

# Admission Requirement Proposal

## Discussion of Admission Requirements

# Stakeholders Consulted

- Students
  - Current and Prospective Students
    - ASUNM, Prospective Student Surveys
- Faculty and Staff
  - Admissions and Registration Faculty Senate Committee
  - Title V Faculty Advisory Committee
  - Special Emphasis Committee for Accreditation
  - Diversity Council
  - Athletics
- School District Superintendents, Principals, and Guidance Counselors
  - APS, PED, NMCSA, Visits to Pueblo and smaller rural schools
  - Letters to 160 School Principals
- Tribal Leadership
  - All Indian Pueblo Council
- Community Organizations
  - Hispanic Round Table Education Committee and Full Round Table
  - Albuquerque Partnership
- State Legislators and Executive Branch

# Admission Pathways

- The University of New Mexico is committed to student success and on-time degree completion. To this end we are discussing the modification of our existing admissions process.
- The new process would provide educational opportunities to all that apply to UNM and ensure that all applicants have a greater chance for academic success.
- **No first time New Mexico freshman student will be denied admissions to UNM.**
- Students would be admitted using a two-tier approach: (1) Those that meet the requirements will be admitted to the ABQ Campus. (2) Students who need more preparation will receive admission to UNM through branch campuses, CNM, or other state community colleges to begin.
- A weighted grade point formula and phased approach will give all students an opportunity to be prepared for admission.

# Student Benefits

- 6% Increase in Retention from 2.25 to 2.5
- Start in the Best Position to get a Bridge and Lottery Scholarship
- All Students Can Achieve Admission Standards
- No Admission Refusal
- Maximize ROI in a Tough Economy

# High School Curriculum

- “The academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree.”\*
  - Students need a minimum of 15 college prep units to graduate from college on time. 16 Units increase graduation rates by 6% over 13 units.
  - The most successful students had nearly 20 college preparatory units.
  - Increased high school curriculum intensity has a profound positive impact on Latino students in degree completion.

\*Clifford Adelman

*THE TOOLBOX REVISITED*

*Paths to Degree Completion from High School Through College*



# Admission Standards - Curriculum

## UNIVERSITY OF NEW MEXICO PROPOSED PRE-COLLEGE CURRICULUM

UNM Admissions (current)	NMPED Per SB 561 (Class of 2013)	PROPOSED Pre-college curriculum to be recommended to NM schools
<p>4 English, (one is Composition)</p> <p>3 Math (Alg I, Geometry, Alg II, Trig, Calc, or higher math)</p> <p>2 Science (one with lab)</p> <p>2 Social Science (one U.S. History)</p> <p>2 Foreign Language</p> <p>13 units</p>	<p><b>4 English</b></p> <p><b>4 Math</b> (through at least Alg II)</p> <p><b>3 Science</b> (two labs)</p> <p><b>3.5 Social Science</b> (NM Hist, US Hist &amp; Geog, World Hist &amp; Geog, Gov, Econ)</p> <p><b>2 Foreign Lang.</b> <b>1 Phys. Ed.</b> <b>1 Comm. or</b> <b>Bus. Ed. , 5.5 Electives</b></p>	<p><b>4 English, w/composition</b> <b>in Yr 4</b></p> <p><b>4 Math</b> (Alg I, Geometry, Alg II, and highly recommend capstone or higher math such as Trig, Calc, etc. in Yr 4)</p> <p><b>3 Science</b> (two labs)</p> <p><b>3 Social Science</b></p> <p><b>2 Foreign Language</b></p> <p><b>16 units</b></p>

# Weighted GPA Strategy Supports State Dual Credit Initiative (SB 943, 2007) and Access

The cumulative weighted grade point average includes additional weight for Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses, as well as Level III (Honors) high school courses. \*

<b>Grade</b>	<b>Dual Enrollment/ AP / IB/ AICE</b>	<b>Honors</b>	<b>Other Courses</b>
A	5	4.5	4
B	4	3.5	3
C	3	2.5	2
D	1	1	1
F	0	0	0

\* Students are encouraged to take these courses due to the higher level of rigor and opportunity to improve their GPA and overall preparation.

# Student Data

- 2008 Cohort – 3226 students
- 135 below 2.5 GPA
  - 40 White of 1376 = 2.9%
  - 65 Hispanic of 1272 = 5.1%
  - 8 Asian of 136 = 5.9%
  - 8 American Indian of 186 = 4.3%
  - 8 African American of 128 = 6.3%
- Approx. 35 Would be Admitted Under Formula
- Weighted GPA Also Improves Admission Chances



# Retention by ACT 1995-2006

<b>ACT Composite</b>	<b>3<sup>rd</sup> Semester Retention</b>	<b>Number of Students</b>
<b>Missing</b>	<b>.66</b>	<b>361</b>
<b>&lt;= 16</b>	<b>.65</b>	<b>2102</b>
<b>17</b>	<b>.69</b>	<b>1645</b>
<b>18</b>	<b>.70</b>	<b>2242</b>
<b>19</b>	<b>.69</b>	<b>2558</b>
<b>20 &amp; 21</b>	<b>.73</b>	<b>5633</b>
<b>22 &amp; 23</b>	<b>.75</b>	<b>5301</b>
<b>24 &amp; 25</b>	<b>.77</b>	<b>4587</b>
<b>&gt;= 26</b>	<b>.81</b>	<b>5996</b>
<b>Total</b>	<b>.74</b>	<b>30425</b>

# Graduation by ACT 1995-2001 Cohorts

<b>ACT Composite</b>	<b>6 Year Graduation Rate</b>	<b>Number of Students</b>
<b>Missing</b>	<b>.44</b>	<b>305</b>
<b>&lt;= 16</b>	<b>.21</b>	<b>756</b>
<b>17</b>	<b>.31</b>	<b>603</b>
<b>18</b>	<b>.30</b>	<b>884</b>
<b>19</b>	<b>.37</b>	<b>1064</b>
<b>20 &amp; 21</b>	<b>.39</b>	<b>2450</b>
<b>22 &amp; 23</b>	<b>.43</b>	<b>2367</b>
<b>24 &amp; 25</b>	<b>.48</b>	<b>2087</b>
<b>&gt;= 26</b>	<b>.55</b>	<b>2838</b>
<b>Total</b>	<b>.43</b>	<b>13354</b>

# Minimum 18 ACT Impact on the Freshman Class

	Head-count	% Decrease	Head-count Decrease	Freshman Class Size Projection	% of Class Pre	% of Class Post
White	1360	6.17%	84	1276	45.3%	48.9%
Black	93	22.31%	21	72	3.1%	2.8%
Hispanic	1136	18.12%	206	930	37.9%	35.7%
Am Ind	160	25.76%	41	119	5.3%	4.6%
Asian	126	16.92%	21	105	4.2%	4.0%
Other	125	14.71%	18	107	4.2%	4.1%
<b>Total</b>	<b>3000</b>	<b>13.03%</b>	<b>391</b>	<b>2609</b>		

# Retention by High School GPA 1995-2006

HS GPA Ranges	3 <sup>rd</sup> Semester Retention	Number of Students
Missing	.68	854
<2.50	.56	1135
<b>&gt;=2.50,&lt;2.75</b>	<b>.62</b>	<b>2878</b>
>=2.75,<3.00	.65	3996
>=3.00,<3.25	.70	5161
>=3.25,<3.50	.75	4941
>=3.50,<3.75	.80	4852
>=3.75,<3.95	.85	3259
>=3.95	.90	3349
<b>Total</b>	<b>.74</b>	<b>30425</b>

# Graduation by High School GPA 1995-2001 Cohorts

<b>HS GPA Ranges</b>	<b>6 Year Graduation Rates</b>	<b>Number of Students</b>
<b>Missing</b>	<b>.40</b>	<b>491</b>
<b>&lt;2.50</b>	<b>.17</b>	<b>619</b>
<b>&gt;=2.50,&lt;2.75</b>	<b>.20</b>	<b>1361</b>
<b>&gt;=2.75,&lt;3.00</b>	<b>.29</b>	<b>1797</b>
<b>&gt;=3.00,&lt;3.25</b>	<b>.35</b>	<b>2184</b>
<b>&gt;=3.25,&lt;3.50</b>	<b>.44</b>	<b>2135</b>
<b>&gt;=3.50,&lt;3.75</b>	<b>.53</b>	<b>1996</b>
<b>&gt;=3.75,&lt;3.95</b>	<b>.60</b>	<b>1387</b>
<b>&gt;=3.95</b>	<b>.72</b>	<b>1384</b>
<b>Total</b>	<b>.43</b>	<b>13354</b>

# Minimum 2.75 GPA Impact on the Freshman Class

	Head-count	% Decrease	Head-count Decrease	Freshman Class Size Projection	% of Class Pre	% of Class Post
White	1360	11.65%	158	1202	45.3%	46.2%
Black	93	24.05%	22	71	3.1%	2.7%
Hispanic	1136	14.51%	165	971	37.9%	37.3%
Am Ind	160	17.20%	28	132	5.3%	5.1%
Asian	126	10.13%	13	113	4.2%	4.4%
Other	125	9.70%	12	113	4.2%	4.3%
<b>Total</b>	<b>3000</b>	<b>13.19%</b>	<b>398</b>	<b>2602</b>		

# Minimum 2.5 GPA Impact on the Freshman Class

	Head-count	% Decrease	Head-count Decrease	Freshman Class Size Projection	% of Class Pre	% of Class Post
White	1360	3.25%	44	1316	45.3%	45.6%
Black	93	8.60%	8	85	3.1%	2.9%
Hispanic	1136	3.89%	44	1092	37.9%	37.8%
Am Ind	160	5.25%	8	152	5.3%	5.3%
Asian	126	3.79%	5	121	4.2%	4.2%
Other	125	2.45%	3	122	4.2%	4.2%
<b>Total</b>	<b>3000</b>	<b>3.73%</b>	<b>113</b>	<b>2887</b>		

# Proposed Changes in Print – Phase I

1. Minimum GPA of a ~~2.25~~ 2.5 average on a 4.00 weighted scale for all high school courses plus completion of the following ~~13~~ 14 specific college preparatory units ~~with at least a 2.25 GPA average~~ (two semesters equal one unit).

English - 4 units, one of which must be 11th or 12th grade composition

Math - 3 units including Algebra I, Algebra II, Geometry, Trigonometry, Calculus, or higher mathematics

Social Science - ~~2~~ 3 units, one of which must be U.S. History

Natural Science - 2 units, one of which must be a lab science in Biology, Chemistry, or Physics

Foreign Language - 2 units, both units must be the same language or evidence of proficiency in a second language

2. ~~Minimum of a 2.25 average in all high school courses plus a~~ A formula based on ACT or SAT scores and ~~class rank~~ cumulative grade point average:

Minimum ACT Composite / <del>Class Rank</del> <u>GPA</u>	Minimum Combined <u>Critical Reading and Mathematics</u> SAT / <del>Class Rank</del> <u>GPA</u>
18 / 2.7	870 / 2.7
19 / 2.6	910 / 2.6
20 / 2.5	950 / 2.5
21 / 2.4	990 / 2.4
22 / 2.3	1030 / 2.3
23 / 2.2	1070 / 2.2
24 / 2.1	1110 / 2.1
25 / 2.0	1150 / 2.0
29 or higher / No minimum	1300 or higher / No minimum

3. Special Admissions - a limited number of students who do not qualify for admission under criteria 1 or 2 may request "special consideration" through an appeal process. A combination of quantitative and subjective factors are used in making these admissions decisions.



# Potential Timeline

<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>
2.3 GPA	2.4 GPA	2.5 GPA	
Require 14 college preparatory units	Require 15 college preparatory units	Require 16 college preparatory units	Potential Phase 2

# Community Input

Ongoing Feedback Opportunities

[tellus@unm.edu](mailto:tellus@unm.edu)

Other Forums