

UNIVERSITY OF WASHINGTON
Minutes
Faculty Assembly - Academic Policy Committee (APC)
Wednesday, January 12, 2011
GWP 215
12:30-1:30 p.m.

Attendance: George Mobus, Chair; Linda Ishem, Janice Laakso, Nita McKinley, Bobbe Miller-Murray, Joane T. Mocerri, Greg Noronha

Guests: Lisa Garcia-Hanson, Derek Levy, Sandra Spadoni

- 1. There were winter quarter introductions of all APC members and special members.**
- 2. The minutes from December 8, 2010 were approved.**
- 3. International Admissions Recommendation (language scores): Derek Levy**

Derek Levy, Associate Vice Chancellor for Enrollment Services discussed recent changes at UWT, which allows for a physical space for international students that came in late of autumn of 2010. The Office of International Students is new this year. It is now staffed by Sandra Spadoni, International Student Coordinator who joined UWT in October 2010. UWT is making a commitment to these students who have particular needs. These new changes have allowed for UWT to show their federal requirements: advising, communication and obligation to the students' visa requirements. While the office and staffing is temporary, Levy will be asking UWT for permanent funds for next year.

Three issues will help UWT recruit more international applicants and address the challenges for these students. The first is to address the current requirement. Currently, international students must have 45 credits U.S. transfer credits before they are admitted to UWT. The second is to address the TOEFL score, by lowering it because it is one of the highest scores (92) in the country. The third is to offer alternatives to the TOEFL score, such as offer alternative ways to measure English proficiency. (**see Memo**)

Spadoni provided background on the current population of international students. International students have an F-1 student visa. Right now, at UWT there are 21 undergraduates, 7 graduate students in CSS, 6 students are in post-completion work authorizations. The highest population comes from Hong Kong, Vietnam, followed by South Korea, Indonesia, Japan, and Peru. Of the undergrads, 8 are in Business, 5 are pre-Business, 4 are CSS, 3 Urban Studies, and 1 is pre - Social Welfare. Compared to UW Seattle there are 3,500 students (PhD and MA), at UW Bothell there are over 100.

Discussion Highlights

- Spadoni noted that UWT hired an English language Specialist at the Teaching and Learning Center this year.

- The Office of Admission would like to increase International Students to 50 for next year. Right now the Admissions staff would like flexibility to admit International Students who have at minimum a 76.
- This is a self-sustaining program because International Students pay much more in tuition.
- Spadoni suggested a forum where faculty and international student can discuss their needs.
- Levy noted these discussions are part of a larger national dialogue on how universities are aware of how they are supportive (e.g. veterans) and what is the student to student interaction. Janice Laakso and Nita McKinley mentioned that it is easier to identify students, for example, students who need Disability Support Services. In contrast APC was unsure how to identify international students.

Action - George Mobus, APC Chair asked APC members to go back to their units and identify the potential impact on resources (budget) and potential problems that currently exist with international students' writing. They should think about what standards UWT wants as a campus for international students. Levy suggested that faculty must keep on mind the conditions in the classroom for any student. Levy also mentioned that international students should tell the faculty if they need support. Levy provide an outline of how Admissions will monitor the impact of International Students over two years and will provide a report to APC and Faculty Assembly in two years of what they have learned by lowering the language proficiency requirements. Admission needs a decision before **March 15, 2011** in order to prepare for autumn enrollment.

4. Education Program proposed PhD program: Ginger MacDonald

Ginger MacDonald, presented on the Doctorate in Educational Leadership, which will be the first doctoral degree made available at UWT. The Planning Notice of Intent (PNOI) for this new program is at Higher Education Coordinating Board and the Graduate School. Mobus asked how this new program will impact UWT, specifically, other programs and the resource allocation. MacDonald explained there will be 24 new students.

In Education and Nursing they have talked about this degree in terms of interdisciplinary and as systems leadership. People can use this for their work and it is highly desirable. For example, school superintendents and people at Community Colleges could use this degree.

This new program will be a 100% self-sustaining program (student tuition). There will be no state resources used. They are working with the office of educational opportunities and using their budgeting model.

MacDonald noted that in a PhD and EdD the rigor is about the same. In an EdD students develop a deep understanding of education systems, what has been written, understand it to make good decisions, and then apply this knowledge.

Action APC agrees that MacDonald should keep working on this.

- 5. Report on Undergraduate Education Oversight Committee, George Mobus**
EC passed the Undergraduate Education Oversight Resolution. Mobus and Jose Rios will meet to discuss the formation of this committee. Mobus would like APC to ask faculty if they are interested in serving on the formation of the committee.
- 6. The meeting adjourned 1:25 p.m.**

Memorandum

Thursday, December 23, 2010

To: George Mobus, Chair, Academic Policy Committee
From: Derek Levy, Associate Vice Chancellor for Enrollment Services
Lisa Garcia-Hanson, Director of Admissions

Re: Recommendations for International Undergraduate Student Admissions

We are writing in support of three recommendations that Enrollment Services staff have identified as resolutions to existing impediments to access and growth of international student enrollment at the undergraduate level.

1. Revise UW Tacoma's admissions policy to provide for direct admission of international, undergraduate applicants as freshmen or freshman standing transfer students. The existing policy prohibits students from enrolling at UW Tacoma prior to earning 45 transfer credits (sophomore class standing). This is an artifact of our prior history as an upper division, 2-year campus, where students needed 40 credits or more to be admitted to a major, and lower division courses preparatory to major were not offered. Since the advent of freshman enrollment at UW Tacoma, a student can now enroll with no prior college coursework and complete the prerequisites at UW Tacoma for most majors offered (exception- BSN).

This change would go into effect for autumn 2011 admissions. International students applying as freshman would be required to complete the regular freshman application requirements, which include fulfilling the College Academic Distribution Requirements (CADRs), meeting the minimum GPA requirements and submitting SAT or ACT scores including writing. They may also need to submit TOEFL scores if their SAT or ACT scores do not otherwise exempt them from submitting the TOEFL (see below).

2. Reset the TOEFL (and equivalent IELTS test score) minimum requirement to make UW Tacoma's standard more consistent with other four-year, public universities in Washington, Oregon and California, as well as UW's peer institutions in the Global Challenge states. Our current minimum requirement is higher than the minimum at MIT, University of Michigan, UCLA, UC Berkeley and any other public university in the western United States. Recalibrating the TOEFL score minimum would significantly broaden our pool of potential international applicants, while keeping our standards well in line with (and in most cases still above) other comparable universities.

Current cut-off test scores for UW Tacoma are:

Test	Minimum score required for admission
Test of English as a Foreign Language (TOEFL) (paper-based)	580
TOEFL (Internet-based)*	92
TOEFL (computer-based)	237
International English Language Testing System (IELTS - academic only)	7

The proposed new minimums would be:

Test	Minimum score required for admission
Test of English as a Foreign Language (TOEFL) (paper-based)	557
TOEFL (Internet-based)*	83
TOEFL (computer-based)	220
International English Language Testing System (IELTS - academic only)	6.5

Although the posted minimum for unconditional admission to UW Seattle is consistent with our current high standards, both of the other campuses do actually allow students to be admitted with iBT TOEFL scores of 76 or above and an IELTS score of 6.0. Those students can then take an ESL placement test and be directed to support services or to take additional Academic English courses. However, some categories of students admitted with the lower score are not then required to take the ESL placement test or take Academic English courses, including students who have completed a Washington state associate's degree. In effect, we are excluding vast numbers of international students based on having higher standards than UW Seattle.

The proposed new minimums in the table above are consistent with the TOEFL requirements at UC Berkeley and UCLA, remain above but more competitive with the standards of the other Washington and Oregon state schools, as well as most of UW's peer universities in the Global Challenge states.

While these minimums should be more than sufficient for students to be successful, a previous concern with changing the TOEFL requirement has been that our campus does not provide specific English as a Second Language support. As of autumn 2010, the Teaching and Learning Center has hired a full-time English Language Consultant who has a master's in TESOL and significant ESL teaching experience. The Consultant is available to support individual students one-on-one with assignments or particular language challenges. Additionally, the International Student Services Specialist also has a master's in TESOL and ESL teaching experience.

3. Along with changing our score requirements, it is critical for our recruitment efforts to have TOEFL waiver options that not only fairly provide us with accurate data on a student's English proficiency, but which also keep us competitive with other schools' policies on TOEFL waivers. Currently, we only allow a waiver in the case of a Washington state associate's degree plus certain GPA minimums. We propose the following three alternatives to the TOEFL:

- a) Coursework waiver

The current waiver available is only for students from Washington state community college students meeting certain GPA and coursework minimums. The language approved by the APC in 2009-2010 stated the following:

International transfer students who have earned an AA degree from a

*Washington State community college, a minimum cumulative GPA of 2.75 and a minimum grade of 3.0 in two college-level English composition courses are considered to have met the English proficiency requirement. These students are **not** required to submit TOEFL or IELTS test score results.*

We propose to broaden this waiver to include students with a strong academic background and English coursework from schools beyond Washington state community colleges. International students are interested in transferring from all over the U.S., and freshman applicants from English speaking countries, American schools abroad and similar situations seek out schools that allow them to waive the TOEFL given their academic background.

The proposed coursework waiver for UW Tacoma would be:

A waiver of the TOEFL requirement may be granted in cases where a student studied for at least two years in an accredited high school, community college or four year university where the official language of instruction is English. The student must have achieved a minimum overall GPA of 2.75 and a minimum GPA of 3.0 in two English courses (ESL courses do not count towards this requirement).

Broadening this policy will make the waiver process more equitable and consistent for transfer students coming from four year colleges and/or from out of state, as well as for freshman admits with a strong academic background from an English-medium school. The university reserves the right to request TOEFL scores in cases where the admissions office determines that more information regarding an applicants' English language proficiency is needed. Applicants are required to submit official documentation from their school verifying that the language of instruction is English if the school is located outside of the U.S., Great Britain, Australia, New Zealand or the English speaking provinces of Canada.

- b) Alternate test scores

Students may also satisfy the English proficiency requirement by submitting other test scores that meet a minimum standard. This is consistent with the policy at UW Seattle, which allows students to opt out of the ESL placement test and academic coursework if they obtain an SAT reading or writing score of 490 or an ACT score for combined reading/writing of 21.

The proposed new minimums for UW Tacoma would be:

SAT: Critical Reading (SAT CR) or Writing (SAT W) score	500
ACT: Combined English/Writing (ACT E/W) score	22

c) UW Intensive English Program

Consistent with the arrangement at UW Bothell, students who successfully complete the UW Seattle Intensive English Program requirements would be considered to have met the English language proficiency requirement. A minimum grade of 80 percent is required for each course, and students must obtain a recommendation from the Senior Director of the UW Seattle English Language Programs.

Review of Achievement/Evaluation for Future Direction:

It is proposed that these recommendations for satisfying the English language proficiency requirement be adopted beginning autumn quarter 2011, with the acknowledgment that the policy is subject to future review and change.

Enrollment Services will monitor the effect of adopting these recommendations. During the 2013-14 academic year, Enrollment Services will provide the Academic Policy Committee with qualitative and quantitative data so that the Committee may review progress at that time. The Committee may also determine subsequent intervals for collaboration and review.