministry, Malone College; M.A. Biblical studies, Ashland Theological Seminary	pastoral ministry	pastor
Williams, Richard	B.A. Treveca Nazarene University; M.Div. Nazarene Theological Seminary	Bible and ministry	pastor
Yocum, David	B.Th. William Tyndale College, M.A. Dallas Theological Seminary M.Th. Dallas Theological Seminary	Bible	

TESTIMONY TO HOUSE HIGHER EDUCATION COMMITTEE

February 6, 2006

My name is Zane Raber. I was born in Coldwater, Kansas, and graduated from Haviland High School. I am a sophomore at Barclay College and am majoring in pastoral ministry. My father is employed by Panhandle Eastern Pipeline Company and my mother is employed by Iroquois Center for Human Development. I have a part time job with Northern Natural Gas during the school year and full time in the summer.

Thank you for providing me with the Kansas Comprehensive Grant. It means a lot to my wife and me to have help with our financial obligations while attending Barclay College.

TESTIMONY TO HOUSE HIGHER EDUCATION COMMITTEE

February 6, 2006

My name is Sarah Raber. I am Zane's wife. I graduated from Hugoton High School. My father works as a mechanic for John Deere and my mother is a dietary aid at the Stevens County Hospital. I am a sophomore at Barclay College majoring in Psychology and Family Studies. I work part time at Maurices to help supplement our income.

Zane and I were married last summer and this Kansas Comprehensive Grant is helpful to us as we are on our own and paying our college expenses.

TESTIMONY TO HOUSE HIGHER EDUCATION COMMITTEE

February 6, 2006

My name is Jessica Windorski. I was born in Wichita KS, and graduated from Douglass High School in 2004. I am a junior at Barclay College majoring in business administration. My father is a human resources manager at Spirit Aerosystems in Wichita and my mother is also employed in Wichita at The Breakthrough Club of Sedgwick County.

The Kansas Comprehensive Grant means a lot to me because of the higher tuition I pay at Barclay College. I am responsible for paying for my own education and work at the college's Welcome Center to help with expenses.

TESTIMONY TO HOUSE HIGHER EDUCATION COMMITTEE

February 6, 2006

My name is Jake Stahlman. I am a sophomore at Barclay College; my major is Music Ministry. I was born in Wichita, KS and graduated from Wichita South High School. I come from a single parent home. My mother works at Southwestern Bell/ AT&T. I work for the college in the maintenance department to help with my college expenses.

Thank you for providing me with the Kansas Comprehensive Grant. It means a lot to my mother and me by helping me attend a private college.

Kansas Independent College Association Testimony on SB 305

Madam Chair and Senate Education Committee members:

I appreciate the opportunity to provide brief written testimony on behalf of the 18 member colleges of the Kansas Independent College Association regarding SB 305. SB 305 would change the institutional accreditation standards used to qualify students for the Kansas Comprehensive Grant, the state's need-based college financial aid program. The bill would add to the existing criterion of accreditation by the **Higher Learning Commission of the North Central Association** (NCA/HLC) an additional alternative of accreditation by the **American Association of Bible Colleges** (AABC), or its current name, the **Association for Biblical Higher Education** (ABHE).

Our membership notes four important points that should be considered in deliberations about this bill and urges the committee not to revise eligibility standards as reflected in SB 305:

1. The current statute's use of accreditation by the North Central Association Higher Learning Commission as the criterion for institutional eligibility for students to receive comprehensive grants has reflected the state's clear and long-standing commitment to maintaining a nationally recognized standard of program quality. While AABC/ABHE accreditation standards and the standards of many other accrediting agencies address some of the significant issues involved in providing quality education to college students, the breadth and level of expectation for institutional health are not the same as that of NCA/HLC accreditation.
2. Historically institutional eligibility for student participation in the Kansas Comprehensive Grant program has served as a powerful incentive for colleges to strengthen their programs to achieve NCA/HLC accreditation. Over the years KICA member colleges accredited by AABC devoted significant institutional priority and resources to successfully achieving NCA/HLC accreditation.
3. The Board of Regents in its responsibility to approve post-secondary educational programs provided in Kansas by public out-of-state institutions has consistently used NCA/HLC accreditation as the standard required for program approval. The level of expectation for colleges and universities within the state should be no less than that for out of state institutions.
4. This year, based on the current statutory definitions of institutional eligibility and the current level of state funding, of 4,445 Kansas private college students who were eligible for the grant, 1,927, or 43.35%, remain unfunded. Broadening institutional eligibility for the program would increase the percentage of eligible students not funded.

Doug Penner, President

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Doug Penner, President

Kansas Independent College Association & Fund

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February 14, 2006

Senator Jean Schodorf
Chairwoman
Senate Education Committee
Statehouse, Room 241-E
Topeka, KS 66612

Senator Janis Lee
Ranking Member
Senate Education Committee
Statehouse, Room 162-E
Topeka, KS 66612

Dear Chairwoman Schodorf and Ranking Member Lee:

On behalf of the Board of Regents, I write to you regarding Senate Bill 305, legislation that pertains to the Kansas Comprehensive Grant Program. As you may know, Senate Bill 305 is identical to House Bill 2695 that the House Higher Education Committee amended and approved yesterday.

The Board views the administration of the Comprehensive Grant Program as one of our most important roles. Working to ensure that Kansans with financial need have access to higher education is of paramount importance to the Board. So, we particularly appreciate the opportunity to share our thoughts on this legislative proposal.

Historically, the Board has consistently used North Central Association/Higher Learning Commission accreditation as a standard measure in two critical respects. First, the Board has adopted policy that requires all of the state's public, degree-granting institutions to pursue and obtain NCA/HLC accreditation. Second, as it carries out its responsibility to determine which institutions may offer postsecondary degrees in Kansas, the Board's assessment of whether an institution satisfies its standards has been heavily informed by whether that institution satisfies NCA/HLC standards. The Board is currently developing regulations regarding that approval process. As a result of the Board's confidence in the NCA/HLC approach, institutions seeking to issue degrees in our state have generally been held to that standard. But, there are some institutions which the Legislature authorized to grant degrees that are not required to obtain Board of Regents approval – these institutions were "grandfathered" when the legislation giving the Regents this approval authority was enacted. These "grandfathered" institutions all have the authority to issue degrees in Kansas – some of them are NCA/HLC accredited; others are not.

Regarding Senate Bill 305, the Board would be interested in working with Members of this Committee, as well as others, such as representatives of the Kansas Independent College Association, to explore the development of amendments that might make this bill more universally acceptable. In particular, we would like to discuss whether the key language in the

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Attachment 6

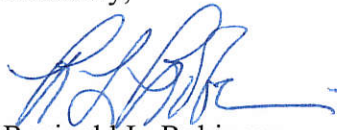
Comprehensive Grant statute ought to be changed in a different way. Rather than adding language that adds another accrediting body to the mix, we would like to explore whether it makes more sense to delete from the statute any references to any specific accrediting body at all. Instead, the language could state, in this connection, that the students of any not-for-profit independent college authorized to issue postsecondary degrees in Kansas are eligible to participate in the Comprehensive Grant Program.

We understand that given the inadequate level of dollars appropriated for the Comprehensive Grant Program, any move to increase the number of students eligible to participate in the Program has the corollary effect of reducing the percentage of eligible students who are not funded. However, we find it difficult to justify why students in some institutions authorized to issue postsecondary degrees in Kansas are eligible to participate in this program, while students in other institutions with the same authority are not.

We look forward to working with the Committee and others who have strong interests in these issues to develop amendment language that might provide a basis for a productive compromise and agreement.

Thank you for your consideration.

Sincerely,



Reginald L. Robinson
President and CEO