

EVALUATION OF UNDERGRADUATE ADMISSIONS 2014-2015:
Prepared for the Academic Affairs Committee of the Faculty Senate

Part 1. Admissions Criteria

The 2013-2014 undergraduate admissions policies and criteria are the basis for this report culminating with the Fall 2014 semester. Utilizing these guidelines, students may be admitted to UNT under three broad categories: Regular Admission, Individual Review, or via The Texas Academy of Mathematics and Science (TAMS); this latter category, however, is not within the guidelines of this report.

Table 1: Admissions Criteria - Undergraduate

High School Rank	Top 10%	Next 15%	2nd Quarter	3rd Quarter*	4th Quarter
SAT	Automatic	950	1050	1180	Individual Review
ACT	Automatic	20	23	26	Individual Review

Note: *Also includes unranked applicants or GED recipients.

Regular Admissions: First Time in College (FTIC) Students

Admission to UNT for an FTIC student (i.e. new from high school; first time in college) is based primarily upon high school class rank and SAT/ACT test scores. A student who finished in the top 10% of his/her high school class is automatically admitted. SAT or ACT scores are taken into consideration for applicants ranking below the top 10% of his/her high school class (see Table 1 above).

Regular Admissions: Transfer Students

In order for a transfer student to be admitted under regular guidelines, the transfer GPA must exceed certain values. The requirements are 2.5 for less than thirty hours; 2.25 for thirty to forty-four hours; and 2.0 for greater than forty-four hours. Freshmen transfer students with fewer than thirty hours also must meet the SAT or ACT test score requirements defined in Table 1.

Individual Reviews

Many of the FTIC and Transfer students who are not admitted under one of the aforementioned criteria have not earned the requisite test score for their class rank or transfer GPA. Others might include incoming freshmen whose high schools do not report class ranks, students who were home schooled, or GED recipients. An insignificant number, however, fall into other categories such as:

- Adult admissions (new freshmen who have been out of high school for five years, have never enrolled in a college, and/or have never taken the SAT or ACT);
- Suspension from a previous college.

A challenging circumstance of the use of rank in class and test scores for FTIC admissions means a population of applicants at competitive high schools may find that their GPA equivalent to a 3.0 on a 4.0 scale places them in the bottom half of their high school class and inadmissible based on our test score requirements. This challenge is becoming more prevalent each year.

Official transcripts or a GED score report are required of all applicants, in conjunction with entrance exam score reports where germane. Applicants who do not meet the other admissions criteria or who rank in the fourth quarter of their high school graduating class will be given the opportunity to present evidence of their potential for success (e.g. three letters of recommendation and a personal statement) to an admissions counselor who will review each individual request.

Students whose scores or GPA are close to the regular requirements and for whom there is adequate evidence in the files of academic ability (e.g. grades improving over time) may be informed that they have been accepted by Individual Review. Students whose academic performance is well below the standard and who have no obvious mitigating factors are rejected. The reason(s) for every rejection is explained in a

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letter to the applicant, and it is usually accompanied by a suggestion as to how the student may improve his/her chances before reapplying (e.g. retesting, attending a community college, etc.).

A committee made up of representatives from Academic Affairs and Student Affairs proposed new FTIC admissions requirements during the last academic year. Those requirements were reviewed and approved by the Academic Affairs Committee of the Faculty Senate, but the proposal was tabled by the Provost's Office and a final approval was not obtained.

Part 2. Evaluation Summary

Admissions Yields

Noteworthy observations can be made from the data in Table 2 below:

- FTIC and transfer enrollments declined slightly
- Fall 2014 totals included international applicants as well as domestic applicants. This skews the numbers of applicants and admits to appear higher than fall 2013 but the results were actually lower when considering international applicants from previous years.

Table 2: Fall Admissions Summaries – FTIC (includes TAMS) and Transfer

	2010		2011		2012		2013		2014*	
	FTIC	TRAN	FTIC	TRAN	FTIC	TRAN	FTIC	TRAN	FTIC	TRAN
Applicants	12,971	6,606	14,457	6,602	15,977	6,573	16,554	6,581	16,851	6,949
Admitted	8,566	5,201	9,455	4,989	10,312	5,154	10,642	5,217	10,954	5,470
Enrolled	3,762	3,891	4,076	3,652	4,451	3,829	4,444	3,855	4,372	3,788

**Includes International admits (processing of International undergraduates now completed by Admissions)*

Academic Quality and Preparedness

FTIC SAT Scores

- In 2014, the average of the SAT scores earned by all FTIC students (1109) was the highest score earned by a UNT freshman cohort.
- UNT SAT averages remain well above state and national averages. The state average SAT score was 971 in 2013¹, 138 points below the UNT average. The National average SAT remained 1010 again in 2014, 99 points below the UNT average.

FTIC Rank in Class Distribution

- In Fall 2014, 90% of UNT's FTIC students were ranked in the top half of their high school class upon graduation, an increase of 0.4% from fall 2013, and 17.4% were in the top 10%, an increase of 0.9% from fall 2013.

FTIC Enrolled in Developmental/Remedial Coursework

- The number of FTIC enrolled at UNT requiring developmental/remedial coursework increased 1% over 2013.
- The 2014 FTIC cohort included 6% (244) needing developmental coursework. This was an increase of 1% from the 2013 FTIC cohort of 5% (236) needing developmental coursework, but still a decrease of almost 40 percentage points since 2006 (398).

¹ Source: 2014 College Board Program Results, College Board, 2014

Demographics

Gender Distribution

- Female freshman students continue to enroll at UNT at higher rates than male freshman students, the former comprising approximately 52.1% of the 2014 FTIC cohort; an increase of 0.1% from fall 2013.
- Male students enrolled at 47.9%, a dip of 0.3% from fall 2013 when male student enrollment was at its highest level (48.2%) since 1996 (48.5%).

Enrollment By Ethnicity

- The number of historically underrepresented students enrolling at UNT continues to increase. Total non-Caucasian new FTIC enrollment achieved the highest rate in the history of this report totaling 52.5% fall 2014 compared to 50.8% fall 2013.
- In 2002, under 10 % of the freshman class was Hispanic. By 2014, our rate at UNT was 24.7% but that was a decline as compared to an enrollment high of 25.1% fall 2013.
- In 2002, less than 12% of the freshman class was African American. In 2014, our rate was 13.9% down from 15.02% fall 2013.

Top 5 Counties of Origin

- In Fall 2014, our largest population of new FTIC students enrolled from Tarrant and Dallas counties respectively, followed by students from Denton, Collin and Harris counties, mirroring fall 2013 results.

Progression, Retention and Success Findings FTIC Average

SCH (Fall 2014)

- FTIC students enrolled in over 14 SCH on average in their first semester at UNT, duplicating the fall 2013 SCH average.

FTIC Retention Rate from Year 1 to Year 2

- The rate of FTIC retention increased from 75.7% in 2013 to 78.32% in fall 2014, UNT's highest retention rate since 2011 (78.61%).

FTIC Four- and Six-year Graduation Rates

- UNT 4-year graduation rate rose to 28.21% obtaining an increase of 13.51 percentage points since 2002 (14.7%) and an increase of 0.51% over 2013 results (27.7%)
- The 6-year graduation rate rose to 50.17% increasing 12.17 percentage points since 2002 and 1.37 percentage points since fall 2013

Transfers' Two- and Four-Year Graduation Rates

- The percentage of UNT's transfer students that graduate in 2 years or less has also increased, from 27.7% in 2002 to 28.3% in 2013 and remained 28.3% in 2014.
- And, the four-year graduation rates for transfer students have increased 2.6% percentage points from 58.9% in 2002 to 61.5% in 2014 but fell 1.4% in comparison to 2013 (62.9%).

EIS Academic Status Report Field Descriptions

FIELD NAME	DESCRIPTION
EMPLID	Student Identification Number
LAST NAME	Last Name from Student Record Name
FIRST NAME	First Name from Student Record Name
PHONE	Permanent Phone Number, else Home Phone Number
ADDRESS 1 / ADDRESS 2	Mailing Address
CITY, STATE, POSTAL	Mailing Address City, State, Zip Code
SEX	Student Sex
ETHNICITY	Student Ethnicity
CAREER	Student Academic Career (UGRD or GRAD)
LEVEL	Student Academic Level (Classification)
ACAD STATUS	Students Academic Status. NOTE: If report printed prior to grade reporting than academic status represents academic status on last term with grades. If report printed after grade reporting academic status represents current term with grades. To identify report type review "TERM" and "END OF TERM" fields. TERM represents the term for the report and END OF TERM represents the report printing before ("N") or after ("Y") grade reporting.
STDNTCARNBR	Student Primary Career Number
PROGRAM	Student Primary Program
PLAN	Student Primary Plan
PLAN DESCRIPTION	Description of Plan
PLAN SEQUENCE	Sequence number for Plan
TR HRS	Total Transfer Hours (UNT TRNSFER + TRF_PASSED_NOGPA)
IN PROGRESS HOURS	Hours currently Enrolled
CUR HRS	Current Term Hours
CUR GRD PTS	Current Term Grade Points
CUM HRS	Cumulative Hours
CUM GRD PTS	Cumulative Grade Points
CUR GPA	Current Term GPA
CUM GPA	Cumulative GPA
HONORS STATUS	Honors Status for the Current Term (3.5HON/4.0HON) NOTE: Honors value displayed for End of Term report only.
EMAIL	Student Email Address
ACADEMIC GROUP	Student Academic Group
ACADEMIC GROUP DESCRIPTION	Student Academic Group Description
ACAD ORG	Academic Organization
ACAD ORG DESCRIPTION	Academic organization Description
Last Term Attended	Last term with enrolled hours (also the term that the academic status is reflecting)

Admit Term	most recent admit term from admissions applications
Admit Type	Admit type for the admissions application
TERM	Report Term
END OF TERM	Time Period of Report Run. If value = "N" report run prior to grade reporting. If value = "Y" report run after grade reporting.
Comments	This will indicate if there is no admissions information on file for the student or the application is tied to another career. This is common with post bacc students and students who applied prior to the implementation of EIS in 2004.
NOTE	<ol style="list-style-type: none"> 1. Academic Status Report represents ALL active students. To determine who is currently enrolled filter against In progress hrs or current hrs = greater than "0". 2. Use Filter utility under Header to "filter" relevant program/plans/GPA groups and honors groups as needed. 3. Contact Charlene Ballenger, 940 565-2369, Charlene.Ballenger@unt.edu, for questions.

Key to Academic Standing Abbreviations

Abbreviation	Definition
ALRT	Academic Alert
GS	Good Standing
GS29	Good Standing – 29 Or Less Hours
GSAA	Good Standing – Alert
GSS1	Good Standing – Suspension 1
GSS2	Good Standing – Suspension 2
GSSN	Good Standing – Suspension Indefinite History
PC	Continued On Probation
PCAA	Continued On Probation – Alert
PCS1	Continued On Probation – Suspension 1 History
PCS2	Continued On Probation – Suspension 2 History
PCSN	Continued On Probation – Suspension Indefinite History
PRAA	Probation – Academic Alert History
PROB	Probation
PRS1	Probation – Suspension 1 History
PRS2	Probation – Suspension 2 History
PRSN	Probation – Suspension Indefinite History
SUS1	Suspended One Long Term
SUS2	Suspended Two Long Terms
SUSN	Suspended Indefinitely

Key to Admit Status Codes

- Please note that this is a comprehensive list of available admit types and that not all admit types listed may currently be in use.

Abbreviation	Definition
UN	New Freshman Applicant
UNA	UNT Dallas New Adult Learned
UNC	Early Admission (concurrent)
UND	Dual Credit Applicant (HS+UNT)
UNE	Early Admission (UNT only)
UNH	UNT Early College High School
UNM	TAMS
UNS	Special Undergraduate Student
UNT	Transient
UNV	Summer Visiting Student
UNX	Summer Provisional Student
UR	Undergraduate Readmit
UT	Undergraduate Transfer Student
UTA	UNT Dallas Transfer Adult Lrn
UTF	UN Transfer Freshman <30
GCM	Change of Major - Graduate
GF	Graduate Former
GN	Graduate New
GNC	Graduate New Continuing
GNR	Graduate New Returning

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The Academic Affairs Committee Report for 2014-2015:

The Academic Affairs Committee compiled the following charges for 2015-2016:

1. The Academic Affairs Committee shall study and make recommendations to the senate on university policy concerning admission standards of entering undergraduate students,
2. suspension, probation and dismissal of students for academic reasons, standards for graduation,
3. the policies on awarding of honors to graduates,
4. Review the current admission policy of the Graduate School, the retention rate and graduation rate, and the Admissions Standards and Requirements.
5. Work with the Oversight Committee on the Core Curriculum, the Curriculum Committee, and the Associate Deans on continuing oversight of the Core Curriculum to ensure it reflects UNT's values.
6. "Reconsider and evaluate changes to the transfer admissions standards criteria."
7. "Reconsider and evaluate course transfer criteria, specifically looking at transfers from UNT-Dallas."
8. any other academic concerns that may be assigned by the senate.

Next Year's Chair John Windsor

Committee members:

- **Group II:** Laurel Crawford (LIBR) - Term Ends 2016
- **Group IV:** Emile Sahliyeh (PSCI) - Term Ends 2015*
- **Group V:** John Windsor
- **Group VI:** Janelle Mathis (TEA) - Term Ends 2015
- **Group VII:** Rudi Thompson (BIOL) - Term Ends 2016
- **Group VIII:** Stephen Dubberly (MUSI) - Term Ends 2015

Administrative Reps:

- Mark Wardell, Graduate School representative
- **Celia Williamson**, Assoc. VP,
- Christy Crutsinger is replacing **Celia**
- Rebecca Lothringer, Executive Director of Admissions
- Keitha Robertson Registrar's Office
- Laurel Crawford,