

TO: Ms. Rosemary Sylvester  
Assistant Affirmative Action Officer

FROM: Rev. Bernard R. McIlhenny, S.J.  
Dean of Admissions

SUBJECT: OCR REVIEW

DATE: October 23, 1989

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~~FYI~~  
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~~for filing~~  
RHP  
10/24/89

This memo comes in response to the latest OCR Review (9/14/89). Information was requested on the following specific areas.

1.) ADMISSIONS CRITERIA

Admission to the College of Arts and Sciences, School of Management and the College of Health, Education and Human Resources is based on the following criteria which have not changed over the years:

- a.) The applicants high school record (including class rank, courses taken, grades received, etc.). A minimum of 16 academic units is required.
- b.) SAT or ACT scores
- c.) Recommendations from high school counselors, teachers, etc.
- d.) Student's activity record, leadership potential, etc.

The criteria are listed in order of importance. As an additional help in the decision making process, the Admissions Office makes use of the CEEB Validity Study Service. In this way a predicted quality point index can be developed on each student.

2.) Methods used to Process Applications

- a.) Application received
- b.) Information processed and computer entries made on each student.
- c.) Folder made up to contain necessary information on each student.
- d.) Acknowledgement card sent to each applicant.
- e.) Initial review of applicant's folder by Dean of Admissions. In clear cut cases acceptance and non-acceptance decisions are made at this point.

- f.) In other cases missing data and additional information are sought from the applicant.
- g.) Consultations are held with department chairpersons when needed.
- h.) Further admissions decisions are made as missing data and additional information are received for incomplete applications.
- i.) Academic Development Program decisions are made on applicants who meet the ordinary entrance criteria except in the verbal skill areas.
- j.) Special third and fourth readings are given to the applications of minority students, alumni children, etc.

3.) Admissions Data for the 1988 and 1989 Entering Classes

- a.) I am submitting computer print outs for both of these classes. Information includes the students name, race, high school, class rank, SAT scores, predicted quality point index and admission status.
- b.) In addition I am including a computer breakdown of the applicants according to class rank and SAT scores.

4.) Graph Studies (1985-1989)

Since some of the questions raised in the OCR Review deal with applications and acceptance rates, I have compiled some comparative studies.

a.) Application Flow

In graphs A and B, I have tracked the flow of minority and non-minority applications, acceptances and enrollees. Minority applications have risen at a 115% rate (146) and acceptances at a 140% rate (84). During the same period non-minority applications rose 40% (1,273) and acceptances 34% (644).

b.) SAT Scores

As can be seen from graphs C, D and E, the average scores of the minority applicant pool have ranged from a high of 885 in 1986 to a low of 837 in 1988. The accepted group has varied with a low of 1004 in 1988. Those not offered admission went from a low of 729 in 1985 to a high of 801 in 1987. The non-minority group has shown steady growth in all three areas.



5.) Acceptance Rate Disparity

The OCR Review focuses on the disparity in the acceptance rate between minority and non-minority students. Although the Admissions Office constantly seeks to increase its minority population, it still must function within the restraints of its annual mandate, which is to recruit the best possible class in terms of quality.

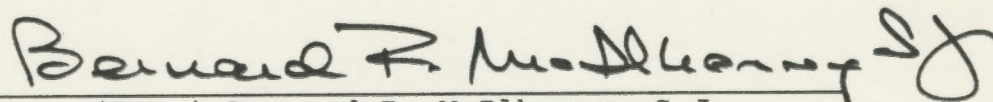
As you study the statistics for the 1988 class, the reason for the disparity becomes evident. Although the minority applicant pool increased 44% (64), in terms of aptitude and achievement, it was the weakest group of the five years. This problem also followed through with the accepted and non-accepted groups. For example, the average minority student who was not offered admission ranked in the 4/5 of his/her high school class and had SAT scores of 745.

6.) School Visits (1987-88 and 1988-89)

I am enclosing a listing of the schools which we visited during the 1987-88 and the 1988-89 recruitment years. Using the 1980 Civil Rights survey I have attempted to identify public schools with significant minority populations.

However, I must add that the majority of the private and public schools visited have minority students. In talking with high school guidance counselors we always mention that we are actively seeking minority students. Sometimes we meet with success. I note the number of black University students who graduated from high schools with low minority populations - Fairfield Prep (CT), Mt. St. Joseph's Academy (PA), St. John's High School (DC), etc.

If I can be of further assistance, please do not hesitate to contact me.



(Rev.) Bernard R. McIlhenny, S.J.  
Dean of Admissions

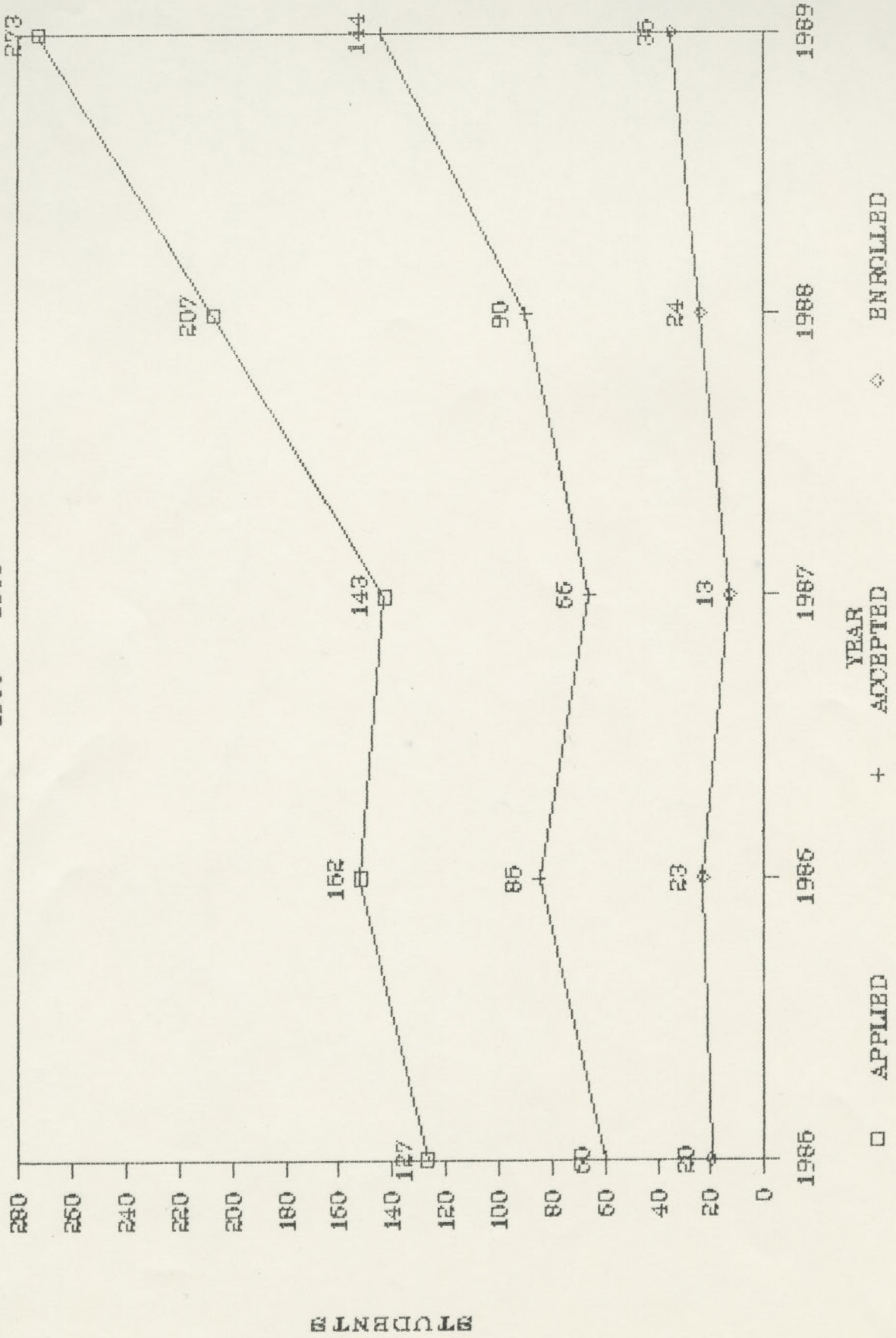
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cc: Fr. Panuska, S.J.  
✓ Dr. Passon

A.

# MINORITY APPLICATION FLOW

1985 - 1989



B.

# NON-MINORITY APPLICATION FLOW

