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MEMORANDUM

To: Donna E. Shalala, President

From: Richard L. Williamson
Chair, Faculty Senate

Date: March 27, 2012

Subject: Faculty Senate Legislation #2011-41(D) – Accept the Faculty Senate Academic Standards Committee Annual Undergraduate Admissions Report and Recommendations [2010-2011]

At its March 21, 2012 meeting, the Faculty Senate unanimously approved to accept the Faculty Senate Academic Standards Committee annual Undergraduate Admissions Report and recommendations.

Conclusions and Recommendations

Based on all admission criteria, the fall 2011 (new) freshmen class is the highest quality group admitted in the University of Miami's history. We commend Ed Gillis and his admission's staff, as well as the Undergraduate Dean and Senior Vice Provost, for their effort and initiatives to yield a class of this caliber. It is also notable that, although UM still lags behind aspirational schools in terms of average SAT scores, the university jumped from 47 to 38 in the 2011 U.S. News and World rankings, and such rankings are based on the profile statistics of 2010 freshmen classes. Thus, the outlook for 2012 rankings is even more positive. In terms of recommendations, we suggest the following:

1. Additional efforts and more attention needs to be spent improving both freshmen retention and six year graduation rates. Although UM ranks 38 overall compared with other U.S. News and World report institutions, the rank drops to 65 when combined graduation and retention rates are assessed. This is considerably lower than other top ranked private *and* public universities.
2. Transfer statistics show that the College of Arts and Sciences is admitting a much higher number of students than other schools and colleges on campus. Given this, additional resources, particularly in the area of staffing, should be considered to satisfy the needs of such students.

The report is enclosed for your reference.

This legislation is sent for your information.

RW/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost

JANUARY 2012 UNDERGRADUATE ADMISSIONS REPORT, FALL 2011 – SPRING 2012

*Annual Report on Admissions and Undergraduate Student Quality
Prepared by the Faculty Senate Committee on Academic Standards¹*

Purpose of this Report: To provide a Faculty Senate sponsored assessment of the quality of new students enrolled in fall 2011 and spring 2012

Summary: The incoming freshmen class of 2011 was the highest quality class in UM's history based on all admission criteria. Average SAT scores rose 26 points to 1319 and ACT scores remained steady at 29.5 (the same as 2010 and up from 28.9 in 2009). The percentage of students with SAT scores in the range of 1400 – 1600 increased from 19% to 24% from the fall 2010 to fall 2011. In addition, over half of the incoming new freshmen (51%) ranked in the top 5% of their high school class with 72% falling in the top 10%, increases of 5% and 4%, respectively, over 2010. Although UM still lags behind its aspirational *US News and World Report* universities with respect to average SAT scores, freshmen retention, and 6 year graduation rates, UM's overall statistics led to a 9 place jump in rankings (from 47 in 2010 to 38 in 2011), an impressive gain. Recommendations are made with respect to improving retention and graduation statistics, which still remain problematic when compared with other top 50 ranked U.S. News & World Report institutions.

Academic Quality of Newly Enrolled Students, Fall 2011 and Spring 2012

I. *The Fall 2011 Freshman Class*

a. Overview

The 2011 freshmen class consisted of 2,172 students (a 2% increase over last fall) and an additional 608 transfer students (a decrease from fall 2010 620 transfers). Continuing the trend of the past few years, there was an increase in completed applications compared to the two prior years specifically, with 24,811 applications for the entering class of 2011 vs. 21,180 in 2010, and 18,188 for 2009. The acceptance rate of completed applications was lower than last year (43% vs. 48%), and the yield rate (number of students who enrolled vs. accepted) was 20%, the lowest in a decade and down from last year's rate of at 21%.

b. Official SAT and ACT Scores

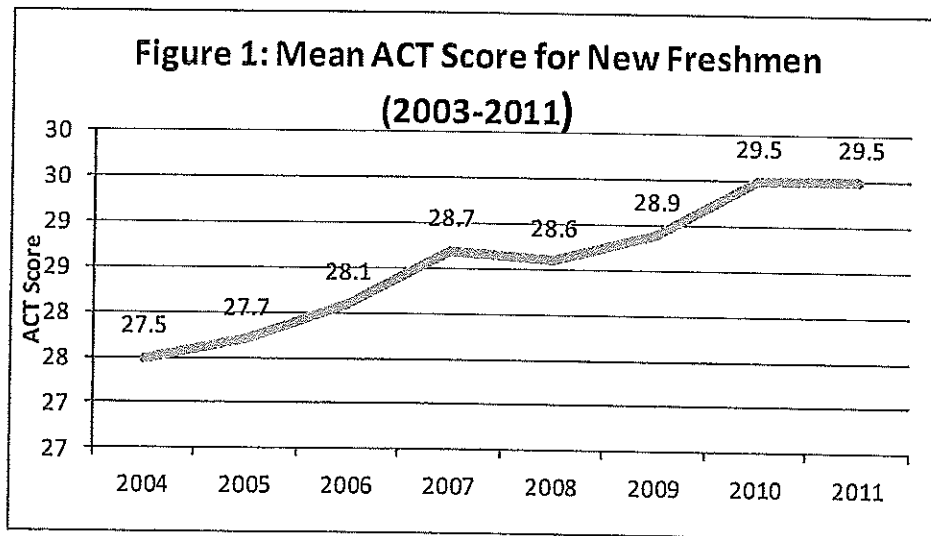
For the first time in UM's history, the mean SAT score exceeded 1300, rising 26 points over the 2010 mean (1293) to an average of 1319. The percentage of students scoring between 1400 – 1600 also increased from 19% to 24% while the percentage of students scoring between 1200 – 1399 remained the same as in 2010 (65%). There was also a decrease in the percentage of students scoring between 1000 – 1199 (from 14% in 2010 to 10% in 2011), as well as those scoring under 1000 (from 2% in 2010 to 1% in 2011). As noted last year, many prospective students now take both the SAT

¹ Senate members of the Academic Standards Committee are: George Gonzalez, Rosemary Fedrigon Hall, Carol Hays, Vaidy Jayaraman, Linda Neider (Chair), Don W. Stacks, and Stephen Zdzinski. Data for this report was provided by Mary Sapp, Peter Liu, and the Office of Planning and Institutional Research.

and ACT since universities generally accept the higher of the two scores. In the fall of 2011, only 52% of students reported SAT scores (1124 freshmen compared with 1780 freshmen in 2005) and 39% of freshmen choose to submit ACT scores (841 students compared with 463 in 2005). With respect to mean ACT scores, this year's freshmen class remained at 29.5, the same average as in 2010 which showed a marked improvement over the mean several years ago in 2005 (27.7).

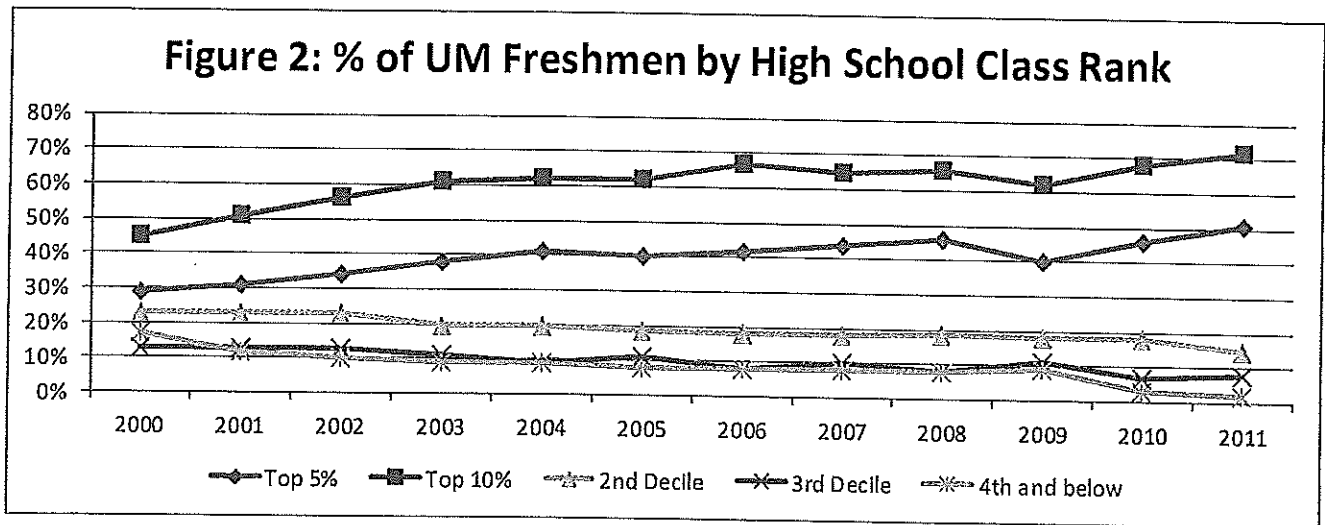
Table 1 displays the average SAT scores over the past three years for each of UM's schools. As can be seen, with the exception of Nursing and Health Studies, every school on campus experienced increases in average SATs, ranging from .12 points (Engineering) to 94 points (School of Education). The positive trend in mean ACT scores for new freshmen over the past six years is illustrated in Figure 1.

Analysis of SAT Scores by School					
School / College	2008	2009	2010	2011	
Architecture	1324	1233	1268	1293	▲ (+25)
Arts & Sciences	1290	1289	1300	1328	▲ (+28)
Business Administrat	1262	1258	1280	1297	▲ (+17)
Communication	1270	1232	1286	1310	▲ (+24)
Education	1214	1184	1221	1315	▲ (+94)
Engineering	1308	1304	1315	1327	▲ (+12)
Marine	1323	1317	1325	1356	▲ (+31)
Music	1281	1290	1269	1328	▲ (+59)
Nursing	1223	1204	1282	1265	▼ (-17)
Overall UM:	2008	1282			
	2009	1273			
	2010	1293			
	2011	1319	▲ (+26)		



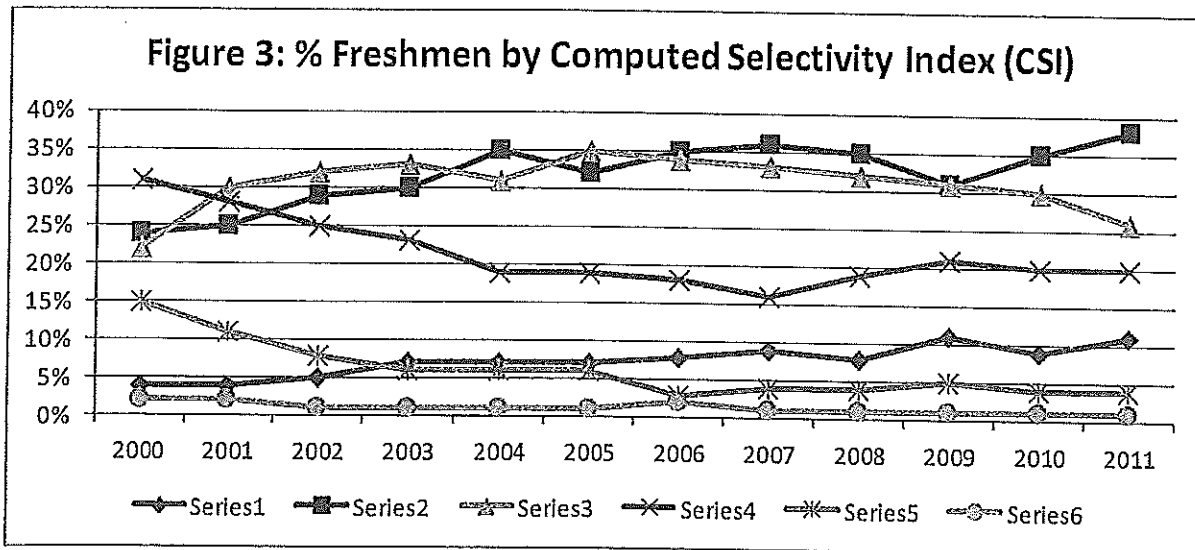
c. Class Rank

Seventy-two percent of the incoming freshmen ranked in the top 10% of their high school graduating class (compared with 68% in 2010), and the number of students ranking in the top 5% of their high school class rose from 46% in 2010 to 51% in 2011, another indicator of the increased quality of incoming freshmen. The 2nd decile enrollments decreased slightly from 2010 percentages (15% in 2011 vs. 18% in 2010), as did the percentage of students in the lowest decile (from 5% in 2010 to 3% in 2011). There was a slight increase in the percentage of student in the third decile, from 6% in 2010 to 8% in 2011. This slight increase, however, is more than offset by the higher percentage of students falling in the top 10% of their high school class. Figure 2 displays the longitudinal analysis of these trends over the past ten years and illustrates the increase in quality for higher class ranks.



d. Computed Selectivity Index

The freshman class is also evaluated using a measure developed by Admissions called the Computed Selectivity Index (CSI) which essentially combines standardized test scores and academic performance in high school. For the fall 2011 class, students falling into the highest quality sector, CSI 1, increased from 9% in 2010 to 11%, as well as the percentage of students in the second highest selectivity category, CSI 2, which increased from 35% to 38%. Although the percentage of students in the third category, CSI 3, fell slightly (from 30% to 26%), the percentage of students in the lowest two selectivity levels remained the same as last year at 5%, which was a decrease compared to prior years. Figure 3 illustrates the eleven year trend in CSI and again shows an improvement in the percentage of students falling into the top selectivity areas.



e. Comparing UM's Freshman Class to "Aspirational Peer" Universities

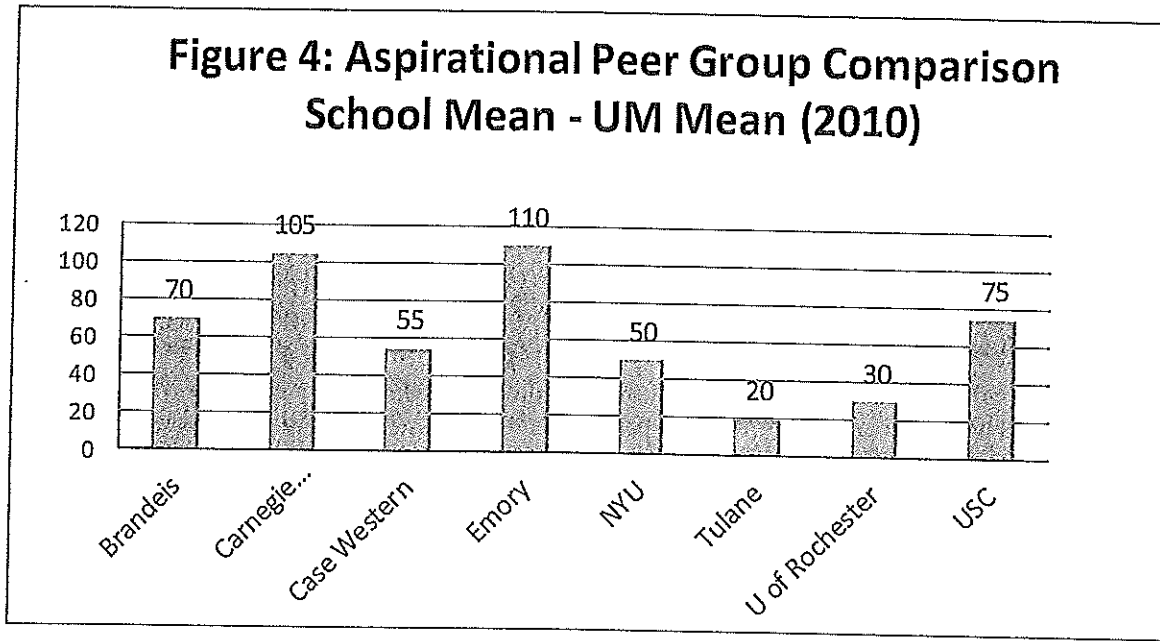
Several years ago, the Provost's office identified a set of 10 private universities as "aspirational peers," all of which were members of the American Association of Universities (AAU) and ranked at or above the University of Miami in the *U.S. News and World Report* rankings. The specific schools identified were Brandeis University, Carnegie Mellon University, Case Western Reserve University, Emory University, New York University, University of Rochester, Syracuse University, Tulane University, University of Southern California, and Vanderbilt University. In the fall of 2006, the Faculty Senate voted to accept these 10 institutions as "aspirational peers." Last year, however, our

committee suggested eliminating Syracuse University since it no longer was viewed as an aspirational institution based on comparative data. Subsequently, in fact, Syracuse withdrew from the AAU and thus, is no longer listed in our profile comparison data.

It is important to note that comparative information available in *U.S. News and World Report* is published during the late summer or early fall for the *previous* academic year. Thus, the **2011 edition of *U.S. News and World Report*** is based on the characteristics and quality of **freshmen classes entering in the fall of 2010**. It is also important to point out that since *U.S. News and World Report* only publishes SAT scores for the 75th and 25th percentiles rather than the mean SAT score, the Faculty Senate has traditionally used the average of these two numbers as a comparative proxy for the mean SAT. Table 2 shows the actual rankings of the universities in this list and the SAT percentiles (with the average of the percentiles in parentheses) compared to the University of Miami for the fall 2009 and 2010 freshmen classes. As can be seen, although the University of Miami has made noteworthy progress (particularly with respect to our overall ranking which jumped from 47 to 38 between 2010 and 2011), we still lag behind aspirational peer schools in terms of the SAT profiles of incoming freshmen. This has been a consistent trend for the past three years despite the substantial progress that UM has made in the overall rankings.

	Rank				2010 SAT		2009 SAT		2008 SAT	
	2011	2010	2009	2008	25 th – 75 th Percentile Mean	25 th – 75 th Percentile Mean	25 th – 75 th Percentile Mean	25 th – 75 th Percentile Mean		
Brandeis University	31	34	31	31	1270 – 1460 (1365)*	1260 – 1460 (1360)*	1290 – 1450 (1370)*			
Carnegie Mellon University	23	23	22	22	1300 – 1500 (1400)	1290 – 1500 (1395)	1290 – 1500 (1395)			
Case Western Reserve University	38	41	41	41	1250 – 1450 (1350)	1240 – 1440 (1340)	1210 – 1410 (1310)			
Emory University	20	20	17	18	1310 – 1500 (1405)	1300 – 1480 (1390)	1310 – 1500 (1405)			
University of Miami	38	47	50	51	1210 – 1380 (1295)	1170 – 1380 (1275)	1190 – 1380 (1285)			
New York University	33	33	32	33	1240 – 1450 (1345)	1210 – 1430 (1320)	1250 – 1440 (1345)			
University of Rochester	35	37	35	35	1230 – 1420 (1325)	1230 – 1410 (1320)	1220 – 1430 (1325)			
University of Southern California	23	23	28	27	1270 – 1470 (1370)	1270 – 1450 (1360)	1270 – 1470 (1370)			
Tulane University	50	51	50	51	1230 – 1400 (1315)	1250 – 1400 (1325)	1250 – 1420 (1335)			
Vanderbilt University	17	17	17	18	30 - 34 (ACT)	1350 – 1520 (1435)	1332 – 1500 (1415)			

Figure 4 shows the *difference* between the average 75th and 25th percentile SAT score for the AAU aspirational schools compared with UM's average. (NOTE: Vanderbilt no longer reports SAT scores but instead uses ACT means, so they are not included in the data displayed below).



An assessment of Figure 4 indicates that the average difference between peer schools and UM was 64.4 points in 2010 and 76.3 points in 2009 (eliminating both Syracuse and Vanderbilt from the assessment). This shows that progress is clearly being made with respect to SAT improvement relative to aspirational institutions. In view of the notable increase in UM's mean SAT score for the 2011 freshmen class, it is likely that this difference will be even smaller after next year's rankings are published.

UM's data was also compared with aspirational schools in terms of freshmen retention (and since Syracuse was dropped as an AAU school, Duke and Washington University were added simply for comparison purposes). Table 3 shows the *U.S. News & World Report* rankings from 2009 – 2011 for these schools compared with UM, as well as their corresponding freshmen retention percentages (retention rates are based on the prior year's freshmen). Note that in all comparisons, with the exception of Tulane, UM's retention rate is still lower.

Table 3
U.S. News & World Report (2008 - 2011)

	Rank			2009	2010	2011
	2009	2010	2011	Freshmen Retention	Freshmen Retention	Freshmen Retention
Brandeis University	31	34	31	94%	94%	93%
Carnegie Mellon University	22	23	23	95%	95%	95%
Case Western Reserve University	41	41	38	92%	91%	93%
Duke University		9	10			97%
Emory University	17	20	20	94%	95%	95%
University of Miami	50	47	38	90%	90%	90%
New York University	32	33	31	93%	92%	92%
University of Rochester	35	37	35	95%	95%	96%
University of Southern California	28	23	23	96%	96%	97%
Tulane University	50	51	50	88%	89%	89%
Vanderbilt University	17	17	17	96%	96%	97%
Washington University		11	14			97%

This relationship is shown more dramatically in Table 4 when the top 50 ranked *U.S. News & World Report* universities are compared to UM. Specifically, UM's retention rate of 90% is associated with an overall rank of 67 (the same rank as last year) which is considerably lower than other top fifty institutions (including public universities). The six year (actual) graduation rate of UM students, 80%, is also lower than all top 50 private institutions. Further, as seen in Table 4, when graduation rates and retention are combined, UM ranks 65 overall, notably lower (poorer) than both private and public top 50 ranked institutions.

**Table 4 Top 50 U.S. News and World Report
Universities Six Year Graduation rates and
Freshmen Retention**

Order	School	Rank	UG Graduation			Actual			
			Overall reputation score	academic index	retention and rank	Average retention rate	Retention rate rank	Graduation rate	Graduation rate rank
1	Harvard University (MA)	1	100	98	1	97%	12	97%	1
2	Princeton University (NJ)	1	100	97	3	98%	3	96%	2
3	Yale University (CT)	3	98	97	1	99%	1	96%	2
4	Columbia University (NY)	4	94	93	6	99%	1	96%	2
5	California Institute of Technology	5	93	92	24	98%	3	90%	25
6	Massachusetts Inst. of Technology	5	93	98	12	98%	3	93%	13
7	Stanford University (CA)	5	93	98	6	98%	3	95%	8
8	University of Chicago	5	93	92	16	98%	3	92%	17
9	University of Pennsylvania	5	93	91	4	98%	3	96%	2
10	Duke University (NC)	10	92	90	10	97%	12	94%	10
11	Dartmouth College (NH)	11	91	89	6	98%	3	95%	8
12	Northwestern University (IL)	12	90	89	10	97%	12	94%	10
13	Johns Hopkins University (MD)	13	89	93	19	97%	12	92%	17
14	Washington University in St. Louis	14	88	85	12	97%	12	94%	10
15	Brown University (RI)	15	87	91	6	98%	3	96%	2
16	Cornell University (NY)	15	87	93	16	96%	25	93%	13
17	Rice University (TX)	17	84	83	16	97%	12	92%	17
18	Vanderbilt University (TN)	17	84	85	19	97%	12	91%	20
19	University of Notre Dame (IN)	19	83	83	4	98%	3	96%	2
20	Emory University (GA)	20	81	82	28	95%	31	89%	30
21	University of California-Berkeley*	21	79	93	24	97%	12	91%	20
22	Georgetown University (DC)	22	78	85	12	96%	25	93%	13
23	Carnegie Mellon University (PA)	23	77	86	32	95%	31	86%	34
24	Univ. of Southern California	23	77	82	28	97%	12	89%	30
25	Univ. of California-Los Angeles*	25	76	84	24	97%	12	90%	25
26	University of Virginia*	25	76	87	12	97%	12	93%	13
27	Wake Forest University (NC)	25	76	75	28	94%	35	89%	30
28	University of Michigan-Ann Arbor*	28	75	89	27	96%	25	90%	25
29	Tufts University (MA)	29	74	77	19	97%	12	91%	20
30	U. of North Carolina-Chapel Hill*	29	74	85	32	97%	12	90%	25
31	Boston College	31	70	77	19	96%	25	91%	20
32	Brandeis University (MA)	31	70	75	28	93%	43	91%	20
33	College of William and Mary (VA)*	33	69	79	19	95%	31	90%	25
34	New York University	33	69	79	36	92%	49	85%	36
35	University of Rochester (NY)	35	68	71	38	96%	25	84%	39
36	Georgia Institute of Technology*	36	67	83	56	93%	43	80%	56
37	Univ. of California-San Diego*	37	66	77	34	95%	31	86%	34
38	Case Western Reserve Univ. (OH)	38	65	73	47	92%	49	82%	46
39	Lehigh University (PA)	38	65	67	34	94%	35	88%	33
40	University of California-Davis*	38	65	75	47	91%	58	84%	39
41	University of Miami (FL)	38	65	73	63	90%	67	80%	56
42	Univ. of California-Santa Barbara*	42	64	72	47	91%	58	85%	36
43	University of Washington*	42	64	79	56	93%	43	80%	56
44	Univ. of Wisconsin-Madison*	42	64	81	41	94%	35	84%	39
45	Pennsylvania State U.-University Park	45	63	77	36	93%	43	85%	36
46	University of California-Irvine*	45	63	73	41	94%	35	83%	45
47	U. of Illinois-Urbana-Champaign*	45	63	79	38	94%	35	84%	39
48	University of Texas-Austin*	45	63	82	51	92%	49	81%	51
49	Yeshiva University (NY)	45	63	61	51	91%	58	82%	46
50	George Washington University (DC)	50	62	75	51	92%	49	81%	51

* public institutions

II. Fall Transfer Students and January New Freshmen/Transfer Admits

The number of admitted transfer students for the fall of 2011 was 1,729, up from the 1,637 admitted during the fall of 2010. However, only 608 of these transfer students actually enrolled in the fall of 2011, which was less than the fall 2010 enrollment of 620. A total of 76% completed transfer applicants were accepted in 2011 compared with 71% in 2010. Similar to the situation for new freshmen, the yield rate for 2011 (35%) was the lowest in ten years, down from the 2010 yield of 38% (and down from the prior year's yield of 43%).

For the spring 2012 semester, 234 additional transfer students enrolled—although this number is inflated due to the inclusion of 58 accelerated School of Nursing students. If this additional group of student is eliminated from the total, the new yield is 176 transfers, an increase over the 159 admitted in January 2011.

Although transfer students are not required to submit SAT or ACT scores, GPA is utilized in the admission decision. The eleven year trend in GPA for admitted transfer students is shown in Tables 5 and 6.

Table 5												
Incoming GPA Statistics for all New Transfer Students												
2000 - 2011												
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Mean GP	3.2	3.3	3.3	3.4	3.3	3.3	3.4	3.3	3.3	3.4	3.3	3.3
Transfer GPA %												
3.5 - 4.0	31%	37%	37%	42%	37%	35%	41%	37%	41%	40%	40%	33%
3.0 - 3.49	36%	40%	41%	41%	42%	50%	42%	44%	40%	41%	39%	40%
2.5 - 2.99	27%	19%	18%	15%	18%	13%	15%	14%	16%	16%	18%	20%
2.0 - 2.49	6%	3%	3%	2%	2%	2%	2%	4%	3%	2%	2%	2%

Table 6											
Mean Transfer GPA and Acceptances by School											
Fall 2009											
	ARCH	A & S	BUS	COMM	EDU	ENG	NUR	ROSEN	Cont. Studies	Music	
Mean Transfer GPA	3.4	3.4	3.7	3.4	3.2	3.2	3.5	3.3	3	3.4	
Acceptances	52%	89%	38%	87%	83%	79%	44%	83%	86%	58%	
Mean Transfer GPA and Acceptances by School											
Fall 2010											
	ARCH	A & S	BUS	COMM	EDU	ENG	NUR	ROSEN	Cont. Studies	Music	
Mean Transfer GPA	3.4	3.3	3.5	3.4	3.3	3.3	3.4	3.3	3	3.6	
Acceptances	60%	87%	41%	80%	83%	72%	35%	79%	84%	69%	
Mean Transfer GPA and Acceptances by School											
Fall 2011											
	ARCH	A & S	BUS	COMM	EDU	ENG	NUR	ROSEN	Cont. Studies	Music	
Mean Transfer GPA	3.4	3.3	3.5	3.4	3.2	3.2	3.5	3.3	2.7	3.5	
Acceptances	49%	74%	20%	65%	68%	57%	23%	71%	43%	35%	

As can be seen from Table 5, the mean GPA for entering transfer students has remained at approximately 3.3 for several years. There is, however, some variability in mean scores across schools, with the School of Continuing Studies generally accepting lower mean GPA transfers compared with other schools. The percentage of transfer students accepted also varies between schools, with the largest percentages typically accepted into the College of Arts and Sciences. As a result, this may create additional resource constraints particularly with respect to staffing needs.

The University of Miami also enrolled 159 new freshmen in January 2012, and their admission profile with respect to SAT and ACT scores is displayed in Table 7. Only 115/159 new freshmen admits reported SAT and/or ACT scores. However, the means in both categories are lower than those of entering fall freshmen (2011) whose scores are used in published ranking profiles. Specifically, the SAT mean for fall 2011 freshmen was 1319 compared with 1167 for the spring new freshmen admits, and the corresponding ACT mean score was 29.5 as compared with 25.4 for fall and spring admits, respectively.

Table 7
Admission Data for New Freshmen Spring 2009 – Spring 2012

Spring of:	2009	2010	2011	2012
Number of Enrolled Freshmen:	76	103	211	159
Official SAT (enrolled students)				
Mean	1062	1081	1113	1167
75th Percentile	1180	1165	1170	1250
Median	1040	1060	1120	1190
25th Percentile	940	975	1070	1075
Number of Students Reporting	35	41	107	73
Official ACT (enrolled students)				
Mean	22.1	23.2	24.5	25.4
75th Percentile	25	26	26	27
Median	23	23	25	26
25th Percentile	19	20	23	24
Number of Students Reporting	9	19	46	42

Conclusions and Recommendations

Based on all admission criteria, the fall 2011 (new) freshmen class is the highest quality group admitted in the University of Miami's history. We commend Ed Gillis and his admission's staff, as well as the Undergraduate Dean and Senior Vice Provost, for their effort and initiatives to yield a class of this caliber. It is also notable that, although UM still lags behind aspirational schools in terms of average SAT scores, the university jumped from 47 to 38 in the 2011 U.S. News and World rankings, and such rankings are based on the profile statistics of 2010 freshmen classes. Thus, the outlook for 2012 rankings is even more positive. In terms of recommendations, we suggest the following:

1. Additional efforts and more attention needs to be spent improving both freshmen retention and six year graduation rates. Although UM ranks 38 overall compared with other U.S. News and World report institutions, the rank drops to 65 when combined graduation and retention rates are assessed. This is considerably lower than other top ranked private *and* public universities.
2. Transfer statistics show that the College of Arts and Sciences is admitting a much higher number of students than other schools and colleges on campus. Given this, additional resources, particularly in the area of staffing, should be considered to satisfy the needs of such students.