

Approved: 2/24/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on February 23, 1993 in Room 123-S of the Capitol.

All members were present.

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

Conferees appearing before the committee:

Dr. Jon Wefald, President, Kansas State University
Dr. Robert Glennen, President, Emporia State University
Rick Harman, Member, Kansas Board of Regents
Shirley Palmer, President, Kansas Board of Regents
Robert Kelly, Kansas Independent Colleges Assn.

Others attending: See attached list

The Committee was provided with data on the history of state aid for the Educational Excellent Grant Program as requested during the February 22 meeting (Attachment 1).

Senator Tiahrt made a motion to approve the minutes of the February 22, 1993 meeting. Senator Downey seconded the motion, and the motion carried.

SB 332 - State educational institutions, qualified admission standards

Staff explained the provisions of SB 332. Current law allows access to any Kansas regents institution for any graduate of an accredited school in Kansas. SB 332 adds certain qualifications for access to regents institutions effective in the 1997-98 school year. Applicants would have to possess a certificate of mastery of essential skills and meet one of the following requirements: completion of the pre-college curriculum prescribed by the Board of Regents with a 2.0 grade average, or completion of the functional equivalent of that curriculum, or score at least 23 points on the ACT or be in the top third of the graduating class. Staff noted that SB 332 contains provisions to allow institutions to admit 15% of the total number of new students as exceptions to the foregoing requirements.

Dr. Jon Wefald, President, Kansas State University, testified in support of SB 332 and provided letters of support from each of the six university presidents (Attachment 2). Dr. Wefald said that enhanced admissions requirements would encourage Kansas students to take basic courses and to make the effort to do well in those courses. He observed that the "15% window" would allow each institution to make appropriate exceptions to the required qualifications for admission. Dr. Wefald cited from Dr. Budig's letter that he believes that admission standards would improve the preparation of students enrolling at the state universities and their chances of being more successful would be enhanced. Dr. Wefald pointed out Dr. Armstrong's statement that NCAA Division I standards for student athletes are higher than what is required of other students.

Dr. Robert Glennen, President, Emporia State University, spoke in support of SB 332. He noted that qualified admissions standards are sometimes perceived to cause a reduction in enrollment but stressed that the intent is to encourage high school students to pursue high school preparation very seriously so they can meet with success in higher education. Dr. Glennen said the university atmosphere should be one in which the students are capable of learning and one where the instructional level is at a higher plane. He added that ill-prepared students meet with failure which has other ramifications, not the least of which is the fiscal aspect. In responding to a question about remedial programs, Dr. Glennen said a proposal for Ft. Hays State University to contract with a community college to offer remedial courses is under consideration.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on February 23, 1993.

Rick Harman, Member, Kansas Board of Regents, testified in favor of SB 332 (Attachment 3). He discussed comparisons of regents institutions with 21 peer institutions in other states, comparable in size, nature and type. Mr. Harman said the most significant finding was that among those peer institutions, only one is has open admissions. He discussed the admissions criteria for institutional peers of the University of Kansas and for Kansas State University, which is contained in the material he provided. Mr. Harman noted that institutions which instituted admissions requirements have all continued such requirements and have even enhanced them.

Shirley Palmer, President, Kansas Board of Regents, spoke in favor of SB 332. She stressed that the objective of qualified admissions is not to reduce enrollment, limit the opportunity for students or lower costs but is to encourage students to pursue seriously their high school preparation, to encourage schools to provide forward-looking high school programs and to prepare students for successful, positive experiences in postsecondary education. Ms. Palmer said SB 332 provides the flexibility to accommodate "late-bloomers", older returning students and students with special talents. She advised that it is the consensus of the university presidents that they want to see enhanced admissions for all six schools, rather than some portion of the total. Ms. Palmer emphasized that Kansas must have excellent programs in order to retain the best and brightest students. She said that if students are prepared before entering college, this lessens the likelihood they will need to attend an extra semester. Ms. Palmer mentioned that requirements for student athletes are higher than those of the regular students. She emphasized that higher expectations and standards result in greater effort and achievement. Senator Tiahrt requested that the board and the institutions provide data indicating the impact of the qualifications in SB 332 on current admissions.

Robert Kelly, Kansas Independent College Association, testified in support of SB 332 (Attachment 4).

The Committee was provided with written testimony in support of SB 332 supplied by Jim Edwards, Kansas Chamber of Commerce and Industry (Attachment 5).

The meeting was adjourned at 2:30 p.m. The next meeting of the Committee is scheduled for Wednesday, February 24, 1993.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 2/23/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Stanley Z. Koplik	Topeka	Regents
Robert E. Glenn	Emporia	ESU
Shirley J. Palmer	Ft. Scott	Bd. of Regents
John DeLoach	K-Sink	Univ.
John DeLoach	Topeka	KNSB
Carolyn Wilton	Dear	Sen
Rick Harman	SM	Regents
Robert Nichols	Wichita	Wichita Public Schools
Ann. Durnell	Topeka	USD 501
Harold Pitts	Topeka	AARPECF
Ben. Grove	Lawrence	Univ. Daily Kansan
Susan Peterson	Kanawha Hall	Kansas State University
Dave DeLoach	Topeka	KCOVE
Bonnie Koch	Wichita	Wichita Chamber
Robert Elliott	Wichita	Federation of Teachers
Rebecca North	Wichita	Wichita Federation of Teachers
Ken Bunker	Topeka	KSBE
Merle Huer	Topeka	KACC
Paul Adams	Osage City	St Bd of Ed
Bob Kelly	Topeka	KICA
David G. Monical	Topeka	Washington
Jim Oak	Midley	USD 295
Bill Hollenbeck	Pittsburg	Pitt St Univ

SENATE EDUCATION COMMITTEE

TIME: _____ PLACE: _____ DATE: _____

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Mike Bohakoff	Topeka	Div of Budget
George Wyatt	Lawrence	Intern
John Ferguson	Topeka	Asst Dir of APTS
Druce Goeden	Topeka	Kansas NEA
Graig Grant	Topeka	Kansas NEA
Gerald Henderson	TOPEKA	USA of KS
Jami Gubas	Lawrence	Intern
TED D. AYRES	TOPEKA	REGENTS STAFF
Ray Hawk	Topeka	Regents Staff
John F. Welsh	Lawrence	Board of Regents Staff
Patty Kean	Hutchinson	PTA
Jennifer Haneler	Emporia	Intern
Heike Apt	Topeka	USA / KACD
Maria Boyd	Topeka	Intern Sen Jones
Chuck Reagan	Manhattan	Kansas State Univ
Erik Diekhut	Baldwin City	Baker Univ
Amy Koehn	Baldwin City	Baker Univ.
Shedreese L. Colding	Baldwin City	Baker University
Karl Trantman	Baldwin City	Baker Univ.

EDUCATIONAL EXCELLENCE GRANT PROGRAM: HISTORY OF STATE AID

Sen. Education
Attachment 1
2/23/93

	Enhancement Grants				At-Risk Grants				
	<u>No. of Proposals</u>	<u>Amt. Requested</u>	<u>No. of Grant Recipients</u>	<u>State Aid Amount Awarded</u>	<u>No. of Proposals</u>	<u>Amt. Requested</u>	<u>No. of Grant Recipients</u>	<u>State Aid Amount Awarded</u>	<u>Total State Aid</u>
FY 90	51	\$2,263,716	22	\$1,016,153	50	\$2,040,951	15	\$1,233,637	\$2,249,790
FY 91	48	2,906,885	17	1,161,441	57	2,754,148	16	1,262,752	2,424,193
FY 92	51	2,940,467	10	797,921	36	1,958,888	30	1,578,079	2,376,000
FY 93	61	4,047,303	23	1,500,000			--	--	1,500,000
FY 94 (Gov. Rec.)			NA	1,500,000			--	--	1,500,000

Kansas Legislative Research Department
February 23, 1993

The University of Kansas

Office of the Chancellor

February 23, 1993

The Honorable David Kerr
The Statehouse, Room 347N
Topeka, Kansas 66612

Dear Senator Kerr:

Your initiative to implement qualified admissions is important to the University of Kansas. Under your qualified admissions plan, Kansas students aspiring to attend any Regents university will know in advance what constitutes minimum academic preparation for higher education. Most students in Kansas now attend schools offering the proposed curriculum. The problem is that, even in districts where the proposed curriculum is offered, there is no assurance that students will enroll in and complete the curriculum. It is important that students and their parents or guardians know what is expected for admission to a Regents institution. It is also important to the citizens of Kansas that we ensure graduates of Kansas secondary schools are better prepared for higher education.

Implementation of qualified admissions would have the effect of improving the preparation of students enrolling in Regents universities. This would allow students to be more successful, reduce the need for remedial courses, and enhance our capabilities as universities to achieve levels of excellence in our academic programs which are not achievable when extensive variability in academic preparation among our students must be accommodated.

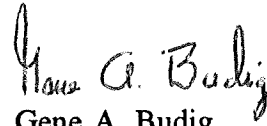
It is important that the bill be implemented four years after passage, so that every student has the opportunity to meet the criteria. Students who failed to meet the criteria still would have other options within the Kansas system of higher education.

In reference to setting a GPA requirement for out-of-state students, I would encourage you to allow institutions to set their own minimum requirements, with the provision that the minimum requirement be no less than that required of Kansas residents. This will enhance their flexibility in managing enrollment. There may be times when an institution may find it helpful to increase the minimum requirement, or at times to lower it.

Senator David Kerr
February 23, 1993
Page Two

I appreciate your leadership on this important initiative. If my staff can be of assistance to you in any way, please call.

Respectfully,

A handwritten signature in dark ink, appearing to read "Gene A. Budig". The signature is fluid and cursive, with the first name "Gene" being more prominent.

Gene A. Budig
Chancellor

GAB:jt



Office of the President

Anderson Hall
Manhattan, Kansas 66506-0112
913-532-6221

February 19, 1993

The Honorable David Kerr
Chairman, Senate Education Committee
120-South, State Capitol
Topeka, KS 66612

Dear Senator Kerr:

I am writing this letter in support of qualified admissions. We have reviewed this issue thoroughly with our students and our faculty, and we support qualified admissions. We feel that the qualified admission requirements would establish a minimum threshold for students who are interested in attending a four-year institution. We believe it communicates the message that students need to develop basic skills in the areas included in the curriculum if in fact they are going to be successful in college.

At one point, we had some concern over the ability of districts to provide the curricular offerings included in the qualified admission requirements. However, since that concern has been alleviated, we feel that it does not seriously impede access to Kansas State University or any other Regents' institution. In fact, the window for exceptions is quite broad and in truth it is our feeling that any student who seriously wishes to attain an education at Kansas State University could be admitted.

Since Kansas is the only state in the nation not having admission requirements, it indeed is high time for us to establish admission requirements. We feel that the Regents' Qualified Admission Requirements still allows us to fulfill our obligations to meet the goals of accessibility and choice as well as quality. If you should have any additional questions concerning Kansas State University's position in this matter, please contact me. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon Wefald", written over the typed name and title.

Jon Wefald
President



The
Wichita
State University
Office of the President

February 22, 1993

The Honorable David Kerr
Room 120 South
State Capitol
Topeka, KS 66612

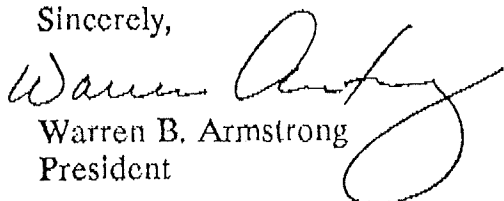
Dear Senator Kerr:

I am writing to express my strong support for the qualified admissions program which the Kansas Board of Regents has urged the legislature to consider as a prudent and thoughtful enhancement of public higher education in the State of Kansas. As you know, Kansas is the only state in the nation that clings to the concept of open admissions i.e. the idea that any student who graduates from a high school in this state, regardless of the coursework he or she has taken, will be granted admission to the Regents' institution of choice.

Current state policies place the NCAA Division I universities--KU, KSU, and WSU--in the awkward position of requiring higher standards for admission for students on athletic scholarships than we are permitted to require of our regular student body. This simply ought not to be. The standards recommended by the Regents for those young men and women who are serious about success in higher education are appropriate and necessary in my professional opinion. I do recognize that there may be other ways to achieve the same objective and that is improved preparation for success in college. If high schools would give two kinds of diplomas, one to those who pursue an academic track and a general diploma for those who are not interested in preparing for college, it would be possible for Regents' universities to accept those who have completed the academic track diploma. Community colleges would remain open to those who later sought a college experience. Success there could lead to admission in the Regents' institutions.

In any case, I do not believe that it is unreasonable to ask the young men and women in this state to prepare themselves adequately for university level work. I urge your support for qualified admissions as recommended by the Board of Regents.

Sincerely,


Warren B. Armstrong
President

February 19, 1993

Mr. Ted D. Ayres
General Counsel
Kansas Board of Regents
609 Capitol Tower
400 SW Eighth Ave.
Topeka, KS 66603

Dear Ted:

I am writing to assure you of Emporia State University's support of the Qualified Admissions plan currently under consideration by the legislature. Having spent the last nine years as President of ESU with the resultant contact with both college students and high school students, I feel I can speak knowledgeably about the topic.

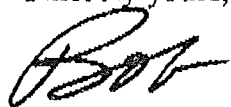
The proposal would produce a number of benefits from our perspective. First, because students would arrive better prepared for college level work, our institution would have to spend less money on remedial classes. In such tight economic times, that consideration is an important one. Such a savings could then be directed to enhancing other areas of teaching.

Better qualified students in the classroom would also increase the quality of the instruction and classroom interaction since there would not be as wide a range of abilities in any given class. With fewer students at the lower range, instructors could cover more material in depth or introduce more material. A related benefit is the increased morale among faculty who will be teaching truly college level classes and among students who will be learning in them.

In my estimation, truly deserving students will still be able to gain admission into the college of their choice because of the number of entry options. But the better prepared student entering our colleges will exit better prepared to face the challenges of the 21st century. In the light of its historic mission in teacher education, ESU is particularly interested in achieving this goal since our graduates influence and shape the future generations of Kansas.

If I can provide any further information, please do not hesitate to contact me.

Sincerely yours,



Robert E. Glennen
President



Office of the President • Pittsburg, Kansas 66762 • 316/235-4100 • FAX 316/232-7515

February 19, 1993

Senator David Kerr
Statehouse
Topeka, KS 66612

Dear Dave:

Pittsburg State University supports the Kansas State Board of Regents Qualified Admissions initiative and specifically Senate Bill 332 for these reasons.

1. We believe that the quality of learning and the future of our state are best served by raising the standards or preparation (knowledge and skills) of Kansas students entering our universities.
2. The Regents recommended curriculum (four units of English, three units of mathematics, three units of science, three units of social science and two units of foreign languages) is considered basic for these students entering our university. Currently, we administer a mathematics placement test to all incoming freshmen to determine their level of math readiness. Based on individual test results, students are enrolled in one of five math levels. To enhance writing skills, we now require a writing intensive class for all students during each of their first four semesters.
3. Kansas is one of the last states in the nation to initiate such a plan.
4. Few, if any, students would be blocked from going on to higher education, and, in fact, those coming to universities or community colleges would be much better prepared.

Thank you for your continued leadership and efforts regarding admission requirements for freshman students.

Warm personal regards.

Sincerely,

Donald W. Wilson
President

dja

Fort Hays State University

Office of the President

600 Park Street

Hays, Kansas 67601-4099

February 23, 1993

Senator David Kerr
Chair of Senate Education Committee
State Capitol, Room 120-S
Topeka, KS 66612

Dear Senator Kerr:

The Board of Regents embarked several years ago to seek legislative approval of basic standards for enrollment at the Regents universities. Today, the Board of Regents, university presidents, and chancellor still strongly pursue this goal.

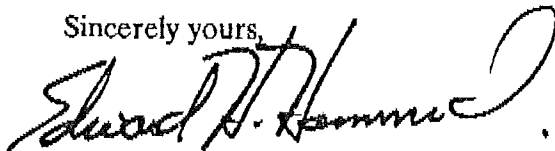
The purpose of qualified admissions to the Regents universities is not to exclude students, but is to assure their success in higher education. As a university president, I believe that completion of the Regents required curriculum or a demonstration of academic ability assures that either a student possesses the preparation, or innate ability to study at the university level.

The proposed program does not exclude students from opportunities. Students lacking immediate skills for the university level can enter the system through community college preparation. Non-traditional students and proverbial "late bloomers" are given the opportunity to enter the university system without restriction if they are over the age of 21.

If opportunities are lost and doors are closed, it is under the misnamed "open door" system. If a student fails in his or her attempt at pursuing a college education due to a lack of preparation, he or she may very likely never have the will or financial resources to attempt higher education again. We as a state do not hand drivers licenses to teenagers, without either a preparatory curriculum or a competency exam. If we did so, we would hear cries of "state assisted murder." Yet, we allow students to wreck their career goals, personal and family financial resources and those of tax payers because we do not require minimum preparation.

I ask your assistance in helping the young people of this state to achieve their dreams.

Sincerely yours,



Edward H. Hammond
President

bl

Phone (913) 628-4231

FAX (913) 628-4013

2-7
2/23/93

KANSAS BOARD OF REGENTS

SUITE 609 • CAPITOL TOWER • 400 SW EIGHTH • TOPEKA, KANSAS 66603-3925 • (913) 296-3421 • FAX (913) 296-0983

February 10, 1993

MEMORANDUM

To: Regent Rick Harman

From: *JFW* John F. Welsh

Re: Comparative Admissions Requirements

The purpose of this memorandum is to provide you with requested information and perspective on admissions requirements for resident, first-time entering freshmen at public colleges and universities in other states. You have raised a series of issues about the Board's Qualified Admissions proposal which are critical to the future of the Regents universities, particularly their ability to compete in a national environment. Thus, the content of this memorandum is organized around responses to five related questions:

1. In addition to Kansas, which states retain a policy of open admissions at all of their public, baccalaureate-granting universities?
2. What are the specific criteria currently used for admissions decisions at peer universities?
3. How do the admissions criteria at peer universities compare to the central elements of the Board's Qualified Admissions proposal?
4. What changes, if any, have occurred or are anticipated in the admissions criteria at peer institutions?
5. What does this comparative information on admissions criteria suggest about the criticisms that have been leveled by the opponents of Qualified Admissions?

My responses to these questions are based on several data sources. First, Board staff gathered information on comparative admissions criteria through telephone surveys of admissions officers in June 1987, September 1987 and September 1988. Second, our office accumulated volumes of printed literature on comparative admissions requirements during the late 1980s as we prepared papers and data bases on Qualified Admissions. This literature provides considerable information on admissions requirements at institutions in other states. Third, the academic affairs staff updated our data through a telephone survey of admissions officers during the week of February 1 - 5, 1993. Therefore, we have current and detailed information on admissions requirements at the peer institutions and are able

to identify changes that have occurred since 1987 - 88.

The Meaning of Open Admissions

The most significant observation of our survey is, quite simply, **Kansas is the only state which retains a policy of open admissions at all of its state baccalaureate-granting colleges and universities.** Permit me to review what is meant by "open admissions" so that the meaning and significance of this statement can be fully appreciated.

K.S.A. 72-116 is the "open admissions" statute in Kansas. It stipulates that any person who completes a four-year course of study at a Kansas high school accredited by the State Board of Education is entitled to admission in the freshman class of any state educational institution under the control of the Kansas Board of Regents. The sole criterion entitling applicants to admission to any institution in the Kansas Regents system is graduation from an accredited Kansas high school.

Our surveys of admissions policies at institutions in other states revealed three relevant facts:

1. Many states retain open admissions policies at one or more public baccalaureate-granting universities or public community colleges. Universally, other states also have institutions which have requirements for admissions in addition to the mere possession of a high school diploma. Some of these states consider themselves to be "open admissions" states because one institution or one sector of their higher education system remains open.
2. The locus of authority to establish admissions standards for resident students varies considerably among states. In Kansas, the Regents universities are open admissions institutions by law. The Board of Regents is not authorized to set admissions standards for those individuals who qualify for admission under K.S.A. 72-116. In other states, specific admissions criteria are placed in statute. In 1985, for example, the Colorado Legislature wrote into statute differentiated admissions criteria for all state universities and community colleges. But this is not the case in all states. In some states, institutional or system governing boards or state coordinating boards have statutory authority to establish and implement admissions criteria.
3. Several states and many institutions consider themselves "open admissions" because enrollments are not capped, even though they might have substantial admissions requirements. At the more selective institutions in many states, the size of the incoming freshman class is specified and only the most qualified applicants are accepted up to the specified limit.

In our national reviews of admissions standards in 1987 and 1988, we were able to identify

New Mexico, Louisiana, Wyoming and North Dakota as states with extremely weak admissions requirements. However, since 1988 these states have either imposed more rigorous admissions requirements or, in the case of Louisiana, lifted a moratorium on admissions requirements.

Admissions Requirements at Peer Institutions, 1993

Attachments I through IV present current admissions criteria for the twenty-one institutional peers of the Kansas Regents universities. I doubt that the information on admissions criteria will surprise you. Therefore, I will limit my comments to details which clarify information found in the tables. The most significant piece of information appears in Attachment III, which indicates that among the peer institutions only the University of Akron is an "open admissions" institution. However, admissions requirements among the peers vary from the very selective (such as the University of Iowa) to those with weak admissions criteria (such as Murray State University in Kentucky). **States or higher education systems typically differentiate admissions requirements among their baccalaureate-granting institutions on the basis of mission, role and student clientele.**

A review of the four attachments suggests that the most rigorous admissions requirements are found among the peers of the University of Kansas and Kansas State University. The most rigorous admissions criteria are about a 24 on the Enhanced ACT, the upper 25% of the high school graduating class, and a 3.0 on a college preparatory curriculum. These standards are similar to the Board's position on Qualified Admissions, except that Qualified Admissions requires applicants to meet only one of the three criteria and the expected ACT and GPA are lower. Although these tables provide a clear sense of the range of admissions requirements among peers, they leave out a variety of important facts which affect admissions decisions. Stated very briefly, we were able to summarize the criteria institutions use for admissions decisions, but the tables do not include all of the aspects of the admissions process. For instance, the University of North Carolina - Chapel Hill has a very rigorous admissions process which is not entirely reflected in Attachment I.

UNC - Chapel Hill has established minimum admissions criteria, but applicants who meet these criteria are not guaranteed admission. Instead of admitting all qualified applicants, UNC - Chapel Hill (1) establishes a cut-off date for the receipt of applications, (2) establishes a cap on freshman enrollments, and (3) admits the highest qualified students up to the enrollment limit. Since the institution receives many more applications than it has open positions, many qualified applicants are refused admission. Consequently, the average SAT score of first-time, entering freshmen is over 400 points higher than the minimum threshold identified in Attachment I.

At the "most rigorous" pole of the continuum, the attachments probably understate the rigor of the admissions process because:

1. the satisfaction of admissions criteria does not always entitle students to admission;
2. the most selective four-year institutions establish an application deadline which enables the institution to review the pool of applicants as a whole;
3. the most selective schools establish an enrollment cap and admit entering freshmen up to that limit;
4. the most selective institutions acknowledge that many qualified applicants are not admitted; and
5. state policies allow institutions to impose additional admissions requirements as the institution deems appropriate.

Of course, the Board's position on Qualified Admissions does not establish enrollment caps but guarantees admission into the freshman class to all those who qualify.

Changes in Peer Admissions Standards Since 1987

The attachments also identify changes that peer institutions have made in their admissions criteria since 1987. **Seventeen of the twenty-one peer institutions have increased their admissions standards since 1987.** Two of the peers (Universities of Colorado and Iowa) have not changed admissions standards to the institution, but have allowed the various colleges within to impose standards that are slightly different from than those required for admission into the institution. Two peers of Wichita State University (Universities of Akron and Wisconsin - Milwaukee) have not changed their admission standards since 1987.

Among the seventeen peer institutions that have changed their admissions standards, eleven have made changes in their preparatory curricula. Significantly, changes include the addition of required high school units in mathematics, natural science and foreign language. Only six of the twenty-one peers do not include foreign language as a required component of the preparatory curriculum; four of these institutions are peers of the regional universities. Finally, twelve of the twenty-one peers have increased scores on the standardized tests to make admissions decisions. However, at the Universities of Colorado and Iowa this reflects the shift to the Enhanced ACT and is not a real change in expectations for student performance.

Not only have admissions standards among the peers clearly increased since 1987, admissions officers at nineteen of the peer institutions expect standards to increase at their institutions in the future. **These officers provided three broad reasons for predicting that standards will increase:** (1) institutions are facing a deluge of new applicants and admissions requirements are seen as a necessary component of institutional enrollment management, (2) institutions are concerned with their vitality and competitiveness, and (3)

admissions requirements are critical to promoting sufficient student preparation for college study.

Changing the Board's Qualified Admissions Proposal

The legislature's failure to approve some form of Qualified Admissions has encouraged higher education leaders to discuss changing the proposal in order to make it more palatable to opponents. The attached information on peer institutions indirectly addresses criticisms of the proposal and changes that have been suggested in three areas.

First, the fifteen percent "exceptions window" has received considerable criticism on numerous grounds. Some of the peer institutions have provisions and programs for responding to applicants who do not meet the standards upon their initial application. Among these are Summer programs geared to remove student deficiencies prior to the Fall semester. Some institutions will place deficient applicants in a provisional status requiring them to prove themselves academically, or to remove deficiencies, in the early stages of their college experience. Thus, the Board might respond to the criticisms of the exceptions window by replacing it with a provisional status for underprepared applicants and/or requiring them to make up deficiencies prior to regular enrollment in the Fall term.

Second, the imposition of uniform admissions standards has also been criticized for its insensitivity to differences in institutional mission and clientele. You will notice that the admissions criteria of the peers of the University of Kansas and Kansas State University are quite different from those of the peers of the three regional universities. This information provides a basis for the Board to explore differential admissions standards among the Regents universities.

Third, there has been discussion about the possibility of dropping the two units of foreign language from the college preparatory curriculum. Information from the peers does not appear to support this suggestion since foreign language is a part of the preparatory curriculum of almost three-fourths of the peer institutions. None of the peer institutions has dropped foreign language from its preparatory curriculum since 1987.

I hope this information is responsive to your query. I am looking forward to discussing these ideas and responding to any additional questions at your convenience. Until then, I offer my appreciation for your persistent interest and indefatigable advocacy for this initiative. I hope that we will see some success on it in the near future.

enc

cc: Stanley Z. Koplik
Martine Hammond-Paludan
Ted D. Ayres

ADMISSIONS CRITERIA FOR INSTITUTIONAL PEERS OF THE UNIVERSITY OF KANSAS

<u>ADMISSIONS CRITERIA</u>	<u>UNIVERSITY OF COLORADO</u>	<u>UNIVERSITY OF IOWA</u>	<u>UNIV. OF NORTH CAROLINA</u>	<u>UNIVERSITY OF OKLAHOMA</u>	<u>UNIVERSITY OF OREGON</u>
High School Diploma:	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)
Minimum Test Score:	24 ACT/1014 SAT	24 ACT/980 SAT	800 SAT	21 ACT/990 SAT	SAT considered if GPA is below requirement
Class Rank:	Top 30%	Top 50%	Highest consideration	Top 33%	Top 50%
High School GPA:	2.0	Not used	2.0	3.0	3.0
College Preparatory Curriculum:	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science 2 units Foreign Language	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science 2 units Foreign Language	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science 2 units Foreign Language	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science 2 units Foreign Language	Required = 4 units English 3 units Math 2 units Natural Science 3 units Social Science 2 units Foreign Language
Exceptions:	Special student exemptions	Provisional admission - deficiencies must be made up in Summer before enrollment	Special student exemptions	Special talent exemptions for 5% of Freshman class	Resident, learning disabled students can petition for exemption but must make up deficiencies before Fall enrollment
Changes since 1987:	Colleges within university have added requirements; i.e., Engineering requires 4 units of Math.	College of Engineering has added additional year of Math as admission requirement.	Increased number of Natural Science units required for admission.	Foreign language has been added to curriculum; ACT score increased; class rank increased.	Foreign language has been added to curriculum.

Source: Results of telephone survey of Admissions Officers by Board of Regents staff, February 2 and 3, 1993.
 Compiled by John F. Welsh, Associate Director of Academic Affairs, Kansas Board of Regents, February, 1993.

3-6
2/23/93

ADMISSIONS CRITERIA FOR INSTITUTIONAL PEERS OF KANSAS STATE UNIVERSITY

<u>ADMISSIONS CRITERIA</u>	<u>COLORADO STATE UNIVERSITY</u>	<u>IOWA STATE UNIVERSITY</u>	<u>NORTH CAROLINA STATE UNIV.</u>	<u>OKLAHOMA STATE UNIVERSITY</u>	<u>OREGON STATE UNIVERSITY</u>
High School Diploma:	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)
Minimum Test Score:	24 ACT/1014 SAT	24 ACT/990 SAT	980 SAT	21 ACT/990 SAT	Used if high school GPA is below requirements
Class Rank:	Upper 25%	Upper 50%	Upper 50%	Upper 33%	Not Used
High School GPA:	2.0	2.0	3.3	3.0	3.0
College Preparatory Curriculum:	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science Recommended: 2 units Foreign Language	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science 2 units Foreign Language	Required = 4 units English 3 units Math 3 units Natural Science 2 units Social Science 2 units Foreign Language	Required = 4 units English 3 units Math 3 units Natural Science 2 units Social Science	Required = 4 units English 3 units Math 2 units Natural Science 2 units Social Science 2 units Electives, Foreign Language or Performing Arts
Exemptions:	Programs for nontraditional, minority students	Summer trial programs	Admissions committee can be petitioned for conditional status	Special talent exemptions	Resident students can petition for exemption and make up deficiencies prior to Fall enrollment
Changes since 1987:	ACT score increased; high school GPA increased; added 1 year each of Natural and Social Science; Foreign Language added as recommendation.	ACT increased.	Foreign Language added to curriculum.	ACT increased; class rank increased.	Foreign language added to curriculum.

Source: Results of telephone survey of Admissions Officers by Board of Regents staff, February 2 and 3, 1993.

3-7
2/23/93

ADMISSIONS CRITERIA FOR INSTITUTIONAL PEERS OF WICHITA STATE UNIVERSITY

<u>ADMISSIONS CRITERIA</u>	<u>UNIVERSITY OF AKRON</u>	<u>PORTLAND STATE UNIV.</u>	<u>VIRGINIA COMMONWEALTH</u>	<u>UNIV. OF NORTH CAROLINA - GREENSBORO</u>	<u>UNIV. OF WISCONSIN - MILWAUKEE</u>	<u>WESTERN MICHIGAN UNIV.</u>
High School Diploma:	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)
Minimum Test Score:	16 ACT	800 SAT used if high school GPA is below requirements	1000 SAT	23 ACT/960 SAT	21 ACT/920 SAT	23 ACT
Class Rank:	Not used	Not used	Significant criterion	Not used	Upper 50%	Considered
High School GPA:	Minimum not specified	2.5	Sliding scale; 2.0 minimum	Expect 2.5; Average is 3.1	Minimum not specified	3.2
College Preparatory Curriculum:	Recommended = 4 units English 2 units Math 2 units Natural Science 3 units Social Science 2 units Foreign Lang.	Required = 4 units English 3 units Math 2 units Natural Science 3 units Social Science 2 units Foreign Lang.	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science 3 units Foreign Lang.	Required = 4 units English 3 units Math 3 units Natural Science 2 units Social Science 2 units Foreign Lang.	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science 2 units Foreign Lang.
Exceptions:	None.	Summer program to make up deficiencies.	Summer program for learning disabled, minority students and first generation college students.	None = recommend transfer in sophomore year.	Special opportunity programs offered in Summer.	Probationary status for students in two remedial, advising-intensive programs
Changes since 1987:	None.	Increased units in Math; Foreign Language added.	Increased units in Natural Science and Foreign Language; Increased ACT.	Increased ACT, increased number of Natural Science units.	None	Added ACT score; specified GPA; added unit of Natural Science and 2 units of Foreign Lang.

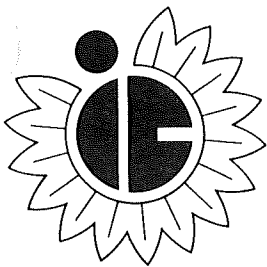
Source: Results of telephone survey of Admissions Officers by Board of Regents staff, February 2 and 3, 1993.

ADMISSIONS CRITERIA FOR INSTITUTIONAL PEERS OF EMPORIA, PITTSBURG AND FORT HAYS STATE UNIVERSITY

<u>ADMISSIONS CRITERIA</u>	<u>EASTERN NEW MEXICO STATE</u>	<u>MURRAY STATE (KENTUCKY)</u>	<u>WESTERN CAROLINA UNIV.</u>	<u>CENTRAL STATE (OKLAHOMA)</u>	<u>EASTERN WASHINGTON UNIV.</u>
High School Diploma:	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)	Yes (or GED)
Minimum Test Score:	21 ACT/860 SAT	18 ACT	19 ACT/700 SAT	19 ACT/870 SAT	800 SAT
Class Rank:	Not used	Upper 50%	Upper 50%	Upper 50%	Not used
High School GPA:	2.5	Not used	Not used	2.7	2.5
College Preparatory Curriculum:	Not specified	Required = 4 units English 3 units Math 2 units Natural Science 2 units Social Science	Required = 4 units English 3 units Math 3 units Natural Science 3 units Social Science Recommended = 2 units Foreign Language	Required = 4 units English 3 units Math 2 units Natural Science 2 units Social Science	Required = 4 units English 3 units Math 3 units Natural Science 2 units Social Science 2 units Foreign Language
Exceptions:	Provisional/Probationary admission for learning disabled.	May be admitted to associate degree programs, but these students must make up deficiencies and earn a 2.00 on 24 hours of coursework.	Only a few are admitted into a summer program to make up deficient coursework.	7% Provisional students admitted, must meet GPA requirement.	Exceptions placed on different track for two quarters
Changes since 1987:	Added ACT and GPA.	Increased ACT.	Increased class rank.	Increased ACT and class rank.	Imposed SAT, GPA and Preparatory Curriculum.

Source: Results of telephone survey of Admissions Officers by Board of Regents staff, February 2 and 3, 1993.

3-9
2/23/93



KANSAS INDEPENDENT COLLEGE ASSOCIATION

515 Capitol Federal Building, 700 Kansas Avenue, Topeka, Kansas 66603

Telephone (913) 235-9877 • FAX (913) 235-1437

ROBERT N. KELLY, *Executive Director*

February 23, 1993

Testimony on SB No. 332

Mr. Chairman and Members of the Committee:

For the fourth year in a row, the Kansas Independent College Association is appearing in support of the concept embodied in SB 332 encouraging Kansas high schools to emphasize a precollege core curriculum for all Kansas students considering a four-year college.

The evidence is overwhelming that those students who complete a core curriculum are better prepared for college and far less likely to fail. All Kansans will benefit by encouraging high schools to feature such a curriculum.

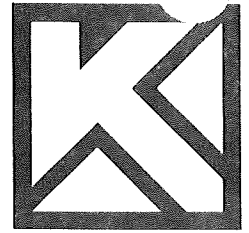
Our colleges have no official position on the details of SB 332, believing that those details lie appropriately within the rules and regulations authority of the Regents. We do, however, remind the committee that the Regents' financial aid proposal that was presented to you last week included the Regents' regulation that high school seniors who complete the Regents' recommended core curriculum with a 3.0 GPA will be designated state scholars. This action will provide a further incentive to Kansas high school students to take the core curriculum. We applaud the Regents for their leadership in this area.

*Sen. Education
Attachment 4
2/23/93*

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

February 23, 1993

KANSAS CHAMBER OF COMMERCE AND INDUSTRY

Testimony Before the
Senate Education Committee

by

Jim Edwards
Director of Chamber and Association Relations

Sen. Kerr and members of the Committee:

I am Jim Edwards, Director of Chamber and Association Relations for the Kansas Chamber of Commerce and Industry. I apologize for not being able to join you today for your hearings on SB 332, a bill which would establish a system of qualified admissions for Kansas Regents Institutions. I did however want you to have a copy of my testimony which expresses KCCI's support for the issue.

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.

*Sen. Education
Attachment 5
2/23/93*

For many years, KCCI stood before committees like this and expressed a position of opposition to or one of neutrality for this issue. It was the inherent belief that all Kansans should have the right to attend any of the Kansas Regents Institutions.

It is still our belief that all Kansans should have this right but as with all rights come certain responsibilities. The responsibility to strive for excellence in academics should be something that this body should not be afraid to require for anyone attending a state supported institution of higher education. And for those that have a tough time in their high school years doing this, there are still avenues by which these individuals can gain admittance. It should no longer be the responsibility of the post-secondary institutions in this state to make sure that the student has the basic skills.

Now is the time for this Committee, your counterparts on the House side, and the full Senate and House to send this piece of legislation to the Governor for her approval.

Once again I apologize for not being able to present this testimony in person but would be more than happy to join the committee for questions at a later date.