



The John Knoblock
Faculty Senate Office
Ashe Administration Building, #325
1252 Memorial Drive
Coral Gables, FL 33146

facsen@miami.edu
web site: www.miami.edu/fs
P: 305-284-3721
F: 305-284-5515

MEMORANDUM

To: Julio Frenk
University President

From: Tomás A. Salerno
Chair, Faculty Senate

A handwritten signature in blue ink, appearing to read 'TAS'.

Date: April 21, 2016

Subject: Faculty Senate Legislation #2015-33(D) – Faculty Senate Academic Standards
Committee Undergraduate Admissions Report and Recommendations

The Faculty Senate, at its April 20, 2016 meeting, voted unanimously to accept the Academic Standards Committee Undergraduate Admissions report and recommendations.

The report and recommendations are enclosed for your information.

TAS/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
William S. Green, Vice Provost and Dean of Undergraduate Education
Kysha Harriell, Chair, Academic Standards Committee

APRIL 2016 UNDERGRADUATE ADMISSIONS REPORT, FALL 2015 – SPRING 2016

*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 2015 and spring 2016.

Summary: The University of Miami has historically measured the quality of the incoming class by the average SAT score of enrolled students. A national trend, experienced fully by UM, is an increase in the number of students reporting an ACT score vs. an SAT score. For the class entering in the fall of 2015, only 41% have an SAT vs. 46% for an ACT. The most accurate way to measure the profile of the class using standardized test scores is to use a concordance that displays the ACT in terms of the SAT. That concordance shows that the average test score of the incoming Class of 2019 was 1319, compared to 1325 for the Class of 2018.

The average SAT scores for fall 2015 decreased 18 points to 1294. The percentage of students with SAT scores in the range of 1400 – 1600 decreased from 26% to 20% from fall 2014 to fall 2015. The average ACT score increased to 30.0, up from 29.9 in 2014. In addition, 74% of ACT takers scored in the 29-36 range (vs. 73% in fall 2014), 24% in the 24-28 range (vs. 22% in fall 2014), and only 1% in the 20-23 and less than 20 range (vs. 4% and 2%, respectively, in fall 2014). Only 17% of incoming students' high schools reported a class rank (vs. 26% in fall 2014). Of that group, 44% of the incoming new freshmen ranked in the top 5% of their high school class (down 6%), and 63% were in the top 10% (down 2%).

UM dropped in *U.S. News & World Report* rankings (from 49 in 2014 to 51 in 2015). Although some improvements have been made in certain areas, UM lags behind its aspirational universities in Undergraduate Academic Reputation and Graduation Rate Performance.

Academic Quality of Newly Enrolled Students

I. The Fall 2015 Freshman Class

a. Overview

The 2015 freshman class consisted of 2,081 students (an increase of five students and a 0% change since last fall) and an additional 548 transfer students (a decrease of 7%). Continuing the trend of the past few years, the number of applications submitted increased (6%) compared to the two prior years, with 33,415 applications for the entering class of 2015 vs. 31,608 in 2014 and 28,907 in 2013. The number of completed applications also increased seven percent with 29,576

¹ Members of the Academic Standards Committee are Lisa Baker, Rosina Cianelli, Dorothy Hindman, Kysha Harriell (Chair), Jean-Francois Lejeune, Charlotte Rogers, Rene Sacasas, Teresa Scandura, and Jorge Willemssen. Data for this report was provided by Peter Liu, Sheryl Borg, Greg Rogers from the Office of Planning Institutional Research, and Assessment.

completed applications compared to 27,727 in 2014. The admission rate of completed applications dropped from 44% last year to 43% this year, and the yield rate (number of students who enrolled vs. accepted) fell to 16% from the previous year's 17%. Given the drop in yield, the Office of Admissions admitted students from the Wait List in composing the incoming freshman class.

b. Official SAT and ACT Scores

In the fall of 2015, 41% of students reported SAT scores (853 compared to 944 in 2014, a 10% decrease) and 46% of freshmen submitted ACT scores (961 students compared to 862 in 2014, an 11% increase). The mean ACT score for this year's freshman class increased 0.10 point from 29.9 to 30.0 (equivalent to between 4-5 points on the SAT).

The mean SAT score for 2015 decreased 18 points to 1294. The percentage of students scoring between 1400 – 1600 also fell 6 percent from 26% to 20%, while the percentage of students scoring 1200 – 1399 increased from 59% in 2014 to 61% in 2015. There was an increase in the percentage of students scoring between 1000 – 1199 from 14% in 2014 to 17% in fall 2015. There was no change in those scoring under 1000 (2% in both 2014 and 2015).

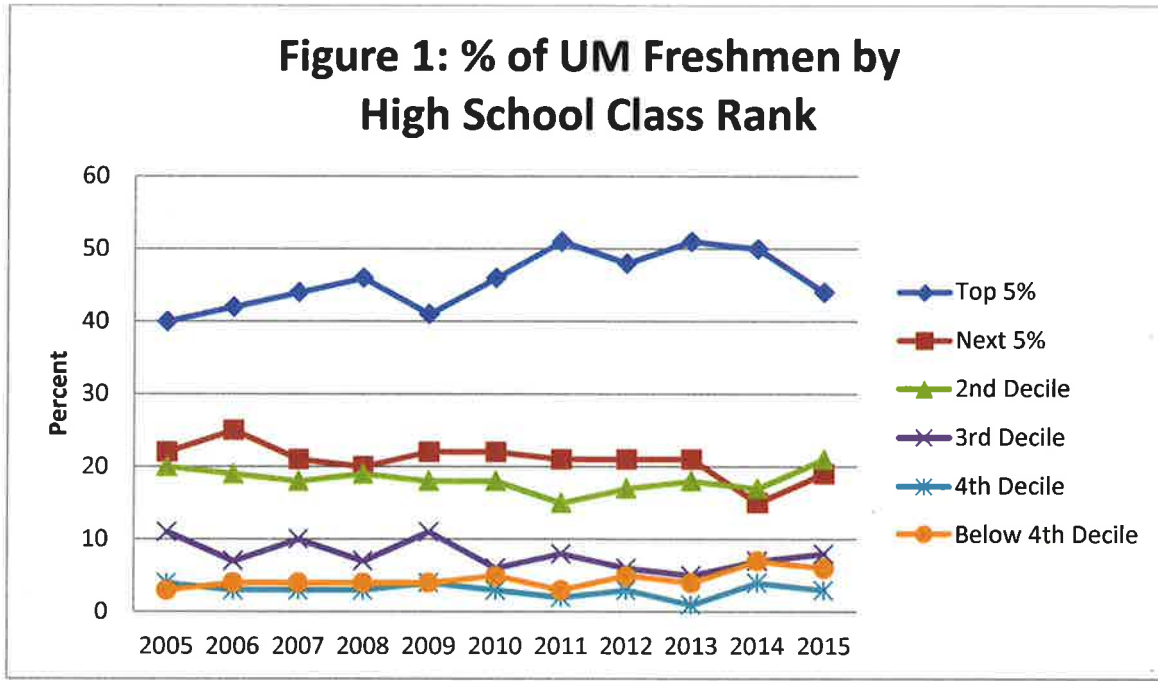
The chart below supplies an ACT-SAT concordance by college for the last four incoming first-year classes.

School/College	2012	2013	2014	2015
	SAT Concordance	SAT Concordance	SAT Concordance	SAT Concordance
Architecture	1293	1271	1280	1238
Arts & Sciences	1343	1349	1346	1329
Business	1293	1311	1296	1304
Communication	1278	1291	1269	1289
Education & Human Dev.	1225	1235	1189	1257
Engineering	1349	1356	1381	1360
Music	1330	1298	1269	1307
Nursing and Health Studies	1265	1301	1291	1289
Rosenstiel School	1361	1356	1380	1356
Total (Entire UM)	1323	1331	1325	1319

c. Class Rank

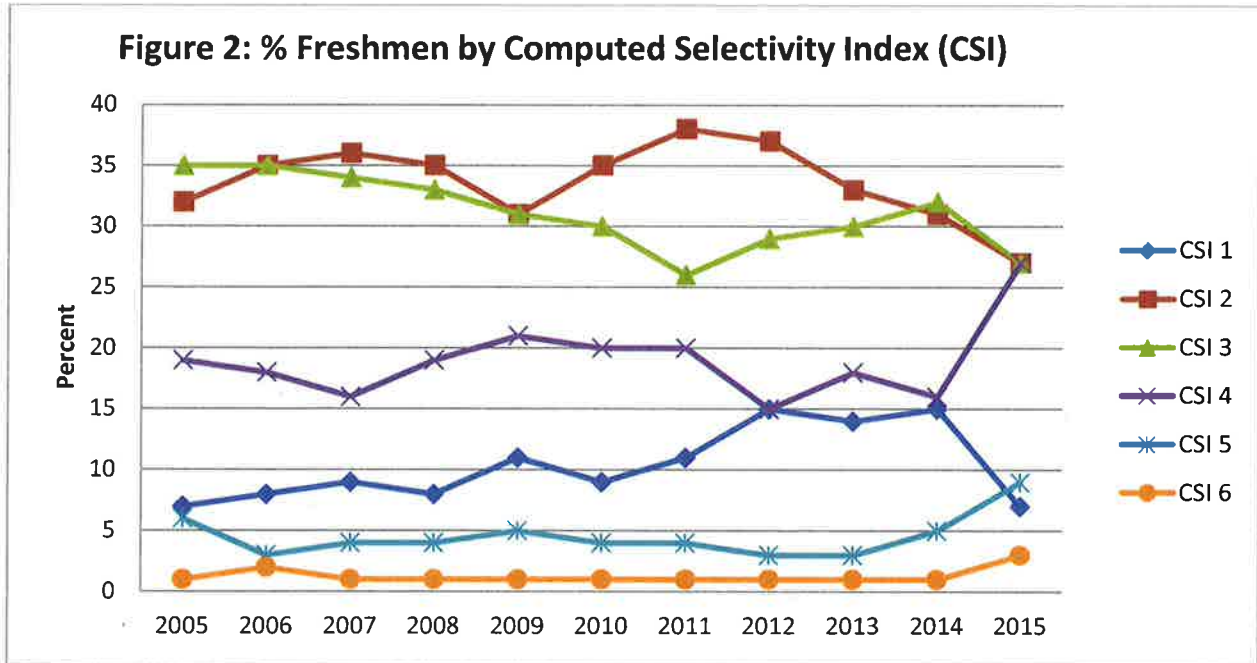
Fewer and fewer high schools report a class rank, and this year only 17% of the incoming class reported a rank (vs. 26% in fall 2014). Of that group, sixty-three percent ranked in the top 10% of their high school graduating class (down 2% from 2014), and the number of students ranking in the top 5% of their high school class also decreased 6% from 50% in 2014 to 44% in 2015. The 2nd decile enrollment increased from the 2014 enrollment (17% to 21%). There was a slight increase in the percentage of students in the third decile, from 7% in 2014 to 8%. The percentage of students in the 4th decile (3%) and below the 4th decile (6%) both decreased by 1%

from 2014. The small percentage of schools reporting class rank diminishes the analytical value of the data, but since *US News & World Report* continues to use Class Rank as a component of its rankings, we include Figure 1, which displays the longitudinal analysis of these trends over the past ten years.



d. Computed Selectivity Index

The freshman class is also evaluated using the *Computed Selectivity Index* (CSI), which essentially combines standardized test scores and academic performance in high school. For the fall 2015 class, students falling into the highest quality sector, CSI 1, decreased from 15% in 2014 to 7% in 2015. In addition, the percentage of students in the second highest selectivity category, CSI 2, decreased by 4% to 27% and the percentage of students in the third category, CSI 3, also decreased (from 32% to 27%). Those in CSI 4 increased 11% (from 16% to 27%), and the percentage of students in CSI 5 (9%) and CSI 6 (3%) both rose by 4% and 2%, respectively. Figure 2 illustrates the eleven-year trend in CSI.



Moving forward, the Office of Undergraduate Admission will use a 7-point matrix (depending on the availability of class rank) to evaluate applications. The CSI above, which has been used for a number of years, is no longer sufficient to capture all of the dimensions of a more holistic review process.

e. UM Rankings by U.S. News & World Report

Comparative information available in *U.S. News & World Report* is published during the late summer or early fall for the *previous* academic year. Thus, the 2015 edition of *U.S. News & World Report* is based on the characteristics and the profile of the freshmen class entering in the fall of 2014. UM’s overall rank fell three positions, to 51 out of the 248 national universities ranked (see Table 1). This rank is earned in seven areas, of which four are of concern to Academic Standards: Undergraduate Academic Reputation, Graduation and Retention, Student Selectivity, and Graduate Rate Performance (the other three being Faculty Resources, Financial Resources, and Alumni Giving).

The Undergraduate Academic Reputation Index combines a peer assessment score and high school counselor assessment score. UM’s ranking dropped one place from 72 to 73. Graduation and Retention improved from 62 to 59. Student Selectivity decreased from 48 to 42. Graduation Rate is measured via two metrics – 6-year Graduation Rate (18% of the overall rank weight) and Graduation Rate Performance (7.5% of the overall rank weight performance), which is the difference between the actual 6-year graduation rate for the 2008 cohort and a predicted graduation rate based on statistical analysis of high school class standing, standardized test scores, financial expenditures, percent receiving Pell Grants, and institutional control. In these categories, UM’s rank declined by 7 and 5 positions, respectively. Table 1 provides additional data that help explain the rankings.

***Table 1: UM Rankings by U.S. News & World Report**

	Current Year	Rank Change
Overall Rank (N=248)	51	-3 ↓
Ranking Category		
Undergraduate Academic Reputation Index	73	-1 ↓
Graduation and Retention	59	+3 ↑
Student Selectivity	42	-6 ↓
Graduation Rate Performance	184	-5 ↓

***Table 2: Additional U.S. News & World Report Rankings**

Individual Items	Rank	Rank Change
Undergraduate Academic Index	73	-1 ↓
Peer Assessment Score	70	+2 ↑
High School Counselor Rating	71	-14 ↓
6-Year Graduation Ranking (2007 cohort only)	62	-7 ↓
Freshman Retention Ranking (4 year average)	57	+14 ↑
Average SAT/ACT	41	-10 ↓
% Freshmen in Top 10% of HS Class	52	-8 ↓
Freshman Acceptance Rate	49	+3 ↑

* Data from fall 2014, Published in September 2015

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

The number of accepted transfer students for the fall of 2015 was 1,476, down 3% from the 1,528 admitted during the fall of 2014. However, only 548 of these transfer students actually enrolled in the fall of 2015, which was less than the fall 2014 enrollment of 592. The number of fall 2015 transfers who completed transfer applications and were accepted decreased from 81% in 2014 to 78% in 2015. Compared to new freshmen, for whom the yield rate decreased by 1% (16%) in 2015, the yield rate for transfers decreased by 2% in 2015 (37%). Additionally, the percent of transfer students as a percentage of matriculates (defined as the number of enrolled transfer students divided by the sum of enrolled transfer students and enrolled new freshmen) slightly decreased from 22% in 2014 to 21%. Transfer students are not required to submit SAT or ACT scores; GPA is utilized in the 2015 admission decision. The eleven-year trend in GPA for admitted transfer students has remained consistent and is shown in Tables 5. A sustained increase in mean GPA for transfer students indicates a stronger applicant pool as well as strong yield among the most qualified transfer applicants. Table 6 shows a four-year trend in GPA by School.

Table 3
Incoming GPA Statistics for New Transfer Students
2005-2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Mean GPA	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.3	3.4	3.3
Transfer GPA %											
3.50-4.00	32	36	29	35	34	34	34	36	38	47	41
3.00-3.49	46	46	48	42	42	42	42	43	42	38	39
2.50-2.00	19	16	18	20	20	20	21	19	17	11	15
2.00-2.49	2	2	4	4	4	3	3	2	2	2	4
< 2.00	0	1	0	0	0	0	0	0	0	2	2

Table 4
Mean Transfer GPA and Acceptances by School
Fall 2012

	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

Mean Transfer GPA and Acceptances by School
Fall 2013

	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

Mean Transfer GPA and Acceptances by School
Fall 2014

	ARCH	A & S	BUS	COMM	EDU	ENG	MUSIC	NUR	ROSEN	Cont. Stds.
Mean Transfer GPA	3.1	3.4	3.6	3.3	3.4	3.3	3.3	3.6	3.4	2.9
Acceptances %	53	92	33	91	88	74	70	58	71	75

Mean Transfer GPA and Acceptances by School
Fall 2015

	ARCH	A & S	BUS	COMM	EDU	ENG	MUSIC	NUR	ROSEN	Cont. Stds.
Mean Transfer GPA	3.4	3.3	3.4	3.3	3.1	3.4	3.3	3.6	3.3	2.8
Acceptances %	81	88	29	86	84	64	51	66	76	100
Acceptances #	25	907	53	183	68	98	25	82	13	22

There is 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 among schools, with the largest percentages typically accepted into the College of Arts and Sciences and Continuing Studies.

Conclusions and Recommendations

Based on all admission criteria, the admission profile of fall 2015 (new) freshman class was not as high as the profile admitted in the fall of 2014. Overall, however, these changes are a one-year snapshot and don't cancel the trend of increased quality shown over the past few years. It is important to note that, for the first time in the University's history, we met over 99% of demonstrated financial need in the fall first-year cohort. It is hoped that this will result in a higher retention and graduation rate for this class. This is the result of an explicit strategy discussed with the Faculty Senate.

UM's *U.S. News & World Report* rankings exhibit a mix of gains and losses from 2014 to 2015. In particular, we note the drop in Student Selectivity and Graduation Rate Performance.

The committee suggests the following recommendations:

1. Overall, there has been a decrease in student selectivity for fall 2015. However, we believe that the gains made over the past few years have *not* eroded; and even with this year's numbers, our data still reflect a relatively stable admissions picture. The ASC will suggest a meeting with Enrollment Management and Admissions to discuss these findings and a plan of action.
2. When *U.S. News & World Report* rankings are examined we find that the University is no longer in the top 50 and has dropped from 48th to 51st out of 248 national universities. We have some work to do regarding Graduation Rate Performance (ranking 184th in 2015 in this category). All decreases in ranking categories should be examined more closely, although it may be difficult if all data isn't available. It should also be noted that these rankings lag behind one year, and based on this year's University data from this report, student selectivity ratings may be further impacted in next year's *U.S. News & World Report* rankings.
3. Since the majority of students are now submitting ACT scores, we recommend more detailed data for ACT scores, similar to the data provided for SAT scores (by school/college, gender, race, etc.).