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MEMORANDUM

To: Donna E. Shalala, President

From: Richard L. Williamson
Chair, Faculty Senate

A handwritten signature in black ink, appearing to read 'Richard L. Williamson'.

Date: April 30, 2014

Subject: Faculty Senate Legislation #2013-38(D) – Faculty Senate Academic Standards
Committee Undergraduate Admissions Report for Fall 2013 – Spring 2014

The Faculty Senate, at its April 23, 2014 meeting, unanimously accepted the Faculty Senate
Academic Standards Committee Undergraduate Admissions Report for fall 2013 – spring 2014

The report and recommendations are enclosed.

This legislation is now forwarded to you for your information.

RLW/rh

Enclosure

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

APRIL 2014 UNDERGRADUATE ADMISSIONS REPORT, FALL 2013 – SPRING 2014

*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 2013 and spring 2014.

Summary: The incoming freshman class of 2013 maintained most of the quality gains shown in 2012. Average SAT scores increased 1 point to 1317 but ACT increased to 30.1, up from 29.7 in 2012. The percentage of students with SAT scores in the range of 1400 – 1600 decreased from 26% to 25% from the fall 2012 to fall 2013. 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 *U.S. 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 2013 and Spring 2014

I. *The Fall 2013 Freshman Class*

a. Overview

The 2013 freshman class consisted of 2,140 students (an increase of 3% over last fall) and an additional 599 transfer students (an increase from fall 2012 transfers of 4%). Continuing the trend of the past few years, there was an increase in completed applications compared to the two prior years specifically, with 28,904 applications for the entering class of 2013 vs. 27,757 in 2012. The acceptance rate of completed applications was 1% higher than last year (44% vs. 43%), and the yield rate (number of students who enrolled vs. accepted) remained at 18%, down from fall 2011's rate of 20%.

b. Official SAT and ACT Scores

The mean SAT score again exceeded 1300 and increased 1 point to 1317. The percentage of students scoring between 1400 – 1600 also decreased 1 point from 26% to 25%, while the percentage of students scoring between 1200 – 1399 increased from 59% in 2012 to 62% in

¹ Senate members of the Academic Standards Committee are: Lisa Baker, Rosina Cianelli, George Gonzalez, Kysha Harriell, Dorothy Hindman, Jean-Francois Lejeune, Rene Sacasas, Don W. Stacks (Chair), and Jorge Willemsen. Data for this report was provided by Mary Sapp, Peter Liu, Greg Rogers, and the Office of Planning and Institutional Research.

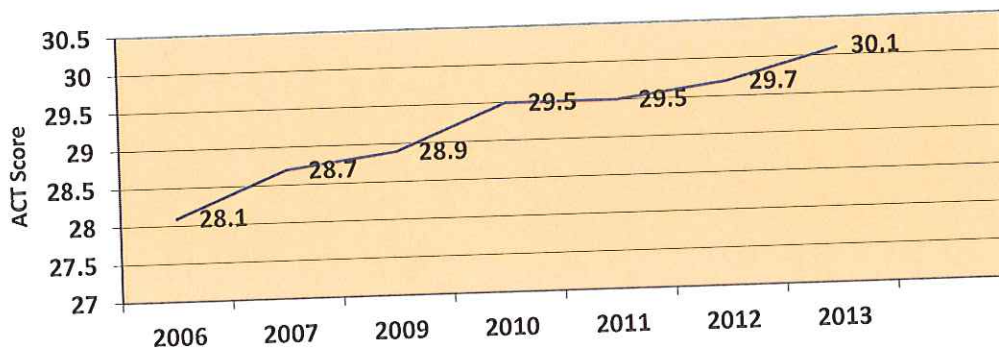
2013. There was an increase in the percentage of students scoring between 1000 – 1199 (from 14% in 2012 to 18% in fall 2013), and a decrease in those scoring under 1000 (from 2% in 2012 to 1% in 2013). As noted last year, many prospective students now take both the SAT and ACT since universities generally accept the higher of the two scores. In the fall of 2013, 49% of students reported SAT scores (1040 freshmen compared with 1055 freshmen in 2012) and 41% of freshmen choose to submit ACT scores (884 students compared with 764 in 2012). With respect to mean ACT scores, this year's freshman class increased 0.4 point to 30.1, which showed a very slight improvement over last year (29.7) 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, 4 of the 9 schools evidenced increases in SAT scores (Architecture, Arts & Sciences, Business, and Nursing). The slight positive trend in mean ACT scores for new freshmen over the past six years is illustrated in Figure 1. \bar{X}

School/College	2010	2011	2012	2013	Δ 2012-2013	4-Year Average*
Architecture	1268	1293	1286	1291	+5	1284.50
Arts & Sciences	1300	1328	1336	1342	+6	1326.50
Business Administration	1280	1297	1284	1294	+10	1288.75
Communication	1286	1310	1281	1272	-9	1287.25
Education	1221	1315	1190	1177	-13	1225.75
Engineering	1315	1327	1334	1333	-1	1327.25
Music, Frost School	1269	1328	1338	1274	-64	1302.25
Nursing & Health Sciences	1282	1265	1253	1275	+22	1268.75
Rosenstiel School	1325	1356	1342	1336	-6	1339.75
Overall UM	2010	1293				
	2011	1319				
	2012	1316				
	2013	1317	+1			
	4 YR \bar{X}	1311.25				

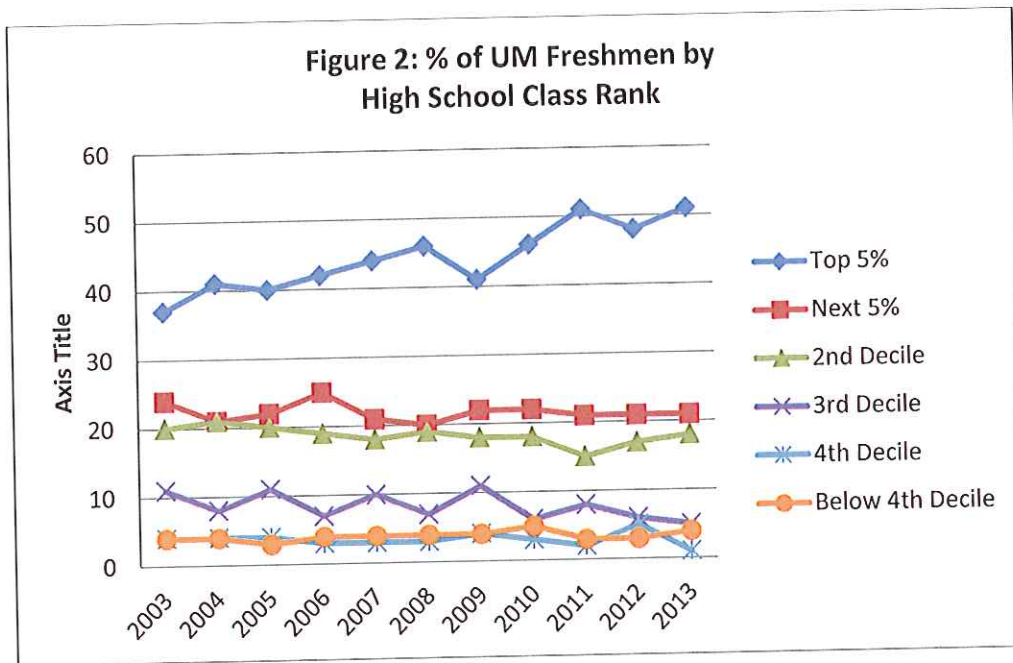
*Mean of aggregated four year average. Without access to each year's data no standard deviation can be calculated.

Figure 1: Mean ACT Score for New Freshmen (2006-2013)



c. Class Rank

Seventy-two percent of the incoming freshmen ranked in the top 10% of their high school graduating class (up 2% from 2012), and the number of students ranking in the top 5% of their high school class increased 3% from 48% from 2012. The 2nd decile enrollments increased slightly from 2012 percentages (17% to 18%), as did the percentage of students in the lowest decile (from 5% in 2012 to 4% in 2013). There was a slight decrease in the percentage of student in the third decile, from 6% in 2012 to 5%. 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

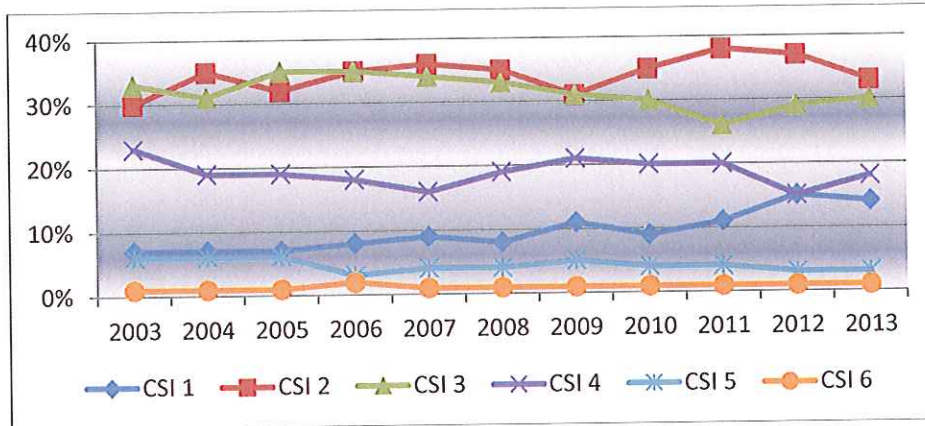
The freshman class is also evaluated using a measure developed by Admissions called the *Computed Selectivity Index* (CSI) which essentially combines standardized test scores and academic performance in high school. For the fall 2013 class, students falling into the highest quality sector, CSI 1, decreased from 15% in 2012 to 14%, and the percentage of students in the second highest selectivity category, CSI 2, decreased by 4% to 33%. Although the percentage of students in the third category, CSI 3, rose slightly (from 29% to 30%), as did those in CSI 4 (from 15% to 18%), the percentage of students in the lowest two selectivity levels remained the same as 2012 (3% and 1%, respectively). 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.

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



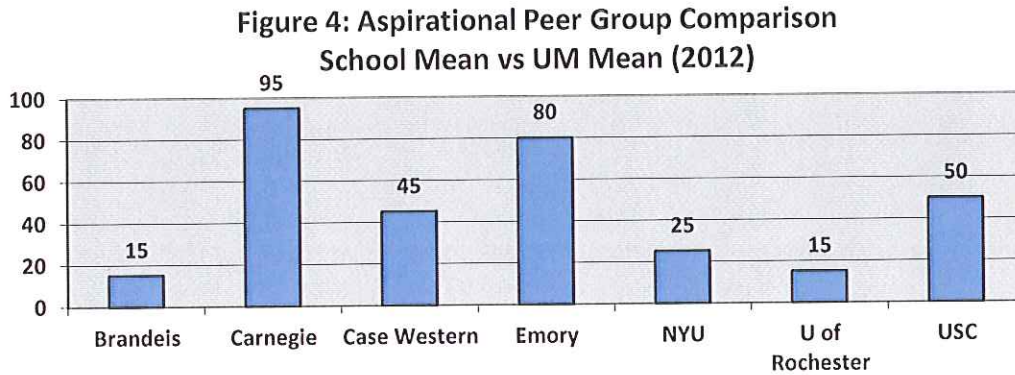
It is important to note that comparative information available in *U.S. News and World Report* is published during the late summer or early fall for the *previous* academic year. Thus, **the 2013 edition** of *U.S. News and World Report* is based on the characteristics and quality of **freshmen classes entering in the fall of 2012**. 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 2010 through 2012 freshmen classes. As can be seen, the University of Miami dropped from a high of 38 in 2011 to 47 in 2013 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.

Table 2
AAU Aspirational Schools vs UM
U.S. News & World Report Data Fall 2010, fall 2011, fall 2012)

	Rank				2012 SAT	2011 SAT	2010 SAT
	2013	2012	2011	2010	25 th -75 th % (Mean)	25 th -75 th % (Mean)	25 th -75 th % (Mean)
Brandeis University	32	33	31	34	1230-1450 (1340)	1230-1450 (1340)	1270-1460 (1370)
Carnegie Mellon University	23	23	23	23	1320-1520 (1420)	1310-1510 (1410)	1300-1500 (1395)
Case Western Reserve University	37	37	38	41	1260-1480 (1370)	1240-1440 (1340)	1240-1440 (1340)
Emory University	20	20	20	20	1270-1460 (1365)	1310-1500 (1405)	1310-1480 (1405)
University of Miami	47	44	38	47	1230-1420 (1325)	1230-1400 (1315)	1210-1380 (1295)
New York University	32	32	33	33	1250-1450 (1350)	1260-1460 (1360)	1240-1450 (1345)
University of Rochester	32	35	35	37	1240-1440 (1340)	1250-1440 (1345)	1230-1410 (1325)
University of Southern California	23	25	23	23	1270-1480 (1375)	1280-1490 (1385)	1270-1470 (1370)
Tulane University	52	53	50	51	29-32 (30.5)*	1240-1410 (1325)	1230-1400 (1315)
Vanderbilt University	17	19	17	17	32-34 (33.0)*	1380-1550 (1465)	1350-1520 (1435)

*ACT scores reported

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 and Tulane no longer reports SAT scores but instead use 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 reduced by almost 5 points from 50.6 points in 2012 to 46.4 points in 2013. This shows that progress is clearly being made with respect to SAT improvement relative to aspirational institutions.

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.

Table 3
U.S. News & World Report Freshman Retention (2012-2013)

	Rank			2011	2012	2013
	2011	2012	2013	Freshman Retention	Freshman Retention	Freshman Retention
Brandeis University	31	33	30	93%	93%	94%
Carnegie Mellon University	23	23	34	95%	96%	96%
Case Western Reserve University	38	37	59	93%	92%	92%
Emory University	20	20	25	95%	95%	95%
University of Miami	38	44	59	90%	90%	91%
New York University	31	32	36	92%	92%	92%
University of Rochester	35	33	39	95%	95%	96%
University of Southern California	23	24	25	97%	97%	97%
Tulane University	51	51	NR	89%	90%	90%
Vanderbilt University	17	17	18	97%	97%	96%

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

The number of admitted transfer students for the fall of 2013 was 1,591 up from the 1,558 admitted during the fall of 2012—a 3% increase. However, only 599 of these transfer students actually enrolled in the fall of 2013, which was more than the fall 2012 enrollment of 563. Fall 2013 transfers who completed transfer applications and were enrolled accounted for a

3% increase in application over fall 2012 to 79%. Compared to the situation for new freshmen, for whom the yield rate did not change from 2012, the yield rate for 2013 (38%) was up from the 2012 yield of 36%.

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.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
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	31	32	36	29	35	34	34	34	36	38
3.00-3.49	43	46	46	48	42	42	42	42	43	42
2.50-2.00	23	19	16	18	20	20	20	21	19	17
2.00-2.49	2	2	2	4	4	4	3	3	2	2
< 2.00	1	0	1	0	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	3.2	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

	ARCH	A & S	BUS	COMM	EDU	ENG	MUSIC	NUR	ROSEN	Cont. Stds.
Mean Transfer GPA	3.6	3.3	3.5	3.3	3.1	3.3	3.5	3.6	3.4	2.7
Acceptances %	50	73	14	63	59	60	42	39	67	77

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.²

Conclusions and Recommendations

Based on all admission criteria, the admission profile of the fall 2013 (new) freshman class is strong and consistent with the profile admitted in the fall of 2012. Overall, however, the changes continue to be minimal and most likely reflect the economic environment in which all universities find themselves. We once 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. Overall, there has not been great change. What differences we see in frequencies and means are not statistically significant. However, we believe that the gains made in 2010 have not eroded as some might have expected; indeed the changes are minor and reflect a stable admissions picture.
2. When *U.S. News and World Report* graduation and retention rates are examined, we increased four ranks from 63 to 59. This, however, is much lower than any of the top 50 schools and our average retention rate of 91%, an increase of 1% is the lowest of the top 50 schools. Our own retention rate for 2012-2013 remained steady at 91.3% (a loss of .01%). Although our new transfer retention rate slipped almost 5% from 2011 to 82.5% in 2012, it increased over 7% to 90.1% in 2013. Given the impact yet to be felt by the economic downturn of 2008-2009, continued attention and additional efforts in these areas are needed.
3. We note again that transfer rates for Arts & Sciences continue to be high, especially for spring admissions, representing almost 60% of all transfers. Given this, additional resources, particularly in the area of staffing, should be considered to satisfy the needs of such students.

² This report normally includes data on spring enrollments. However, this year the data was not available due to changes in data warehousing to the committee in time to report it. Next year's report will include both spring 2014 and spring 2015 admissions.