

**University of Washington
Faculty Council on Academic Standards**

February 14, 2020
1:30 p.m. – 3:00 p.m.
Gerberding 142

Meeting Synopsis:

1. Call to order
 2. Review minutes from January 31, 2020
 3. Discussion of standardized tests (with guests from Enrollment Management)
 4. Discussion of transfer admissions
 5. FCAS policy discussion:
 - a. Program-Based Grade Requirements status update
 - b. Equivalent courses
 6. Good of the order
 7. Adjourn
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1. Call to order

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

2. Review minutes from January 31, 2020

The minutes from January 31, 2020 were approved as written.

3. Discussion of standardized tests (with guests from Enrollment Management)

Chair Ratner led a discussion on standardized tests (Exhibit 1).

FCAS is responsible for providing guidance to the Office of Admissions and for periodically reviewing and approving the holistic review process. FCAS does not have to make any decisions this year, but it has been asked to report back to the Faculty Senate in spring 2020 with recommendations.

Standardized test scores are used in a variety of ways at the University (e.g. athletic eligibility, academic rankings, English course placement, Honors). FCAS needs to have an open and measured discussion about the use of test scores in admissions.

Public institutions across the country are having similar conversations and the expectation is that some number will change their policy towards standardized tests. UW Seattle validity data from the last couple decades has shown that standardized tests were more predictive than high school GPA. Over the past six months, UW Seattle has found that high school GPA is strongly more predictive than standardized test scores. There is added value from the standardized test scores, but the data is compelling enough to consider moving away from them.

The holistic admissions assessment currently used at UW Seattle values course curriculum and GPA far more heavily than standardized tests. Current validity data suggest that UW Seattle might remove standardized test scores and still have confidence in the admissions process. The new SAT test was formed with the common core in mind, which means it is more aligned with high school GPA and that may be why current data shows that standardized tests have lost some of their predictive value.

The Subcommittee on Admissions and Graduation will compile data on standardized tests in admissions and report back to FCAS at an upcoming meeting.

4. Discussion of transfer admissions

Chair Ratner gave background information on transfer admissions and identified the different pathways transfer students can take after being admitted to the University (Exhibit 2).

Under the current system, transfer students in Pathway 4 may not know if there is space in their preferred major until after enrolling at UW (Exhibit 2). FCAS will try to identify all of the majors in Pathway 4 and work to align them with Pathway 3.

After FCAS compiles the necessary information, it will revisit the question of next steps.

5. FCAS policy discussion:

a. Program-Based Grade Requirements status update

The council received an update on the previously-approved Class B legislation on program-based grade requirements.

The Class B legislation passed the Senate Executive Committee and will be heard at the Faculty Senate on February 27, 2020.

b. Equivalent courses

The council considered language for Class B legislation on equivalent courses (Exhibit 3).

It is important for faculty and students to know which courses are equivalent. The University Curriculum Committee reviews course equivalencies when a department proposes a course or a course change.

FCAS approved the Class B legislation.

6. Good of the order

Chair Ratner informed the council that he is leaving for a new position at the University as Interim Vice Provost for Enrollment and Undergraduate Admissions. He encouraged the council to continue to address and fix the big issues at the University.

7. Adjourn

The meeting was adjourned at 2:53 p.m.

Minutes by Jordan Smith, jjsmith4@uw.edu, assistant to the chair

Present: **Faculty Code Section 21-61 A:** Ann Huppert (Built Environments) (chair), Mike Lockwood (ROTC), Dan Ratner (Engineering), Joel Ross (Information School), Jennifer Turns (Engineering), Marjorie Olmstead (Arts & Sciences), Scott Spaulding (Education), Zhi Lin (Arts & Sciences), Tom Lee (Business)

Faculty Code Section 21-61 B: Jennifer Payne, Dan Feetham, Meera Roy, Joe Wilson, Conor Casey, Sam Akeyo

President's designee: Phil Reid

Guests: Philip Ballinger, Emily Leggio, Tina Miller, Helen Garrett, Paul Seegert

Absent: **Faculty Code Section 21-61 A:** Radhika Govindrajan (Arts & Sciences)

Exhibits

Exhibit 1 – Standardized Tests

Exhibit 2 – Transfer Types

Exhibit 3 – Class B legislation – Equivalent Courses

To: Professor Joseph Janes (Faculty Senate) and Professor Ann Huppert (FCAS Chair)

From: Philip Ballinger, Associate Vice Provost for Enrollment Management

Re: UW's Standardized Test Admission Requirement in View of New Data and Changing Environment

Date: February 11, 2020

Dear Professors Janes and Huppert,

The University of Washington's undergraduate student application review and admission policies support two mission objectives: broad enrollment access and strong educational outcomes. Access without outcomes is illusory, and outcomes that do not benefit society in all its demographic dimensions are but an echo of the mission intent. The University of Washington's mission intends that academic success, degree attainment, rich student experiences, and excellent opportunities to learn and contribute to society apply to persons from all backgrounds. The University's mission to create, disseminate, and preserve knowledge is not elitist, but broadly applicable and intended to be widely impactful.

Seeking to attain both better access to and outcomes for its student body, the University of Washington introduced holistic review of applications for undergraduate admissions in 2005, abandoning a purely quantitative system based solely on standardized test scores (SAT or ACT) and grade point averages (GPA). Since that change in policy, the diversity of the student body has significantly increased and its educational outcomes have dramatically improved. While the University's current holistic review policy incorporates GPA and standardized test results, it does so within a rich contextual matrix of school, neighborhood, and family information. Additionally, applicants have a voice in the process through their written statements about what is of value to them, what they are committed to in effort and time, what challenges they experienced and overcame in attaining their education, and how they envision contributing to the learning environment of the University.

Since the University's shift to holistic review, standardized tests as required elements for admission to universities have come under increased review, criticism and even condemnation. Nearly a thousand primarily regional public universities and smaller private colleges became 'test optional' or 'test flexible' during this period. Most recently, two AAU institutions -- the University of Chicago and Indiana University -- have become test-optional. Currently, the University of California's faculty and regents are debating the possibility of no longer requiring standardized tests for admissions purposes. In any case, in their recently released study, the UC faculty recommend a reduced use of standardized tests in the UC's holistic review and admissions processes.

University of Washington faculty and enrollment officials have periodically reviewed the role, usefulness, and validity of the SAT within the holistic review process. Until recently, external and internal validity studies of the SAT supported its use as an outcomes-focused predictive tool within the matrix of holistic review. In fact, some of the validity studies conducted between 2006 and 2015 indicated that SAT scores were at least as predictive as GPA, and that using SAT and GPA together within holistic review significantly increased the predictive strength of academic assessments. However, this trend has changed. Internal and external studies concluded over the past few months indicate that in

recent years, the high school GPA has become significantly more predictive than the SAT, and that the added predictive value of the SAT has significantly diminished for students enrolling at the University of Washington.

Much of the general criticism of the use of standardized tests in college admission processes finds root in the concern that they amplify social privilege and thereby further marginalize educationally disadvantaged populations. Examples of expensive and intensive test preparation, private tutoring and counseling, and perceptions about rankings-driven emphases on standardized test scores by selective colleges and universities give ground to such criticism. In any case, the enmeshment of the SAT within societal and educational structures of socio-economic inequity and segregated privilege has eroded support for the use of the test in college admissions. While our institution-specific data and general research findings demonstrate that the SAT is a useful additive tool for predictive and support purposes, the test clearly exists and is used within a miasma of privilege-driven structures and practices. This harms socially and educationally segregated low-income and under-represented student populations and communities. Increasingly, the distinction between the SAT and the environmental miasma in which it lives is lost. The question, therefore, is not whether the SAT is innately sound, but whether it can operate soundly and with good social purpose within the inequitable environment in which it exists. In the balance of student, institutional, and social goods, does the use of the SAT as an admissions-associated test continue to outweigh the negative effects of its contextual misuse and accompanying perceptions?

I believe that the University of Washington must now reconsider its requirement and use of standardized test scores in its application review and admissions processes. The added predictive value of the SAT may no longer exceed its current social cost.

The February 8, 2020 issue of the Economist outlines the questions before us:

Even if the question of predictive power were resolved, another question arises about how good the tests would have to be at predicting college outcomes to justify their use. If they significantly decreased the number of successful applicants from already disadvantaged groups, such a sacrifice would presumably not be justified by a minor gain in predictive power. How institutions judge this trade-off depends on their mission, circumstances and the cohort they want to attract.

The added predictive value of the SAT has diminished for the University of Washington. The social cost of the continued required use of the SAT has arguably increased. Does the diminished usefulness of the SAT for the University still outweigh the social, perceptual and possible enrollment costs?

I wish you and your colleagues well and offer my support as you consider this important and impactful policy challenge.

Respectfully,

Philip Ballinger

TRANSFER PATHWAYS (Fall Admits)

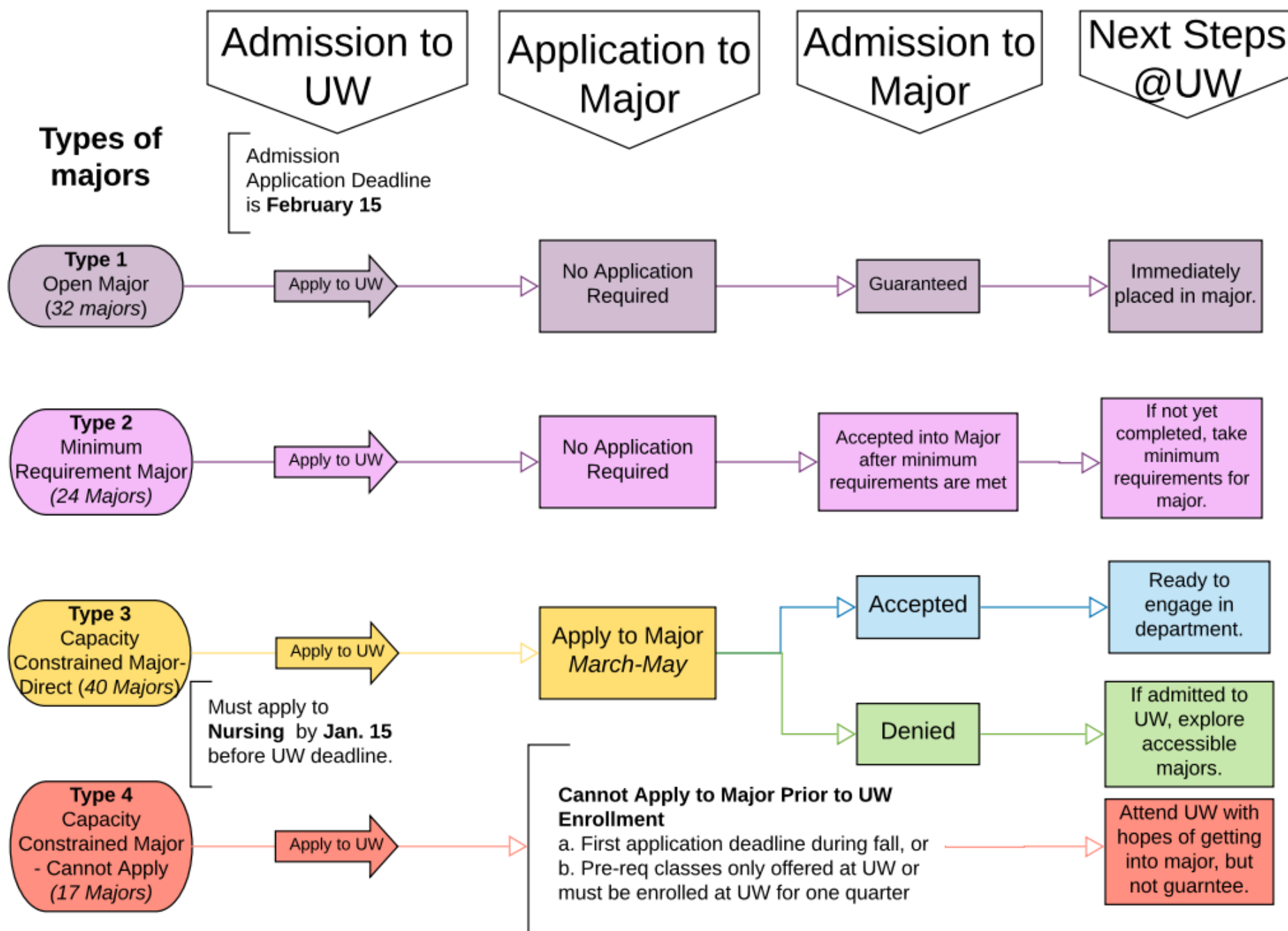
- Many transfer students enter the UW major ready. Those applying directly to a **capacity constrained major** at the same time they are applying for admission to the university should also be able to have **departmental admission decisions before they enroll** at the university.
- Transfer students **do not have** direct to college option (i.e. no DTC), only for freshman
- New students who have running start credits/AP/IB and enrolled in a high school at the time of admission are considered freshman admits, not transfers.
- In addition to university admission requirements and deadlines**, transfer students must also consider the following when applying to the UW
 - Curricular options.* Examples: The Communication major offers a Journalism option. Psychology offers B.A. and a B.S. degrees.
 - Admission policy.* Examples: Admission to Computer Science is capacity-constrained, while Philosophy is open.
 - Quarters of application.* Example: Chemical Engineering accepts applications for Spring (SPR) quarter only.
 - Enroll at the UW first?* Example: Statistics requires that you enroll at the UW before applying to the major.
 - Separate application.* Example: Nursing requires a separate application in addition to the application to the UW.
 - Departmental deadline.* Example: The Nursing deadline is January 15.

STUDENT ENTRY BY MAJOR INTEREST

Adm = Admissions; Dept. = Department; CC = Capacity Constrained Major

| Type of Student | Major Requested | AUT QTR Adm App Deadline | Dept. App Available | Decision Letter April-August | Next Steps @ UW | Conversation with Advisers in Summer |
|-----------------|---|--------------------------|--|--|--|---|
| Type 1 | Open major 32 majors | Feb. 15 | None | Adm. – Yes to UW Dept. – Yes to major | Comes to UW with guarantee of being in a major. | Immediately placed in major. |
| Type 2 | Minimum Req. 24 majors | Feb. 15 | After minimum requirements met. | Adm. – Yes to UW Dept. – No to major | Comes to UW with next steps . | Researches min req. and plans to take classes, if necessary, to get into major. |
| Type 3 | Capacity Constrained Major - Direct 40 majors | Feb. 15 | March – June | Adm. – Yes to UW Dept. – Yes to major | Comes to UW directly in major with guarantee . | Ready to engage in department. |
| | | | | Adm. – Yes to UW Dept. – No to major | If admitted to UW, enroll with hope to get into major later or explore accessible majors. | Need to explore secondary major options. |
| Type 4 | Capacity Constrained Major - Cannot Apply Prior to Enrolling at UW 17 majors | Feb. 15 | a. First application deadline during fall quarter. b. Pre-req classes only offered at UW or must be enrolled at UW for one quarter. | Adm. – Yes to UW; pre-reqs met Dept. – Unsure | Comes to UW with no idea if there will space in a major. Has to say yes to UW enrollment before a department decision is made. | Can't take major courses yet. May or may not have general education to complete. May or may not be able to get usable non-major classes. Need to start exploring secondary major options. |

Transfer Pathway to Majors (Fall Admits)



TRANSFER MAJORS

Exhibit 2
A=Autumn; W=Winter; Sp=Spring; Su=Summer

| Pathway 1 (32 Majors) | Pathway 2 (24 Majors) | Pathway 3 (40 Majors) | Pathway 4a (10 Majors) | Pathway 4b (7 Majors) |
|--|--|---|--|--|
| <i>Open Major</i> | <i>Minimum Requirement</i> | <i>Capacity Constrained Major – Direct</i> | <i>Capacity Constrained Major – Cannot Apply</i> <i>First application deadline during Fall quarter.</i> | <i>Capacity Constrained Major– Cannot Apply</i> <i>Must be enrolled at UW for at least 1 quarter before eligible to apply or pre-reqs only at UW</i> |
| American Ethnic Studies Anthropology Aquatic & Fishery Sciences Art Asian Studies Atmospheric Sciences Canadian Studies Classical Studies Classics Comparative History of Ideas Comparative Religion Danish Earth & Space Sciences, Environmental Science & Terrestrial Resource Management Environmental Studies European Studies Finnish French Gender, Women & Sexuality Studies Geography Greek Italian Jewish Studies Latin Latin American & Caribbean Studies Marine Biology Near Eastern Studies Norwegian Oceanography, Scandinavian Area Studies Slavic Languages & Literatures Swedish | American Indian Studies Art History Asian Languages & Cultures Chinese Cinema & Media Studies Comparative Literature Dance Disability Studies Drama Environmental Health English Food Systems, Nutrition & Health Germanics History Japanese Korean Linguistics Microbiology Philosophy Political Science Sociology South Asian Languages & Literature (Hindi, Sanskrit, Urdu) Spanish | Aeronautics & Astronautics Bioengineering Bioresource Science & Engineering Business Administration Chemical Engineering Civil Engineering Communication Community, Environment & Planning Computer Engineering Computer Science Construction Management Design- App Workshop June Early Childhood & Family Studies Electrical Engineering Environmental Engineering Ethnomusicology Guitar History & Philosophy of Science Human Centered Design & Engineering Industrial Engineering Informatics International Studies Jazz Studies Landscape Architecture Materials Science & Engineering Mechanical Engineering Medical Laboratory Science Music Music Composition Music Education Nursing – App deadline Jan 15 Orchestral Instruments Organ Percussion Performance Piano Public Health - Global Health Social Welfare Speech & Hearing Sciences Strings Voice | Applied and Computational Mathematics Sciences App: 1 st day of quarter (A,Sp) Astronomy App: 3 rd Friday (A,Sp) Biology App: 2 nd Friday (A,W,Sp,Su) Biochemistry App: 2 nd Friday (A,Sp) Chemistry App: 2 nd Friday (A,Sp) Communication App: 14 days after qt. (A,W,Sp) Mathematics App: Sept. 15 (A,W) Neuroscience App: 3 rd Friday (A) Psychology App: 2 nd Friday (A,W,Sp) Statistics App: 1 st Friday, Sept. Stat. 311 preferred | Architectural Design App: 1 st Monday Spring Need: 5 pre-reqs Architecture App: 1 st Monday Spring Need: 5 pre-reqs International Studies App: 3 rd Friday (A, W, Sp) Need JSIS 200/201 Education, Communities & Organizations App: April 15 (Sp) Need EDUC 280 Economics App: 2 nd Friday (A, W, Sp) Need Stat 311 Law, Societies, and Justice (LSJ) App: 2 nd Friday (A,W,Sp) Need 2 Lsj Core Classes Physics App: 3 rd Friday (W) Must attend UW for 1 quarter |

Class B Legislation
Student Governance and Policies
Scholastic Regulations
Chapter 115, Section 1 (Course-Numbering System)

Background and Rationale

1. Course-Numbering System

University courses shall be numbered as follows:

M. Equivalent Courses

Equivalent courses are courses with the same core content that are offered independently by two or more offering units. Equivalent courses are considered duplicates for prerequisites, program requirements, when determining grade point averages and repeated courses. Changes to an equivalent course will require re-evaluation of that course's equivalence with other courses.

S-B 43, October 1949 with Presidential approval; HB, 1950; S-B 92, May 1964 with Presidential approval; S-C 180, October 1968; AI, November 1968; S-B 167, November 26, 2001 with Presidential approval; AI, February 9, 2006; S-B 173, April 6, 2007 with Presidential approval; AI, February 9, 2015; RC, October 27, 2017.

Submitted by:
Faculty Council on Academic Standards