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FACULTY SENATE

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MEMORANDUM

To: Julio Frenk
University President

From: Linda L. Neider
Chair, Faculty Senate

Date: April 22, 2021

Subject: Faculty Senate Legislation #2020-83(D)- Faculty Senate Academic Standards Committee Annual Freshman Admissions Report for Fall 2020.

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The Faculty Senate, at its April 21, 2021 meeting, had no objections to accepting the Faculty Senate Academic Standards Committee Annual Freshman Admissions report for Fall 2020 which provides the Faculty Senate with a sponsored assessment of the profile of new students enrolled in the Fall 2020 semester.

The report is enclosed for your reference.

This legislation is now forwarded to you for your information.

LLN/rh/va

cc: Jeffrey Duerk, Executive Vice President and Provost
Uzma Khan, Committee Chair, Professor, Herbert Business School

UNDERGRADUATE ADMISSIONS REPORT, FALL 2020

Prepared by

Academic Standards Committee of the University Miami Faculty Senate

Uzma Khan (Chair), Ricardo Bascuas, Logan Connors, Joseph De Santis, Anthony
Hynes, Latoya Lewis-Pierre, Nicole Piquero, Glen Wiley, David Kelly (Ex officio),
and Maria Stampino (Ex officio)

The purpose of this report is to provide a Faculty Senate sponsored assessment of the profile
of new students enrolled in the Fall 2020 semester.

Summary:

The number of new student applications submitted to the University of Miami (UM) was
40,122; of which 13,110 students were offered admission (33% admit rate), and 2,339
enrolled as full-time degree-seeking students (18% yield). The number of degree-seeking
transfer applications submitted to UM was 2,427 of which 1,218 students were admitted (50%
admit rate) and 481 enrolled (40% yield). This report is based on these 2,339 full-time
enrolled students and 481 full-time enrolled transfer students (Table 3 and Table 4).

Data suggests a decline in the quality of incoming students since 2019 as the admission rate
went up by 6 percentage points, and the yield rate decreased by 3 percentage points. Of the
incoming students who reported high schools class rank, 51% were in the top 10% of their
class, indicating 8 percentage points drop from 2019.

US News and World Report's ranking of UM improved from 57 in 2019 to 49 in 2020 (Table
14). This increase can be attributed to improvement in our ranking on Social Mobility (from
270 in 2019 to 251 in 2020), and Faculty Resources (56 in 2020 compared to 69 in 2019).
However, our rankings on measures of student quality seem to have suffered: UM's rank for
Graduation Rate Performance declined again (209 in 2018, 273 in 2019, 286 in 2020).
Graduation Rate Performance rank is based on predicted and actual graduation rate. UM's
predicted graduation rate was 86%. UM was 3% short of this predicted rate putting us at 286
out of 389 schools. UM's ranking on Student Excellence also dropped (from 51 in 2019 to 54
in 2020), and so did UM's ranking on Expert Opinion (from 60 in 2019 to 64 in 2020).
Decline in student selectivity, reflected by admission and yield rates, cautions against a lower
ranking on Student Excellence again next year.

Admission Review Process

Undergraduate admission to UM is based on holistic criteria that takes into account student characteristics as well as institutional priorities.

Institutional priorities

Enrollment management adhered to the following institutional priorities in the admissions review process:

> - Achieve the enrollment goal within approved financial aid spending limits
> - Incrementally improve the academic profile of the entering class (as primarily measured by HS GPA and standardized test score)
> - Achieve 50-50 gender balance per gender equity Title IX while maintaining gender parity in the residence halls
> - Lead our peer group in the percent of FR that are Black.
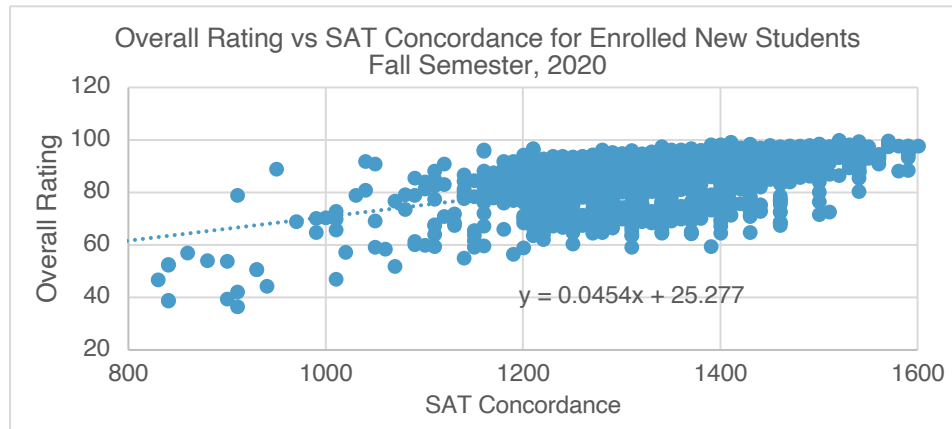
Source: Office of Admissions

Dynamic Score

Since 2017 the Office of Undergraduate Admission started using the Dynamic Score to evaluate admissions applications. This score tracks several elements including, high school GPA, strength of high school curriculum, standardized test scores (if available), rank in class (if available), extracurricular achievement, and a supplemental essay (beginning 2021). Dynamic score is also used to determine Academic Ranks (ACRK, Table 1), which are used for financial aid and non-need-based aid awarding. Dynamic Score is correlated with SAT scores (Figure 1).

Dynamic score calculations change over time and, therefore, it does not allow for an apples-to-apples comparison across years. For example, HS strength was part of Dynamic Score in 2017 but not anymore, and a supplemental essay was added in 2021. Since several elements of the Dynamic Score may not be available for all students (e.g., class rank, test scores), Dynamic Score is also difficult to compare across students in any given year.

To better understand the Dynamic Score and its role in the admission decisions, Academic Standards Committee would like to access how Dynamic Score correlates with other indicators, such as HS GPA, ACKR, FY GPA etc. This will help shed light on how sensitive Dynamic Score is to changes. The Committee has requested data on Dynamic Score from Institutional Research and Enrollment Management and will continue to examine this important measure.

Figure 1. Fall 2020 Cohort Total SAT SCORE VERSUS DYNAMIC SCORE

Overall Rating vs SAT Concordance for Enrolled New Students
Fall Semester, 2020

$y = 0.0454x + 25.277$

Source: Office of Admissions

Table 1. Fall 2020 New Student Applicant Pool by Academic Rank (ACRK)										
ACRK*	1	2	3	4	5	6	7	8	No ACRK	Total
Applied	10,788	16,292	2,038	1,442	1,338	1,540	1,780	1,033	3,871	40,122
Admitted	850	5,402	1,371	1,017	1,011	1,182	1,425	852	0	13,110
Enrolled (Full-Time)	388	1,125	184	143	129	127	163	80	0	2,339
% of Enrolled**	17%	48%	8%	6%	6%	5%	7%	3%	0%	100%
Admit Rate	8%	33%	67%	71%	76%	77%	80%	82%	0%	33%
Yield	46%	21%	13%	14%	13%	11%	11%	9%	n.a.	18%

- Source: CaneLink (Student Information System)
- Fall 2016 data and later reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies and Accelerated Nursing.
- Historic ACRK values (Spring 2017 and prior) were determined based on Admission Selectivity Index. Effective Fall 2017, ACRK values were determined based on Dynamic Score.
- Full-time enrollment data Includes summer admits enrolled at fall benchmark, as defined by IPEDS.

Notification Plan

More students want to apply to early admission programs, like Early Action and Early Decision. This is a national trend especially among talented students. In 2019, early admissions programs saw a significant increase in applicants - from 14633 in 2018 to 19388 in 2019 for Early Action. However, the trend reversed in 2020 and the Early Action applications were significantly down to 10,940. The program admit rate for early action went up to 55% (relative to 32% in 2019) and yield went down 2 percentage points compared to 2019. Early Decision (programs 1 & 11) admit rate also increased (56% in 2020 compared to 44.5% in 2019) and yield decreased (to

86% in 2020 vs 89.5% in 2019; Table 2). The data is suggestive of declining student quality. The committee would keep monitoring these numbers closely.

Table 2. Fall 2020 Application Funnel by Notification Plan (Full-Time)					
Notification Plan	**Applicants**	**Admits**	**Enrolled**	**Admit Rate**	**Yield**
Early Action	10,940	6,049	702	55%	12%
Early Decision 1	953	658	590	69%	90%
Early Decision 11	404	172	142	43%	83%
Regular Decision	27,825	6,231	905	22%	15%
Total	**40,122**	**13,110**	**2,339**	**33%**	**18%**

- Source: CaneLink (Student Information System)
- Notification Plan here refers to a student's Final Notification Plan and not the Initial Notification Plan they may have started in.

Academic Quality of Newly Enrolled Students

Overview

The Fall 2020 first-year class consisted of 2,339 students (a 7% increase from 2019 Fall). New transfer students decreased from 514 to 481 (-6%). The number of first year applications increased from 38,895 in 2019 to 40,122 in 2020 (+3%). The admissions rate for submitted applications was 33% (-6%) and the yield rate was 18% (-3; Table 3 and Table 4). This indicates that we received more applications, were less selective, and were less successful in attracting students that we admitted.

UNDERGRADUATE ADMISSIONS REPORT, FALL 2020

Table 3. Fall 2020 New Degree Seeking Students							
Applicant Pool	**2016**	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
Applied	32,518	30,625	34,268	38,895	40,122	23%	3%
Admitted	12,280	10,927	10,990	10,533	13,110	7%	24%
Enrolled (Full-Time)	2,042	2,185	2,342	2,179	2,339	15%	7%
Admit Rate*	38%	36%	32%	27%	33%	5%	-6%
Yield	17%	20%	21%	21%	18%	1%	-3%

- *Source (Tab;e 1-2): CaneLink (Student Information System)*
- *Admit rate is lower, the better. Hence a drop from 38% to 33% in 4 years is a 5% increase.*
- *Data reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies (BGSC_ BGSC).*
- *Full-time enrollment data includes summer admits enrolled at fall benchmark, as defined by IPEDS.*

Table 4. Fall 2020 Degree Seeking Transfer Students							
Applicant Pool	**2016**	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
Applied	2,686	2,396	2,474	2,514	2,427	-10%	-3%
Admitted	1,292	1,402	1,284	1,240	1,217	-6%	-2%
Enrolled (Full-Time)	472	516	500	514	481	0%	-6%
Admit Rate*	48%	59%	52%	49%	50%	-2%	-1%
Yield	37%	37%	39%	41%	40%	3%	-1%

- *Source (Tab;e 1-2): CaneLink (Student Information System)*
- *Admit rate is lower, the better. Hence an increase from 48% to 50% in 4 years is a 2% decrease.*
- *Data reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies (BGSC_ BGSC) and Accelerated Nursing (NUAP_TRK).*
- *Full-time enrollment data includes summer admits enrolled at fall benchmark, as defined by IPEDS.*

Academic Quality of First-Year Class (Full-Time Enrolled)

Concordance Scores

The average concordance score for 2020 was 1351, down 11 points from 1362 in 2019 (Table 5). Students enrolled in the College of Engineering had the highest mean SAT concordance, whereas students enrolled in the School of Education and Human Development had the lowest mean SAT concordance (Table 6).

Table 5. SAT Concordance Mean (Full-Time Enrolled)							
SAT Concordance	**2016**	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
SAT Concordance mean	1316	1358	1365	1362	1351	3%	0%
75th Percentile	1415	1430	1450	1430	1430	1%	0%
Median	1330	1360	1380	1370	1360	2%	-1%
25th Percentile	1240	1290	1290	1310	1280	3%	-2%
SAT Concordance Distribution	**2016**	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
1400-1600	27%	45%	47%	42%	37%	10%	-5%
1200-1399	57%	46%	44%	51%	58%	1%	7%
1000-1199	15%	8%	8%	5%	5%	-10%	0%
Below 1000	2%	1%	1%	1%	1%	-1%	0%
Percent of Students Reporting	**91%**	**92%**	**94%**	**95%**	**96%**	**5%**	**1%**

Table 6. Fall 2020 SAT Concordance Mean and Average GPA (Full-Time Enrolled) by School/College		
School/College	**SAT Concordance**	**GPA**
School of Architecture	1335	3.58
College of Arts and Sciences	1359	3.60
School of Business Administration	1348	3.53
School of Communication	1317	3.45
School of Education & Human Development	1313	3.48
College of Engineering	1386	3.64
Rosenstiel School of Marine & Atmospheric Science	1381	3.71
Frost School of Music	1332	3.59
School of Nursing and Health Studies	1333	3.66
Total	**1351**	**3.58**

- Source (Tables 3-4): CaneLink (Student Information System)

- Fall 2016 data and later reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies and Accelerated Nursing.

High School Class Rank and GPA

The mean High School GPA (3.6) stayed unchanged from 2019 (Table 7). For the Fall 2020 incoming class, only 39% of students reported a class rank. The number of students that reported to be in the top 10% of their class dropped to 51% compared from 59% in 2019 (Table 8) suggesting a drop in student quality. The small percentage of schools reporting class rank diminishes the analytical value of the data to assess the quality of the incoming class. However, since *US News & World Report* continues to use class rank, it is included in this report.

Table 7. High School Students (Full-Time Enrolled) GPA							
	2016	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
High School GPA Mean	3.6	3.5	3.6	3.6	3.6	0%	0%
Percent of Students Reporting	99%	100%	100%	100%	100%	1%	0%

- *Source: CaneLink (Student Information System).*
- *Excludes Continuing Studies and Accelerated Nursing.*
- *GPA values converted from weighted GPA to unweighted GPA, starting Fall 2015.*

Table 8. High School Percentile Mean and Percentage of Students in Top 10%							
High School Rank Percentile	**2016**	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
Class Rank Percentile Mean	86.5	82.5	85.5	86.2	83.0	-3.6%	-3.3%
Percent of Students in Top 10%	60%	46%	56%	59%	51%	-9%	-8%
Percent of Students in 2nd Decile	20%	23%	22%	20%	20%	0%	0%
Percent of Students in 3rd Decile	9%	12%	10%	10%	12%	3%	2%
Percent of Students in 4th Decile	3%	9%	4%	5%	7%	4%	2%
Percent of Students below 4th Decile	9%	9%	9%	7%	10%	1%	3%
Percent of Students Reporting	**26%**	**28%**	**32%**	**33%**	**39%**	**13%**	**6%**

- *Source: CaneLink (Student Information System)*
- *New business process to standardize high school class rank and percentile was implemented, effective Fall 2016.*
- *Fall 2016 data and later reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies and Accelerated Nursing.*

Demographics

Table 9 and Table 10 show that gender and ethnic distribution of students has stayed steady over the past five years.

Table 9. New Student Applicant Pool and Enrolled (Full-Time) by Gender							
Gender	**2016**	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
Female							
Applied	55%	54%	55%	56%	57%	2%	1%
Enrolled (Full-Time)	55%	52%	52%	54%	50%	-5%	-4%
Male							
Applied	45%	46%	45%	44%	43%	-2%	1%
Enrolled (Full-Time)	45%	48%	48%	46%	50%	5%	4%

Table 10. New Students (Full-Time Enrolled) by Race/Ethnicity							
	2016	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
African American/Black	11%	10%	10%	11%	11%	0%	0%
American Indian/Alaska Native	0%	0%	0%	0%	0%	0%	0%
Asian/Pacific Islander	13%	14%	13%	10%	9%	-4%	-1%
Hispanic/Latino	20%	19%	20%	22%	24%	4%	2%
Two or More Races	4%	3%	4%	4%	5%	1%	1%
White	53%	53%	52%	52%	52%	1%	1%
Total (excluding unknown)	**1,950**	**2,062**	**2,218**	**2,080**	**2,240**	**5%**	**4%**

Source (Tables 9-10): CaneLink (Student Information System). Total % may not sum up as 100% due to rounding.
* Fall 2016 and later data reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies and Accelerated Nursing.

Academic Quality of Transfer Students

Transfer students are not required to submit standardized test scores, thus SAT and ACT scores for transfer students are not reported. Incoming transfer GPA is the primary determinate of academic quality for transfer students. The average incoming GPA for Fall 2020 transfer students is 3.40, (no difference from last year; Table 11). As listed in Table 12, 91% percent of the incoming transfer class had a GPA of 3.0 or greater, 10% had a GPA between 2.50-2.99, and 0% of students had a GPA between 2.00-2.40. Transfer GPA by schools/colleges is listed in Table 13.

Table 11. Transfer Students (Full-Time Enrolled) by Transfer GPA Mean							
	2016	**2017**	**2018**	**2019**	**2020**	**4-yr Change**	**1-yr Change**
Transfer GPA Mean	3.4	3.4	3.4	3.4	3.4	0%	0%

Tables 12. Transfer Admit Yield Rates by Transfer GPA											
Transfer GPA Distribution	**2016 Yield**	**2016 % (N)**	**2017 Yield**	**2017 % (N)**	**2018 Yield**	**2018 % (N)**	**2019 Yield**	**2019 % (N)**	**2020 Yield**	**2020 % (N)**	**Change**
											4-yr	**1-yr**
3.50 - 4.00	32%	51% (649)	32%	50% (686)	33%	55% (629)	34%	57% (685)	36%	56% (569)	4%	2%
3.00 - 3.49	38%	36% (455)	39%	36% (55)	45%	34% (384)	45%	33% (395)	44%	35% (353)	6%	-1%
2.50 - 2.99	50%	12% (154)	48%	14% (188)	53%	10% (117)	54%	10% (120)	48%	10% (97)	-2%	-6%
2.00 - 2.49	75%	1% (16)	67%	0% (6)	100%	0% (4)	33%	0% (3)	100%	0% (2)	25%	67%
< 2.00	--	--	0	0% (2)	--	--	60%	0% (5)	--	--	--	--
% Reporting GPA	**99%**	**1,274**	**99%**	**1,383**	**88%**	**1,134**	**98%**	**1,208**	**84%**	**1,021**	**-15%**	**-14%**

Table 13. Fall 2020 Transfer GPA Mean (Full-Time Enrolled) by School/College										
	AR	**AS**	**BU**	**CO**	**ED**	**EN**	**MS**	**MU**	**NU**	**Total**
Transfer GPA Mean	3.1	3.4	3.5	3.2	3.2	3.5	3.6	3.8	3.4	**3.4**
Percent Reporting	100%	81%	91%	90%	85%	92%	80%	78%	83%	**86%**

- Source (Tables 11-13): CaneLink (Student Information System). School/College determined as of Fall 2018 Benchmark.
- Fall 2016 data and later reflects applicant pool as defined by Undergraduate Admission upon conversion to CaneLink. Excludes Continuing Studies and Accelerated Nursing.

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

Information and rankings from *U.S. News & World Report* are published in early September each year. Data from the previous Fall cohort as well as cohorts from up to 4 years ago is used in the rankings. UM's overall rank in 2020 increased from 57 to 49 out of the 389 institutions (Table 14). This rank is earned in six areas (Table 14). Three of these areas, Outcomes, Expert Opinion, and Student Excellence fall under the purview of the Committee and are discussed below.

OUTCOMES (35%)

More than a third of a school's ranking comes from this category. This ranking looks at the following three factors.

Graduation and Retention Rank (22%)

UM's ranking stayed the same at 64 in 2020 compared with 2019. The score used for ranking in this category is determined by a 4-year average of 6-year Graduation Rate, and a 4-year average of Freshman Retention rate (Table 15). UM's current ranking, while up from the rank in 2018, is still below UM's rank in 2016 and 2017.

Graduation Rate Performance (8%)

UM's rank for Graduation Rate Performance declined again (209 in 2018, 273 in 2019, 286 in 2020), though the decline was not as sharp as it was in 2019. Graduate rate performance captures the "value added" by the institution during the process of educating and compares each school's actual six-year graduation rate with a predicted rate. The predicted rate is a function of admissions data, proportion of undergraduates awarded Pell Grants, school financial resources, proportion of federal financial aid recipients who are first generation, and National Universities' math and science, or STEM, orientations (Morse, Brooks and Mason 2019, *U.S. News*). For example, students coming in with high test scores are more likely to graduate than those coming in with lower scores. Thus, a school that admits an incoming class with higher scores is expected to show higher graduation rates. *U.S. News* indicated a predicted graduation rate of 86% for UM. We were 3% short of this predicted rate putting us 286 out of 389 schools.

Social Mobility (5%)

Social mobility measures how well a school graduates the students who receive federal Pell Grants. Our performance on the Social Mobility improved from 270 in 2019 to 251 in 2020. This rating compares graduation rate performance of Pell grant students with non-Pell grant students, as well as the proportion of Pell grant students.

STUDENT EXCELLENCE (10%)

This measure reflects selectivity of a school's admissions and takes into account admissions test scores and the proportion of enrolled first-year students who graduated in the Top 10% of their high school class. UM's Student Excellence rank dropped from 51 in 2019 to 54 in 2020.

EXPERT OPINION (20%)

In 2019, UM ranked 60 in Undergraduate Academic Reputation Index. In 2020, our rank dropped to 64.

Table 14. UM's Ranking in U.S. News and World Report Five-Year Trend					
	Year Ranking was Published				
	2016	**2017**	**2018**	**2019**	**2019**
OVERALL UM's Rank	**46**	**44**	**53**	**57**	**49**
# of Schools/Universities in the ranking	298	300	312	387	389
RANKING FACTORS					
Outcomes (35%)					
Graduation and Retention Rank (22%)	58	60	70	64	64
Graduation Rate Performance (8%)	166	211	209	273	286
Social Mobility (5%)	NA	NA	NA	270	251
Pell Grant Graduation Rate Rank (2.5%)	NA	NA	241	303	NA
Pell Grant Comparative Graduation Rate Rank (2.5%)	NA	NA	203	241	NA
Student Excellence (10%)	42	47	64	51	54
Expert Opinion* (20%)	66	64	64	60	64
Financial Resources Rank (10%)	26	26	25	28	28
Alumni Giving Rank (5%)	62	67	62	76	102
Faculty Resources Rank (20%)	38	36	39	69	56
OVERALL SCORE BASED ON ALL FACTORS (out of 100)	64	63	62	61	70

- Ranking published is based on data from previous Fall.
- Source: U.S. News and World Report undergraduate ranking published in September each year
- * Scores prior to 2019 indicate Academic Reputation Index that included peer assessments as well as high school counselor assessments.

Table 15. UM's Ranking in U.S. News and World Report Five-Year Trend					
	Year Ranking was Published				
SCORES	**2016**	**2017**	**2018**	**2019**	**2020**
6-Year Graduation Rate (current cohort only)	82%	82%	84%	82%	83%
6-Year Graduation Rate (4-year avg.)	82%	82%	82%	83%	83%
Freshman Retention Rate (4-year avg.)	**92%**	**92%**	**92%**	**92%**	**92%**
% of Freshmen in Top 10% of HS Class	60%	63%	46%	55%	59%
Freshman Acceptance Rate	**38%**	**38%**	**36%**	**32%**	**27%**

- Note: Ranking published is based on data from previous Fall.
- Source: U.S. News and World Report undergraduate ranking published in September each year

Summary

Our overall ranking improved from 57 to 49. As we had anticipated in the last year's report, our ranking on Social Mobility increased from 270 to 251. Also as expected, we did better on Graduate Rate Performance: although, our ranking on this indicator continued to decline in 2020 (286 in 2020 vs. 273 in 2019), the rate of decline was not nearly as high as it was in 2019 when it declined by 64 points. Once again, it is important to note that our rankings lag behind partly because we are expected to do better. This is indicated, for example, by UM's ranking on Graduation Rate Performance, which shows that UM was expected to graduate students at a higher rate given the quality of our students, specific measures, and our resources. We are hopeful that UM will continue its upward trend on these indicators of retention and graduation. However, it is reasonable to view our increase in ranking as being driven by factors other than academic standards since UM's ranking on Student Excellence, and Expert Opinion declined, whereas our ranking on two out of three Outcomes remained unchanged or declined. Our rise in rankings is, therefore, more like a result of improvement in our Faculty Resources Rank or by relatively worse performance of our peer schools. As a committee on academic standards, we hope that our lagging indicators of student quality improve in 2021.