FACULTY COUNCIL MEETING

**3:00 p.m., Tuesday, January 15, 2013**

# Council Room, 412 Student Union

**AGENDA:**

1. Roll Call

2. Approval of the December 11, 2012, Minutes

3. Approval of Agenda

4. The President – Remarks and Comments

5. Special Report:

A. Chris Ormsbee – Assistant Provost/Director - ITLE

6. Report of Status of Faculty Council Recommendations:

Provost Sternberg, and/or Vice Presidents

7. Reports of Standing Committees:

a. Academic Standards and Policies: Ed Harris – Up Date

b. Athletics: Robert Cornell – No Report

c. Budget: Rodney Holcomb – Up Date

d. Campus Facilities, Safety, and Security: Robert Emerson – Up Date

e. Faculty: Matt Lovern – Up Date

f. Long-Range Planning and Information Technology: Nick Materer – Up Date

g. Research: Dan Fisher – No Report

h. Retirement & Fringe Benefits: Stephen Clarke – No Report

1. Rules and Procedures: Kemit Grafton – Up Date

j. Student Affairs and Learning Resources: Bob Miller – Up Date

Recommendation: Test-Optional Admission of Undergraduates\*

8. Reports of Liaison Representatives –

9. Old Business

10. New Business

11. Adjournment

*Refreshments will be served at 2:45 p.m.*

*\*Attached*

**Amended by Passed Failed**

**Recommendation No.**  13-01-01-SALR  1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Moved by:**    Student Affir. & Learning Res. 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Seconded by:**  3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Passed**         **Tabled**         **Failed**  4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**Title:**        Test-Optional Admission of Undergraduates

**The Faculty Council Recommends to President Hargis that:**

That the administration continue to evaluate and implement a Test-Optional Admissions Policy for Oklahoma State University based on the recommendations of the *Task Force to Explore how OSU could go Test-Optional*.

In so doing, particular attention should be given to:

1. Identifying and implementing a viable procedure such as “Panorama” for the admission of student electing not to take a standardized test (either the ACT or SAT).

2. Work towards the elimination of “single criterion” admission options.

3. Develop a close alignment with the scholarship program to determine potential alternatives, if possible, to standardized tests for scholarship selection.

4. Work closely with the OSRHE so that going “test-optional” will meet the criteria of the State Regents.

**Rationale:**

This is not a new option for admission to OSU as it is currently open to students who do not meet the first three methods as an alternative method of obtaining entrance to the university. However, even though this method does not utilize standardized test scores in any fashion, the OSRHE policy requires that these test be taken and become a part of all students’ transcripts. This is an emotional and often financial burden to students. Hence, the test-optional criterion is not new for admission but simply removes the requirement that all students present an ACT or SAT score whether it is used for evaluation or not.

The Task Force’s final report outlines many of the reasons that OSU should pursue a test-optional admission option. It is a reasonable analysis of the potential benefits and challenges in the development of a test-optional policy. Some of the points made in the report include:

* Both national and OSU-based research find that high school core grade-point average is the strongest single predictor of college success, but no “single indicator” admission policy is as effective as a multi-based-criteria policy.
* Research has indicated that standardized tests may not test on “an even playing field” due to racial, ethnic, gender, and socioeconomic differences among students.
* A shift away from standardized tests is more in line with the land-grant mission of OSU:
  + It may increase application and enrollment of minority students
  + It decreases the financial burden to families that often invest sizable sums in prepare courses and frequent re-takes of the test to obtain diminishing returns on higher scores.
  + It focuses on High School curriculum and performance (the #1 predictor of success)
  + It increases the average test scores of entering freshman that may in turn lead to higher program ranking nationally.
  + It increases total enrollment by increasing education access to academically qualified students who might self-select out due to emotional or financial stress associated with these tests.
* Benefits of adoption of the program as outlined in the Task Force report:
  + Introduction of broader measures of intelligence that can better predict retention and graduation rates
  + Reduction of age, gender, racial, and socioeconomic biases in admission
  + Potential alignment of scholarship awards with broader assessment of merit that single-criterion-based standardized test scores.
* Challenges of adoption of the program as outlined in the Task Force report:
  + Identification of remediation requirements and methods for determination of placement in courses.
  + Alignment of OSU scholarships that often uses standardized test scores as a primary or core criterion and admission standards that would no longer require these scores.
  + Communication of the benefits and procedures of these changes to stakeholders (university faculty, alumni, donors, and general public)

The administration is encouraged to pursue further study directed toward the implementation of the test-optional admission standard.