Meeting Synopsis:

1. Call to order
2. Review minutes from February 28, 2020
3. SCAP Report
4. SCAG Report
5. Good of the order
6. Adjourn

1. Call to order

The meeting was called to order at 1:30 p.m.

2. Review minutes from February 28, 2020

The minutes from February 28, 2020 were approved as written.

3. SCAP Report

Non-routine Business:

#1 – Earth and Space Sciences

The request is for revised requirements and name change for the Geoscience Option within the Bachelor of Science degree in Earth and Space Sciences.

The proposal returned from tri-campus with no comments.

The council voted to approve the proposal.

#2 – Earth and Space Sciences

The request is for revised requirements for the Geology Option within the Bachelor of Science degree in Earth and Space Sciences.

The proposal returned from tri-campus with no comments.

The council voted to approve the proposal.
#3 – Communication

The proposal is for revised program requirements for the Bachelor of Arts degree in Communication.

The council voted to approve the proposal.

4. **SCAG Report**

Olmstead presented draft Class B legislation amending Scholastic Regulations Chapter 101 (Admission) for council consideration (Exhibit 1). The legislation removes existing Section 2.B.1.C from Chapter 101, effectively removing the submission of standardized test scores (SAT/ACT) as a minimum requirement for admission to UW for students with fewer than 40 transfer credits. References to FCAS in the Chapter are also being removed and replaced with the language “designated faculty body on each campus.” It was noted Section 1.C.1 will be rewritten with non-gendered language, as well.

During discussion of the legislation in the FCAS Subcommittee on Admission and Graduation (SCAG), the Office of Admissions stated to be in favor of the changes.

A motion was made and the Class B legislation was approved by FCAS as presented (Exhibit 1).

It was noted the legislation would be forwarded to the Senate Executive Committee for review in one of the body’s spring quarter meetings.

5. **Good of the order**

There was some discussion of grading during the Covid-19 pandemic. A related UW webpage with information was shared with members.

6. **Adjourn**

The meeting was adjourned at 2:00 p.m.

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*Minutes by Joey Burgess, jmbg@uw.edu, assistant to the secretary of the faculty*

**Present:**

- **Faculty Code Section 21-61 A**: Ann Huppert (Built Environments) (chair), Mike Lockwood (ROTC), Joel Ross (Information School), Jennifer Turns (Engineering), Marjorie Olmstead (Arts & Sciences), Scott Spaulding (Education), Tom Lee (Business)
- **Faculty Code Section 21-61 B**: Jennifer Payne, Dan Feetham, Meera Roy, Conor Casey, Sam Akeyo
- **President’s designee**: Phil Reid
- **Regularly Invited Guests**: Janice DeCosmo, Helen Garrett, Scott Fallgren, Dan Ratner

**Absent:**

- **Faculty Code Section 21-61 A**: Zhi Lin, Radhika Govindrajan
- **Faculty Code Section 21-61 B**: Joe Wilson
Exhibits
Exhibit 1 – classb_proposal_admissions13Mar20
Background and Rationale

The Faculty Council on Academic Standards recommends removing Scholastic Regulations Chapter 101.2.B.1.c and making related housekeeping changes in Chapter 101: Admissions.

Undergraduate admissions holistic review at the University of Washington has been carefully crafted and revised over the past 15 years through a close partnership among the faculty, academic advisors, and the University’s Undergraduate Admissions Office. UW holistic review seeks to enroll an undergraduate class rich in the intellectual abilities, academic commitments, diversity of perspectives, backgrounds, and talents that create a stimulating educational environment and promote desired learning outcomes.

Scholastic Regulations Chapter 101.2.B.1.c currently lists submission of standardized test scores (SAT/ACT) as a minimum requirement for admission to UW for students with fewer than 40 transfer credits. Chapter 101.2.C allows this requirement to be waived “when the applicant’s high school and/or college scholastic records indicate a high probability of academic success.” By eliminating mention of test score submission as a minimum requirement, we will better align scholastic regulations with best practices in undergraduate holistic admissions and encourage each UW campus to evaluate and choose among test-required, test-optional, or test-blind admissions policies.

The relevance of standardized test scores (STS) as one component in a multifaceted review of domestic freshman applicants has decreased as UW has gained experience with holistic review, and it is time to consider whether or not the benefits of STS outweigh their costs. At the Seattle campus, standardized test scores are currently required only of freshman applicants from the United States, but not for either international freshmen or transfer students with more than 40 credits. Thus only about 2/3 \{number\} of new undergraduates arriving on campus in 2018-19 had STS considered during their admission. All three student groups thrive at UW Seattle at comparable rates. A recent national study, Defining Access: How Test-Optional Works by Syverson, Franks and Hiss, found that colleges which recently converted to test-optional generally report an increase in applications from traditionally underrepresented groups upon changing to test-optional admissions, and no significant difference between graduation rates of students who do or do not submit scores.

The validity of using STS to evaluate college applicants has come into question on both a local and national level. Nationally, there is a high correlation between test scores and socioeconomic status (e.g., family income, parental education level); predicted first year college grades for specific STS vary widely among different demographic groups. Use of STS in admissions has the potential to perpetuate privilege if these factors are not taken into account.

Locally, when considered in combination with a contextualized high school record, STS add minimally to our ability to predict success at UW Seattle. An internal study of UWS students who enrolled as first-time-first-year students from 2008 to 2016 found weak to no correlation of STS with retention and graduation rates when other factors were also included (indeed, the STS correlation with four-year graduation rates was weakly negative). When considering first year grades, validity studies performed by the College Board found that while SAT scores added significant predictive value to high school GPA

* Number to be inserted after determining the fraction of transfer students with > 40 credits. – it is between 54% (if include all transfers) and 84% (if include no transfers)
for students arriving at UW in 2006 and 2012, they did not do so for the 2017 cohort, especially for Washington residents. The difference between 2012 and 2017 was attributed to two significant changes: (i) the SAT was modified in 2016 to more closely reflect a standard high school curriculum, and (ii) UW has successfully exploited its growing history of holistic admissions to contextualize the high school record for most applicants.

At the level of the student, standardized tests place an academic, financial and psychological burden on many potential applicants to the University of Washington. Academically, participating in either free or commercial test preparation activities that can increase student’s scores takes time and effort from other activities that are more relevant to a student’s success at college. This includes not only their general high school curriculum and extra-curricular activities, but also preparing for advanced placement or international baccalaureate exams that can earn them college credit. Not all qualifying students are aware of or comfortable accessing fee waivers or disability accommodation for taking standardized tests, which places an undue financial and/or performance burden on these students. Even with a fee waiver and free online preparation materials, low income students may feel compelled to choose between taking time to prepare for a standardized test and time to earn money. Access to test sites can also be difficult for some students, requiring extra costs for lodging and transportation. High-stakes testing also can place a student under psychological stress, leading both to a poor exam performance that does not reflect their knowledge and abilities, and to reducing their resilience to other stresses. Finally, having test scores that are below reported UW averages can lead to some students choosing not to apply, even if the rest of their record is strong.

Standardized test scores do have some benefits and uses. For example, STS help renormalize a high school record when there is not a track record of students from that school; low scores can help identify students who are likely to need help to thrive in large introductory classes that include high-stress exams, enabling us to connect them with resources; STS are required for students to participate in NCAA athletics; STS play a role in national reporting for grants and academic rankings.

Enacting this change to the Scholastic Regulations will allow each UW campus to consider eliminating requiring standardized test scores for admission and enable such a change, should it be proposed and adopted. After weighing the local costs and benefits of STS in admissions, each campus could choose (a) to make submission of STS optional, (b) to eliminate their use entirely, or (c) to maintain the requirement of STS submission. Implementation of any changes would be determined separately on each campus after broad consultation with stakeholders.

The main actions of this legislation are to remove section 101.2.B.1.c, making standardized tests no longer a minimum requirement for admission to UW, and to remove the last sentences of 1.1.1.C.1 and 101.2.C that refer to 101.2.B.1.c. There are additional housekeeping amendments to this chapter, as well. Direct reference to the Faculty Council on Academic Standards is changed to refer to a designated faculty body to allow for structural differences among the three campuses. Also, the Board of Regents admissions policy acquired a new number when it was amended in July 2019.
**Table 1: First Year Retention and Graduation Rates.** Seattle Campus. Only WA State and Domestic Non- Residents submit SAT/ACT for admission. Values for FTFY entering in 2013, and transfer students entering in 2015.

<table>
<thead>
<tr>
<th>Residency/Academic Origin</th>
<th>1 yr retention</th>
<th>2017 grad</th>
<th>2018 grad</th>
<th>2019 grad</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRESHMEN 2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int'l Student Visa (1017)</td>
<td>93.5%</td>
<td>65.6%</td>
<td>79.4%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Domestic Non-Res (1081)</td>
<td>91.2%</td>
<td>64.5%</td>
<td>77.2%</td>
<td>79.1%</td>
</tr>
<tr>
<td>WA State (5080)</td>
<td>92.0%</td>
<td>62.7%</td>
<td>79.3%</td>
<td>81.7%</td>
</tr>
<tr>
<td><strong>TRANSFER 2015</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Int'l Student Visa (368)</td>
<td>93.5%</td>
<td>65.2%</td>
<td>88.0%</td>
<td>90.8%</td>
</tr>
<tr>
<td>Domestic NR (127 [46])†</td>
<td>78.0% [100%]</td>
<td>37.8% [58.6%]</td>
<td>65.4% [93.1%]</td>
<td>71.7% [96.6%]</td>
</tr>
<tr>
<td>WA State (2281)</td>
<td>90.2%</td>
<td>55.8%</td>
<td>80.5%</td>
<td>85.7%</td>
</tr>
<tr>
<td>WA 2-year college (2378)</td>
<td>91.5%</td>
<td>58.8%</td>
<td>82.9%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

†the bracket denotes out-of-state students who attended WA community colleges before transferring to UWS.

Data from UW Profiles

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**Figure 1: SAT Validity Study for First Year GPA.** Predictive validity (on scale of 0 to 1, corrected for small range) for first year GPA for SAT alone (red), high school GPA alone (blue) and both together (purple). The difference between including both SAT and HSGPA and only including HSGPA is plotted at the right in gray on an expanded scale. For Washington residents, the difference is one sixth that in 2012; for non-residents, there is less information about high school contextualization, but the additional value of the SAT is still about half what it was for all students in 2012.
Chapter 101: Admission [relevant sections only]
see https://www.washington.edu/admin/rules/policies/SGP/ScholRegCH101.html

1. Preliminary Statements and Definitions

   A. General Policy
      It shall be the general policy of the University to admit students whose educational backgrounds indicate their reasonable probability of success in a University program. A designated faculty body on each campus The Faculty Council on Academic Standards is responsible for the interpretation of this chapter and for the development of undergraduate admission policies that will achieve the goals outlined in Board of Regents Governance, Regent Policy No. 32 4, "Policy on Admission." The Council provides guidance to the Office of Admissions in the development of operating policies and procedures.

   [...] 

   C. Undergraduate Application Process
      1) A freshman or transfer applicant for admission shall be required to submit an application that includes an official transcript of his or her record in high school and each college or university attended. (Test score requirements are explained in Subsections 2.B.1.c and 2.C.)

   [...] 

2. Admission to Undergraduate Standing

   A. Holistic Review
      Undergraduate programs offered by the University lead to a bachelor's degree. Admission is competitive. In making admissions judgment, the University uses a holistic review process. This process considers such factors as high school grade-point average, courses taken, grade-point average in transferable college level course work, institution(s) attended, level of entry, scores on an acceptable admissions test when submitted required, areas of academic interest, and personal factors such as school and community service, leadership, overcoming adversity, and family educational and socioeconomic background. The relative consideration of these factors may differ between freshman and transfer applicants and among Washington State residents, non-Washington State domestic residents, and international applicants. The designated faculty body The Faculty Council on Academic Standards shall periodically review and approve the holistic review process for its campus.

   B. Distribution of Enrollment
      [...] 

   1) Freshman or Transfer Admission
      The University shall consider for admission any applicant who meets the following minimum standards:
      a) Completion of a college preparatory course of study to include the following high school credits*
         • 4 high school credits of English;
         • 2 high school credits of a single foreign language;
• 3 high school credits of mathematics: algebra, geometry, and preferably trigonometry (a fourth high school credit of mathematical analysis or calculus is recommended for students preparing for majors in the sciences or engineering);
• 2 high school credits of science including one laboratory science course in biology, chemistry or physics;
• 3 high school credits of social science;
• 1/2 high school credit of the fine or performing arts; and
• 1/2 high school credit of electives taken from the above areas.

Total 15 high school credits of college preparatory course work.

*One high school credit represents a standard full year of high school course work.

b) A scholastic and personal record that indicates the applicant is adequately prepared to complete a degree at the University of Washington.

c) Submission of scores on an acceptable admission test such as the SAT or the ACT, unless the applicant has earned at least 40 reasonably distributed transferable quarter credits after high-school graduation.

 [...] 

C. Additional Considerations
The University in its discretion may consider applicants for admission who do not meet the above requirements, but are able to submit additional evidence supportive of sufficient promise of benefiting from or contributing to the University's undergraduate programs. Admission test scores may be waived by the Office of Admissions when the applicant's high school and/or college scholastic records indicate a high probability of academic success.
Non-routine Business:

**Earth and Space Sciences (ESS-20190510A)** Revised requirements and name change for the Geoscience Option within the Bachelor of Science degree in Earth and Space Sciences.

Background: The department is proposing to change the option name, requirements, and the number of required option credits.

- *Action taken 01/24/2020: Forwarded to FCAS*
- *Action taken 01/31/2020: Approved by FCAS.*
- *Update 03/02/2020: Posted to Tri-Campus, 0 comments received (p. 11).*
- *Action taken 03/06/2020: Forwarded to FCAS*

**Earth and Space Sciences (ESS-20190510B)** Revised requirements for the Geology Option within the Bachelor of Science degree in Earth and Space Sciences.

Background: The department is proposing to change requirements and the number of required option credits.

- *Action taken 01/24/2020: Forwarded to FCAS*
- *Action taken 01/31/2020: Approved by FCAS.*
- *Update 03/02/2020: Posted to Tri-Campus, 0 comments received (p. 8).*
- *Action taken 03/06/2020: Forwarded to FCAS*

**Communication (COM-20200207)** Revised program requirements for the Bachelor of Arts degree in Communication.

Background: The department is proposing to revise program requirements without changing the overall number of required credits.

- *Action taken 03/06/2020: Forwarded to FCAS*