

University Of Washington
Faculty Council on Student Affairs
1:30 p.m. – 3:00 p.m., April 2, 2013
36 Gerberding Hall

Meeting Synopsis:

1. Call to Order
2. Discussion with Phillip Ballinger, Director of Admissions
3. Chair's Report
4. Report from GPSS and ASUW Representatives
5. Review of Minutes from March 5, 2013
6. New Business
7. Adjourn

1) Call to Order

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

2) Discussion with Phillip Ballinger, Director of Admissions [Exhibit A]

Phillip Ballinger distributed the "Summary of 2013 Freshman Class Application and Admission Pools" which was the topic of discussion. The data references the freshman pool from the Autumn Quarter which covers residents, non-residents and international students. The main takeaway is that the pool grew a lot this year compared to past years with a current freshman enrollment goal of 6,200 students. This year the majority of non-residential students will be from the U.S. rather than abroad as in past years. Ballinger clarified that one-third of the international students are already studying in U.S. high schools. Ballinger noted that math scores are much higher for international students, followed by non-residents then residents. It is impressive to see that international students average a critical reading score is 500 on SATs. While the critical reading score is not required for international students they still take it. While it is mandatory to require international students to take the TOEFL it is not known the percentage of international students that take the critical reading portion of the SATs.

Ballinger went into detail of the trends and statistics found in the data. This is a comparative report amongst applicants and types of groups, however it does not include students who identify themselves as mixed-race. Students are able to report as many races as they wish but not as mixed-race which would press students into single categories which may leave out particular ethnicities and does not capturing the entirety of the student. This opens up questions about how to statistically count students. This report has some information about an applicant's economic background but that information is not collected until the student fills out the federal financial aid form later in the process. The University does have information on parents' educational levels and if the students are the first person in their family to go to college. It was pointed out that these statistics rank relatively high compared to other institutions.

A discussion began about high-level sex offenders that applied and entered into the UW several years ago. Historically, the University's policy has been to not ask questions about an applicant's criminal history. Past conversations about this issue resulted in the decision that if the applicant has done their time, then they should still get access to the University. But this attitude has been changing. The provost created a tri-campus committee which recommended moving to a "Common Application". This application form is currently being used by 450 institutions, many public, which asks questions about an applicant's disciplinary and criminal history. However, this recommendation was met by heavy criticism,

especially by the sociology department. The big question is if these questions should even be asked, especially disciplinary actions that may have been taken. From these discussions the University created language that will be included with college applications that ask if a potential student has been convicted of a violent felony offense or has registered as a sex offender. Fabien noted that there was objection to the original language in the past, and since this is a bit narrower it appears to be a better version. Ballinger explained that by including this language the UW will be the third baccalaureate institution to ask this question on admissions forms. This language will go on freshman and transfer applications in the next cycle: October 1, 2013.

A question was raised asking how this information will be used. The information will be used by a committee of members from areas within the University that look at the risks and potential dangers. Discussion ensued about how this info could be used and who would use it. It was noted that studies find that recidivism is reduced when a convicted felon goes through higher education, except for high level sex offenders. Even though reducing recidivism is consistent with the University's mission there are professors that will not teach these types of students. There are also problems with confidentiality issues, such as where the data be housed. The University needs the data to query, but on the other hand the UW does not want breaches in confidentiality.

Discussion was brought up about students who report "no" when they do fall under this category. From conversations with Purdue and the University of Michigan if someone lies about their criminal background then the University can dismiss them immediately. If the University never asked the question at the beginning then it creates a very long and drawn out process to remove the student. However, the chances of actually discovering a lie are hard to determine. A concern was raised that an applicant who lies on their application may later create a large problem on campus.

Discussion moved to the topic on residency rules. Prior to 2000, students from out of state could stay in Washington for a year then become a resident. That has now changed and there has been an impact; the percentage of non-residents applying to the UW has been going down since 2000 and is now 16.4% of all applicants. In order to counter this decline the University is experimenting with providing academic scholarships to a portion of non-resident applicants in an attempt to stop the slide of admit-to-enroll yield of this subgroup. A question was raised asking how the decision is made to enroll a particular percentage of domestic and international non-resident students. The decision is made by the president and the provost. The thing to remember is that while international students leave to return to their home country, domestic non-residents stay in Seattle. During the program year the University will be giving away \$2.9 million in scholarship money to domestic non-resident students, which is quite low compared to the \$67million in scholarship funds to in-state residents.

The discussion moved to students from community colleges. The University does not have a great deal of data about these students. However, the goal is to have 30% of all undergraduate students come from community colleges. The percentage is hard to obtain because the University has only been able to maintain the same quantity of community college transfers over time but not able to keep the same 30% goal. The priority in transfer students are those from community colleges rather than 4-year institutions because those students are not being served with a bachelor's degree. A question was raised asking if the University will be keeping data now on that online programs are being run through Professional and Continuing Education (PCE). The response is that the University does not have a lot do with those programs.

The issue of SATs was discussed. It appears that a new SAT test is in development. The senior vice president of the College Board, David Collman, has been talking about redesigning the SATs. The goal is to have an SAT in which test preparation is actually teaching students and allowing them to learn rather than just preparing them for a test. Fabien stated that he was against standardized tests. From discussions with high school teachers all they focus on is test preparation. This moves away from a holistic educational process. Ballinger stated that the data for the University shows that SAT scores are predictive of future academic performance. Discussion ensued about whether SAT scores are predictive and valuable enough to outweigh other parts in the application. UW may use SAT scores a bit less than other institutions since the review is quite broad, but the UW uses it more than it actually think it does. Discussion ensued about using SAT scores and its ability to predict students being successful. The issue of subject tests came up which encouraged further discussion.

The University has been using a holistic review process in assessing applicants since 2005 and someday will have a review of the current process. The criteria, parameters and outcomes that assess whether the review process works are student graduation rates, student retention, academic profile enrollment, and diversity makeup.

The topic of AP testing was brought up. The inclusion of AP course credits in a student's background is continuing to grow amongst applicants. The effect is that Washington State is outpacing the nation in AP growth and availability throughout high schools in the state. The most effective element of holistic review is the increased rigor of the curriculum and of the senior year that students experience. The University has found strong evidence that more high schools are providing rigorous courses to students to ensure they are competitive enough to be accepted into the UW.

Discussion moved to the topic of math requirements. Because Washington is a community college state the University has issues about applicants who meet the University's math requirements. The UW requires a minimum level of calculus-track education which includes two years of algebra and geometry. Unfortunately, the UW cannot just use the math requirements for a student who completes an AA/AS degree; the University requires more. The minimum mathematics requirement is high and the concern is that community college outcomes are lower than UW's universal math requirement. This forces the University to look at two different groups of students when it comes to math. In addition, the UW does not provide remedial mathematical courses for incoming students who do not meet the requirements. Discussion ensued about the growing gap of the two types of students. Community colleges want UW to lower the bar for mathematical requirements, but the problem is that it would also increase the gap between the two types of student.

One question was raised asking if the University will get students who work hard in high school then "coast" through college. That issue is tough to tell because sometimes those students are eyeing graduate school and not just entering college to graduate with a 4-year degree. Discussion ensued.

One final question was raised about applicants from high schools with few Advanced Placement (AP) options. When the University reviews an applicant it knows how many AP classes are offered at that school and area able to review how many of those courses the student took. If a student is coming from a high school that has only a few AP courses available, but the UW sees that the student took advantage of them along with Running Start or other programs, then that balances them out with other students who come from schools with a lot of available AP programs. In addition, the University has the ability to know how students from different high schools perform at the UW. The question of International Baccalaureate (IB) programs came up. The University looks at the course levels between IB, AP and

Running Start at the same level, including a new Cambridge program. However, the UW considers the full IB diploma differently and with higher regard than just individual courses.

3) Chair's Report

Chari Fabien provided an update on the Umbuds search. Fabien went into detail explaining the type of person the committee is looking for. Past Umbuds have had a great deal of experience in mediation. Fabien also explained that the search committee for the Vice-Provost on Community Life is still progressing.

Additional discussion continued about the upcoming graduation ceremony.

4) Report from GPSS and ASUW Representatives

The GPSS and ASUW representatives were not present so no report was provided.

5) Review of Minutes from March 5, 2013

Minutes from the March 5, 2013 meeting were approved as amended.

6) New Business

No new business

7) Adjourn

The meeting was adjourned by Chair Fabien at 3:00 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst. gcourt@uw.edu

Present: **Faculty:** Fabien (Chair), Schwartz, Berninger, Ezeonwu, Laws, Svircev, Treser
President's Designee: Johnson
Ex-Officio Reps: Jones Wilies
Guests: Phillip Ballinger

Absent: **Faculty:** Burke
Ex-Officio Reps: Hhanken, Christenberry, Kutz, Scott

Summary of 2013 freshman Class Application and Admission Pools

All admission decisions have now been communicated via mail and/or email (with the exception of unique pockets of applicants such as UW Academy, some student athletes, etc.).

As of March 20th, the University of Washington (Seattle campus only) has received 30,125 AUT 2013 freshman class applications. This represents a 15.72% overall increase in freshman class applications over the same time last year (including a 10.84% increase in resident applications and an 18.62% increase in non-resident applications). Additionally, under-represented student applications are up notably in all categories. Among resident, U.S. non-resident, and international applicants, we have thus far admitted 15,815 students (representing 52.50% of the applicant pool). *These figures will change over the coming months to some degree.* In view of historical admit-to-enroll yield data as well as the predicted yield effects of the scholarship initiative, we are on course for a freshman class of 6,200 students composed of 4,150 residents and 2,050 non-residents. We are hopeful that *at least* 1,050 of the non-resident students will be from the U.S. with the minority remainder being from other countries.

Profile data at this time is only reflective of the admitted student pool, and not the expected autumn freshman class. Admitted students have until May 1 (postmarked) to confirm their enrollment. By mid-May, we should have a general sense of our freshman class profile. We are maintaining 'waitlists' for resident, U.S. non-resident and international students to bolster enrollment numbers if needed after May 1.

With all this in mind, we note the following about the current admitted freshman class pool from which our freshman class of 6,200 students will come:

**Autumn 2013 Freshman Application Statistics
(3/20/2013)**

Applications	All	Res	U.S.Non	
			Res	INTL
Applied	30,125	10,766	11,963	7,396
Offered	15,815	6,576	6,515	2,724
Admit Rate	52.50%	61.08%	54.46%	36.83%
Projected Enrollment	6,200	4,150	1,050	1,000

Scores	All	Res	Non	
			Res	INTL
HS GPA Avg	3.79	3.8	3.77	3.82
	3.69-	3.71-	3.65-	3.73-
MS Middle 50%	3.95	3.95	3.92	3.96
SAT CR Avg	617	615	647	561
SAT M Avg	669	633	676	746
SAT W Avg	629	607	656	625
ACT Avg	29	28	30	28

Criminal History Question

Have you been convicted of a violent felony offense, are such charges pending against you at this time or have you been required to register as a sex offender by any legal authority in the U.S. or any other country? No___ Yes___

If you answered 'Yes' for any of the above, please describe the nature of the criminal matter(s). If you wish, you may also explain why this information should not be a cause for concern to the safety of the university community.

University of Washington - All High School Applications

Admission Week: 12
 Weeks Prior to Census Day: 29
 Week Ending: 3/17/2013

Ethnicity	Applications	Offers	Offer Rate	Confirmed to Date	Final Enrolled	Final Class %
	Δ%	Δ%				
African American						
1998	329	110	33.4%	11	124	2.9%
1999	267	88	33.0%	9	83	1.8%
2000	308	135	43.8%	10	122	2.4%
2001	259	98	37.8%	11	120	2.2%
2002	407	102	25.1%	1	138	2.8%
2003	385	131	34.0%	6	142	2.9%
2004	424	131	30.9%	17	148	3.0%
2005	451	138	30.6%	--	118	2.4%
2006	524	206	39.3%	16	154	2.8%
2007	533	200	37.5%	14	162	3.1%
2008	603	142	23.5%	6	179	3.2%
2009	639	175	27.4%	11	134	2.5%
2010	705	231	32.8%	14	167	3.0%
2011	807	293	36.3%	--	188	3.2%
2012	851	--	0.0%	--	169	2.8%
2013	906	6.5%	--	NA	0.0%	--
American Indian						
1998	144	52	36.1%	8	53	1.3%
1999	126	49	38.9%	5	41	0.9%
2000	117	73	62.4%	8	50	1.0%
2001	131	83	63.4%	7	52	1.0%
2002	147	85	57.8%	9	59	1.2%
2003	131	74	56.5%	5	46	0.9%
2004	144	81	56.3%	13	62	1.3%
2005	154	82	53.2%	--	54	1.1%
2006	163	107	65.6%	15	69	1.3%
2007	198	112	56.6%	14	77	1.5%
2008	205	95	46.3%	11	71	1.3%
2009	255	102	40.0%	18	75	1.4%
2010	305	149	48.9%	24	103	1.9%
2011	249	116	46.6%	--	77	1.3%
2012	238	--	0.0%	--	64	1.1%
2013	303	27.3%	--	NA	0.0%	--
Asian American						
1998	2618	1295	49.5%	178	1053	25.0%
1999	2439	1330	54.5%	175	1107	24.5%
2000	2678	1773	66.2%	257	1269	25.5%
2001	2750	1722	62.6%	218	1363	25.3%
2002	3183	1604	50.4%	178	1310	27.0%
2003	3357	2130	63.4%	165	1462	29.4%
2004	3227	2036	63.1%	263	1387	28.5%
2005	3382	2045	60.5%	--	1392	28.4%
2006	3889	2422	62.3%	183	1546	28.4%
2007	4057	2566	63.2%	221	1590	30.1%
2008	4333	2204	50.9%	173	1521	27.5%
2009	4631	2485	53.7%	249	1597	29.9%
2010	4883	2974	60.9%	310	1582	28.8%
2011	5096	3110	61.0%	--	1556	26.9%
2012	5516	--	0.0%	--	1777	29.4%
2013	6668	20.9%	--	NA	0.0%	--

Ethnicity	Applications		Offers		Offer Rate	Confirmed to Date	Final Enrolled	Final Class %
		Δ%		Δ%				
Caucasian								
1998	7651		4272		55.8%	513	2299	54.5%
1999	7276		4260		58.5%	477	2439	54.0%
2000	7481		4993		66.7%	643	2748	55.1%
2001	7370		4696		63.7%	558	2752	51.1%
2002	8590		4319		50.3%	481	2648	54.6%
2003	8658		5472		63.2%	357	2688	54.0%
2004	8368		5120		61.2%	588	2625	53.9%
2005	8447		5154		61.0%	--	2660	54.4%
2006	8458		5175		61.2%	381	2924	53.8%
2007	9022		5612		62.2%	416	2775	52.5%
2008	9919		5134		51.8%	415	2857	51.6%
2009	9697		5074		52.3%	436	2499	46.8%
2010	10161		5898		58.0%	570	2527	46.0%
2011	10995		6527		59.4%	2	2464	42.5%
2012	10093		--		0.0%	--	2472	40.9%
2013	11677	15.7%	--	NA	0.0%	--	--	--
Hawaiian/Pacific Isla								
1998	--		--			--	--	0.0%
1999	--		--			--	11	0.2%
2000	--		--			--	24	0.5%
2001	58		27		46.6%	4	31	0.6%
2002	83		30		36.1%	1	23	0.5%
2003	211		113		53.6%	6	43	0.9%
2004	116		51		44.0%	6	36	0.7%
2005	76		44		57.9%	--	28	0.6%
2006	108		48		44.4%	4	37	0.7%
2007	108		54		50.0%	1	36	0.7%
2008	136		41		30.1%	1	42	0.8%
2009	153		58		37.9%	7	45	0.8%
2010	150		61		40.7%	1	34	0.6%
2011	209		95		45.5%	--	54	0.9%
2012	252		--		0.0%	--	73	1.2%
2013	330	31.0%	--	NA	0.0%	--	--	--
Hispanic/Latino								
1998	461		199		43.2%	19	196	4.6%
1999	425		180		42.4%	17	131	2.9%
2000	376		185		49.2%	22	123	2.5%
2001	434		247		56.9%	25	193	3.6%
2002	447		166		37.1%	8	178	3.7%
2003	670		340		50.7%	20	216	4.3%
2004	719		365		50.8%	33	226	4.6%
2005	844		398		47.2%	--	247	5.0%
2006	900		481		53.4%	35	305	5.6%
2007	1092		566		51.8%	27	303	5.7%
2008	1237		461		37.3%	17	320	5.8%
2009	1455		602		41.4%	36	330	6.2%
2010	1572		702		44.7%	57	360	6.5%
2011	1702		808		47.5%	--	381	6.6%
2012	1969		--		0.0%	--	403	6.7%
2013	2364	20.1%	--	NA	0.0%	--	--	--

Ethnicity	Applications	Offers	Offer Rate	Confirmed to Date	Final Enrolled	Final Class %
	Δ%	Δ%				
International						
1998	534	--	0.0%	--	53	1.3%
1999	476	90	18.9%	4	52	1.2%
2000	624	179	28.7%	6	119	2.4%
2001	844	236	28.0%	4	150	2.8%
2002	918	269	29.3%	10	157	3.2%
2003	1051	272	25.9%	--	124	2.5%
2004	1038	371	35.7%	12	117	2.4%
2005	1106	288	26.0%	--	155	3.2%
2006	1230	305	24.8%	1	133	2.4%
2007	1551	385	24.8%	4	168	3.2%
2008	2173	489	22.5%	5	310	5.6%
2009	3326	664	20.0%	4	478	9.0%
2010	4160	1003	24.1%	24	564	10.3%
2011	4898	2479	50.6%	--	1036	17.9%
2012	6588	--	0.0%	--	1023	16.9%
2013	7397	12.3%	--	NA	0.0%	--
Not Indicated						
1998	1472	806	54.8%	88	441	10.5%
1999	1669	1017	60.9%	135	651	14.4%
2000	2201	1450	65.9%	162	528	10.6%
2001	2716	1690	62.2%	218	721	13.4%
2002	1725	859	49.8%	98	333	6.9%
2003	1255	801	63.8%	51	256	5.1%
2004	1300	811	62.4%	80	269	5.5%
2005	1362	809	59.4%	--	239	4.9%
2006	1260	786	62.4%	49	270	5.0%
2007	1134	692	61.0%	49	176	3.3%
2008	1197	590	49.3%	27	240	4.3%
2009	1024	543	53.0%	38	180	3.4%
2010	805	469	58.3%	38	160	2.9%
2011	469	210	44.8%	--	37	0.6%
2012	523	--	0.0%	--	68	1.1%
2013	476	-9.0%	--	NA	0.0%	--
TOTAL						
1998	13209	6734	51.0%	817	4219	100.0%
1999	12678	7014	55.3%	822	4515	100.0%
2000	13785	8788	63.8%	1108	4983	100.0%
2001	14562	8799	60.4%	1045	5382	100.0%
2002	15500	7434	48.0%	786	4846	100.0%
2003	15718	9333	59.4%	610	4977	100.0%
2004	15336	8966	58.5%	1012	4870	100.0%
2005	15822	8958	56.6%	--	4893	100.0%
2006	16532	9530	57.6%	684	5438	100.0%
2007	17695	10187	57.6%	746	5287	100.0%
2008	19803	9156	46.2%	655	5540	100.0%
2009	21180	9703	45.8%	799	5338	100.0%
2010	22741	11487	50.5%	1038	5497	100.0%
2011	24425	13638	55.8%	2	5793	100.0%
2012	26030	--	0.0%	--	6049	100.0%
2013	30121	15.7%	--	NA	0.0%	--