

University of Washington
Faculty Council on Academic Standards
January 23, 2015
1:30pm – 3:00pm
Gerberding 142

Meeting Synopsis:

- 1) Call to order
 - 2) Review of the minutes from January 9th, 2014
 - 3) SCAP report
 - 4) Good of the order
 - 5) Chair's report
 - 6) Adjourn
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1) Call to Order

The meeting was called to order by Kramer at 1:30pm

2) Review of the Minutes from January 9, 2015

The minutes from January 9th, 2015 were approved as written.

3) SCAP report

Old Non-Routine Business

#1 – Digital Arts and Experimental Media

Action from SCAP is pending until correct 1503 is received (formerly received 1503 was incorrect). Kramer noted that the correct 1503 will arrive in time for the next SCAP meeting, along with a request to create a minor. FCAS will hear from SCAP at the next FCAS meeting on February 6th. Held.

#2 – Social Welfare

SCAP approved these changes after requested revisions were made. The council had discussion concerning how the program only allows a time duration of four years for students to finish out their degree, and if they cannot finish in four years from the time they began the program, they are removed from the program. Discussion ensued on how this seems drastic - it will be difficult for anyone with other obligations (i.e. a child, a part-time job) to get through the program. Chair Kramer noted a few questions should be directed to the program concerning part-time options for completing the program. Discussion ensued. It was decided more explanation will be needed regarding this policy before FCAS can approve. Held.

New Routine Business

#1 – Bioethics and Humanities

Chair Kramer noted the minor program wanted to change a 400-level course into a 300-level course, however, there was some concern that a philosophy 200-level course has strong similarities and there

may be course overlap. The request needs to be sent through the Philosophy department for feedback. Action from SCAP is pending until further clarification. Held.

New Non-Routine Business

#1 – School of Public Health

The School of Public health had a strange request to revise their electives list for the Bachelor of Arts and the Bachelor of Science degrees in Public Health. SCAP reviewed the request and found it problematic because it will cause students to have to take more courses. The requirement used to be 20 elective credits from all sorts of courses outside the School of Public Health, the requested change would restrict how many of these courses could count towards the major. Discussion ensued and it was decided a request for further information will be forwarded before making a decision. Held.

Input on “Written Guidelines for Competitive Majors”

Stroup will send out an updated draft of these guidelines to the council for input.

4) Good of the Order

Holistic Admissions Process Review – Don Janssen [Exhibit 1]

Janssen presented on the effectiveness of holistic admissions processes at the UW using bar graph representations which were provided by the Office of Admissions (Exhibit 1). These bar graphs show data on high school students within Washington and the numbers in which they are taking the SAT, as well as the numbers they are applying to enroll at UW. These numbers are categorized demographically (racially).

Janssen noted they are trying to find how effective the holistic admissions process is in adding to diversity of students on campus. Initially, per the data, he noted the number of students taking the SAT in Washington is rising. In response to diversity questions, essentially the UW is attracting similar amounts of students across varying races, besides the Asian population which is disparately large, and the Latino population which is disparately low (though the number of Latino students who took the SAT in Washington recently rose above 40%, a new high). Janssen noted some constituents at the UW are not convinced the holistic admissions process bolsters diversity. Kramer made the overarching clarification that FCAS is charged to review the holistic review process and its utility at the UW; she noted SCAG has done a stellar job of gathering this information and looking at a variety of different measures of success. Janssen summarized for the council that the subcommittee finds the holistic admissions process to be doing well in adding to diversity at the UW. However, Janssen noted that UW admissions can only do so much to bolster diversity, and that Washington high schools play the foremost role in getting young students of all demographics interested in college. Kramer noted we will be looking at changing the holistic review process or changing to a new process altogether.

Corbett noted there are some Washington counties that can report 100% of their high school students taking the SAT. Discussion ensued on this. Harrison noted that he likes the subsidization of students who cannot afford college - this meaning the subsidized cost of exams like the SAT and others. The success of these subsidies, he noted, can be measured by the number of students who cannot afford to take the exam, take it by way of subsidy, and pass with exemplary scores. T. Way noted these subsidies are only for in-state freshman.

A question came up of where these other accepted students (represented in the graphs) are enrolling when they choose not to enter the UW. Discussion ensued on this. Someone noted that these students

2014 Review of Holistic Admissions

The Admissions and Graduation Subcommittee of the Faculty Council on Academic Standards reviewed the effectiveness of the current Holistic Admissions process in terms of success in producing a diverse student body of entering, Resident (in-state) Freshmen. The committee found that in spite of increasingly competitive application environment (both more and better academically-qualified applicants), the admissions process is doing a good job of identifying a diverse group of students with very good probability of success (eventual graduation). Some specific findings (data provided by the Office of Admissions) are presented below.

The number of Washington High School students interested in attending college (as evidenced by having taken the SAT exam) is gradually increasing. This is shown by the solid line in Figure 1, with over 40,000 students having taken the SAT exam this past year. Most demographic groups have increased the percentage of students taking the SAT exam to over 50% (100% for Asian/Pacific Islander students), with the exception of Latino students who have only recently exceeded a 40% “interested in college” rate.

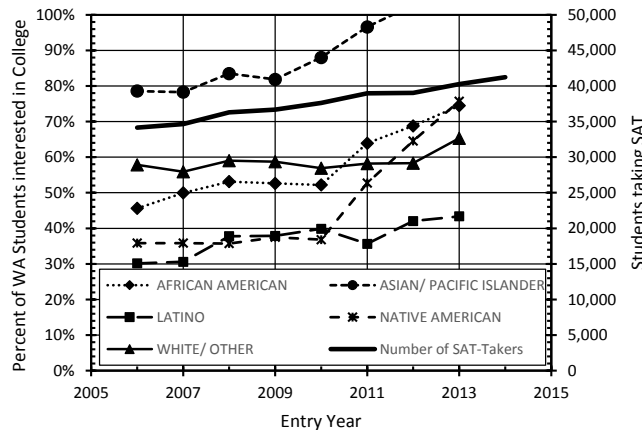


Figure 1. High School Students Interested in College

Figure 2 shows the percentage of each demographic group from Figure 1 that actually enrolled at the University of Washington. All groups dropping in terms of Percent of College Interested Enrolled is not surprising when the increase in total number of College Interested (Figure 1) and the relatively constant number of Resident Students admitted each year is considered. Other than the relatively high participation rate of Asian/Pacific Islander students, the remaining demographic groups are enrolling at the UW at approximately the same rate when the percentage of each group’s interest in attending college is taken into consideration. Possibly the most effective method, therefore, of increasing the number of a specific demographic group at UW would be to increase the number of those students interested in attending college while they are still in high school. This is beyond the scope of UW’s Holistic Admissions process.

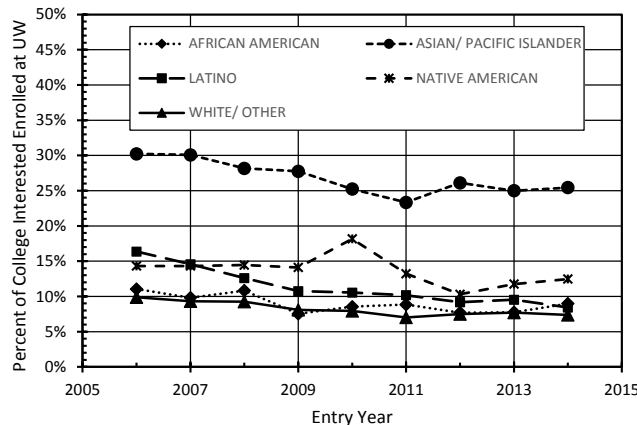


Figure 2. Percentage of College-Interested Students Enrolled at UW

tend to go to similar institutions to the UW – like Berkeley. A question came up concerning this data and if it is publicly available. It was decided this information is very likely publicly available. A note came up that students also take the ACT, which is not shown in this data, though the number of students taking the ACT is lower than the number taking the SAT.

SCAG will continue its efforts to uncover relevant information for the review of holistic admissions.

English Language Proficiency of International Students – David Pengra

Pengra brought up a new item for council discussion concerning English language proficiency of international students. His main point was that many students cannot read exams in time to be able to complete them. Pengra noted he specifically has had discussions with instructors of Chinese students who explained that some of these students could not read the exams quickly enough to finish them, and that the instructors of these courses (including Pengra) worked to minimize the amount of English language text within exams. Kramer noted that in the context of admissions, it is a good time to discuss this right now. T. Way concurred she specifically has problems with conducting writing and reading courses because of this issue. Janssen mentioned that a request had been made to look at the results of the Writing test used by Business, and that an analysis of these results may be useful for developing future Admissions policies/procedures.

TOEFL Test Liabilities and Discussion

Leggio made the point that true international students are required to go through a test which shows their language proficiency. A member concurred and added that freshman and transfers have this requirement. Stroup noted the test may be flawed because the test scores actually do not show proficiency for certain reasons. She added the importance of this is widespread through campus. This is an ethical situation, she explained, because the UW continues to admit students who cannot perform to the best of their ability because of language barriers.

Harrison explained reading and writing scores are important on the TOEFL test for professors and others to assess a student's abilities in those areas. He noted, however, that when students score highly they are not necessarily showing they can write and read effectively, but that they can speak with some degree of competency, possibly because of the way the test is weighted. Brock noted two thirds of his students are international, and many work very hard, yet it is difficult for them because they do not fully grasp all of the daily motions taking place in English. He added many students will ask other students to explain aspects to them but the downside is that these other students may not take responsibility for only disseminating 100% correct information and class material. Discussion ensued. A point came up that common tutoring leads to problems if the tutoring is not absolutely perfect. Stroup noted some of her tutors teach other international students in Chinese (their language). A member noted at least one professor in their department does not allow Chinese to be used in his class because he noted the importance of speaking the material in English, interacting, etc. Janssen pointed out that part of the experience in going to a foreign school is learning the language and how to interact in the language. Badger noted the social culture these students are put in is difficult because it is hard for them to join social circles. She explained this difficulty might naturally nudge them go into their own cultural groups, and then it adds to the problem of not speaking English overall. Discussion ensued on what aspects of a student's social life are part of FCAS' jurisdiction. A member asked if this is a greater problem for freshman or for transfer students. Wensel noted that some students do not have to take the TOEFL exam because of exemptions. This specifically may apply to students who are permanent residents.

5) Chair's Report

Engineering

Kramer noted DL (distance-learning) Engineering courses need to follow same rules as new DL courses, which was discussed in FCAS some meetings prior. Kramer noted pending a report from the new DL subcommittee headed by David Pengra, action will not be taken by FCAS.

Chemistry

Kramer noted she made sure that representatives from Bothell and Tacoma knew the equivalencies would be broken at a recent UWCC meeting.

Evening Degree Programs

Kramer noted she has talked to the Dean's office about the evening degree programs, and she noted for the council that they have until the end of the year to get RCEP done or the suspension becomes unsuspended.

Bioethics and Humanities

Arts and Sciences put a diversity designation on one of their courses without notifying Bioethics and Humanities. Bioethics and Humanities noted they did not know very much about diversity designations, and Kramer went ahead and provided further information and instruction. Each college has the right to restrict the diversity to whatever they want to in the title or course description.

Activity Based Budgeting / Question for Council

Kramer asked for discussion and feedback from the council on this issue: If the same course is being offered in two different colleges on campus, but one college owns the course (being that they get the ABB credit for the course), and the other college wants to teach that course, the other college won't get credit for it even if they fund their teaching of that course, so they create another course with the exact same content, and circumvent the issue and regulations. Kramer wanted to know how the council felt about this.

Janssen asked which department is paying the professor to teach the course that generates the student credit hours. Kramer noted this is not the way the model is currently set up. Discussion ensued. Someone noted that this is the result of the ABB model, and any strategic department will want to maximize their eligibility for budgeting.

Kramer centered the discussion and noted that FCAS' question is based on the duplication of courses. Basically, is it okay for there to be two courses that are the same at the UW because of pitfalls and circumvention in the ABB model? The question was asked if allowing this would create repercussions for students. Kramer noted that it does. She explained that if a student changes majors, and the course they took is not recognized by their new department despite being the same, they will have to retake the course. After some discussion, it was decided that the council agrees this is bad for students.

Kramer noted that FCAS has the ability to take up this issue at this time. There was question of how it will be decided which course should receive the credit if course overlap is present. Discussion ensued on this question. Kramer noted the amount of duplicate courses is increasing rapidly.

Someone noted they fear the curriculum committee is becoming the "curriculum policemen" in trying to curb this issue.

Someone noted the protocol could simply be a flag to a new course creator when there is high implication of a course duplication.

It was decided that this new fad of course duplication in no way benefits students, although action to be taken against it does not exist at this time.

6) Adjourn

Kramer adjourned the meeting at 2:52pm.

Minutes by Joey Burgess, council support analyst, jmbg@uw.edu

Present: **Faculty:** Phil Brock, John Deehr, Robert Harrison, Don Janssen, Richard Keil, Patricia Kramer (chair), David Pengra, Sarah Stroup (SCAP chair), Thaisa Way
Ex-Officio Representatives: Hailey Badger,

Absent: **Faculty:** Peter Hoff, Dan Ratner, D. Shores
Ex-Officio Representatives: Philip Ballinger, Robin Chin Roemer, LeAnne Jones Wiles

Exhibits

Exhibit 1 – 2014 review of Holistic Admissions

[Subcommittee on Admissions and Programs \(SCAP\) Summary](#)

1:30-3:00 pm

January 16, 2015

Gerberding 026

Old Non-Routine Business:

1. **Digital Arts and Experimental Media** - ([DXARTS-20141103](#)) Eliminate the Bachelor of Fine Arts degree in Digital Arts and Experimental Media (Pending approval of RCEP)

Background: The program has decided to eliminate the major in DXARTS as they are having difficulty meeting the needs of the students and faculty in the program. They are going to look at pursuing a minor and offering classes to the general student population which they feel will be more flexible for everyone's needs.

Action Taken: 12/12/2014 – Hold for correction to suspension rather than elimination.

Update: 1/14/2015 – Have not received updated 1503 yet. No action required at this time.

2. **Social Welfare** - ([SOCWF-20141117](#)) Revised admissions and program requirements and a new continuation policy for the Bachelor of Arts degree in Social Welfare.

Background: The School wants to create an early admissions process so qualified students in their third or fourth quarters can find out if they will be admitted to the program before they take all of the regular admission prerequisite courses. This will also give them access to the school resources earlier in their studies. They also need to get their long-standing grade requirements and continuation policy, as required by the Council for Social Work Education, into the catalog and DARS.

Action Taken: 12/12/2014 – Hold for corrections to continuation policy.

Update: 1/14/2015 – Please view proposed revisions here. [Revisions to SOCWF-20141117](#)

Action Taken: 01/16/2015 – Approve revisions and forward to FCAS.

New Routine Business:

1. **Bioethics and Humanities** - ([BH-20141202](#)) Revised program requirements for the minor in Bioethics and Humanities.

Background: The department has submitted a course change application (to be reviewed by the UW Curriculum Committee on 1/20/2015) to change B H 411 to [B H 311](#) which also requires updating the minor requirements.

Action Taken: 01/16/2015 – Pending approval of B H 311 by the University Curriculum Committee (Also in a pending status by the Curriculum Committee at their 1/20/2015 meeting).

NEXT MEETING: January 30, 2015

New Non-Routine Business:

1. **School of Public Health - ([SPH-20141203](#))** Revised admission and program requirements for both the Bachelor of Arts and the Bachelor of Science degrees in Public Health.

Background: The school wants to establish an early admissions process for students (they fully understand that if the early admitted students struggle after admissions they are still theirs – they will not be making changes to continuation policy). They are also revising their electives list to require that 10 of the 20 credits come from the School of Public Health.

Action Taken: 01/16/2015 – Hold. SCAP would like more information on what concern SPH believes that they are fixing by restricting the electives and how that aligns with being an interdisciplinary major. Also if they have discussed the potential impacts of this change on double majors/degrees with units on the approved list outside of SPH. Note that the majority of the SPH electives are 3 credits which would result in students needing to take at least 4 classes to satisfy the within School elective restriction.

Other Business:

1. Status update for drafting guidelines for establishing competitive admissions (Sarah).