# ASCRC Minutes 10/6/15

GBB 205, 2:10 p.m.

## Call to Order

Members Present: T. Bundy, D. Coffin, I. Crummy, J. Eglin, P. Frazier, E. Engebretson, B. Hillman, A. Lawrence, T. Manuel, M. Nelson, S. Smith, G. St. George, E. Uchimoto, M. Semanoff, G.G. Weix  
   
Ex-Officio Present: B. French, J. Hickman, N. Lindsay

Members Excused: M. Boller, J. Zink, W. Smith

Guests: J. Cahil, P. Zagalo-Melo

Minutes: The minutes from 9/22/15 were amended and approved.   
  
Communication

* Associate Provost Zagalo-Melo spoke to ASCRC regarding what was believed to be UM’s changed requirement for SAT and ACT scores for international students (handout appended below). The Admissions website has the scores higher than the requirement for domestic students (440 and 18 respectively) and by most of UM’s peers. Recruitment for international students is taking place now. They were concerned that requiring these scores would adversely affect students’ perception of the university. The issue was brought to ASCRC as a problematic policy that could be detrimental to international recruitment efforts.   
    
  There were questions about the ranking of the scores; 650 for the SAT is in the 90th percentile which may not be reasonable. UM should be more appropriately aligned with our peer institutions. The committee agreed that the previous requirements seemed to attract qualified international students and approved a motion to return to the same standard required for domestic students. The retention rate of international students is 87%, which is much higher than for resident students. (Upon further investigation it was discovered that ASCRC had not previously changed the required minimum SAT and ACT scores above that required for domestic students as evidenced by the [motion](http://www.umt.edu/facultysenate/documents/FSDocs%2013-14/English%20Language%20Proficiency%20Policy%20Draft%2029-04-14.docx) approved by the Faculty Senate 5/9/13. The International Admissions Office had received an incorrect internal memo that misstated the requirements.)

Associate Provost Zagalo-Melo also asked that ASCRC consider accepting other English Proficiency exams for admission of international students. TOEFL is a more expensive exam. The use of the other suggested exams is becoming more prevalent because of the lower cost and improved convenience for students. Montana State University accepts the suggested tests as one of several options, as do most of UM’s peer institutions. Details on the three exams (Pearson Test of Academic English, Cambridge English Exams, and International Test of English Proficiency) are included in the attached document. The Cambridge English Exam is recognized as one of the best diagnostic measures.

Chair Manual would like additional information regarding the exams before ASCRC takes action and has asked Associate Provost Zagalo-Melo and Director Julie Cahill for more details about how the test standards correlate to TOEFL scores.

* Professor Steve Lodmell spoke briefly about the Prior Learning Assessment. He served for three years on the Prior Learning Assessment Taskforce and was asked to serve on the Prior Learning Assessment Council. The draft policy / procedure went to ASCRC and the Faculty Senate several times with requests to provide feedback. The final document was recently approved at the board of Regents meeting. The grant will go towards faculty and staff training and developing a website.   
    
  UM already accepts prior learning assessment (AP, and etc). The only unknown is portfolio review. According to the four states consulted, portfolios are uncommon, so it is likely UM would not receive many portfolios from potential students. The Taskforce felt strongly that if portfolios were submitted they should be reviewed by the faculty who are the experts in the subject matter, not an outside for-profit agency. Most nontraditional students tend to persist and do better. Credit for prior learning is one way to entice them to pursue higher education. Concern was expressed about state-level involvement in UM curricular issues and how interests at the state and University level are not always aligned.
* The committee reviewed the estimated curriculum form count and scheduled the consent agendas. The Provost was out of town when the proposals were submitted and still has a few to review, so not all the level I and IIs are posted. The summaries will be sent electronically with links to procedures as soon as they are available.

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| --- | --- | --- | --- | --- | --- | --- |
|  | e-Curr | ProgMod | Level I | Level II | In Progress | Date |
| Bus & Journ | 41 | 4 | 5 | 2 |  | 11/3 |
| Humanities | 15 |  |  | 2 | 1 | 10/20 |
| Education &Fine Arts | 102 | 8 | 3 | 2 | 5 | 11/17 |
| Forestry & Biomed | 43 | 6 | 5 | 1 | 4 | 11/3 |
| Science & Math | 37 | 12 | 7 | 2 | 3 | 11/10 |
| Social Science | 15 | 1 | I |  | 5 | 10/20 |
|  |  |  |  |  |  |  |
| Gen Ed | 6 |  |  |  |  | 12/1 |
| Writing | 32 |  |  |  |  | 12/1 |
| Service Learning | 6 |  |  |  |  | 12/1 |

* ASCRC approved the request to reinstate Greek Social History (XXX) and The American South (HSTA 361). Both will be taught next spring. Language addressing the reinstatement process will need to be added to the Dormant Course Policy. Draft language will be considered at the next meeting.
* Chair Manual received a request for an expedited review of the proposed Certificate in Computed Tomography. If acceptable, it needs to be on the Faculty Senate consent agenda for November 12th. The hope is that students will be admitted to the program this spring to address the new national requirements. The committee’s normal review schedule will provide for an acceptable review time.
* There will be a Follow-up discussion regarding the Credit Hour Policy. ECOS did not agree with the language.
* ECOS also was not supportive of housekeeping type forms not being routed to the subcommittee. The subcommittee currently does not spend a lot of time on these and it is helpful to at least have the subcommittee chair look at them. The committee agreed to continue to route these through the subcommittees to identify any problems, but to focus on more substantive curricular issues.

## Good and Welfare

Chair Manual mentioned the UFA is collecting donations for families affected by the shootings at Umpqua Community College in Oregon.

## Adjournment

The meeting adjourned at 3:59 p.m.

### International Admission Handout

The purpose of our visit is to discuss a change to the current SAT/ACT score requirement for international students and potential additions to the current list of English proficiency test options. As a quick review UM currently accepts the following tests and scores as proof of English proficiency for full undergraduate admissions:

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| --- | --- |
| TOEFL iBT | 70 or higher |
| TOEFL PBT | 525 or higher |
| TOEFL CBT | 192 or higher |
| IELTS | 6.0 or higher |
| MELAB | 74 or higher |
| EIKEN | Grade Pre-1 |
| SAT – writing score | 650 |
| ACT – English/writing | 27 |
| UM ELI | 525 TOEFL ITP or a recommendation from UM English Language Institute |
| ELS Language Centers | Successful completion of level 112 |
| Kaplan International | Successful Completion of Higher Intermediate Level |
| English Language Centres | Successful Completion of Level 11 |

Since these new requirements began this fall we have no definitive evidence on the effectiveness of this change. However, we do feel that in raising the requirement we have raised the profile of the University to the level of our peer institutions and placing UM in a position to recruit a more college ready student. Our full admissions application numbers did increase of for fall 2015.

**Proposed changes:**

1. **ACT/SAT score adjustment**

The ACT /SAT score requirement is exceedingly high compared to our peer institutions requirements (please see table below) In addition they are much higher than the requirements asked of U.S students. We would like the ACT/SAT scores adjusted to either reflect UM’s domestic student requirements 18/440 or our peer institutions outside of Montana.

|  |  |  |  |
| --- | --- | --- | --- |
| **Peer Institution** | **ACT**  **English/Writing** | **SAT Writing Section** | **TOEFL** |
| [Western Washington University](https://admissions.wwu.edu/international/international-instructions) | not accepted in lieu | not accepted in lieu | 80iBT |
| [Oregon State University](http://oregonstate.edu/admissions/international/ug-reqs) | 21 | 500 | 80iBT |
| [Washington State University](https://ip.wsu.edu/future-students/requirements/) | - | 500 | 79iBT |
| [University of Idaho](https://www.uidaho.edu/admissions/international/admissions-requirements) | - | 500 | 70iBT |
| [Northern Arizona University](http://nau.edu/CIE/International-Admissions/Bachelor-Degree-Application/) | 21 | 500 | 70iBT |
| [Gonzaga University](http://www.gonzaga.edu/Academics/International-Students/Center_for_Global_Engagement/ISSS/ISSS_undergraduate.asp) | 23 (composite) | 500 | 80iBT |
| [Humboldt State University](http://www2.humboldt.edu/international/apply/undergraduate) | 22 | 500 | 71iBT |
| [Montana State University](http://www.montana.edu/international/admissions/englishproficiency.html) | 27 | 650 | 71iBT |

1. **Suggested additions to our current list:**

* **Pearson Test of Academic English (PTE Academics)**
  + Launched in 2009, PTE Academic has been rapidly adopted in the UK, Australia, USA and Canada. We are accepted by thousands of academic programs, including prestigious institutions such as Harvard Business School, Yale and INSEAD.
  + Website: <http://pearsonpte.com/institutions/about/>
  + A score of 48 or better would meet our requirement
* **Cambridge English Exams:** 
  + More than 20,000 education institutions, business and government agencies around the world accept CAE.
  + Website: <http://www.cambridgeenglish.org/why-cambridge-english/>
  + There are two tests we would want to consider, CAE and CPE

|  |  |
| --- | --- |
| **Cambridge English: Advanced (CAE)** | **Cambridge English: Proficient (CPE)** |
| Students can follow an academic course at university level. | Students can study demanding subjects at the highest level, including postgraduate and PhD programs. |
| Student can express themselves with a high level of fluency | Student have mastered English to an exceptional level. |
| A score of C1 (180 or above) would meet our requirements. | A score of C2 (200 or above) would meet our requirements. |
|  |  |

* **International Test of English Proficiency (iTEP)**
  + Website: <http://www.itepexam.com/itep-for-educational-institutions>
  + The tests are designed to be convenient and affordable for students at $99 per test.
  + The scoring system reports detailed information about each aspect of language skills.
  + iTEP Academic is the test specific for higher education.
  + A score of 3.8 or higher would meet our requirement.