



Connecticut State University System

Developing a State of Minds

BR#04-29



RESOLUTION

concerning

ADMISSIONS POLICY FOR FIRST-TIME  
FIRST-YEAR STUDENTS

CONNECTICUT STATE UNIVERSITY SYSTEM

May 7, 2004

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, and

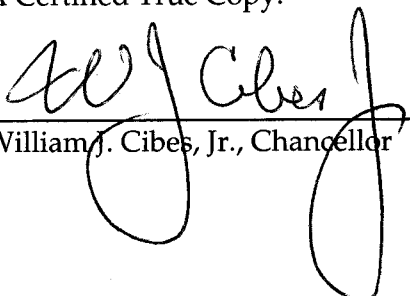
WHEREAS, Flexible admissions policies are most appropriate in an environment characterized by dynamic factors relating to the student market, and

WHEREAS, Admissions terminology is reflective of the changing times and good admissions policy must be consistent with the legal parameters that evolve over time, therefore be it

RESOLVED, That Board resolutions 96-69 and 04-12 be rescinded, and be it further

RESOLVED, That the Board of Trustees for the Connecticut State University System adopts the addendum to this resolution, *Admissions Policy for First-Time First-Year Students-Connecticut State University System.*

A Certified True Copy:

  
William J. Cibes, Jr., Chancellor

**ADMISSIONS POLICY FOR FIRST-TIME FIRST-YEAR STUDENTS  
CONNECTICUT STATE UNIVERSITY SYSTEM**

The Board of Trustees for the Connecticut State University System directs that the following minimum policy be observed at the universities that comprise the CSU System with respect to undergraduate admissions.

Under the direction of the University President and consistent with the policies of the Board of Trustees, the final decision to admit or reject shall be that of the Admissions Director and his/her designee among the professional admissions staff. Only those applicants for admissions deemed to be capable of completing a degree objective according to the standards of graduation determined by the University faculty shall be admitted.

- A. Persistent and active efforts shall be made to recruit and admit a student body that possesses a diversity of talents and cultural backgrounds.
- B. A policy of non-discrimination and equal opportunity for all persons regardless of race, color, religion, sex, age, national and ethnic origin or disability shall be observed in admissions decisions.
- C. Admission may be offered to qualified graduates of accredited secondary schools, to transfer students, home-schooled students, and holders of a General Equivalency Diploma.
- D. For students seeking first-time first-year 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 (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.

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.

- E. 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.

- F. 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.
- G. Applicants for first-time first-year admission who are high school students or recent high school graduates shall be required to present results of the Scholastic Assessment Test (SAT) of the College Board (or of equivalent tests).
- H. Effective with the March 2005 inauguration of the new SAT, all first-time first-year applicants will be required to submit a standardized writing sample with their admissions tests – either the compulsory writing sample incorporated in the new SAT or the optional writing sample offered by the American College Testing (ACT) program.
- I. 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.
- J. In the case of applicants for first-time first-year admission who completed secondary school several years previously, the Director of Admission may consider military experience, employment, or other evidence of responsibilities successfully fulfilled.
- K. 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.
- L. The Director of Admissions may request an interview with an applicant as part of the admissions decision process.
- M. The admissions process of the Connecticut State University System shall be characterized by consideration of each applicant as an individual human being with strengths and weaknesses that 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.

**ITEM**

## Revised Admission Policy for First-Time First-Year Students

**BACKGROUND**

In response to the upcoming revision of the College Board's SAT, and a request by the admissions directors of the Connecticut State University System, the Board of Trustees amended the undergraduate admissions policy at its April 1, 2004, meeting to incorporate the new SAT's mandatory writing sample and that of the ACT's optional writing sample within system-wide admission policies. Accordingly, those first-time first-year applicants who chose to submit scores on the ACT, will be required to also submit the corresponding writing sample just as all SAT test-takers are required to do.

Upon reviewing Board policy in this regard, other items emerged as in need of revision, simply to reflect modern realities. Such revisions were recommended by the admissions directors, and reviewed by the Presidents, Student Affairs Vice Presidents, and Academic Affairs Vice Presidents, before being reviewed by the Student Life Committee.

**ANALYSIS**

The current admissions policies have served our universities well. They are broad enough to allow for changing student markets, but specific enough to provide for university leadership in communicating what is expected of first-time, first-year students. Nevertheless, the policies need to be updated to reflect the times.

For example, the term "freshman" is rarely used in this era of student mobility and changing enrollments when students alternately attend as full-timers and part-timers. Consequently, student membership in one class or the other has been rendered meaningless. This is especially the case for state comprehensive universities like ours. The more appropriate term, therefore, is "first-year student."

Other changes are needed to simply reflect the emergence of new student populations. For example, the home-schooled phenomenon must be acknowledged. Nor should the policies employ insensitive terminology, such as that pertaining to disabled students.

More substantive changes are also required, given recent demographic and legal changes. As the number of applicants increases, practical considerations must come into play. For example, student campus visits are encouraged, but interviews should be based on the judgment of admissions directors to better assess admissibility rather than to suggest that applicants may have a better chance at admission if they only prove themselves worthy through an interview.

In addition, the guarantee of admissions for students who happen to participate in special CSU programs like CONNCAP (College Awareness Program) based on recommendations by CONNCAP directors, may be deemed illegal, given Supreme Court findings in the recent Michigan cases. Such guarantees may constitute separate and unequal admissions criteria. Both flexibility and the need to consider all applicants individually can continue, but the judgment should remain in the hands of the university presidents through their admissions offices.

These technical changes, coupled with the other largely "cosmetic" changes, are therefore appropriate.

**CHANCELLOR'S RECOMMENDATION**

Approve the revisions to the admissions policy.