

THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

concerning

ACADEMIC PREPARATION OF INCOMING FRESHMEN IN THE CONNECTICUT STATE UNIVERSITY

June 15, 1984

- WHEREAS, It is the goal of the Trustees of the Connecticut State University to maintain or improve the academic qualifications of incoming freshmen, and
- WHEREAS, It is the intention of the Trustees that admissions decisions should send a consistent message to high school students and their faculty and parents that successful work in college preparatory courses as indicated in Trustees Resolution 83-133 is needed for admission to our campuses, therefore be it
- RESOLVED, That campus presidents acting through the admissions directors shall work to maintain or improve the academic qualifications of the incoming freshmen, and be it
- RESOLVED, That the President of the Connecticut State University shall collect data from each campus president after the beginning of the 1984 Fall semester to assess the attainment of this goal and shall report his assessment to the Trustees.

A Certified True Copy:

James A. Frost
President



THE CONNECTICUT STATE UNIVERSITY

P.O. Box 2008 • New Britain, Connecticut 06050 • (203) 827-7700

RESOLUTION

concerning

Undergraduate Admissions Policy for General Fund Students
in the
Connecticut State University

October 7, 1983

WHEREAS, It has been the traditional policy of Connecticut State University, in fulfillment of the democratic values of our society, to extend opportunity to as many able students as possible to develop their potentials as individuals and their capacities to contribute to society, therefore be it

RESOLVED, That the Trustees of Connecticut State University direct that the following policies be observed on all campuses of the University with respect to undergraduate admissions:

- Persistent and active efforts shall be made to recruit and admit a student body which possesses a diversity of talents and cultural backgrounds.
- A policy of non-discrimination and equal opportunity for all persons regardless of race, color, religion, sex, age, national and ethnic origin or handicap status shall be observed in admissions decisions.
- Admission may be offered to qualified graduates of accredited secondary schools, to transfer students, and to holders of a State Equivalency Diploma.
- For students seeking freshman admission shortly after graduation from high school the normal guidelines for minimum preparation at the secondary level shall be:

English (four years)

Courses should emphasize writing as well as literature.

Mathematics (two to three years)

Desired sequence is Algebra I, Geometry, and Algebra II. A fourth year of mathematics consisting of Trigonometry, Analytical Geometry or Mathematical Analysis is recommended.

Central Connecticut State University • New Britain
Eastern Connecticut State University • Willimantic

Southern Connecticut State University • New Haven
Western Connecticut State University • Danbury

Science (two years)

Courses should include at least one year of lab science.

Social Science (two to three years)

Courses should include U.S. History.

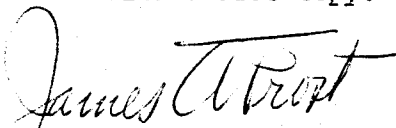
Foreign Language (two years)

Courses or other experiences in the fine arts and computer science are encouraged.

- Admissions directors shall communicate the above guidelines to high school principals and guidance counselors and shall inform them that, effective Fall 1986, the guidelines will specify a minimum of three years of Mathematics.
- Students who have followed appropriate innovative programs or non traditional curricula may also be considered for admission when there is strong evidence that they are qualified for collegiate level studies.
- An official secondary school transcript and an estimate of the applicant's rank in his/her graduating class must be submitted. A recommendation for University admission by principal, headmaster, or guidance counselor must be submitted whenever practicable.
- Applicants for freshman admission who are high school students or recent high school graduates shall be required to present results of the Scholastic Aptitude Test of the College Board (or of equivalent tests.)
- Factors which may be considered by the Director of Admissions in addition to the high school record and SAT scores include the academic competitiveness of the applicant's secondary school, motivation and maturity, extra-curricular achievements, evidence of leadership potential, special talents, and social and cultural factors.
- In the case of applicants for freshman admission who completed secondary school several years previously, the Director of Admission may consider military experience, employment, or other evidence of responsibilities successfully fulfilled.
- Applicants may request an interview with an admissions counselor as a part of the admissions decisions process.

- Applicants for transfer admission must submit an official transcript from all other post-secondary institutions attended. Failure to disclose all institutions attended or to provide transcripts may be considered sufficient reason for refusal of admission or for dismissal after admission. The Director of Admissions may also require a transfer applicant to submit official transcripts of secondary school work and/or SAT scores.
- The admissions process of Connecticut State University shall be characterized by consideration of each applicant as an individual human being with strengths and weaknesses which do not necessarily fit into a uniform mold. The admissions process shall not be reduced to a mechanistic application of rigid and impersonal cut-off points in official records.
- Only those applicants for admission who in the professional judgment of the Director of Admission are deemed to be capable of completing a degree objective according to the standards of graduation determined by the University faculty shall be admitted. The final decision to admit or reject shall be that of the Admissions Director or his/her designee among the professional admissions staff.

A Certified True Copy:



James A. Frost
Executive Director

FRESHMAN ADMISSIONS 1981 - 1983
 Source: Freshman Profile Survey

		<u>Number of Applications</u>	<u>% of Applicants Admitted</u>	<u>% Admittees Enrolling</u>	<u>Number Enrolling</u>
1981	CCSU	4,093	76	46	1,437
	ECSU	1,711	83	45	638
	SCSU	4,036	79	46	1,469
	WCSU	<u>1,833</u>	<u>69</u>	<u>53</u>	<u>673</u>
	CSU	11,673	77	47	4,217
1982	CCSU	4,326	74	49	1,563
	ECSU	1,963	70	42	572
	SCSU	4,235	78	50	1,547
	WCSU	<u>1,964</u>	<u>55</u>	<u>59</u>	<u>651</u>
	CSU	12,488	72	49	4,333
1983	CCSU	4,798	67	46	1,465
	ECSU	2,422	74	37	658
	SCSU	4,383	74	46	1,471
	WCSU	<u>2,369</u>	<u>46</u>	<u>56</u>	<u>607</u>
	CSU	13,972	66	45	4,201

TABLE 4

MEAN SAT VERBAL AND MATH SCORES,
RANK IN CLASS

Source: Freshman Profile Surveys

	<u>Fall 1979</u>	<u>Fall 1981</u>	<u>Fall 1982</u>	<u>Fall 1983</u>
<u>Central</u>				
SAT Verbal	405	403	411	412
SAT Math	437	442	452	454
Mean Total	842	845	863	866
Rank in Class	57	59	61	63
<u>Eastern</u>				
SAT Verbal	400	402	417	408
SAT Math	428	420	457	437
Mean Total	828	822	874	845
Rank in Class	4th decile	4th decile	60	64
<u>Southern</u>				
SAT Verbal	415	406	413	419
SAT Math	440	438	436	442
Mean Total	855	844	849	861
Rank in Class	57	58	62	63
<u>Western</u>				
SAT Verbal	410	418	434	434
SAT Math	431	442	464	472
Mean Total	841	860	898	906
Rank in Class	57	59	64	67
<u>CSU</u>				
Mean Verbal SAT	408	406	415	417
Mean Math SAT	436	437	448	449
Mean Total SAT	844	843	864	866

FALL 1980-1983; ADMISSIONS TO GENERAL FUND PROGRAMS

Source: Semi Annual Statistical Report

Year	Number of Applications	Number offered admission	Number Enrolled	% offered Admission Enrolling
OCSU 1980	5710	4539	2505	55.2
1981	6024	4651	2592	55.7
1982	6306	4681	2713	58.0
1983	6661	4584	2543	55.5
ECSU 1980	1972	1772	891	50.3
1981	2309	1990	939	47.2
1982	2481	1911	878	45.9
1983	2834	2326	978	42.0
SCSU 1980	5948	4998	2347	47.0
1981	5651	4348	2141	49.2
1982	5875	4249	2168	51.0
1983	5926	4194	2189	52.3
WCSU 1980	2496	1882	1072	57.0
1981	2927	2189	1088	49.7
1982	3205	1758	1133	64.4
1983	3319	1589	973	61.2
CSU 1980	16126	13191	6815	51.7
1981	16911	13178	6760	51.3
1982	17867	12599	6892	54.7
1983	18740	12693	6683	52.7

High Admissions Standards Said to Aid Schools

RACINE, WIS. Colleges can help improve the quality of secondary education by raising their admission standards, a high-school principal told a meeting of secondary and postsecondary education officials here last week.

"College admission standards can be a vital ingredient in shaping the secondary program. Properly developed and applied, they are intrusive. They force change," said Sol Levine of Beverly Hills High School in California.

To have "a major impact on the nature and quality of secondary education," he said, colleges and universities must make both "a quantitative and qualitative change" in their admission standards. He said that would mean paying more attention to the number of years a high-school student studied a particular subject and to the quality of course content.

State and local public four-year colleges have a greater opportunity than prestigious universities to influence secondary education, Mr. Levine said, because "it is with an eye on the admission standards of these schools that most students develop

their four-year high-school program."

The universities admit relatively few students from any one geographic area, and therefore they influence only the top 5 to 10 per cent of each high-school graduating class, Mr. Levine told the conference of representatives from schools and colleges, professional associations, and government agencies.

The meeting was convened in part to consider the role that college admission standards might play in the current movement to improve education. It was sponsored by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the National Association of Secondary School Principals and was held at the Johnson Foundation's Wingspread conference center here.

Although Beverly Hills High School requires four years of English, three years of social studies, and one year each of mathematics and science for graduation, Mr. Levine said, many students have been taking more courses in those and other academic subjects so they can meet or

exceed the admission requirements of the colleges they plan to attend.

A recent study of the four-year programs of the school's 1982 graduates showed that almost 75 per cent of the students had taken three or more years of mathematics and 30 per cent had taken the same amount of science. Although no foreign language is required for graduation, Mr. Levine said, about 50 per cent of the graduates had taken between three and five years of foreign-language courses.

The University of California, where many Beverly Hills graduates go, now requires two years each of mathematics and foreign language and one year of science for admission. The university recently revamped its admission standards to require applicants, among other things, to complete three years of mathematics, beginning in 1986. The university also made specific recommendations about course content.

Mr. Levine said the revised standards had already prompted his high school to take a hard look at the curriculum and "redefine existing courses." —BEVERLY T. WATKINS

News Release

Contact: Connie Zak 566-3640

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

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STATE UNIVERSITY

FOR IMMEDIATE RELEASE

GRADUAL ENROLLMENT DECLINES FORECAST FOR CONNECTICUT COLLEGES

HARTFORD, May 10—New enrollment projections by the Department of Higher Education point to a gradual decline in student numbers at Connecticut colleges and universities over the next 15 years, averaging one percent a year and continuing beyond 1995.

Based on the 1980 census and 1983 enrollment patterns, Full-Time Equivalent enrollment for undergraduates is projected to rise one percent by 1985, and then decline six percent by 1990, 16 percent by 1995 and 19 percent by 2000. FTE enrollment is a common measure of enrollment based on credit hours.

Future declines in undergraduate enrollment may be less severe than projected previously. The greatest drop will occur between 1990 and 1995 when FTE undergraduate enrollment is projected to fall by 10.5 percent, or two percent a year.

The undergraduate projections were developed by the Department of Higher Education by calculating participation rates in 1983 for men and women by age and full-time or part-time status, and then applying these rates to statewide population projections for future years. Graduate enrollment is assumed to remain stable over the period.

The projected enrollments reflect the changing age distribution of the Connecticut population. For instance, full-time undergraduate enrollment is likely to fall through 2000, reflecting the already shrinking pool of 18-24 year

61 Woodland Street
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olds, the traditional college student age. Part-time enrollment will continue to grow through the 1980's but will begin to drop in the 1990's, as the decline in population reaches those between 25-34 years of age.

Norma Foreman Glasgow, commissioner of higher education, cautioned that the new projections are "estimates and should not be taken as numbers cast in stone.

"Several factors could actually cause enrollments to exceed current projections," Glasgow noted. "Better high school preparation and student retention, attraction of more Connecticut high school students, greater demand for career training and retraining to meet the needs of an increasingly technical job market, are factors already occurring which could have a positive effect on enrollments."

Glasgow added that "the major value of these new projections lies in their use as a planning tool in our efforts to identify emerging issues and respond to new needs." The projections will need to be monitored and updated regularly to respond to any changes in the trends.

Declines will be uneven across different types of institutions, reflecting their varying dependence on the 18-24 year-old population, selectivity, geographic location and program demand.

While FTE enrollment at the University of Connecticut in Storrs is estimated to drop seven percent by 1990 and 18 percent by 2000, the state's most selective public higher education institution may be able to moderate this projected decline by admitting a greater proportion of applicants or expanding its recruitment base.

Enrollment at the Connecticut State University is projected to decline six percent by 1990 and 18 percent by 2000. The four state universities may counter this projected loss by attracting students who might otherwise go out-of-state.

Because of their broad student base, the community colleges will likely sustain a small enrollment loss, projected to drop only one percent by 1990 and 11 percent by 2000. Greater declines may occur as the enrollment rate of older students drops off.

The state technical colleges are estimated to experience total enrollment declines of five percent by 1990 and 16 percent by 2000. However, the continued development of Greater New Haven State Technical College may result in higher enrollments than projected, as occurred between 1980 and 1983. In addition, the ability of these colleges to admit more students into currently oversubscribed programs may boost enrollments.

Similar to public institutions, the more selective independent colleges will be able to moderate or even overcome demographically-driven enrollment declines by admitting a greater proportion of applicants. Therefore, enrollment decline at the four-year independent national institutions, which draw students primarily from out-of-state, is likely not to be as sharp as the estimated decline of seven percent by 1990 and 17 percent by 2000.

The regional four-year independent institutions, and the two-year private colleges, which tend to be less selective and to attract more students from within the state, may be harder hit by enrollment declines. While overall enrollment is projected to drop five percent by 1990 and by 16 percent by 2000 at the four-year regional colleges, actual declines for individual institutions will vary around this projection because of the particular student and institutional characteristics of each institution. The largest demographically-related enrollment decline is projected for the two-year private institutions--eight percent by 1990 and 22 percent by 2000.

The projections and analysis are contained in a report titled "Demographic Changes and Their Impact on Enrollment in Connecticut Higher Education: 1983 to 2000." Copies are available by calling or writing the Department of Higher Education, 61 Woodland Street, Hartford, CT 06105 (566-3640).