



MEMORANDUM

To: Donna E. Shalala, President

From: Richard L. Williamson
Chair, Faculty Senate

A handwritten signature in blue ink, appearing to read 'R L Williamson'.

Date: April 19, 2013

Subject: Faculty Senate Legislation #2012-35(D) – Faculty Senate Academic Standards Committee Undergraduate Admissions Report for Fall 2011 – Spring 2012 and Recommendations

At its April 17, 2013 meeting, the Faculty Senate unanimously accepted the Faculty Senate Academic Standards Committee Undergraduate Admissions Report for fall 2011 – Spring 2012 and endorses the recommendations stated within the report.

The report and recommendations are enclosed.

This legislation is now forwarded to you for your information.

RW/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
Edward Gillis, Dean of Enrollments
Don Stacks, Chair, Faculty Senate Academic Standards Committee

APRIL 2013 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 2012 and spring 2013

Summary: The incoming freshmen class of 2012 maintained most of the quality gains shown in 2011. Average SAT scores dropped 3 points to 1316 but ACT score remained steady at 29.7 (up from 28.5 in 2011). The percentage of students with SAT scores in the range of 1400 – 1600 increased from 22% to 26% from the fall 2011 to fall 2012. In addition, slightly less than half of the incoming new freshmen (48%) ranked in the top 5% of their high school class with 69% falling in the top 10%, decreases of 3%, 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 2 place jump in rankings (from 47 in 2011 to 45 in 2012), indicating a continued 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 2012 and Spring 2013

I. *The Fall 2012 Freshman Class*

a. Overview

The 2012 freshmen class consisted of 2,139 students (a 1% decrease over last fall) and an additional 555 transfer students (a decrease from fall 2011 575 transfers). Continuing the trend of the past few years, there was an increase in completed applications compared to the two prior years specifically, with 27,575 applications for the entering class of 2012 vs. 24,811 in 2011, and 21,180 for 2010. The acceptance rate of completed applications was lower than last year (40% vs. 43%), and the yield rate (number of students who enrolled vs. accepted) was 18%, down from last year's rate of 20%.

b. Official SAT and ACT Scores

The mean SAT score again exceeded 1300, but dropped 3 points to 1316. The percentage of students scoring between 1400 – 1600 also increased from 24% to 26% while the percentage of students scoring between 1200 – 1399 dropped from 65% in 2012 to 59% in 2013. There was an increase in the percentage of students scoring between 1000 – 1199 (from 10% in 2011 to

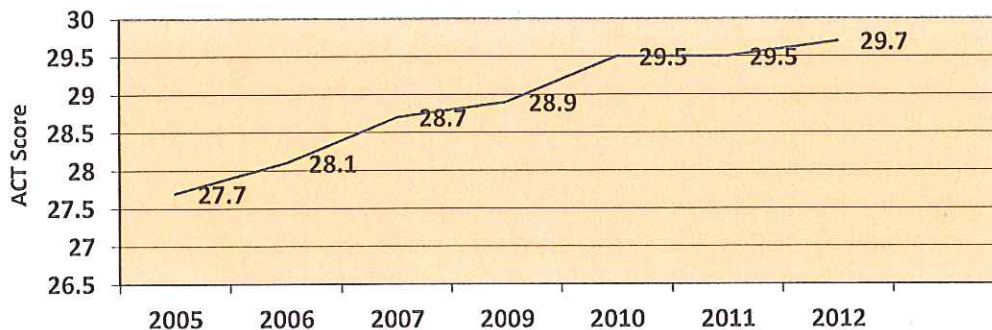
¹ Senate members of the Academic Standards Committee are: George Gonzalez, Rosemary Fedrigon Hall, Carol Hays, Jean-Francois Lejeune, Linda Neider, Don W. Stacks (Chair), and Stephen Zdzinski. Data for this report was provided by Mary Sapp, Peter Liu, and the Office of Planning and Institutional Research.

14% in 2012), as well as those scoring under 1000 (from 1% in 2011 to 2% in 2012). As noted last year, many prospective students now take both the SAT and ACT since universities generally accept the higher of the two scores. In the fall of 2012, 52% of students reported SAT scores (1124 freshmen compared with 1780 freshmen in 2005) and 38% of freshmen choose to submit ACT scores (764 students compared with 463 in 2005). With respect to mean ACT scores, this year's freshmen class increased 0.2 point to 29.7, which showed a very slight improvement over last year (29.5) but continued the improvement displayed over the past several year period

Table 1 displays the average SAT scores over the past three years for each of UM's schools. As can be seen, only 3 of the 9 schools evidenced increases in SAT scores (Arts & Sciences, Engineering, and Music). The positive trend in mean ACT scores for new freshmen over the past six years is illustrated in Figure 1.

School/College	2009	2010	2011	2012		△
Architecture	1233	1268	1293	1286	↓	-7
Arts & Sciences	1289	1300	1328	1336	↑	+8
Business Administration	1258	1280	1297	1284	↓	-13
Communication	1232	1286	1310	1281	↓	-20
Education	1184	1221	1315	1190	↓	-125
Engineering	1304	1315	1327	1334	↑	+17
Music, Frost School	1290	1269	1328	1338	↑	+11
Nursing & Health Sciences	1204	1282	1265	1253	↓	-12
Rosenstiel School	1317	1325	1356	1342	↓	-14
Overall UM	2009	1273				
	2010	1293				
	2011	1319				
	2012	1316	↓ -3			

Figure 1: Mean ACT Score for New Freshmen (2005-2012)

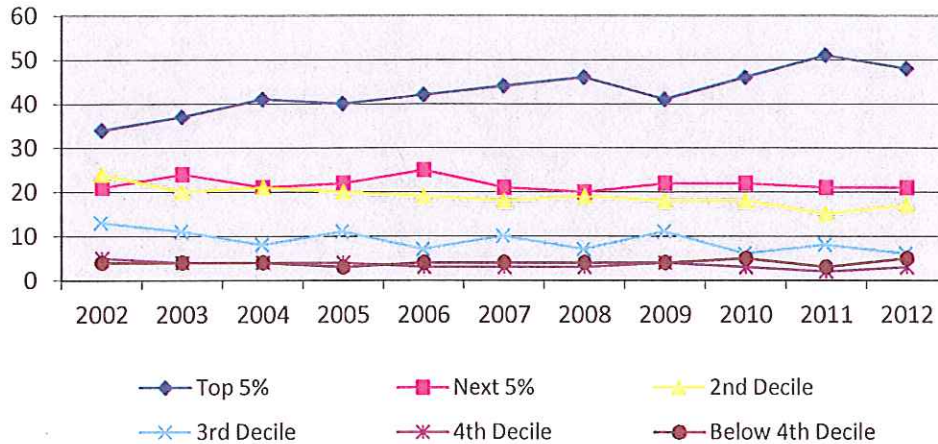


c. Class Rank

Sixty-nine percent of the incoming freshmen ranked in the top 10% of their high school graduating class (compared with 72% in 2011), and the number of students ranking in the top 5% of their high school class declined from 51% in 2011 to 48% in 2012. The 2nd decile enrollments

increased slightly from 2011 percentages (17% in 2012 vs. 1815 in 2012), as did the percentage of students in the lowest decile (from 3% in 2011 to 5% in 2012). There was a slight decrease in the percentage of student in the third decile, from 8% in 2011 to 6% in 2012. Figure 2 displays the longitudinal analysis of these trends over the past ten years and illustrates the increase in quality for higher class ranks.

Figure 2: % of UM Freshmen by High School Class Rank



d. Computed Selectivity Index

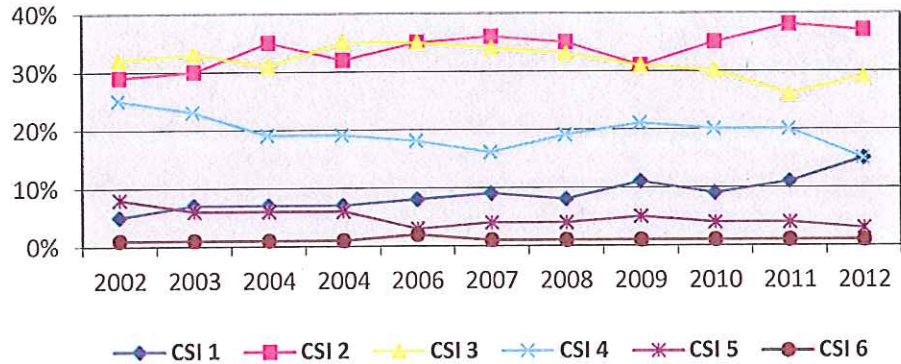
The freshman class is also evaluated using a measure developed by Admissions called the Computed Selectivity Index (CSI) which essentially combines standardized test scores and academic performance in high school. For the fall 2012 class, students falling into the highest quality sector, CSI 1, increased from 11% in 2011 to 15%, and the percentage of students in the second highest selectivity category, CSI 2, decreased by 1% to 37%. Although the percentage of students in the third category, CSI 3, rose slightly (from 26% to 29%), the percentage of students in the lowest two selectivity levels decreased to 4%, which continues 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 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, Tulane University, University of Southern California, and Vanderbilt University.²

² Syracuse University was an original “aspirational peer” but dropped out of the AAU and is not considered in this report.

FIGURE 3: % Freshman by Computed Selectivity Index (CSI)

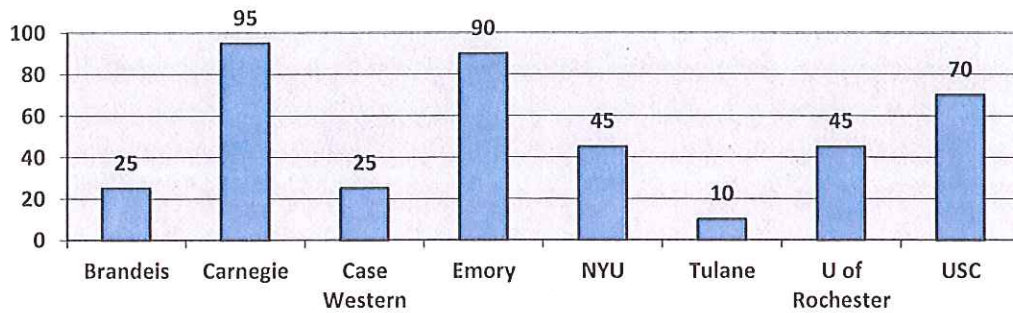


It is important to note that comparative information available in *U.S. News and World Report* is published during the late summer or early fall for the *previous* academic year. Thus, the **2012 edition** of *U.S. News and World Report* is based on the characteristics and quality of **freshmen classes entering in the fall of 2011**. 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 through 2011 freshmen classes. As can be seen, the University of Miami dropped from a high of 38 in 2011 to 44 in 2012 and we still lag behind aspirational peer schools in terms of the SAT profiles of incoming freshmen. This has been a consistent trend despite the substantial progress that UM has made in the overall rankings.

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).

	Rank				2011 SAT	2010 SAT	2009 SAT
	2012	2011	2010	2009	25 th -75 th % (Mean)	25 th -75 th % (Mean)	25 th -75 th % (Mean)
Brandeis University	33	31	34	31	1230-1450 (1340)	1270-1460 (1370)	1260-1460 (1370)
Carnegie Mellon University	23	23	23	22	1310-1510 (1410)	1300-1500 (1395)	1290-1500 (1395)
Case Western Reserve University	37	38	41	41	1240-1440 (1340)	1240-1440 (1340)	1210-1410 (1310)
Emory University	20	20	20	17	1310-1500 (1405)	1310-1480 (1405)	1310-1500 (1405)
University of Miami	44	38	47	50	1230-1400 (1315)	1210-1380 (1295)	1190-1380 (1285)
New York University	32	33	33	32	1260-1460 (1360)	1240-1450 (1345)	1250-1440 (1345)
University of Rochester	35	35	37	35	1250-1440 (1345)	1230-1410 (1325)	1220-1430 (1325)
University of Southern California	25	23	23	38	1280-1490 (1385)	1270-1470 (1370)	1270-1470 (1370)
Tulane University	53	50	51	50	1240-1410 (1325)	1230-1400 (1315)	1250-1420 (1335)
Vanderbilt University	19	17	17	17	1380-1550 (1465)	1350-1520 (1435)	1332-1500 (1415)

Figure 4: Aspirational Peer Group Comparison School Mean vs UM Mean (2011)



An assessment of Figure 4 indicates that the average difference between peer schools and UM was reduced by almost 15 points from 64.4 points in 2010 to 50.6 points in 2011. This shows that progress is clearly being made with respect to SAT improvement relative to aspirational institutions. This closing of the gap is probably due to the slightly lower than 2010’s record high SAT scores.

UM’s data was also compared with aspirational schools in terms of freshmen retention. Table 3 shows the *U.S. News & World Report* rankings from 2010 – 2012 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.

	Rank			2010	2011	2012
	2010	2011	2012	Freshman Retention	Freshman Retention	Freshman Retention
Brandeis University	34	31	33	94%	93%	93%
Carnegie Mellon University	223	23	23	95%	95%	96%
Case Western Reserve University	41	38	37	91%	93%	92%
Emory University	20	20	20	95%	95%	95%
University of Miami	47	38	44	90%	90%	90%
New York University	33	31	32	92%	92%	92%
University of Rochester	37	35	33	95%	95%	95%
University of Southern California	23	23	24	96%	97%	97%
Tulane University	51	51	51	89%	89%	90%
Vanderbilt University	17	17	17	96%	97%	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 72 (down 6 from last year’s rank) which is considerably lower than other top fifty institutions (including public universities). The six year (actual) graduation rate of UM students, 78%, is also lower than all top 50 private institutions. Further, as seen in Table 4, when graduation rates and retention are combined, UM ranks 63rd, up 2 from 2011’s 65th overall, but still notably lower (poorer) than both private and public top 50 ranked institutions.

Table 4: Top 50 U.S. News & World Report Universities 6-year Graduate Rates and Freshmen Retention

Order	University	Rank	Overall Score	UG Academic		Average Retention Rate	Retention Rate Rank	Actual Graduation Rate	Graduation Rate Rank
				Reputation Index	Graduation and Retention Rank				
1	Harvard University (MA)	1	100	98	1	98%	3	97%	1
2	Princeton University (NJ)	1	100	97	3	98%	3	96%	3
3	Yale University (CT)	3	99	97	1	99%	1	97%	1
4	Columbia University (NY)	4	95	93	6	99%	1	96%	3
5	University of Chicago	4	95	92	13	98%	3	92%	17
6	Massachusetts Inst. of Technology	6	94	98	13	98%	3	93%	14
7	Stanford University (CA)	6	94	98	6	98%	3	96%	3
8	Duke University (NC)	8	93	91	6	97%	13	94%	10
9	University of Pennsylvania	8	93	90	4	98%	3	96%	3
10	California Institute of Technology	10	92	92	24	98%	3	87%	32
11	Dartmouth College (NH)	10	92	91	6	98%	3	95%	8
12	Northwestern University (IL)	12	91	89	11	97%	13	94%	10
13	Johns Hopkins University (MD)	13	90	94	19	97%	13	92%	17
14	Washington University in St. Louis	14	88	85	11	97%	13	93%	14
15	Brown University (RI)	15	87	91	6	98%	3	95%	8
16	Cornell University (NY)	15	87	94	13	97%	13	93%	14
17	Rice University (TX)	17	84	84	13	97%	13	92%	17
18	University of Notre Dame (IN)	17	84	83	4	98%	3	96%	3
19	Vanderbilt University (TN)	17	84	86	19	97%	13	92%	17
20	Emory University (GA)	20	82	83	28	95%	30	90%	24
21	Georgetown University (DC)	21	79	86	13	96%	26	94%	10
22	University of California-Berkeley*	21	79	93	19	97%	13	90%	24
23	Carnegie Mellon University (PA)	23	78	87	33	96%	26	87%	32
24	Univ. of California-Los Angeles*	24	77	86	24	97%	13	90%	24
25	Univ. of Southern California	24	77	83	28	97%	13	90%	24
26	University of Virginia*	24	77	87	13	97%	13	94%	10
27	Wake Forest University (NC)	27	76	75	30	94%	35	88%	31
28	Tufts University (MA)	28	75	79	19	97%	13	90%	24
29	University of Michigan-Ann Arbor*	29	74	88	24	96%	26	90%	24
30	U. of North Carolina-Chapel Hill*	30	73	85	30	97%	13	90%	24
31	Boston College	31	71	79	19	95%	30	91%	21
32	New York University	32	70	81	36	92%	51	86%	36
33	Brandeis University (MA)	33	69	77	30	93%	44	91%	21
34	College of William and Mary (VA)*	33	69	81	24	95%	30	91%	21
35	University of Rochester (NY)	33	69	73	38	95%	30	83%	45
36	Georgia Institute of Technology*	36	67	83	51	94%	35	79%	63
37	Case Western Reserve Univ. (OH)	37	66	76	51	92%	51	78%	67
38	Lehigh University (PA)	38	65	69	33	94%	35	87%	32
39	University of California-Davis*	38	65	77	45	92%	51	86%	36
40	Univ. of California-San Diego*	38	65	77	35	95%	30	85%	39
41	Rensselaer Polytechnic Inst. (NY)	41	64	73	42	93%	44	84%	43
42	Univ. of California-Santa Barbara*	41	64	72	48	91%	60	86%	36
43	Univ. of Wisconsin-Madison*	41	64	83	42	94%	35	83%	45
44	University of California-Irvine*	44	63	75	38	94%	35	85%	39
45	University of Miami (FL)	44	63	69	63	90%	72	78%	67
46	Pennsylvania State U.-University Park*	46	62	77	36	92%	51	87%	32
47	U. of Illinois-Urbana-Champaign*	46	62	79	38	94%	35	82%	49
48	University of Texas-Austin*	46	62	83	51	92%	51	81%	52
49	University of Washington*	46	62	77	51	93%	44	80%	57
50	Yeshiva University (NY)	46	62	61	51	91%	60	85%	39

* public institutions

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

The number of admitted transfer students for the fall of 2012 was 1,558 down from the 1,729 admitted during the fall of 2011—a 10% decrease. However, only 563 of these transfer students actually enrolled in the fall of 2012, which was less than the fall 2011 enrollment of 608. As with 2011, a total of 76% completed transfer applicants were accepted in 2012. Similar to the situation for new freshmen, the yield rate for 2012 (36%) was down from the 2011 yield of 35% (and down from the prior year’s yield of 38%).

For the spring 2013 semester, 279 additional transfer students enrolled, up from 234 admitted in spring 2012 (Nursing admitted 58 accelerated students, and if those are subtracted the yield is 159, an increase of 120 transfer students). The percent accepted remained basically unchanged (59% in spring 2013 as compared to 61% in spring 2012).

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.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Mean GPA	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3
Transfer GPA %										
3.50-4.00	35	31	32	36	29	35	34	34	34	36
3.00-3.49	41	43	46	46	48	42	42	42	42	43
2.50-2.00	20	23	19	16	18	20	20	20	21	19
2.00-2.49	4	2	2	2	4	4	4	3	3	2
<2.00	1	1	0	1	0	0	0	0	0	0

	ARCH	A & S	BUS	COMM	EDU	ENG	MUSIC	NUR	ROSEN	Cont. Stds.
Mean Transfer GPA	3.4	3.3	3.5	3.4	3.3	3.3	3.6	3.4	3.3	3.0
Acceptances %	60	87	41	80	83	72	69	35	79	84

	ARCH	A & S	BUS	COMM	EDU	ENG	MUSIC	NUR	ROSEN	Cont. Stds.
Mean Transfer GPA	3.4	3.3	3.5	3.4	3.2	3.2	3.5	3.5	3.3	2.7
Acceptances %	49	74	20	65	68	57	35	23	71	43

	ARCH	A & S	BUS	COMM	EDU	ENG	MUSIC	NUR	ROSEN	Cont. Stds.
Mean Transfer GPA	3.4	3.3	3.5	3.4	3.2	3.2	3.3	3.5	3.5	2.5
Acceptances %	61	71	18	70	73	58	34	40	52	43

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 238 new freshmen in January 2013, and their admission profile with respect to SAT and ACT scores is displayed in Table 7. Only 178/238 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 2010 – Spring 2013				
Spring of:	2010	2011	2012	2013
Number of Enrolled Freshmen:	103	211	159	238
Official SAT (enrolled students)				
Mean	1113	1113	1167	1157
75 th Percentile	1170	1170	1250	1230
Median	1120	1120	1190	1170
25 th Percentile	1070	1070	1075	1110
Number of Students Reporting	41	107	73	145
Official ACT (enrolled students)				
Mean	24.5	24.5	25.4	26.4
75 th Percentile	26	26	27	28
Median	25	25	26	27
25 th Percentile	23	23	24	25
Number of Students Reporting	19	46	42	33

Conclusions and Recommendations

Based on all admission criteria, the admission profile of the fall 2012 (new) freshmen class is strong and consistent with the profile admitted in the fall of 2011. Given the large increase in fall 2011 admission criteria it might be expected that some changes would occur that evened out the sharp increase in quality. Overall, however, the changes are minimal and we again commend Ed Gillis and his admissions staff, as well as the Undergraduate Dean and Senior Vice Provost, for their effort and initiatives. In terms of recommendations, we suggest the following:

1. When *U.S. News and World Report* graduation and retention rates are examined, we increased two ranks from 65 to 63. This, however, is much lower than any of the top 50 schools and our average retention rate of 90% is the lowest of the top 50 schools. Our own retention rate for 2011-2012 remained steady at 91.4%, although our new transfer retention rate slipped almost 5% to 82.5%. Continued attention and additional efforts in these areas are needed.
2. We note again that transfer rates for Arts & Sciences continue to be high, especially for spring admissions, representing almost 40% of all transfers. Given this, additional resources, particularly in the area of staffing, should be considered to satisfy the needs of such students.