

Approved: 3-22-93
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on March 16, 1993 in Room 519-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Deputy Commissioner, Department of Education
Avis Swartzman, Revisor of Statutes
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Jackie McClaskie, K-State Student
LaDonna Kohl, Close-Up Kansas Student
Ben Barrett, Legislative Research
Representative Pottorff
Dr. Don Wilson, Pittsburg State
John Montgomery, Board of Regents
Karen Rosenberger, Emporia State
John Koepke, Kansas Association of School Boards
David DePue, Kansas Council on Vocational Education
Gerald Henderson, United School Administrators
Dr. Phyllis Chase, USD #501
Craig Grant, Kansas National Education Association
Bill Wagnon, Citizen

Others attending: See attached list

Jackie Mc Claskie addressed the committee regarding SB332 dealing with state educational institutions, qualified admissions standards (Attachment #16).

LaDonna Kohl addressed the committee regarding SB33 (Attachment #1).

Ben Barrett addressed the committee to provide background information on SB 332.

The following individuals addressed the committee regarding SB332:

Representative Pottorff		<u>(Attachment #2)</u>
Dr. Donald Wilson	Pittsburg State University	<u>(Attachment #3)</u>
John Montgomery	Board of Regents	<u>(Attachment #4)</u>
Karen Rosenberger	Emporia State University	<u>(Attachment #5)</u>
John Koepke	Kansas Association of School Boards	<u>(Attachment #6)</u>
David DePue	Ks. Council on Vocational Education	<u>(Attachment #7)</u>
Gerald Henderson	United School Administrators	<u>(Attachment #8)</u>
Dr. Phyllis Chase	USD #501	<u>(Attachment #9)</u>
Craig Grant	Kansas National Education Association	<u>(Attachment #10)</u>
Bill Wagnon	Citizen	<u>(Attachment #11)</u>

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on March 16, 1993.

Written testimony was distributed to the committee regarding SB332 by the following individuals:

Representative Plummer		<u>(Attachment #12)</u>
Jim Edwards	Kansas Chamber of Commerce & Industry	<u>(Attachment #13)</u>
Don Lindsey	United Transportation Union	<u>(Attachment #14)</u>
Eva Pereira	Department of Hispanic Affairs	<u>(Attachment #15)</u>

The meeting was adjourned at 6:10pm.

The next meeting is scheduled for March 17, 1993.

GUEST LIST

COMMITTEE: House Education

DATE: 3-16-93

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Don Lindsey	OSAWATOMIE	UTU
Cliff Franklin	Merriam	Visitor
John Patterson	Pittsburg	PSU
Phyllis Chase	USD 501 Topeka	
Bill Wagner	Washburn University	
Tom BRUNCARDT	Junction City	USD 475
Don WILSON	PITTSBURGH	PSU
Bill Hollenback	Pittsburg	PSU
Stanley Z. Koplik	Topeka	Regents
Ron Pflieger	Ida	FHSU
Roy Houtz	Topeka	Regents Staff
Josh Seller	Oberlin	Close-up
Sherry Flinn	Oberlin	Close-up
Jimmy Brown	Oberlin	Close-up
Lisa Mermis	Oberlin	Close-up
Sally Shaw-Bishop	Topeka	Close-up Manager
Amy Bixler	Topeka	Now
John Kuegel	Topeka	KASD
Jeremy Phillips	Manhattan	USD 383
Anthony Carpenter	Manhattan	USD 383 Manhattan High
Lena Watts	Manhattan	Close up
Aaron Otto	Manhattan, KS	MTM the in '94
MORGANA BAILEY	Manhattan, KS	Close-up
Jill Vunk	Manhattan KS	Close up
Joseph Thompson	Manhattan, KS	Close up

GUEST LIST

COMMITTEE: _____

DATE: _____

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Bob Shanks	Winchester	USD 339
Tim Nimz	Topeka	ASK
Barbara Cole	Topeka	KNEA
Jennie Rogers	Topeka	KS Supreme Ct - QTA
Ein Fikur	Manhattan	Close Up
Sarah E. Mark	Manhattan	KS Close-Up
Gregory Rickel	Topeka	individual
Cris Oppert	Manhattan	KS Close-Up
Jennifer Inge	Manhattan	KS Close-Up
Mickey Bogart	Manhattan	KS Close Up
Kari Myers	Burlington	ASK-ESU
Karen Rosenberger	Amoria	Associated Student Government - ESU
Craig Grant	Topeka	HNEA
Ken Bengert	Topeka	KSBE
John F. Welsh	Topeka	Regents
GERALD HENDERSON	TOPEKA	USA OF KS
Jill Kells	Hutchinson	Close-up
Christopher Star	Manhattan	KSU Student
Derek Kreifels	Manhattan	KSU Student
Sonja Ratzlaff	Moundridge	Close-Up KS
Jeremy Emack	Hutchinson	Close-up KS
Dave DePue	Topeka	KCOVE
Ladonna Kohl	Junction City	Close Up Kansas
Heather Young	Junction City	Close Up Kansas
Jiffy Soto	Junction City	Close-Up Kansas

(Mot Razi)

GUEST LIST

COMMITTEE: _____

DATE: _____

[illegible]

THANK YOU MISTER CHAIRMAN AND MEMBERS OF THIS COMMITTEE FOR
ALLOWING ME TO SPEAK.

My name is Ladonna Kohl. I'm a senior honor student at Junction City High School and I'm here attending CloseUp Kansas.

I'm testifying in opposition to Senate Bill 332.

I attended school in California where we had a pre-college curriculum similar to the one proposed in this bill. Since I chose to represent our country as an International Exchange Student, this created a problem. In order to fulfill the pre-college curriculum in California, I would have been taking three-zero hour classes, spanning three semesters. I also would not have been able to take a math class my Senior year. If these requirements weren't met, I would not have been able to graduate with my Senior class. This works a hardship on any student, and it is especially unfair to an honor student. Fortunately, I moved to Kansas where I could graduate on time and still obtain an excellent education.

The maintenance of the 2.0 G.P.A. is difficult with the curriculum set out in the bill. The idea behind the proposal ignores the fact that there are students who carried low G.P.A.'s in High School but then go to college and do well.

There is also a problem with using 23 on the ACT as the cut-off for admission to a regent's institution. 23 as the cut-off ACT score is disproportional to the 2.0 G.P.A. A 2.0, which is straight C's is clearly average, whereas a 23 is not even close to the average score of 18 on the ACT.

"continued"

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Passage of SB 332 does not recognize the importance of extra-curricular activities. A student is more than someone with his or her nose in the books.

A student has a greater chance of performing well in college if they have experienced many activities and have good social skills. For example, coming here and attending CloseUp Kansas is just as valuable as anything I may have learned in the three days of classroom work I missed at Junction City.

Thank you for giving me the chance to come and speak on this issue. I'll be glad to answer any questions.

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JO ANN POTTORFF
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6321 E. 8TH STREET
WICHITA, KANSAS 67208-3611

STATE CAPITOL
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TOPEKA

HOUSE OF
REPRESENTATIVES
SB332
House Education Committee

COMMITTEE ASSIGNMENTS
VICE-CHAIRMAN: APPROPRIATIONS
MEMBER: EDUCATION
TAXATION
NCSL ASSEMBLY ON THE LEGISLATURE
TASK FORCE ON EDUCATION

Since 1915 admission to our state universities has been open to any Kansan with a high school diploma or its equivalent. Open admissions has governed our state universities for almost 80 years. The drop out rate among freshmen shows the current system is not working. Too many high school students are misled into believing that a high school diploma means they are qualified for university work.

Studies on student performance in college consistently identify inadequate student preparation as the No. 1 cause of failure and attrition. Without minimal requirements, high schools students have little motivation to compete for grades or to enroll in courses which will prepare them for college.

As a former school board member I have always felt Kansas should strive to be No. 1 in education in the nation. I am disappointed KASB, KNEA, and USA are not supporting qualified admissions. I commend the Board of Regents for their support of qualified admissions.

I'm supporting qualified admissions because it is time that we stop being No. 1 by being the only state that has open admissions. Instead I want us to strive to be No. 1 in educating our young people to prepare them for the academic and economic challenges of the future.

In 1988 only Kansas, Louisiana and New Mexico had policies of open admissions at all their state colleges and universities. In 1993 Kansas is the only state that retains a blanket open admissions policy for residents who graduate from an accredited Kansas high school to go to its state universities.

The aim of qualified admissions is not to exclude students but to challenge them to do their best. Open admissions policy offers students no guidance to prepare for college-level work. I believe qualified admissions standards will lower university dropout rates, raise university graduation rates and save the state money. It will encourage students to seriously pursue their high school preparation for college.

As Legislators we need to establish a vision for Kansas education which includes qualified admissions and to tell our students in Kansas about that vision. In my opinion our open admissions policy wastes time and money and sets thousands of students up for failure every year. It allows students to slide by in high school, avoiding the tough courses. It helps our high schools escape accountability for the education they produce.

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Yesterday I received a letter from a high school counselor in Wichita that supports qualified admissions. He said he is convinced that qualified admissions would be beneficial to Kansas education. With the strong emphasis on raising standards in Kansas schools, he said it seems to him totally inconsistent to push for higher standards in elementary and secondary schools and continue to allow anybody who graduates from high school to be admitted to college.

He goes on to say that in his experience as a high school counselor he finds many students will do only as much as the minimum requirements. Many opportunities are passed up by students in high school, opportunities which could help prepare them for college as well as give them adequate preparation so they would not have to do remedial work at the college level at much greater expense. If the requirement is established, students who are committed to getting a college education will meet those requirements while they are in high school. If they cannot, then they have the alternative to select other post-high school opportunities. Many jobs require training beyond high school, but not necessarily a bachelors degree. We both agree qualified admissions would provide a better prepared class of college freshmen, and consequently, a higher quality of college education in Kansas.

I hope this is the year that the Kansas House joins the Senate in passing qualified admissions and that the Governor will also see the importance of this legislation for our young people of Kansas. It has been said the Governor continues to support open admissions. I believe that we, the members of the Kansas House, will see the importance of qualified admissions and that as a body will pass a veto-proof bill.

Qualified admissions is a vital step toward improving education in Kansas at every level.

Representative Jo Ann Pottorff

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Testimony on Qualified Admissions

March 16, 1993

Donald W. Wilson

- I. I want to thank you for the opportunity to discuss Qualified Admissions.
 - A. I come here this afternoon primarily as a parent and grandparent and in a secondary sense as a President of a Regents University.
 - B. Whenever Qualified Admissions is mentioned, there is an unfortunate conscious or unconscious association with Selective Admissions.
 1. In actuality, there is no direct relationship between the two concepts.
 2. To call Qualified Admissions selectivity is frankly not true.
 - a. In fact, systems that are selective would laugh at the notion that Qualified Admissions is selectivity.
 3. I agree with the majority of Kansans that educational access and opportunity are very important for traditional and non-traditional students.
 - a. But access without proper preparation doesn't equate into opportunity.
 - b. I hope we don't become an "elitist" state.
 - c. There is a difference between not wanting to be "elitist," but still wanting to be competitive, prepared and able.

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II. If Qualified Admissions is not selectivity, what is it, and why is it important for Kansans?

- A. The purpose of Qualified Admissions is to assure through a recommended series of serious academic courses and an average or minimal level of achievement that a student will, if reasonably motivated and disciplined, succeed in a university program and not waste their time and money or anyone else's. Qualified Admissions is designed to help individuals maximize and reach their full potential.
- B. We should not favor or impose Qualified Admissions because every other state in America (or most other developed countries) has some similar initiative. We should do it because we are convinced it's crucial for Kansas and Kansans and will make us a better and more competitive state.
- C. Our desire as parents, educators and legislators should be to provide the highest quality education possible with appropriately high competitive standards that will actually push and stretch students' abilities, expectations and achievement beyond average or mediocre. We must be interested in developing understanding that we as Kansans are not primarily competing with each or only with our contiguous states. We are competing with the nation and the world. Whether we like "globalization" or not, it is a fact of life. Our students must not be disadvantaged in an extremely competitive world, because we lack vision or the fortitude to resist the hue and cry to set the standard at ridiculously low level that demands little or nothing.
 - 1. We would not consider it a challenge for 14-year-olds to high jump over a two-foot bar. They could fall over the bar without even flexing their knees. But if we raised the bar to four feet and higher, there would have to be much greater effort and some practice and work. The result would raise expectations, horizons and begin to stretch

achievement. It might even instill aspiration, as confidence built, to realize individual potential fully. Analogies are never perfect, but expectations for physical achievement are not totally dissimilar from intellectual achievement. Qualified Admissions sets a reasonable standard and provides room for aspiration and alternatives for those individuals who cannot meet the standard.

- D. The lack of appropriate and qualitative preparation means more scarce taxpayer dollars must be used when unprepared or underprepared students come on to Regents Universities. It also means disgruntled, disappointed students who are forced to sink or swim and who if not assisted or rescued drop out and become a personal and societal liability for life as opposed to a happy and productive citizen. This is not good, short or long term, stewardship of either financial or human resources.

1. We need to reduce the wide discrepancy or variance in knowledge and skills of entering students.

- E. Human resources, people, are the state's most important resource. Qualified Admissions is a part of a continuum of preparation and investment that will pay higher dividends than any other. That continuum of preparation and investment starts even before birth, continues in the home, in K-12, in higher education, in lifelong learning and professional achievement. By including Qualified Admissions in the continuum, we maximize and increase the possibility that the investment will produce the dimension and quality of human resources needed by Kansas in the future in the most efficient and productive way possible.

1. QPA or Quality Performance Accreditation and Qualified Admissions can work "hand in glove" together to raise standards, achievement and aspiration. The state of Kansas will be a major beneficiary along with the individual.

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- a. QPA and Qualified Admissions are not "either" "or" -- they do not preclude or exclude each other.
- b. Both initiatives represent positive initiatives for preparation, success and competitiveness.
- c. By combining these concepts, we could become partners.

III. But doesn't Qualified Admissions exclude some or many students or people from higher education?

- A. This is one of the most prevalent misconceptions about Qualified Admissions. Under all of the proposals for Qualified Admissions, there are significant alternatives or loopholes that guarantee access to higher education short of intellectual melt down or shut down.
 - 1. Given the completion of a pre-university Regents recommended curriculum (4 English, 3 math, 3 social studies, 3 natural sciences, 2 foreign languages), a few of the more common alternatives are.
 - a. "C" average or 23 ACT or top 1/3 of graduating class.
 - b. GED (54) if under 21.
 - c. Attendance at a community college where an adequate grade point average or number of credit hours would be successfully completed (24 hours and 2.0 gpa). Community colleges are an important and qualitative part of higher education. They are an alternative to coming on directly to a Regents University. They may be an ideal alternative if remedial work (reading, math, writing) needs to be done, and their academic course offerings are qualitatively equal to the

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Regents Universities in the first two years of general preparation. Our success in integrating community colleges into the continuum of preparation along with universities is important as is convincing the public that they are not disadvantaged by spending a semester, year or two at a community college.

- d. Reaching the age of 21. The hope being that maturity, work experience, travel, etc., might provide what formal education did not (including motivation and discipline). This includes graduates of a Kansas high school or individuals with a 50 GED.
- e. A "window" of 10 percent. I personally would prefer no window, but the Council of Presidents has voted in favor of a 10 percent window that would mean up to 8,000 students in the Regents Universities could be admitted without being "qualified."

B. The frightening thing is not Qualified Admissions -- it is change and uncertainty. Also, it is possible that some people fear being categorized as less capable because they must go to a community college and not directly to a university of their choice. This may argue for a greater integration of all postsecondary education as we approach the 21st Century. Other people, whether they are motivated or prepared, want to go on to a university of their choice and fail or succeed.

IV. How can I motivate and prepare myself, my son or daughter or my students to meet this change (Qualified Admissions) by next year?

A. There is a four-year lag in the implementation of Qualified Admissions from the point of inception. This will not take anyone by surprise. With proper planning and educational or

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informational technologies, etc., the ability of students to complete this recommended curriculum is very high. Some people ask, "Won't this discourage students?" I believe it is a motivating factor to be told that success is greatly enhanced if you do the following as opposed to very uneven requirements or discrepancies from district to district. People, students, schools can make this transition successfully. The only question is related to the individual and collective will.

- V. Kansas and Kansans deserve the best, not just some warm, tingling, emotional feeling that everything is okay. Some people believe that even if we don't change what we do and how we compete, it will still turn out all right. In a sense, we sell out the birthright of future generations when we allow personal preference to drive or dictate our level of expectation, achievement and excellence.
 - A. Qualified Admissions is not the end, but a crucial component in the process of allowing students to aspire and achieve their full potential.
 - B. I believe it is the best available plan and when coupled with QPA could, in fact, be quite powerful.

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March 16, 199

QUALIFIED ADMISSIONS:

REGENT JOHN G. MONTGOMERY

BACKGROUND

KANSAS BOARD OF REGENTS

Those of us who work in higher education find the 1990s a fascinating, provocative and challenging period. Fiscal constraints, political pressures and societal expectations have generated an abundance of possibilities for the future of the Kansas Regents universities.

In Kansas, and nationally, we are witnessing significant changes in the size and composition of the student population, the kinds of courses and degree programs offered on and off campus, the technology needed for research and instruction, and the level of attention university activities receive from external constituencies and governing bodies.

I am happy to be here today to speak in behalf of SB332. There is a national trend toward upgrading academic standards, in part a response to the global shift from economies of mass production to those of high technology production. These changes have profound ramifications for the traditional conditions of instruction and learning in higher education. Kansas must respond to these new realities or risk deterioration of the quality of postsecondary educational experiences offered its citizens.

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Since the 1988 session of the Kansas Legislature considerable attention has been focused on the establishment of standards for the admission of students to the Kansas Regents universities. For seventy-five years, undergraduate admissions have been governed by an open door policy which permits any graduate of an accredited Kansas high school admission to any Kansas Regents university. After several months of study, the Board of Regents withdrew its support of the state's open admissions statute in December, 1987 and recommended a policy of "Qualified Admissions" as an important response to the new realities faced by higher education.

While the Kansas Legislature has not yet passed a bill establishing modest admissions standards to the state's university system, Qualified Admissions has received considerable support from a variety of stakeholders around the state. Most significantly, the Kansas Senate endorsed Qualified Admissions through its approval of Senate Bill 332 on March 2, 1993. A favorable endorsement by this Committee will lay the foundation for the passage of Qualified Admissions by the House of Representatives during the 1993 session.

Although the Kansas State Board of Education has upgraded requirements for high school graduation, the mere satisfaction of these requirements does not represent sufficient college preparation. High schools have a variety of functions, only one of which is to prepare students for college. High school graduates follow a variety of life courses: some will cease altogether their association with the educational system, some will enter the armed services or work force with the thought of

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re-entering the educational system in the future, some will enroll in vocational-technical schools, some will enroll in community colleges, and some will enter public university.

One of the major challenges facing Kansas higher education today is insuring the continuity of secondary and postsecondary education. We must create a "seamless" educational system, one which permits the maximum movement of students from one sector to the next. The open admissions statute is an obstacle to this task. Qualified Admissions offers a reasonable statement about the levels of preparation, competencies and motivation necessary for success at a Kansas Regents university. It remains the most important attempt in Kansas to create a clear understanding of the conditions necessary for the effective movement of students from secondary schools to public universities.

Qualified Admissions will establish an appropriate academic bridge between high schools and the state universities. It helps to upgrade academic standards by raising the preparation of students and the level of instruction in university classrooms. It permits the reduction of the human and fiscal costs associated with high levels of college student failure, attrition and delayed degree completion. It ensures access to the state university system for those who possess the ability but need further preparation before university matriculation. Unless and until we expect more from students far too many will spin around disappointed, misguided and largely unfulfilled.

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Qualified admissions retains our tradition of accessibility to higher education because it will not deny admission to any Kansas resident who is minimally prepared. It retains our commitment to maximum opportunities, and enables the state to respond to the more rigorous demands of the future.

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KANSAS BOARD OF REGENTS

700 SW HARRISON • SUITE 1410 • TOPEKA, KS 66603-3760

GENERAL ADMINISTRATION - 913 296-3421 • STUDENT ASSISTANCE - 913 296-3517 • FAX 913 296-0983

M E M O R A N D U M

TO: Members, Kansas Board of Regents

FROM: Ted D. Ayres

RE: Senate Bill No. 332/Admission Requirements/Regents
Institutions/Bill Analysis

DATE: March 16, 1993

I thought it might be helpful if I analyzed Senate Bill No. 332 on a section by section basis. It is hoped that this can help us avoid any misunderstandings relative to implementation and interpretation of the law.

Section 1 amends K.S.A. 72-116, the present "open admissions" statute, to provide that the "entitlement" to admission to a state educational institution would be based on completion of:

" . . . a four-year course of study in any high school accredited by the state board of education **and who meets the admission requirements established by the state board of regents pursuant to K.S.A. 76-717, and amendments thereto. . . .**"

The emboldened language is the new addition to the 72-116.

Section 2 amends K.S.A. 76-717, which is the existing statute relating to the Board's authority relative to the admission of students. Subsection (a)(1) of Section 2 states that **effective for the 1997-98 academic year and thereafter**, Kansas residents who:

- (i) have graduated from an accredited Kansas high school,
- (ii) hold a Kansas mastery of basic skills certificate, and
- (iii) have [a] completed the "precollege curriculum prescribed by the board of regents" with a "minimum grade point average of 2.0 on a 4.0 scale (or recognized as having attained a "functionally equivalent level of education"), **OR** [b] a composite ACT score of not less than 23, **OR** [c] have a class rank in the top 1/3 of the high school class upon completion of seven or eight semesters, **SHALL** be admitted to a state educational institution.

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Subsection (a)(2) of Section 2 states that admission SHALL be granted to Kansas residents under 21 years of age who have earned a GED with an overall score of not less than 50 points.

Subsection (a)(3) of Section 2 states that admission shall remain **open** to Kansas residents over the age of 21 as long as they have graduated from an accredited Kansas high school or have earned the GED with an overall score of not less than 50 points.

Subsection (a)(4) of Section 2 is the "window" language. It currently provides for a "window" of 10% of "the total number of freshman class admissions to the state educational institution" for two years which then moves to 5% on an ongoing basis. It is suggested that the provision be amended so that it reads as follows:

Each state educational institution may maintain a policy permitting the admission of not more than 10% of the total number of freshman class admissions to the state educational institution as exceptions to the minimum admissions standards prescribed by this section.

It is my understanding that the intent of the language is that the provided "window" be applicable to resident and nonresident students.

Subsection (a)(5) of Section 2 provides that Kansas residents who have earned at least 24 credit hours of transferable course work with a cumulative grade point average of not less than 2.0 on a 4.0 scale at an accredited community college, university or other college SHALL be admitted to a state educational institution as a transfer student.

Subsection (a)(6) of Section 2 states that nonresidents "may" be admitted "as a freshman to any the state educational institutions" if the person has achieved at least one of the following: a 2.5 on a 4.0 scale in the precollege curriculum prescribed by the Board; **OR** an ACT score of not less than 23; **OR** a class rank in the top 1/3 of the class.

These requirements are comparable to those set forth for residents except for the 2.5 grade average. It should be noted that the section also provides that students "may" be admitted.

Subsection (a)(7) of Section 2 provides that a nonresident "may" transfer with 24 hours of acceptable credit.

Subsection (b) of Section 2 says that the Board may prescribe a precollege curriculum which shall include, "but need not be limited to," 4 units of English, 3 units of mathematics, 3 units of social studies, 3 units of natural science and 2 units of foreign language or 1 unit of foreign language and 1 unit in the field of "computer technology."

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Subsection (c) of Section 2 provides that the Board of Regents, in consultation with the State Board of Education, shall determine functionally equivalent levels of education when "a Kansas high school is organized in a manner that provides for documentation of a student's performance in terms other than units of credit or grade point averages, or both." See Section 2(a)(1)(A).

Subsection (d) of Section 2 makes the same provisions as subsection (c) relative to nonresidents. See Section 2(a)(6)(A).

Subsection (e) of Section 2 provides that the chief executive officer of each Regents Institution may adopt rules and regulations relating to admission of students as authorized by the Board of Regents.

Section 3 repeals K.S.A. 76-717.

Section 4 repeals K.S.A. 72-116 as of July 1, 1997.

Section 5 provides that Senate Bill No. 332 would become effective on July 1, 1993.

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Through the implementation of enhanced admission requirements, the Kansas Board of Regents seeks to:

1. Assure entry into the higher education system for all motivated students and the ability to transfer among institutions based upon academic performance.
2. Establish and reaffirm the principle that the opportunity to be admitted to college and to specific courses of study must be earned, while assuring that the opportunity to enter the system is not denied.
3. Raise the academic standards of the public higher education institutions within the state.
4. Achieve an academic climate that contributes to the realization of student potential by providing challenges of high performance.
5. Finely tune instructional objectives by clearly setting performance expectations and communicating these expectations to prospective students.
6. Allow for the movement of students between institutions based upon student need and level of preparation.
7. Distinguish more clearly the mission of the Kansas Regents system from that of the Kansas community colleges by reducing and eventually eliminating remedial courses from certain Kansas Regents institutions.
8. Deal more effectively with the problems and costs of remediation and student attrition.
9. Help develop a milieu for maximizing the educational and career opportunities of Kansas residents by cultivating competitive values and by generating a more competent work force.

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My name is Karen Ann Rosenberger and I am currently a sophomore majoring in Sociology at Emporia State University. I am an Associated Student Government senator, a member of Associated Students of Kansas, and am serving on the Athletic Board of Control. Currently I maintain a cumulative grade point average of 3.25. While doing all of this I continue to work 20 plus hours a week. With all of these things going for me many may be surprised to find that I am in opposition to qualified admissions. Why? The answer is simple. Had there been qualified admissions I would not be attending a Kansas Board of Regents Institution.

I am a non-traditional student who returned to college after being out of school almost four years. I dropped out of high school two weeks into my senior year, but even if I hadn't I would still be unable to attend a regents institution. I was in the bottom fourth of my class with a G.P.A. 1.75. I excelled academically in high school only when I was interested in a particular class; such as sociology, psychology, and choral music. I did not do well in traditional courses- those which supposedly measured further success at the collegiate level.

My ACT score was below 18, the national average, much less 23 the proposed requisite for regents institutes, my high-school G.P.A. was below 2.0, and I was not in the top third of my graduating class. Although I was involved in choral music I was not talented enough to fit through the 10% window for "exceptionally talented" students. Moreover I was not an athlete,

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for whom this window was created.

If this bill for qualified admissions is passed, many students with similar backgrounds to mine will be forced into a self-fulfilling prophesy. They will come to see that they lack the privilege of an education and consequently not working to their full potential. Unless they are athletes, they will be unable to go to college, leaving them without the education needed to make a decent living. Qualified admissions is tantamount to legalized discrimination against minorities, as well as those who live in either a rural areas and the inner city, for these people stand the greatest chance of falling through the cracks. The taxpayers of this state fund our universities and all citizens should be able to use them. We ask not for handouts, just the opportunity for an education.

Recently I attended the Multicultural Diversity Leadership Conference at Kansas State University for which the key note speaker was Mayor Emanuel Cleaver of Kansas City, Mo. Throughout the entire speech he continually emphasize the point that "ordinary people can do extraordinary things." He used examples set by Martin Luther King Jr., Betsy Ross, Maya Angelou, Rosa Parks and Abraham Lincoln; all well known for extraordinary accomplishments. I am here to tell you that I am an ordinary person who strives to do extraordinary things; be it on a university, state, or national level. People will know who I am and respect me for what I want to do. Unfortunately, if this bill is passed, the ordinary people of generations to come will

HE
Attachment 5-2
3-16-93

be unable to do extraordinary things. For they will not have enjoyed the privilege of receiving the education that I have had.

I hope you will take what I have said under careful consideration. Please remember that "ordinary people can do extraordinary thing." Speaking for the ordinary people of the state of Kansas, I for one have been blessed with the opportunity to do something extraordinary- to give back as much as I have gained from a good regents university education.

HE
Attachment 5-3
3-16-93

March 15, 1993

Dear Congressperson:

I am a student at Emporia State University and am concerned about the Qualified Admissions proposal that is being presented in committee. I oppose qualified admissions. Qualified admissions will negatively affect state university enrollment. In addition, all Kansans should have access to state funded higher education.

The following are of concern:

Student tuition can cover the cost of remedial programs.

Qualified Admissions take away the opportunity of late bloomers to succeed in college.

Kansans pay taxes to fund Regent's institutions, thus their children should be able to attend one.

Minority groups and students with special talents could easily be excluded from the 'window'.

Qualified Admissions would merely be a band-aid solution to a much broader educational problem.

Every Kansan has the right to higher education and deserves the chance to try.

The 21 year old exclusion from Qualified Admissions is discriminatory to younger students.

The low GED score is in contradiction to the high requirements of graduating high school students.

The above concerns are evidence that Qualified Admissions would negatively impact the state university enrollment. In addition, I believe that all students should have access to the Regent's education that I am currently receiving, in the belief that all students can achieve academic success with the help of advisors and the desire to succeed.

Sincerely,

Kathleen Adamczyk

HE
Attachment 5-4
3-16-93

March 15, 1993

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HE

Attachment 5-5
3-16-93

March 15, 1993

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Sincerely,

Andrea D. Flowers

HE

Attachment 5-6
3-16-93

March 15, 1993

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Sincerely,



HE

Attachment 5-7

3-16-93

March 15, 1993

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HE

Attachment 5-8
3-16-93

March 15, 1993

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Sincerely,

Debra Stevenson
513-70-6618

HE

Attachment 5-9
3-16-93

March 15, 1993

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Sincerely,

Todd Gfeller

HE
Attachment
5-10

3-16-93

March 15, 1993

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Sincerely, *Susan Hendrix*

HE

Attachment 5-11
3-16-93

March 15, 1993

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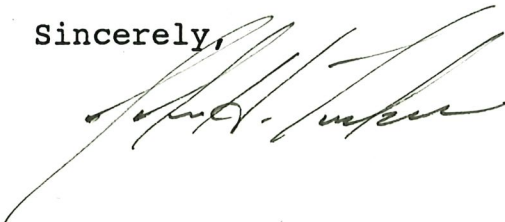
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Sincerely,



HE

Attachment 5-12
3-16-93

March 15, 1993

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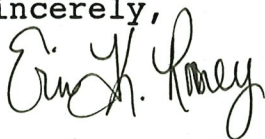
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Sincerely,



erin k. rooney

HE
Attachment 5-13
3-16-93

March 15, 1993

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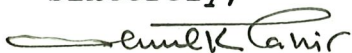
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Sincerely,



A. KAMAL TAMIR PIRZADA.

HE
Attachment 5-14
3-16-93

March 15, 1993

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Sincerely,

Bruce Boeltke
509-84-8750

HE

Attachment 5-15
3-16-93

March 15, 1993

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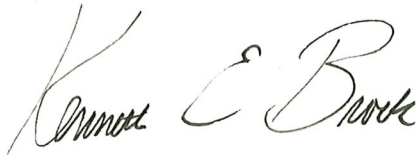
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Sincerely,



HE

Attachment 516
3-16-93

Are you in favor of qualified admissions?

Yes

Jimmy Rieman
Matt Scanlon

NO

Kate Sullivan
Ann Albers
Paula Cavan
Ph Bed

NO

~~Rick Frye~~
Kristin J. Rindom
Erin Rooney
Kamellia Pizzella
Susan Hendrix
Karen Rosenberg
~~Matt Frye~~
Matt O'Neil
Andrea D. Flowers
Mary A. Jacy
Kim Myers
Eric Patterson
Jane Chappell
Edward H. Smith
Joe Samuelson
Kathleen Adams
Ladella
Sharon Philip
Mona Hessman
Jamie Brudshy
Penny Brecheisan
Darcy Spier HE
Rose Sanders
Doree Yang
Cheryl Holkef

Attachment 5-17
3-16-93

Are you in favor of Qualified
Admission?

Yes

Bob Lippell
Bryan [unclear]
John K. [unclear]
Stephanie Justin
Matt [unclear]
[unclear]
Lana [unclear]
Brenda [unclear]
Teresa [unclear]
Kirsten Mitchell
Eric L. Freery

No

Kimi Myers
Debra Stevenson
Chir [unclear]
Kathy Tidwell
Shannon M.J. Langley
Lenny J. Shortwell
[unclear]
Laurie Buhl
Bruce Bortke
Wesley Stanger
Shannon Tash
Amell Blaufuss
Brook Heston
Jerry H. Griffith
Kenny Brock
[unclear]
Rebecca Oropesa
Bradford St. Howell
Joel Schuler
Cristin [unclear]
Bridget [unclear]
Kristen Page
Kathy Huggard
Traci [unclear]

HE
Attachment 5-18
3-16-93

March 15, 1993

Dear Congressperson:

I am a student at Emporia State University and am in support of Qualified Admissions. It has numerous advantages for the high school student preparing for college. In addition, Qualified Admissions save money on remedial classes in our Regent's universities.

The following are important to note:

Students completing a preparatory curriculum have higher test scores and a higher success rate in college.

Remedial classes cost more money than they generate.

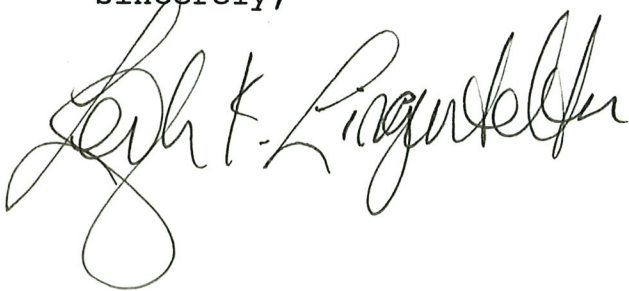
Academic literature shows a correlation between increased admission standards and improved high school performance.

Increased admission standards can raise student retention and increase college performance.

Students in Kansas will work to meet the higher admission standards.

The above reasons are evidence that Qualified Admissions can improve college performance if they are applied to Kansas students. Qualified Admissions will strengthen the Regent's schools by setting standards for students entering the system.

Sincerely,

A handwritten signature in cursive script, appearing to read "Leah K. Lingg". The signature is written in dark ink and is positioned below the "Sincerely," text.

HE

Attachment 5-19
3-16-93



Testimony on Senate Bill 332
before the
House Committee on Education
by
John W. Koepke, Executive Director
Kansas Association of School Boards
March 16, 1993

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the member boards of education of the Kansas Association of School Boards. The subject of the bill before you today, the abandonment of the historic Kansas policy of open admissions to its Regents institutions, is one that has been the subject of extensive review and discussion within our organization since it was first presented to this body. The result of that study and discussion has been a reaffirmation on the part of our Delegate Assembly of our continued support for the right of every graduate of an accredited Kansas high school to enrollment in any of the publicly supported Regents institutions in our state.

We have tried to carefully review each new proposal for qualified admissions to our Regents institutions with an open mind in hope that recognition might be given to the two major concerns which our members have expressed regarding previous initiatives. Unfortunately, no such recognition has been forthcoming. Our members remain unconvinced of the viability of any plan for qualified admissions as long as these two inconsistencies remain.

HE
Attachment 6-1
3-16-93

The first area of concern is the continued inclusion in these plans of a foreign language requirement as a part of the Regents prescribed precollege curriculum. Our members believe that if this attempt to dictate high school curriculum is so vital to this program, then it must surely be an important subject at the college level. Yet, to this date, no regents institution has a blanket foreign language requirement for all undergraduate degrees. Imposition of such a requirement by the Regents would help to alleviate the concern of our members in this area.

A larger degree of concern rests with the fact that this proposal, like all of those which preceded it, continues to seek the same admissions standard for all of our Regents institutions. Much is made each year in these hearings of the fact that Kansas is the only state in the union with an open admissions policy for all of its Regents institutions. What is seldom mentioned is the fact that if this proposal were adopted, Kansas would be the only state with the same admission standard for all of its institutions.

If a qualified admissions proposal is to be enacted by this Legislature, we believe its application should be limited to one or two institutions, while access to other Regents institutions is preserved for those who meet the present qualification for all institutions, graduation from an accredited Kansas high school.

We appreciate the opportunity to appear before you to express these views and I would be happy to answer any questions.

HE
Attachment 6-2
3-16-93



**KANSAS COUNCIL ON
VOCATIONAL
EDUCATION**

**1020 S. KANSAS AVE • TOPEKA, KANSAS 66612-1300
SUITE 250
(913) 296-2451 FAX (913) 296-0622**

Gary Withrow, Chair
Employee Relations Manager
Morton Salt
Hutchinson

Jule E. Kuhn, Vice Chair
Counselor/Placement Coordinator
Manhattan AVTS
Manhattan

J. C. "Cash" Bruner
Executive Committee Member
Business Representative
International Assn. of Machinists
and Aerospace Workers
Wichita

D. Joe Mildrexler
Executive Committee Member
Dean of Community Services
Colby Community College
Colby

Georgia W. Bradford, Ed.D.
State Representative
Education Consultant
Wichita

Karen Conklin
Market & Survey Research Analyst
Johnson Co. Community College
Overland Park

Eddie Estes, Ph.D.
President, Western Kansas
Manufacturers Association
Dodge City

Allene Knedlik
Acting Dean of Academic Affairs
Tech Prep Coordinator
Colfeyville Community College
Colfeyville

Janis Lee
State Senator
Farmer/Rancher
Kensington

Carol Nigus
Director, Brown County Kansas
Special Education Cooperative
Hiawatha

Mitch Sexton
Manager of Training & Quality Programs
Jostens School Products Group
Topeka

Dennis K. Shurtz
Shurtz Commodity Trading, Inc.
Agribusiness Owner
Arkansas City

Robert Thiry,
Coordinator KS Carpentry
Apprenticeship
Perry

David L. DePue, Ph.D.
Executive Director

Virginia Charbonneau, CPS
Executive Secretary

TO: Representative Duane Goossen
Members of the House Education Committee

FROM: David L. DePue
Executive Director, KCOVE

SUBJECT: Testimony on SB 332 "Qualified" Admissions

DATE: March 16, 1993

Thank you for the opportunity to address this issue. The State Council on Vocational Education serves the U.S. Congress providing policy advice and oversight on vocational education and training programs in Kansas. Each of our 13 appointed members represents one of the constituents of these programs. This includes "customers"--business, industry, labor, and agriculture. Our customers also include students who are targeted for emphasis--those who are seeking gender equity, those with a disability, the economically disadvantaged, those with English as a second language, and minorities.

NEGATIVE IMPACT:

This legislation would have a negative impact on many of your key constituents by further institutionalizing the college prep track in our schools. Public school guidance counselors almost universally promote this liberal arts curriculum now. This is due to their lack of experience in the business world and absence of training in career guidance. Approximately 80% of the new jobs will require postsecondary preparation at less than a baccalaureate degree. The liberal arts curriculum, focused upon college prep, should not be our only thrust. Not only is this a disservice to the majority of our students, the very prescriptive curriculum causes more students to drop out.

KUDOS TO KANSAS ELECTED OFFICIALS:

The present system has Kansas rating significantly better than the national average on all essential indicators of educational achievement. The top 10% on most!

	Below H.S. Diploma	1990 Drop Outs	ACT Scores	Some College	4 Year Degree
Kansas	18.7	8.7	21.1	27.3	14.1
National Average	24.8	11.2	20.6	25.9	13.1

Proponents of restrictive admissions suggest that we look to North Carolina (UNC Chapel Hill) for leadership in higher education. Kansas outcores North Carolina on every indicator of educational achievement. They do surpass us in higher education spending by a billion dollars a year, however. We rank better than six of our neighbor states on all essential indicators except two. Nebraska and Iowa have lower drop out rates than Kansas; however, our state boasts similar ACT scores, significantly greater percentages of baccalaureate degree holders and significantly greater numbers of minorities participating in university programs. "Windows" for minorities may sound like a good idea to us; however, most of them would prefer to enter through the "front door" with everyone else.

WHO COULD BE AGAINST HIGHER STANDARDS?

American workers are facing increased pressure for higher technical skills along with improved oral and written communication skills. The Kansas State Board of Education has responded by moving to an outcomes-based accreditation system. Outdated is the century-old system of counting courses and "seat time". New curricula are being implemented to develop higher order skills and contemporary competencies. Examples include applications-oriented subjects: applied math, applied communications, and principles of technology. The focus is on analysis and synthesis rather than "recall" and "number manipulation". For example, math emphasis shifts to problem solving, probability theory, logic, statistics, and measurement systems. A shift back to admissions standards based on a curriculum conceived in 1912 would be foolish. This restricts the ability of the State Board of Education and local boards in efforts to meet the needs of the 50% who do not go to the university.

ADMISSIONS STANDARDS HAVE LITTLE EFFECT ON RETENTION:

The 50 states have a wide variety of requirements for university admission. Yet, 50 years of data show that the 50 states have about the same retention rates. In fact, Kansas universities do better than the national average (43% complete a B.S. in six years nationally) in contrast to our 50% rate. Kansas has higher statewide high school graduation requirements (22 units, 23 units in 1994) than all but one of our neighbors. Our 20% increase in college enrollments over the past decade compares favorably with the two largest states with their average of 3% increases.

NATIONAL DATA - FOUR YEAR PUBLIC UNIVERSITIES

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

HE
Attachment 7-2
3-16-93

HOW TO IMPROVE RETENTION RATES:

Develop highly restrictive admissions criteria. "Flagship" state universities boast graduation rates of 55% to 77% over five years. This is the graduation rate for white students of private universities. Even high school valedictorians are not assured admission at elitist universities. For example, UNC Chapel Hill selects prospective freshmen based upon class rank, GPA, ACT/SAT scores, and school service/leadership activities. Those denied admission are referred to their other 16 state four year public institutions. In my experience as a faculty member at four flagship universities, I can report that students drop out primarily because of social, personal, and/or financial problems. These all result in poor academic progress. Approaches to alleviate these problems might include some social restrictions, giving a grant to first year completers who are at risk, and developing learning centers to help with study skills, including: time management, preparing for tests, and career planning. This would be especially helpful as we attempt to serve those with one or more barriers to success--the economically disadvantaged and those with language or cultural challenges.

The challenge of remedial work to meet higher expectations is a national issue. In a Chronicle of Higher Education 1992 report, beginning freshmen throughout the nation were asked if they thought that they would need remedial work. Responding "yes" were 28.7% in mathematics, 12.5% in English, and 11.7% in science. There are no easy answers here. If the other 49 states have qualified or restrictive admissions, why are the national data so humbling? Kansas data show that we are doing very well (the top 10%) in comparison to other states, the very states that this legislation would have us follow.

CONCLUSION:

A higher standard is not the issue here; the goal of "qualified" admissions is to select out those students who best conform to one mode of teaching and exclude other students. Your vote on this bill will not change the national 50% dropout rate. It will not change the national 30% remedial rate. You could vote to limit opportunities for Kansas young people. If these standards had been in place when we were in high school, I and some of you would have been excluded from an opportunity. Yet, we took that opportunity and by virtually all measures, all of us have been successful. Let's continue the Kansas heritage of providing opportunity.

DATA SOURCES:

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

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

"Almanac" The Chronicle of Higher Education, Washington, D.C., 1990, 1992.

"Minority-Group Enrollment", The Chronicle of Higher Education, Washington, D. C., January 22, 1992

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Attachment 7-3
3-16-93



SB 332

Testimony presented before the Senate Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas
February 23, 1993

Mister Chairman and Members of the Committee:

United School Administrators of Kansas (USA) continues to oppose any effort to change from the current policy of open admissions to regent universities. The most recent survey of our members indicates that 65% of those responding favor retaining current law. At the same time my members indicated via numerous comments to the survey that a tendency exists to favor a discussion of qualified admissions based not on courses completed but on demonstrated knowledge and skills. Outcomes if you will. We are pleased to note that **SB 332** begins to take outcomes into account.

At the invitation of the Regents, leadership in my organization has participated in two discussions during the past year, each of which I believe was helpful to both groups. To my knowledge, such dialog has not occurred before. In my judgement, public school administrators in Kansas will at some point support a system of qualified admissions to which they have had real in-put.

Two questions continue to be asked by my members related to the proposed system of qualified admissions to Kansas institutions. 1) How many freshmen students at the six regent universities do not now meet one of the suggested criteria? President Wefald of KSU stated before the Senate Education Committee that few students at his institution did not currently meet one of the qualifying criteria. 2) Of those students who were not successful, how many could not demonstrate one of the qualifying criteria? People fail at universities

HE
Attachment 8-1
3-16-93

for reasons having little to do with preparation, i.e. financial, social, psychological. How large is the problem caused by current law?

Again, my membership continues to support open admissions to regent universities, and we would encourage this committee to do the same.

LEG/SB332

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Attachment 8-2
3-16-93

SENATE BILL NO. 332

Mr. Chairman and members of the committee, my name is Dr. Phyllis A. Chase, and I represent Unified School District No. 501.

What:

Position Paper

Qualified Admissions Proposal by the Kansas Board of Regents.

Recommended Position:

The Topeka Public Schools unequivocally opposes the qualified admissions proposal in its current form, as well as its formulation process.

Rationale:

Historical Facts:

In 1955, George Baxter Smith, then Dean of the University, completed an ingenuous study of who would be eliminated if a policy of selective admissions were instituted at the University of Kansas. Dean Smith obtained scores on entrance exams for 1,066 of the 1,134 students who graduated from the University in June 1955 and identified those graduates who would not have been admitted if they scored below the 50th percentile, a "cutting score" widely discussed at the time. Two hundred eight students, or roughly one-fifth of the graduating class, would have been eliminated by this criterion. Of these 208 students, 29 were on a dean's scholastic honor roll one semester, while two were for six semesters. A total of 46 were on the honor rolls at least one semester. Perhaps even more striking, Dean Smith discovered that this cutting score would have resulted in a "loss to the state and nation: for "forty teachers, twenty-two engineers, five journalists, seven lawyers, seven doctors, seven pharmacists, and 96 graduates from the college of Liberal Arts and Sciences and the School of Business. Similar results were produced when the study was replicated for 1958 graduates. Dean Smith concluded that because "a free society's survival depends upon the widest and fullest possible development of all its human resources," a policy of selective admissions was the least desirable response to large enrollments. His study was widely read and no doubt played an important part in maintaining support for the open admissions policy.

(Professor Ray Heiner, Assistant Professor of History and Education, The University of Kansas)

HE
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3-16-93

Perceptions:

The Qualified Admissions Proposal as presented by the Kansas Board of Regents is void in an area of profound significance: affective assessment. This area includes assessing the level of motivation, attitude toward attending college, degree of tenacity and level of emotional maturity of aspiring applicants. The rationale for assessing these affective indices is easily discernible. As one seeks to identify the possible variables that mediated Dean Smith's study, it becomes obvious that arbitrary 50th percentile scores did not accurately predict those students who would not be successful, but actually included students who were academically outstanding in their academic pursuit.

Motivation, attitude, tenacity, and emotional maturity are affective variables that impact student achievement at any given point on the educational continuum. Can these indices be accurately measured and serve as valid predictors of college success? Probably to no more of a degree that college entrance exams that, by their own admission, are not capable of being culturally free and produce scores with more predictive validity of family wealth than academic success.

There is no one predictor of success in college, or in life. A combination of experiences and circumstances, often internal to the student alone, determines that person's success. This is as it should be in a democratic nation. The issues are complex. The ramifications will be felt ubiquitously with such magnitude as to require our concerted evaluative input in a collaborative fashion as we seek excellence at all levels of education.

Issues:

1. Will the proposed changes enhance or restrict educational opportunity?
2. Do the proposed changes represent a unilateral effort by those in higher education to assert hegemony over secondary education, or do they provide a framework for cooperative decision-making that recognizes the interest and needs of all those involved in Kansas education.
3. In 1987 the Board of Regents termed their proposal as Selective Admissions. This year the term used is Qualified Admissions. Does this change in terminology represent a change in philosophy?

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Attachment 9-2



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Craig Grant Testimony Before
House Education Committee
Tuesday, March 16, 1993

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas NEA. I appreciate this opportunity to speak to you about SB 332.

Kansas NEA opposes SB 332 as we have other attempts to restrict admissions to the Kansas Regents' institutions. We have revisited our resolutions regarding this topic and our 800 delegates from all over the state of Kansas keep renewing our policy.

They are really, in essence, renewing their faith in Kansas' students. Our members believe that all students should have opportunity for education and that, as stated in our reform work in Kansas, all students can learn.

We also know that students learn at different rates. Many students wait until late in their formal education to choose a vocation or profession. Many are underachievers in high school and may be unable to meet the qualifications in SB 332. Open admissions provides these students an opportunity, a chance, to succeed.

We are not asking for additional or continued "remedial work" as may now be the case. Standards do not need to be lowered in an open admissions institution. Effort by the "late bloomers" may well overcome previous shortcomings.

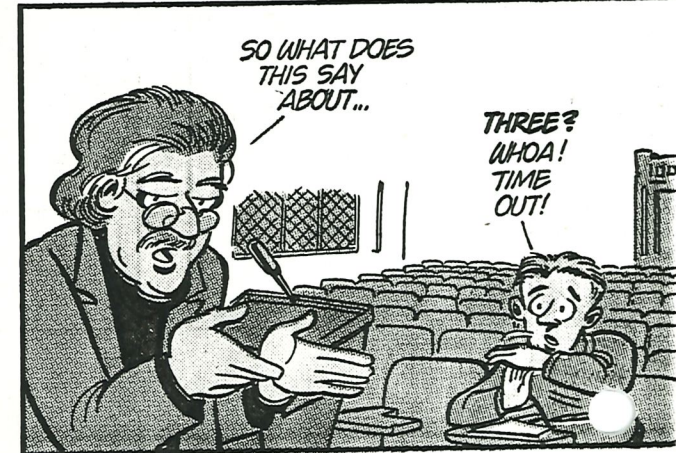
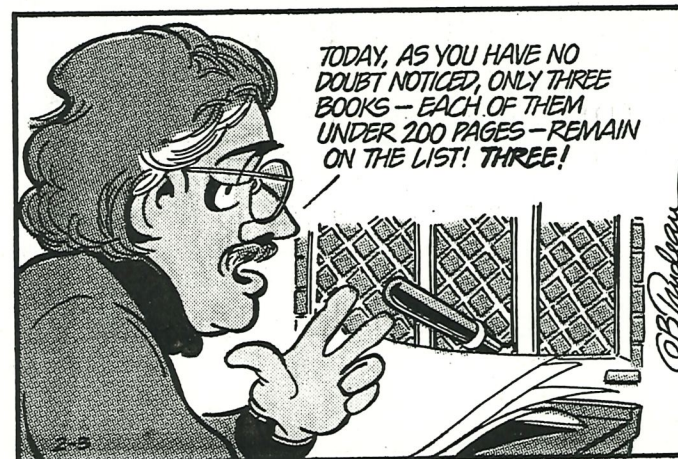
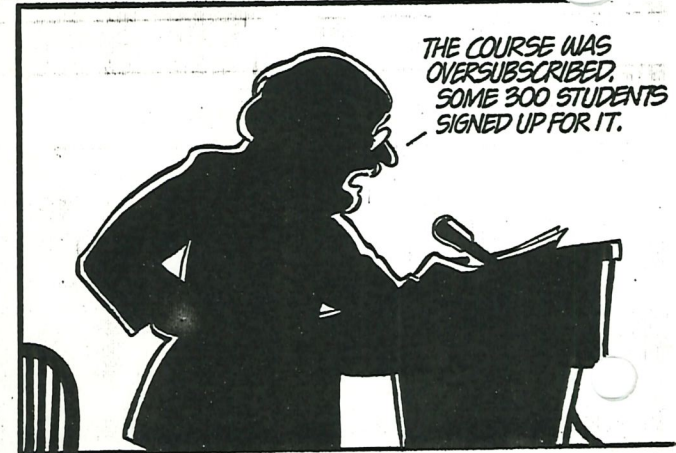
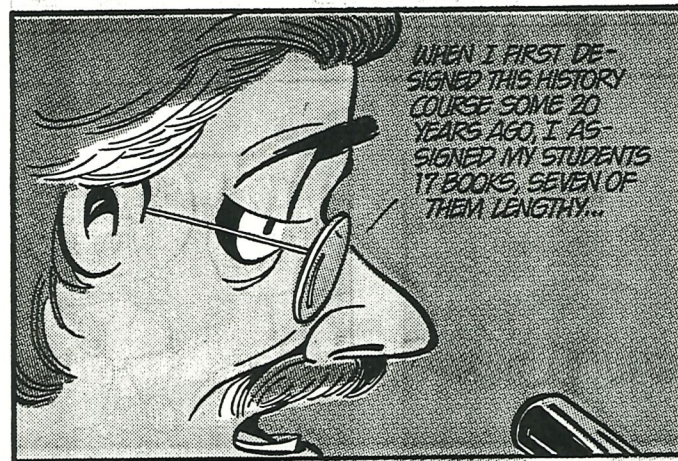
We noticed with interest the switch of the Board of Regents from support to opposition of open admissions coincided with resources dwindling and universities not being funded for all the enrollment increases. The budget squeeze seems to drive decisions more than philosophical stands.

Kansas NEA members philosophically are opposed to the concept of qualified admission and would ask you to not support SB 332. Thank you for listening to our concerns.

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Attachment 10-1
3-16-93

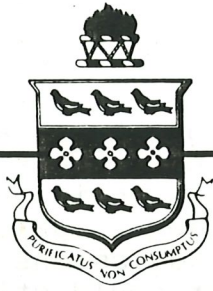
DOONESBURY

BY GARRY TRU



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Attachment 11-1
3-10-93



WASHBURN UNIVERSITY OF TOPEKA

Department of History
Topeka, Kansas 66621
Phone 913-231-1010, Ext. 1315

March 16, 1993

Testimony of William O. Wagnon, Jr.,
Professor of History
Washburn University
Topeka, Kansas 66621-0001
(913) 231-1010, x 1316
Fax (913) 231-1084

Before the Kansas House of Representatives Education Committee
concerning the Kansas State Board of Regents plan for qualified
admissions (SB 332).

While sharing a deep concern with the executive director of the
Kansas Board of Regents and his associate director of academic
affairs about too many high school graduates being ill equipped
to handle "the rigors of collegiate study," I do not believe that
"qualified admissions" as they advocate will solve the problem.
Indeed, it appears to be a red herring drawn across the search
for effective education reform that prepares today's youth to
function in the rapidly changing society.

Anyone who has been in and around a college campus over the last
decade knows full well that too many students seek certification,
rather than learning. They do not read as much as their
predecessors did; for many writing is awkward and forced; and too
few are able to develop an idea clearly, let alone weave several
together into a cohesive pattern. Too many lack curiosity about
things that matter to their instructors, while initiative and
self discipline needed to master unfamiliar subjects seem all too
rare commodities, indeed. Professors find themselves having to
spend increasing time and energy in remedial activity, attempting
to motivate young people to pick up the tools of learning and
break out of their shallow existence, rather than deepening and
widening experiences for students who already have the tools.

The tools implied within the Kansas Board of Regents plan of
"qualified admissions" depend upon high schools adopting a
preparatory curriculum track. Yet the preponderance of students
on college and university campuses today already have taken those
courses, and they still cannot do the work. If the Board of
Regents is skeptical about the quality of a Kansas high school
diploma, what makes them think they can have confidence in a
prescribed 15 units with a C average? Compiling course credits
without demonstrating relevant intellectual skills and attitudes
needed to succeed at university only compounds the problem.

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Attachment 11-2
3-16-93

At the same time the exceptions to the preparatory track are so extensive that the question quickly arises why bother changing the open admission policy? Nowhere in the discussion is there any evidence that anyone currently enrolled at a regents campus would have been denied being a student had qualified admissions been in force. Under the proposal anyone age 21 or older could still go to university regardless of attitudes or skills. The number of 17-20 year olds without the appropriate credits cannot be very significant. Before the traditional policy of widespread access to higher education in Kansas is abolished, the legislature should have evidence that current resources devoted to remediation of those who do not meet qualified admissions guidelines is significant.

My guess is that the problem of inadequate learning tools is serious even for those who would otherwise be admitted under the proposed restrictions. Indeed, the very idea of a preparatory track of specified course credits as indicated by grades on a high school transcript perpetuates the "false promises" which Dr. Stanley Koplik warns against in his Op-Ed article in Sunday's Capital Journal. If a grade of C or above in a set of courses becomes the measure of university preparation, then schools will offer the courses, teachers will teach to the tests, and students will gain a C or better, thereby assuring admission to a regents institution. But a grade of C in a high school algebra course does not guarantee that the student can think abstractly.

By stressing specific courses and grades the Board of Regents qualified admissions plan moves away from serious education reform designed to impart intellectual tools for all young people. Indeed the idea that our college bound youth be educated differently from those not headed for the university is a vestige of an elitist system being abandoned around the globe. Do we really want our youngsters operating cash registers at supermarkets or diagnosing our auto malfunctions to reason and express themselves any less effectively than presidents of fraternity houses or candidates for a nursing degree?

No longer will any high school graduate, whether headed for KU or Kaw Valley or Venture or domestic bliss, expect to train for one career. Indeed our primary and secondary schools must educate our young people to live and function amidst kaleidoscopic change. Nobody today, including history professors, is doing what they were doing a decade ago. Few will be doing in five years what they are doing now. We all will succeed to the extent that we adapt. Earning a C average on a preparatory curriculum of 15 high school units is not teaching adaptation.

Rather the Board of Regents should cast its lot with the State Board of Education to refine and perfect the concepts associated with quality performance accreditation (QPA) or a comparable program to develop the intellectual potential of each young person. Real school reform focuses on assessing education

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Attachment 11-3
3-16-93

performance as a measure of human capital necessary to adapt and profit from change.

For the Boards of Regents and Education to take contrary approaches to education reform is unfortunate to say the least. Rather they should be working cooperatively on developing standards of education for today's realities, on ways of assessing student performance, on effective methods of teaching young people, on provisions for retraining our professional teacher cadre, on arrangements to instill creative educational leadership among the state's superintendents and principals, and on programs to orient local school board members and school patrons to the challenges of contemporary reality. These are the proper arenas where the two boards' responsibilities overlap.

Let me urge the committee to focus on these issues to avoid a "march into a sea of mediocrity," as noted by Dr. Koplik. Set aside "qualified admissions" and find ways of bringing the two boards into a cooperation rather than operating at cross purposes.

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Attachment 114
3-16-93

BLAISE PLUMMER

REPRESENTATIVE, TWENTIETH DISTRICT
JOHNSON COUNTY
9900 LINDEN
OVERLAND PARK, KANSAS 66207



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS:

FEDERAL AND STATE AFFAIRS
JUDICIARY
JOINT COMMITTEE ON
CHILDREN AND FAMILIES

M E M O R A N D U M

DATE: March 16, 1993
TO: Education Committee
FROM: Rep. Blaise Plummer, 20th District
RE: SB 332 Qualified Admissions

A handwritten signature in blue ink that reads "Blaise Plummer". The signature is written in a cursive, flowing style.

I oppose SB 332. Attached is a 3-page "Fact Sheet" on the ACT Assessment by the National Center for Fair and Open Testing (FairTest), Cambridge, Massachusetts. ACT's own statistics, as contained in the report, establish that the test is an imperfect predictor of success in college.

While I do not oppose testing per se, I do not believe Kansas should use ACT Assessment as a cut-off for admission to regent's institutions in Kansas.

Attachment

BRP:ms

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Attachment 2-1
3-16-93

FAIRTEST: NATIONAL CENTER FOR FAIR & OPEN TESTING

The ACT Assessment **FACT SHEET**

The ACT: Biased, Inaccurate, Coachable, Misused

More than a million high school students take the American College Testing Assessment (ACT) each year. Like the Scholastic Aptitude Test (SAT), the ACT is a standardized multiple-choice test meant to predict first-year college grades. While the SAT predominates in the Northeast and the West Coast, the ACT is more common in the Midwest and the South.

A new test? In Fall, 1989, the American College Testing Program revised its test to be "responsive to changes that have occurred in high school curricula." The new version consists of four individual tests: English, Math, Reading, and Science Reasoning. The score report for the "Enhanced ACT Assessment," as the new test is known, includes a composite score ranging from 1-36, a score for each individual test, and, for the first time, subscores. Though ACT modified the subject areas and added subscores, "all other components of the ACT Assessment remain essentially unchanged."

Unfortunately ACT did not address the long-standing problems of bias, inaccuracy, coachability and misuse in its test. Because of these flaws, the ACT should be made optional in the college admissions process.

THE ACT IS BIASED:

Race, class and gender biases give white, affluent, and male test-takers an unfair edge.

Score gaps between groups on the ACT cannot be explained away solely by differences in educational opportunity. According to ACT research, when all factors are equal, such as coursework, grades and family income, whites outscore all other groups. If the ACT were not biased, Asian Americans, who take more academic courses than any other group, and rank first when scores are not adjusted for such factors, would likely score even higher. Moreover, boys score higher than girls across all races, despite boys' lower grades in high school and college. ACT has performed few studies of score differences in its test, making it difficult to pinpoint the sources of bias. Here are a few likely candidates:

Biased format: Research shows that a multiple-choice format favors males over females. Guessing, a risk males are more likely to take, is rewarded. Since multiple-choice items do not allow for shades of meaning they work against females' more complex thinking style.

ACT Score Averages

Family Income	Score
\$60,000 and over	22.4
\$50,000 to \$59,999	21.6
\$42,000 to \$49,999	21.3
\$36,000 to \$41,999	20.9
\$30,000 to \$35,999	20.6
\$24,000 to \$29,999	20.3
\$18,000 to \$23,999	19.8
\$12,000 to \$17,999	19.3
\$ 6,000 to \$11,999	18.5
less than \$6,000	17.4

Race/Ethnicity	Score
Asian American	21.6
White	21.3
Puerto Rican/Hispanic	19.3
Mexican American	18.4
Native American	18.1
African American	17.0

Gender	Score
Male	20.9
Female	20.5

Average scores from The ACT High School Profile Report, for high school graduating class of 1992.

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3-16-97

The ACT: Biased, Inaccurate, Coachable, Misused

Biased language: Idiomatic terms such as "thumb its big nose at," and "straight from the horse's mouth," may not be familiar to many test-takers, particularly those whose first language isn't English, causing them to choose wrong answers.

Biased question context: Studies show test-takers do better on questions they find interesting, or that are set in familiar situations. Many more English and Reading ACT passages cover topics that are likely to be more familiar to whites and males than to minorities and to females.

One reason for this is that people of color and women are seldom featured on the ACT. Of four publically-disclosed tests, one did not include a single reference to a person of color, and two mentioned only one. Similarly, men appeared in items five times more often than women. When people of color and females are mentioned, they rarely have the status of whites and males. For example, one test featured 21 white males, including famous scientists, politicians and artists. The single-minority group member was a nameless Japanese tea-master. The five females included a "she," and four characters in a fiction passage.

THE ACT IS INACCURATE:

ACT scores do not predict freshman grades effectively

Even the test-maker admits that high school grades predict college grades better than ACT scores do. In fact, adding the ACT to the high school record does not significantly improve predictions.

The ACT regularly underestimates the abilities of females, who earn higher grades than males in high school and in college. Females receive higher grades than ACT scores predict in all courses of study. Recognizing the problem, the Massachusetts

Institute of Technology routinely admits females with lower math scores because they find women perform as well as men.

ACT scores are imprecise

According to ACT, the individual tests have large margins of error on the 1-36 point scale: 1.50 points in English and Math, 2.21 in Reading, and 2.04 in Scientific Reasoning.

Insight
On the Edge

Are Test Scores Missing the Mark?

SUMMARY: These standardized entrance exams students equate about may not adequately predict college performance. A recent federal court decision disallows as too sexually biased the use of scores alone for awarding New York scholarships. The tests are being revamped, purportedly to reflect curricular reforms.

They arrive with freshly sharpened No. 2 pencils and stomachs churning with anxiety, steeling to fill in the voids of tiny blank circles that will determine where they go to college, what scholarship money they will receive, and whether they will take part in the high school ritual this year, laboring through passages and mathematical problems that will determine their fate. Next fall, nearly half of the state-bound seniors will face a grueling exam, and more radical changes are in the offing.

When taken by the predominant white students in the Midwest, the program has been significant revision by the Iowa-based program in books and the review of officers, the program is away from the

Sitting for the SAT: critics say the test is unfair to

American College Testing Program's efforts to make its test more competitive include Test. About 1.2 million students concentrated primarily on the SAT, while the SAT took the nation's college-bound seniors.



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Attachment 123
376-93

THE ACT IS COACHABLE:**ACT itself sells coaching products**

ACT insists that "for students who have not studied the content or grasped it... short term review is not likely to be of much benefit." While ACT acknowledges that familiarity and test-taking skills can affect a score, it also maintains that the descriptions and sample items included in the registration packet address them. If that claim is true, why is ACT selling "Official Guides" for \$12.95 and videotapes containing "effective strategies specific to each test on the Enhanced ACT Assessment" for \$79.00? The National Association of Secondary School Principals also believes that the ACT is coachable; they promote an extensive line of ACT test preparation materials, ranging from workbooks to computer disks.

THE ACT IS MISUSED:**Cut-off scores on the ACT unfairly deny education and scholarships**

The ACT's flaws have serious consequences. Despite its inaccuracies, biases, and coachability, ACT cut-off scores are regularly used to determine entrance into schools and allocate scholarships. A single point can decide whether a student is admitted or receives needed funds. Though these misuses violate ACT guidelines, ACT has done nothing to stop them. ACT has the responsibility and the power to protect students from testing abuse by refusing to send scores to colleges, scholarship agencies, and educational systems which misuse their product.

Education denied

In Mississippi, ACT test scores are used as a tool of segregation in state colleges and universities. In 1962 Mississippi's higher education board instituted a minimum ACT score for admission that was eight points above the Black score average. According to a federal court, this was done "soon after the court ordered admission of James Meredith to the University of Mississippi because it deterred black enrollment." The U.S. Supreme Court agreed, specifically citing the role of the ACT cut-off as a key factor in denying Black residents access to the state's major universities.

Even if they earn high college grades, students cannot enter a public graduate school of education in Alabama without scoring at least 17 on the Enhanced ACT.

Scholarships denied

In Louisiana, high achieving students can have their tuition and fees waived for up to five years at state colleges and universities if they score above an ACT cut-off of 20. This minimum score is close to the average for white students in Louisiana, but more than three points above the African American average. A number of other states are starting similar programs.

ACT and Athletics

The National Collegiate Athletic Association's "Prop 48" denies athletic eligibility to students who do not score at least 18 on the ACT (or 700 on the SAT), no matter how good their high school grades were. Prop. 48 discriminates against blacks (who are disproportionately denied eligibility) and is also ineffective at screening out unable students: a study at the University of Michigan reviewed the pre-Prop. 48 records of students who would have been barred from competition due to low test scores. Eighty-six percent of these student-athletes successfully completed their first year and then graduated at rates higher than the general student population.

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Attachment 12-4
3-16-93

FAIRTEST: NATIONAL CENTER FOR FAIR & OPEN TESTING

342 BROADWAY, CAMBRIDGE, MASSACHUSETTS 02139 • 617-864-4810

FairTest Works for Testing Reform

The National Center for Fair & Open Testing (FairTest) was founded at a 1985 conference which brought together 40 leaders of national education, civil rights, consumer, research and student organizations. Though all the groups were gravely concerned about the growing impact of standardized exams, none had the resources to make testing reform a top priority.

These key activists agreed their isolated testing reform campaigns could be enhanced by the increased visibility and coordination that would come from a new national organization. The result was FairTest.

Contribute to FairTest

How can you be part of the rapidly expanding movement to subject standardized tests to public scrutiny? Support the National Center for Fair & Open Testing, the only organization devoted exclusively to reforming testing in education and employment.

- For just \$30, you can become a FAIRTEST ASSOCIATE and receive a subscription to the *FairTest Examiner*, the quarterly source of accurate and independent news about standardized testing advocacy and research.
- Become a FAIRTEST SPONSOR for \$50 and you'll get a *FairTest Examiner* subscription and a complimentary FairTest publication.
- Contributors of \$100 or more receive all the above plus a 20% publications discount, and become FAIRTEST SUSTAINERS.

I agree there's no better way to be part of the testing reform movement than by supporting FairTest! Enclosed is my tax-deductible contribution.

- ☐ **FAIRTEST ASSOCIATE** (\$30—includes a free subscription to the *Examiner*)
- ☐ **FAIRTEST SPONSOR** (\$50 — includes *Examiner* and free publication)
- ☐ **FAIRTEST SUSTAINER** (\$100 or more — includes above plus a 20% discount on all publications)

☐ **Other** _____

Publications:

Sex Bias in College Admissions Tests

Why Women Lose Out

\$ 8.95 ea.

\$

Beyond Standardized Tests:

Admissions Alternatives that Work

\$ 5.50 ea.

\$

Standing Up to the SAT

\$ 6.95 ea.

\$

FairTest Examiner

\$20.00 individual

\$

\$30.00 institution

\$

TOTAL

\$

NAME _____

ADDRESS _____

CITY _____

STATE _____

ZIP _____

Please make checks payable to FairTest, 342 Broadway, Cambridge, MA 02139

(Contributions to FairTest are fully tax-deductible, except for the value of the publications.)

FairTest Goals & Principles:

The National Center for Fair & Open Testing (FairTest), an advocacy organization, works to end the abuses, misuses, and flaws of standardized testing and to make certain that evaluation of students and workers is fair, open, accurate, accountable and educationally sound. The organization was founded in 1985 on these basic principles:

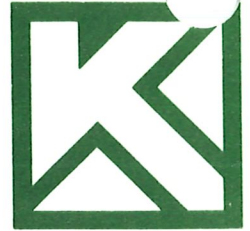
1. **TESTS SHOULD BE FAIR AND VALID.** Tests should provide equal opportunity, rather than favor individuals on the basis of race, ethnicity, gender or income level.
2. **TESTS SHOULD BE OPEN.** Independent researchers should have greater access to testing data, including evidence of test validity and reliability.
3. **TESTS SHOULD BE VIEWED IN THEIR PROPER PERSPECTIVE.** Safeguards must be established to ensure that curricula are not driven by standardized testing and that test scores are not the sole criterion by which major educational and employment decisions are made.
4. **ALTERNATIVE ASSESSMENT INSTRUMENTS MUST BE DEVELOPED.** New methods of evaluation that fairly and accurately diagnose the strengths and weaknesses of students, workers and programs need to be designed and implemented.

To accomplish its goals, FairTest is involved in the following activities:

1. **PUBLIC EDUCATION.** FairTest serves as an important source of information about testing and alternatives for educators, parents, public officials, journalists and other policymakers.
2. **TECHNICAL ASSISTANCE.** FairTest provides information, training and strategic advice to parents, educators and a broad range of civil rights and women's organizations.
3. **ADVOCACY.** FairTest identifies and catalyzes educators, citizen groups and parents to bring about needed testing reforms.

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Attachment 12-5
3-16-93

LEGISLATIVE TESTIMONY



Kansas Chamber of Commerce and Industry

500 Bank IV Tower One Townsite Plaza Topeka, KS 66603-3460 (913) 357-6321

A consolidation of the
Kansas State Chamber
of Commerce,
Associated Industries
of Kansas,
Kansas Retail Council

SB 332

March 16, 1993

KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the

House Education Committee

by

Jim Edwards

Director of Chamber and Association Relations

Mr. Chairman and members of the Committee:

I am sorry that I could not join you today for the hearing on SB 332 as I was scheduled to be out of town on business. I did however want you to know of KCCI's support for SB 332, a bill that would set forth criteria that incoming freshmen would have to meet before being granted admissions to any of Kansas' Regents institutions.

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

KCCI is comprised of more than 3,000 businesses which includes 200 local and regional chambers of commerce and trade organizations which represent over 161,000 business men and women. The organization represents both large and small employers in Kansas, with 55% of KCCI's members having less than 25 employees, and 86% having less than 100 employees. KCCI receives no government funding.

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

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

As soon as this is said, red flags go up in many persons' minds. The two main red flags usually are: 1) as long as a person is a taxpayer of the state their son or daughter should not be restricted from attending for any reason, and 2) this will prohibit the "late bloomers" from attending.

Well, the red flags that are discussed above are readily addressed by SB 332 as it left the Senate. Almost everyone that is a resident of the state and has used their high school time to strive for excellence will be able to attend. Those who are late bloomers could still go with the provision that would allow any state resident over 21 with a high school diploma to attend.

In the legislative process, as with life, there is a time and place for most things. We believe that now is the time and place for this issue to be approved by this body.

Thank you for the opportunity to present this testimony. I would be pleased to appear before you at a later date for questions.

March 16, 1993

**STATEMENT OF DONALD F. LINDSEY JR., DIRECTOR
KANSAS STATE LEGISLATIVE BOARD
UNITED TRANSPORTATION UNION
IN OPPOSITION OF
SENATE BILL 332**

**PRESENTED TO THE
HOUSE EDUCATION COMMITTEE
THE HONORABLE DUANE GOOSSEN, CHAIRMAN**

Mr. Chairman and Members of the Committee, I am Don Lindsey, Director of the Kansas State Legislative Board, United Transportation Union. I am the duly elected representative of approximately 6,000 active and retired train and engine service employees who reside in Kansas.

I appear in **opposition** to S.B. 332. I would ask this committee **not** to change the open enrollment policy currently in effect in Kansas. In reading S.B. 332, I discovered many excellent ideas for improving the quality of education in Kansas. However, I would suggest that rather than having minimum entrance requirements to our states regent institutions, we should explore instituting more stringent graduation requirements for our grade, junior high and high schools. The UTU believes that our children and our state would be better served if every child graduated with the basic skills requested on page 2, lines 41-43 and page 3, line 1, of S.B. 332. What better way of improving education in Kansas than knowing that any student who graduates from a Kansas high school has the minimum skills required to function in today's society or continue his or her education in a regents institution, should they so desire.

We must expect and demand more from our students, our teachers and the administrators. We must change the idea, which many parents have, that our schools are merely giant day care systems. We must stop promoting children from one grade to the next, when it is clear they have not mastered the skills necessary for advancement. Only, when we make the decision to accept nothing less than the best from our students, will we truly have addressed the educational problem in Kansas, as well as, the United States.

The UTU believes strongly that if S.B. 332 is adopted and the state of Kansas excludes any student from attending a regents institution because they do not meet the requirements in S.B. 332, then state tax dollars to the regents institutions, should be reduced in proportion to those students deprived of attending the Kansas school of their choice.

I wish to thank the chairman and the committee for allowing me to present this written testimony. Thank you for giving your attention to our concerns regarding the proposed changes to the state of Kansas' open enrollment policy.

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Kansas Department of Human Resources

Joan Finney, Governor
Joe Dick, Secretary

Kansas Advisory Committee on Hispanic Affairs

1321 S.W. Topeka Boulevard, Topeka, Kansas 66612-1816

913-296-3465 --- 913-296-5112 (Fax)

March 15, 1993

Kansas House Committee on Education
Statehouse
Topeka, KS 66612

Dear Committee Members:

The Kansas Advisory Committee on Hispanic Affairs opposes, S.B. 332, the Qualified Admissions Bill. This legislation would have the effect of eliminating existing educational opportunities for many students.

Kansas has a rich history of providing opportunities to its citizens. This practice dates back to the first pioneers, who moved westward looking for a better life for themselves and their children, and found that hard work, desire and determination were all that were necessary to cultivate the fruits of these great plains.

Generation after generation of Kansans have benefited from our state's commitment to leaving open the door of higher education to all those who would enter it. Our forefathers realized that door should not be closed to any of its citizens, but rather should be held wide for anyone with the desire to better his or her life and contribute to the wealth of this state.

We are a country and state of immigrants. Our predecessors fought hard to establish a place where individuals would be judged on their merit, not on the merit of their fathers or grandfather, not on past mistakes, but on their present commitment and determination. We are appealing to you to continue that great tradition.

As you are aware, the future potential of students cannot always be measured by grade point averages or ACT scores. Desire, determination and the ability to work hard are qualities that are essential to success in higher education and the workplace. Yet, these qualities cannot be quantified by numbers.

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For many Hispanic students, social, personal and financial obstacles combine and reflect in a poor secondary school record. Problems ranging from language and cultural barriers to low self-esteem and low incomes may cause the grades of many Hispanic students to fall below the acceptable range proposed by this legislation. Yet, the diverse cultural experience of these students, their success in overcoming poverty and discrimination, their determination and desire are all qualities that would make them good prospects for admission to college.

The Qualified Admissions bill would preclude many Hispanic students from pursuing higher education. Hispanic students are not widely represented in the group of students at the top 1/3 of their class, or in the group scoring 23 or more on the ACT exam.

In effect, this legislation would block access to higher education for this group as a whole. The substantial negative impact of this bill would not be remedied by the proposed 15% exception to the rule.

Because every Kansas student is due equal access to higher education in Kansas, we are requesting that you do not favorably report this bill to the full House of Representatives.

Sincerely,



Eva Pereira
Executive Director

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Student Governing Association

K-State Union
Manhattan, Kansas 66506-2804
913-532-6541

POSITION STATEMENT ON QUALIFIED ADMISSIONS

Jackie McClaskey, Student Body President
Kansas State University
March 16, 1993

Allowing poorly prepared students the right to attend the university and fail is not^a harmless act when the university does not have the capacity to fulfill the educational needs of even its most highly qualified and successful students.

The issue of qualified admissions would not likely be before us if our universities were adequately funded and thus had the necessary resources to meet the needs of all students who wished to attend, regardless of the level of their preparation. The underlying basis for qualified admissions is balancing student educational demands with the capacity of the university to meet this demand and still provide quality education.

Due to the state budgetary constraints, the ability of the Regents system to meet student demand has diminished. In fact, student demand greatly exceeds the capacity of many of our universities to meet student needs.

At Kansas State University there are more students than classroom space and the number of full (closed) classes is higher than ever before in the history of the university. In effect, we have qualified admissions at the classroom level; the qualification being first come, first served. Given that students are being denied access to the class of their choice because of inadequate funding, it only makes sense to give better prepared students preferential access to the university.

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Less well-prepared students, by their presence, exclude better prepared students from a given class. The poorly prepared student may be successful, but clearly is somewhat more likely to dropout or fail. The right to try and fail does in fact impart a cost in terms of a lost opportunity to learn on those students who are well-prepared and thus have a better chance of passing but were denied access to the class because it was full. In addition, the poorly prepared student may take a disproportional amount of the professor's time in order to be provided with background information or remedial level explanations.

Students and their families should recognize that when degree programs have to be altered or graduation delayed because of not being able to get in a required class, or when the environment for learning is less than optimal, state government is at fault by failing to provide the necessary funding to meet student needs while at the same time allowing poorly qualified students who will ultimately drop out take up limited classroom space.

Denying any student free access to education is regrettable, but if access to higher education must be restricted because of inadequate funding, better it be on the basis of a student's preparation and abilities than on one's place in the enrollment line.

No student attends college with the intention of failing, but the fact is students fail and drop out in high numbers and the adequacy of their pre-college preparation plays a role in a student's ability to succeed. If the university was adequately funded, and thus had the capacity to provide classroom space to all students who wished to attend, the need to have better prepared students would not be as critical.

On the other hand, even with adequate funding, all of the other state university systems in the country have found it wise to have their students meet minimal qualifications in order to maximize resource utilization.

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Position Statement on Qualified Admissions
Jackie McClaskey, Student Body President
Kansas State University
March 16, 1993
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Those who oppose qualified admissions should be ready to announce their support for raising taxes and tuition in order to provide adequate funding for the university to meet student needs, regardless of their preparatory level or ability.

The alternative is to accept a decline in the quality of education provided by our universities.

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