

**ACADEMIC PROGRESS OF
UW-SEATTLE UNDERGRADUATES**

REPORT TO THE PROVOST

Prepared by the:

**Task Force on the Academic Progress
of UW-Seattle Undergraduates**

**University of Washington
Seattle, Washington**

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Academic Progress of UW-Seattle Undergraduates

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TASK FORCE

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Executive Summary

I. Introduction

In response to reduced budgetary support for the University, increased demand for access to higher education in Washington State, and recent legislation on the academic progress of undergraduates enacted by the Washington State Legislature, Interim Provost David Thorud established a Task Force on the Academic Progress of Undergraduates (the “Task Force”). In his charge to the Task Force, Provost Thorud called for the Task Force to “identify problems that undergraduates have in completing their degrees and also develop strategies the University must adopt to remedy these problems.” Further, he asked the Task Force to report on the following issues:

- UW policies (and practices) on satisfactory academic progress for undergraduates.
- Data from at least three annual cohorts of students on progress to degree for undergraduates, on the characteristics of students who accumulate extraordinarily high levels of academic credit and on factors contributing to the accumulation of credit.
- Institutional barriers that prevent students from completing degree requirements in a timely manner.
- Institutional remedies that will eliminate barriers to timely completion of degree requirements.
- Implications of these remedies, and other strategies for increasing satisfactory progress, for diversity among UW students.

This report summarizes the work of the Task Force, its findings about academic progress of UW undergraduates, and recommendations for changes in UW policies that will assist students to graduate in a timely manner while not compromising the quality of their education. The report is divided into six sections. The first offers background about the Task Force and enrollment issues faced by the University that shape the experiences of undergraduates as they progress through their programs of study. The remainder of the report, and this executive summary, is divided into five sections corresponding to the issues outlined in the Provost’s charge. Section II reviews a set of principles developed and recommended by the Task Force for guiding the University’s academic progress policies. Section III reviews the University’s current academic progress policies, as reflected in the University Handbook. The fourth section summarizes the recent experiences of UW undergraduates in academic progress, analyzing how many students exceed academic progress limits. Section V describes factors identified by the Task Force as contributing to delays in students’ progress. The final section reviews possible remedies to delays and the implications that adopting the remedies may have for students and the University.

II. Principles

As part of its work, the Task Force articulated a set of principles for assessing and guiding the University's policies on undergraduate academic progress. The principles reflect the University's mission in undergraduate education and its institutional values about the types of academic experiences UW students should have. They place primary emphasis on assisting students to take full advantage of the learning experiences and opportunities available at the University while also facilitating graduation in a timely manner. They are flexible enough to allow diverse pathways through the University's curricula yet also offer guidance and structure for policies that will improve progress to degree.

The principles, articulated as organizational imperatives for the University, are as follows:

- Policies on academic progress that acknowledge and reflect the diversity of UW students, their different pathways through the undergraduate curriculum, and their varied learning needs, styles and aspirations.
- Clear and available information about policies relating to admission to and completion of undergraduate majors.
- Ready access to courses needed to complete undergraduate degree requirements in a timely manner.
- Policies and graduation requirements of colleges and departments that align with university-wide policies and procedures.
- Ready access to guidance and advising at critical points in students' academic careers, beginning at the point of admission.
- Outreach and assistance to all students who are not making substantial progress towards an academic goal or degree, who are experiencing academic difficulty in their courses or programs of study, or who are having difficulty in declaring and/or pursuing a major.
- Fair and equitable procedures for handling exceptions to requirements across all departments and majors.

III. University Policies on Undergraduate Academic Progress

Current University policies related to academic progress are listed below. Beginning winter quarter 2003, the university has increased communication with students about these policies.

- *Declaring a major.* Students must declare a major by the time they have earned 105 academic credits.
- *Completing a degree.* The credit limit for completing a degree is 210, which is 30 credits beyond the minimum requirement of 180 credits for most degrees.
- *Course repetition.* An undergraduate student may repeat a course once. The original and the repeat grade are calculated into the student's GPA but credit hours for the repeat are not counted.

- *Dropping/adding credits.* During the first 2 weeks of each quarter, students may withdraw from classes without restriction. Between the end of the 2nd week and the end of the 7th week, students may take *one drop annually*. They also can withdraw from *all* courses through the last day of instruction by withdrawing from the university. Students may add courses in the 1st week and with the instructor's permission in the 2nd and 3rd weeks of the quarter.
- *Academic probation.* If a student earns less than a 2.00 grade point average (GPA) in the first quarter, the student receives an academic warning. The student is put on probation if she/he does not earn a cumulative GPA of at least 2.00 for the subsequent quarter. If the student receives below a 2.5 for any quarter while on probation, the student is dismissed from the university provided the cumulative GPA remains below 2.00.

IV. Undergraduate Experiences With Academic Progress

Declaring a major. Some students do not declare a major by the time they have earned 105 academic credits. The University implements the 105 credit rule by placing holds on the registration of students with more than 105 credits and no declared major, requiring them to meet with an academic adviser. Advisers have become more proactive with students who do not have a major and now deny requests for a pre-major extension (so the student can register) in cases where the student stands little chance of admission to his or her intended major.

Completing a degree. A small percentage of students do not graduate within the 210-credit limit: between 10 and 11 percent of UW seniors have more than 210 credits. Students with 210 or more academic credits generally have the following characteristics:

- They have somewhat higher grade point averages.
- They enrolled at UW with substantially more transfer and/or Running Start credits.
- They are more likely to pursue two or more undergraduate degrees.
- They are more likely to have studied abroad.
- They reflect the racial and ethnic composition of the student body as a whole.

Beginning winter quarter 2003, the University informed all undergraduate students with more than 210 credits that they could not register for future quarters unless they filed an application to graduate at the end of spring quarter or summer quarter, or filed a graduation plan approved by their college dean.

Repeating and withdrawing from classes. Approximately 6 percent of University students drop 25 percent or more of their credits before grading. These students tend to have the following characteristics:

- They typically complete their undergraduate degrees *within* the University’s credit limits.
- They have somewhat lower grade point averages.

Students are allowed one repeat of a course in which they previously received a grade. There is currently no mechanism within the registration system to prevent them from registering for a course more than twice.

Academic probation. Students on academic probation for more than one quarter represent only about 1 percent of the student body. These students tend to have the following characteristics:

- They typically complete their undergraduate degrees *within* the University’s credit limits.
- They enroll with a similar number of transfer credits as other students.
- Disproportionately consist of students from underrepresented minority groups.
- Disproportionately are males.

Students dropped from the UW for low scholarship have the right to petition the University’s Reinstatement Committee for readmission. Prior to spring 2003, this committee readmitted many of these students. However in spring 2003, the committee adopted policies that deny reinstatement except when a student displays a high potential for academic success if reinstated.

V. Factors Delaying Academic Progress

Restricted access to high-demand gateway courses. Oversubscribed courses can create barriers for students. When students experience delays of one or more quarters in enrolling in courses, they may accumulate credits in areas unrelated to their field of interest.

Restricted access to high-demand majors. When demand for majors exceeds capacity, departments must restrict access to their degree programs. With recent reductions in university budgets and the ensuing loss of permanent faculty and staff positions, the demand pressure on competitive departments has increased. Some students reapply (repeatedly) to their preferred major, spending up to one additional year completing courses that they believe will increase their chances for admission.

Challenges in academic advising. Many students “self-advise” either out of choice or because they experience frustration in trying to meet with an adviser because there are a limited number of advisers available to work with first and second year students. The lack of

uniform training for campus advisers may also lead to inconsistent recommendations and information.

Accumulation of pre-college academic credits. Many students complete college credits before enrolling at the UW. These credits are in the form of:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- College-in-the-High-School
- Running Start
- Transfer credits from community colleges or other institutions

All of these credits count against academic progress limits, giving these students less freedom in completing a program of study within current limits.

Accumulation of credits for experiential learning. While contributing significantly to the quality of an undergraduate education, participation in study abroad programs, undergraduate research, public service internships, and service learning is a factor contributing to students accumulating credits beyond those required by degree programs.

Multiple majors/multiple degrees. The UW places no restrictions on the number of degrees or majors a student may pursue. In 2003 in excess of 500 students graduated with 2 or more degrees, averaging 250 academic credits each.

VI. Remedies and Implications

The University must ensure that its policies are sensitive to differences in students' backgrounds, learning styles, and access to resources. Because some students experience greater difficulty making academic progress than others, the University must thoughtfully consider how the remedies outlined in this report affect students differently.

Restricted access to high demand gateway courses. Every effort should be made to increase access to high-demand gateway courses. To that end the Task Force recommends that the University:

- Continue to improve enrollment management strategies.
- Reduce repetition of courses.
- Establish prerequisite grades for courses offered in sequence.

Restricted access to high-demand majors. In the absence of permanent increases in faculty lines for impacted programs, the Task Force recommends four strategies:

- Ascertain whether non-tenure faculty (lecturers) with term appointments could meet the instructional needs of majors for the near term.

- Enhance academic advising for second-year students, directing pre-majors to fields other than high-demand programs when appropriate.
- Continue the OMA Academic Development Initiative to enhance developmental advising and career planning with emphasis on options to high demand majors.
- Initiate a discussion with competitive departments to explore multiple criteria for admission.

Challenges in academic advising. Effective and accessible academic advising is essential to improving students' progress to degree. To enhance academic advising, the Task Force recommends the following measures:

- Complete a major self-study and external review of undergraduate advising, including advising in the Gateway Center, the Office of Minority Affairs, and all departmental advisers.
- Institute electronic processes to monitor student academic progress to degree.
- Institute approval processes for change of major, change of degree, and for enrolling in multiple majors or degrees.
- Institute mandatory advising for students on academic warning and probation.
- Establish and require continuing education/training and development for all academic advisers.
- Establish a system that improves the flow of important information to all advisers and regularizes opportunities for cross campus adviser discussion of issues and consensus building.

Accumulation of pre-college credits. While transfer credits from two-year and other four-year educational institutions (including Running Start credits) should continue to count toward students' academic progress, the Task Force recommends establishing a credit bank for selected other pre-college credits. These credits – AP, IB and College-in-the-High-School credits only – would not count toward academic progress unless students, at their discretion, choose to use them toward the completion of a degree program.

Accumulation of credits for experiential learning. The Task Force recommends that no more than 30 credits earned in foreign study, undergraduate research, public service internships, and service learning be exempt from academic progress totals, if those types of experiences are not established parts of their programs of study.

Multiple majors/multiple degrees. The Task Force recommends that the University institute a formal approval process for the declaration of a second major or degree.

ACADEMIC PROGRESS OF UW-SEATTLE UNDERGRADUATES

I. Introduction

At the heart of the University of Washington's academic mission is a commitment to providing excellent educational opportunities for undergraduate students. As a leading public institution, the University also strives to assist in providing wide, public access to higher education in Washington State. However, as the population of college bound students has grown over the past decade, demand for higher education has outstripped the University's capacity. Further, budget reductions in recent years have greatly aggravated this problem by diminishing the number of faculty and staff who support undergraduate instructional programs. Currently, increased enrollments have created demand for courses and instruction that is placing extraordinary pressures on university resources and on instructors.

The dual challenges of burgeoning demand for access to higher education (and over-enrollment at the UW) and diminished instructional resources have triggered a re-examination of how the University delivers undergraduate education. An issue that has arisen, at UW and like-institutions across the country, is whether current undergraduate students are making adequate academic progress in their programs of study. For every student who delays the completion of his/her degree, the University must delay enrollment of others.

In response to this conflicting set of challenges and the recent enactment of legislation by the Washington State Legislature on the academic progress of undergraduates, Interim Provost David Thorud established a Task Force on the Academic Progress of Undergraduates (the "Task Force") in 2003. In his charge to the Task Force, Provost Thorud called for the Task Force to "identify problems that undergraduates have in completing their degrees and also develop strategies the University must adopt to remedy these problems." Further, he asked the Task Force to report on the following issues:

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- Institutional remedies that will eliminate barriers to timely completion of degree requirements.
- Implications of these remedies, and other strategies, for increasing satisfactory progress and diversity among UW students.

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- Outreach and assistance to all students who are not making substantial progress towards an academic goal or degree, who are experiencing academic difficulty in their courses or programs of study, or who are having difficulty in declaring and/or pursuing a major.
- Fair and equitable procedures for handling exceptions to requirements across all departments and majors.

III. University Policies on Undergraduate Academic Progress

In 1987, the University of Washington enacted policies regarding timely progress to the completion of the baccalaureate degree. Enacted by the University of Washington Faculty Senate and approved by the President, the policies cover three general areas:

- Academic credits and the timely completion of baccalaureate degrees.
- Course repetition, withdrawing from classes and/or dropping academic credits.
- Academic probation.

A. Academic credits and the timely completion of baccalaureate degrees

Limit for declaring a major—105 credits

UW students must declare a major by the time they have earned 105 academic credits. A warning letter is sent to students who have not yet declared a major as they approach the 105-credit limit. Students who have completed 105 credits and have not declared a major have a hold placed on their registration; they are not permitted to register for courses until they declare a major or meet with an adviser and receive a pre-major extension. Pre-major extensions are granted by academic advisers if the adviser concludes that the student is pursuing a reasonable goal and has a good chance of gaining admission to the intended major.

Limit for completing a baccalaureate degree—210 credits

Students are also expected to complete their undergraduate degree programs within 30 credits beyond the minimum required for the degree. Since most degrees require 180 credits, students generally must complete their programs by the time they earn 210 credits. Undergraduates who are expected to accumulate 210 credits at the end of the quarter are notified by email the third week of the quarter that they must contact their adviser to submit an application to graduate within two quarters or develop a graduation plan. The Dean of the students' college or school must approve graduation plans. Students ineligible to graduate will be permitted to register for succeeding quarters only if they receive approval from their department and college to continue. Approval to enroll beyond 210 credits generally may not extend beyond two additional quarters.

B. Course repetition, excessive withdrawal from classes and/or the dropping of academic credits

The University's policies on academic progress specify that a student's enrollment may be terminated if he/she has demonstrated lack of academic progress as evidenced by excessive course repeats, course drops, or University withdrawals and cancellations. Students may be reinstated with the approval of their college and the University's Committee on Admissions and Academic Standards. This committee also works in consultation with the Office of minority affairs regarding students advised through the EOP Counseling Center.

Course Repetition

The UW's policies on course repetition are restrictive. The policies state that an undergraduate student may repeat a course once, with the approval of the academic department offering the course. Further, both the original and the repeat grade shall be computed into the student's GPA, but the credit hours for the repeat shall not be counted.

Dropping and adding classes

Undergraduates at UW may withdraw from classes without restriction through the 14th calendar day of the academic quarter (10th day of classes). No record of the dropped course(s) is recorded on the transcript. Students may add classes without restriction through the 7th calendar day of the quarter and, with the instructor's permission, through the 21st day of the quarter.

Late withdrawal from classes and the annual drop

Each University student is afforded *one* "annual drop" per academic year, enabling him/her to withdraw from one course after the 14th calendar day of a quarter (10th day of classes), but no later than the end of the 7th week of the quarter.

A student may withdraw from *all* courses through the last day of classes by withdrawing from the University for that quarter. Students who withdraw from all classes between the 8th & 30th calendar day of the quarter are required to pay half tuition. Students who withdraw from all classes after the 30th calendar day of the quarter are required to pay full tuition.

The University withholds registration from those students who repeatedly withdraw from all courses. If a student wishes to continue, she/he must meet with an academic adviser to discuss and formulate his/her academic plans and goals. Following this discussion, the University may afford the student an additional opportunity to register for subsequent quarters.

C. Academic probation

If a University of Washington undergraduate earns a grade point average (GPA) below 2.00 in his or her first academic quarter, he or she receives an academic warning. If the student does not earn a cumulative GPA of at least 2.00 by the end of the next quarter, the student is placed on academic probation. An undergraduate student is placed on academic probation at the end of any quarter (except the first quarter at the University) in which his or her cumulative GPA falls below 2.00.

Students remain on probation until the cumulative GPA is raised to at least 2.00 provided they achieve at least a 2.50 GPA for each subsequent quarter that the cumulative GPA remains below 2.00. If a student earns less than 2.50 GPA for any quarter of probation, that student is dismissed from the University for low scholarship provided the cumulative GPA remains below 2.00.

IV. Undergraduate Experiences with Academic Progress

This section of the report reviews information on students who are affected by the University's academic progress policies. Concentrating on the attributes of these students, the section is divided into four parts:

- Students exceeding 105 credits with no declared major.
- Students exceeding 210 credits.
- Students withdrawing from classes.
- Students on academic probation.

A. Students exceeding 105 credits with no declared major

The number of students exceeding 105 credits without a declared major has increased since 1999, with the exception of a substantial drop in spring 2004. This recent reduction may be due, at least partially, to the increased emphasis on contacting students who are approaching or have exceeded 105 credits with no major. Students were strongly encouraged in spring to declare a major and/or see an adviser to discuss their progress. These discussions, coupled with an increasing reluctance of advisers to grant pre-major extensions, seem to have reduced students with 105 or more credits and no declared major.

Table 1: Number of UW - Seattle Students with Pre or Extended Major with 105 or More Credits

Pre or Extended Major	Spring Quarter of Indicated Year					
	1999	2000	2001	2002	2003	2004
EVE DEG PROG PRE MAJOR	75	54	40	35	10	5
EXTENDED PRE BA	112	101	111	62	57	34
EXTENDED PRE MAJ A & S	691	832	851	897	918	746
EXTENDED PRE MAJ ENG	155	139	132	151	193	141
PRE ARCHITECTURE	13	8	17	14	13	15
PRE ARTS	6	5	10	7	5	11
PRE B A	42	25	34	30	23	17
PRE BUSINESS EVENING	4	2	2	4	1	
PRE ENGINEERING	94	112	116	120	135	134
PRE FOREST ENGINEERING	2	2	1	1	1	1
PRE FORESTRY	1			1		
PRE HEALTH SCIENCE	17	8	16	6	5	14
PRE MAJOR	283	374	418	442	438	435
PRE NURSING	4	12	9	12	7	19
PRE SCIENCES	26	32	32	28	32	32
PRE SOCIAL SCIENCES	63	52	58	69	46	48
Total	1588	1758	1847	1879	1884	1652
PERCENT OF ALL UNDERGRADUATES	6.7%	7.4%	7.7%	7.5%	7.2%	6.7%

Students who exceed the 105-credit limit typically are:

- In the process of completing prerequisite courses so they can declare or apply to a major.
- Re-evaluating their choice of major after having been rejected from a major with competitive admission.
- Experiencing difficulty enrolling in prerequisite courses because of a high demand for some of these courses.

B. Students exceeding 210 credits

In any given academic quarter, students with 210 or more credits represent between 10 - 11 percent of the total population of students who are seniors. A majority of these students graduate within 1-2 quarters of reaching the University's upper limit of 210 credits.

Table 2 exhibits the number of seniors with more than 210 credits for each spring quarter in the academic years 1998-2003. Of those students with 210 or more credits in the spring of 2003, 68 percent graduated by the end of summer quarter, 2003

Table 2: UW-Seattle Seniors with 210 or More Credits

Spring Quarter	Total Seniors	With 210 or more credits	% With 210 or More Credits	Graduated Summer Quarter	% Graduated Summer Quarter
1999	8648	919	10.6%	549	59.7%
2000	8732	952	10.9%	568	59.7%
2001	8807	908	10.3%	556	61.2%
2002	9001	948	10.5%	596	62.9%
2003	9373	1034	11.0%	704	68.1%
2004	9475	919	9.7%	638	69.4%

Compared to seniors with fewer than 210 credits, those with 210 or more:

- Begin study at the university with substantially more transfer and/or Running Start credits, averaging 42 credits from community colleges or other four-year institutions or for those transferring from Running Start programs, 44 credits (Appendix I, Table 10).
- Are more likely to pursue more than one degree (Appendix I, Table 9).
- May have studied abroad or participated in experiential learning programs such as research or service while enrolled at the university, accumulating additional academic credits for these experiences (Appendix I, Table 11).
- Divide proportionately between majority (Caucasian) and underrepresented minority student groups (Appendix I, Table 12).

C. Individual student profiles

In some cases, individual students who exceed credit limits have undertaken remarkable programs of study. Three student profiles illustrate how academically rigorous programs – in which students pursue multiple degrees, foreign study or learning opportunities beyond the classroom – can heighten credit loads.

Matthew Alexander graduated from the University of Washington in 2002 with slightly more than 225 credits. He graduated with a single major, and a minor.



Matthew Alexander

- Graduated summer 2001
- 11 quarters on the Dean's List
- Majored in Psychology with a minor in Public Health and Community Medicine
- Completed all requirements for admission to medical school
- Awarded one of twelve 2002 George Mitchell Scholarships
- Tutored elementary students in Costa Rica
- Served as a translator for physicians and public health workers in Guatemala and Honduras
- Received Mary Gates Leadership Scholarship and Edward E. Carlson Leadership Award for establishing Students Advocating Global Equality (SAGE)
- Worked as an AIDS Care team leader for Multifaith Works in Seattle
- Served as a youth mentor at El Centro de la Raza, a Seattle community organization
- Received a Fulbright Fellowship to investigate the ways Columbian people are embracing and resisting globalization

Allison Van and Ruchi Kapoor graduated from the University of Washington with more than 225 credits. Both earned bachelors degrees with more than one major.



Allison Van

- Graduated Cum Laude spring 2003
- Majored in Biology, Community & Environmental Planning, and Environmental Studies, with a Minor in Quantitative Science
- Worked as a National Communication Specialist for an environmental non-profit
- Worked as a Public Involvement Research Fellow for the US EPA
- Internship at the National Marine Fisheries Service
- 2000 – Received the S. Sterling Munro Public Service Award
- 2001 – Received a Mary Gates Leadership Grant
- 2002 – Received a Udall Scholarship and a Truman Scholarship
- Currently working in Washington DC as a Truman Fellow for the National Rural Funders Collaborative



Ruchi Kapoor

- Graduated autumn 2003
- 8 quarters on the Dean's List
- Majored in Bioengineering and Neurobiology
- Honors Student
- Teaching Assistant for the UW Robinson Center's summer Robotics class
- Volunteered with ESL junior high
- Received a Mary Gates Research Training Grant and a UW Engineered Biomaterials Research Grant
- Will enter an MD/PhD program in autumn 2004

A challenge in improving the academic progress of undergraduates is striking a balance between accelerating progress to degree while not preventing students from pursuing and completing programs of study and learning as rigorous as these.

D. Students repeating classes, withdrawing from classes or dropping credits

Students who withdraw from classes or drop 25 percent or more of their academic credits during the grading period represent approximately 6 – 7 percent of the total population of students enrolled each spring quarter, and up to 9 percent in any given academic year.

Table 3 exhibits the total number of undergraduate students enrolled each spring quarter 1999-2003 and the number of students who dropped 25 percent or more of their course credits.

Students withdraw from courses for a variety of reasons. While it may be assumed that students typically drop courses for academic reasons, making this assumption would ignore the diverse nature of our student population. Other reasons students withdraw include:

- Students who are economically disadvantaged and must work to support themselves and/or their families.
- Students who find it difficult to be away from a family network or support group.
- Student athletes who find it difficult to balance the heavy demands of athletic participation and academic performance.

Table 3: UW-Seattle Students Who Drop More Than 25% of Their Credits Before Grading

Spring Quarter	Total Enrolled	Drop 25% or More	% Who Drop 25% of Credits	Average GPA	Average Total Credits	Average GPA of all students
1999	23214	1553	6.69%	2.83	100.6	3.11
2000	23519	1621	6.89%	2.83	99.1	3.12
2001	23672	1538	6.50%	2.85	99.3	3.13
2003	24699	1566	6.34%	2.87	104.2	3.14
2003	24717	1519	6.15%	2.91	107.4	3.16

These students:

- Typically, complete their undergraduate degrees *within* the University's credit limits (Appendix I, Table 13).
- Earn somewhat lower grade point averages (Appendix I, Table 14).

E. Students on academic probation

Over the last five years, an average of approximately 2 percent of all enrolled students at UW-Seattle have failed – in more than one academic term – to earn the minimum grade point average (2.0). The University placed these students on academic probation. Table 4 exhibits the number of students enrolled in an academic quarter (for the years 1999-2003) who have been placed on academic probation at least once at some point in their studies at the university. Students achieve low scholarship for many of the same reasons as those who withdraw from classes.

Table 4: UW-Seattle Students On Academic Probation More Than One Quarter

Spring Quarter	Total Students Enrolled	Number of Students On Academic Probation	Percent of Students On Academic Probation
1999	23214	500	2.15%
2000	23521	502	2.13%
2001	23675	537	2.27%
2002	24699	541	2.19%
2003	24717	519	2.10%

Of the students with one or more academic terms on probation, less than 1 percent (in any year) remains on academic probation for two terms successively (Appendix I, Table 15).

Students on academic probation for more than one quarter:

- Typically complete their undergraduate degrees within the University's credit limits (Appendix I, Table 5).
- Disproportionately are males.

In summary, each of these populations of students – those who exceed 105 credits without declaring a major, those who exceed 210 credits required by their degree programs, those who routinely withdraw from classes or drop 25 percent or more of their credits, and those who remain on academic probation – have unique attributes and/or experiences which impede academic progress or result in excessive credits. For example, many bring college credits earned from community colleges or other institutions to the university. Many others pursue multiple degrees. Finally, many pursue experiential learning opportunities beyond their ordinary studies (such as study abroad) that significantly enhance the educational value of their studies. These experiences contribute to the accumulation of academic credits beyond the minimum required for graduation.

Students who frequently withdraw from classes typically progress through their studies more slowly than others. Further, the act of enrolling and then withdrawing from classes reduces others' access to courses. Finally, students on academic probation in any term constitute a very small proportion of the student body. Those on probation for two terms successively constitute an even smaller percentage. The latter group of students either leaves the University prior to graduating or graduates within the University's credit limits.

V. Factors Delaying Academic Progress

The analyses of undergraduate academic progress reported in section III identify many factors contributing to delays in students' programs of study. In reviewing these data and consulting with students, academic advisers and administrators at UW-Seattle, the Task Force identified at least seven major causes of delay. This section of the report describes the following factors and how they shape students' undergraduate academic experiences:

- Restricted access to high-demand gateway courses.
- Restricted access to high-demand majors.
- Challenges in academic advising.
- Accumulation of pre-college academic credits.
- Accumulation of credits for experiential learning.
- Low academic scholarship.
- Multiple majors/multiple degrees.

However, current enrollment levels and fiscal austerity at UW combine to create a challenging context in which delays in academic progress are likely to occur. Currently, the University is over-enrolled by approximately 1,500 students, 1,000 of whom are undergraduates. These undergraduates create added pressure on courses and academic

programs already limited by budget reductions from two previous years. As the University has eliminated numerous faculty and staff positions to absorb reductions in funding, problems such as those identified above (e.g. restricted access to gateway courses, restricted access to majors, and limited advising) have become more severe. Any discussion of delays in students' academic progress must not ignore the difficult and complicated context in which these problems have emerged.

A. Restricted access to high-demand gateway courses

Many undergraduate programs at the University of Washington require structured sequences of courses that build on each other (for example, in science, engineering, and language majors) or a set of background courses that students must complete prior to entering advanced work in the major.¹ When demand for these background courses exceeds capacity, access diminishes and becomes an obstacle to timely completion of degree programs. Currently, students may experience delays of one or more quarters in enrolling in some of these required courses. As they wait, they often accumulate academic credits in areas unrelated to their primary fields of interest. Thus, inadequate space in prerequisite or “gateway” courses may prolong students' academic progress.

In previous years (including the 2003-04 academic year), the practice of students repeating critical gateway courses has aggravated access problems. Some students may enroll in required courses repeatedly in order to improve their grades and gain access to a competitive major or degree program. The University Handbook clearly states the UW policy on course repetition:

“With the approval of the academic department offering the course, an undergraduate student may repeat a course once. Both the original and the repeat grade shall be computed into the student's GPA, but the credit hours for the repeat shall not be counted.” University Handbook: Volume Four, Part III, Chapter 15, Section 2

However, the automated registration system currently enrolling students in classes does not include programming for this provision. In recent years, students have enrolled repeatedly in many high demand gateway classes, creating access problems for those students with lower registration priorities (primarily first and second year students). The Office of the Registrar is revising the registration system to prevent this practice, beginning with registration for winter term 2005 (effective November 2004 –see section VI, Remedies and Implications).

Finally, the University's current transfer policies exacerbate access problems in some gateway courses. Because many students transferring from community colleges do not move directly into an academic major at UW, they occupy critical spaces in courses typically reserved for freshmen and sophomores. Similarly, many students with Running Start or advance placement credits may expect that they will have access to the same courses (and other academic opportunities) afforded entering freshmen with no transfer credits. Occupying these spaces creates additional demand on courses that ultimately impedes all students' access to prerequisite classes for entry to majors.

¹ For professional programs (business, engineering, health sciences, architecture), the list of requirements can be extensive

B. Restricted access to high-demand majors

Like oversubscribed gateway courses, demand for some majors at UW-Seattle has increased beyond capacity in recent years. Among the majors in greatest demand are art, biology, business, computer science, communication, political science, psychology and economics. Unlike the pressure from reduced access to gateway courses, unmet demand for majors results primarily from limited access to upper-division classes. However, expanding enrollments in many majors is difficult because tenure-line, permanent faculty teach most of the courses at the upper-division level. Although permanent support for some “high demand” programs has increased in recent years, recent reductions in University budgets and the ensuing loss of permanent faculty and staff positions have exacerbated the overall problem.

When demand for majors exceeds capacity, departments must restrict access to their degree programs. For high-demand programs, admission typically is competitive based on grades in prerequisite courses, preparation for the major and other factors. Such restrictions on access, however, impede progress to degree for those students who are not competitive for their preferred majors and who have not seriously considered alternative degree programs. Some students reapply (repeatedly) to their preferred major, spending up to one additional year completing courses that they believe will increase the likelihood of admission. Other students shift to alternative degree programs and, in some instances, must complete new prerequisites in order to gain entry. Problems with a student getting into a major may not surface until the student reaches 105 credits.

C. Challenges in academic advising

Delays in academic progress may also arise from ill-advised decisions made by students about their courses and degree programs, particularly students who are pre-majors. Many students do not utilize the university’s advising resources. Rather, they “self advise” or seek the advice of their peers in lieu of a professional or faculty adviser, enrolling in courses without informed consideration of a future major or course of study. Finally, many students reported to the Task Force that when they do consult academic advisers or faculty members about their academic plans, the information they receive is inconsistent (between advisers) and, at times, more confusing than helpful.

One factor contributing to this is the limited advising available to first and second year students. Although the University employs over 200 academic advisers on campus, only 25 work in Undergraduate Education and the Office of Minority Affairs. These 25 advisers are responsible for working with approximately 10,000 undergraduate pre-major students; the remaining advisers work in individual departments, primarily advising departmental majors. Relative to their counterparts at peer institutions, UW pre-major advisers have among the highest student load per adviser.²

Further, few institutional checkpoints exist in a student’s academic career to alert university advisers to potential problems students are encountering. Currently, students receive e-mail notifications as they approach academic progress credit limits or encounter difficulties in their course work. Further, the university places holds on their registration only when they reach or exceed a credit limit. However, in none of the initial contacts do advisers engage students in

² An average of 450 pre-major students per adviser.

an active exchange over the students' academic plans or performance, except those students advised in the Office of Minority Affairs. Appendix II (from the Office of the Registrar) provides detailed information regarding current communications with students about their academic progress over the course of their tenure at UW.

Finally, students repeatedly expressed frustration to Task Force members about the lack of consistent advising. Students have asserted that different advisers offer different strategies and information about courses and the paths to degree programs. The absence of any mechanism to track advising recommendations and decisions across advisers contributes to the problem. Without a method for tracking advising sessions, it is impossible to ensure that students receive consistent information from all advising resources.

A complicating factor is the absence of uniform training among advisers. Whereas some departments have excellent training programs for their advisers, others provide minimum training and/or rely primarily on advisers in Undergraduate Education to provide training.

D. Accumulation of pre-college academic credits

Many students who exceed the UW's academic progress credit limits have accumulated many of their academic credits prior to enrolling at UW (see section IV, "Students exceeding 210 credits"). This includes credits transferred to UW from other institutions when students initially enroll at the university, including:

- Advanced Placement (AP).
- International Baccalaureate (IB).
- College-in-the-High-School.
- Running Start.
- Transfer credits from community colleges or other institutions.

All of these credits count against the academic progress limits, even those earned as part of students' secondary education such as AP, IB, College-in-the-High-School or Running Start. Students transferring these credits have less latitude and more difficulty completing their required courses and programs of study within the current progress limits, even if the transfer credits are unrelated to their chosen degree.

Many students expressed the concern that the University sends a mixed message to students by counting these credits toward academic progress. While the University encourages students – by virtue of its challenging admission standards – to perform at the highest academic levels in high school and complete difficult curricula such as the International Baccalaureate or Advanced Placement courses, the UW then counts credits earned in these programs against the overall number of credits students may earn at UW even though these credits often do not satisfy either UW General Education or major course requirements. Many felt that this practice deprives high achieving students a "full" college experience and will have a chilling effect on high school students, discouraging them from pursuing the most challenging academic programs before college.

E. Accumulation of credits for experiential learning

Another factor contributing to students accumulating credits beyond those required by degree programs is participation in experiential learning programs. Study abroad, undergraduate research, and public service internships or service learning are not typically required by most majors or degree programs and may delay the completion of required academic credits. As noted in section IV of this report, many of the students exceeding 210-credit limit for graduation had accumulated many additional credits from participating in these types of programs.

These experiences raise an important philosophical dilemma about academic progress. Although experiential learning programs extend time to degree (in terms of credits), they represent unique and important opportunities for learning that significantly enrich undergraduate education. Exposure to radically different cultures, diverse people with different life situations, involvement in academic discovery, and participation in service work that translates academic principles and ideas into social action are the types of experiences that rarely occur in the traditional classroom and are vital to intellectual development.

At issue is whether credit-bearing experiences beyond the classroom should count against academic progress credit limits. As higher education shifts toward student-centered and experience-based learning, the content of academic courses and majors should also shift to the inclusion of these experiences as required elements of programs of study. In the interim, however, strict application of the UW's academic credit limits – at least as the University computes them – may prevent students from participating in experiential learning programs.

F. Multiple majors/multiple degrees

A final factor contributing to delay is the pursuit of multiple majors or multiple degrees. In excess of 500 students in 2003 earned two or more degrees, averaging 250 academic credits each (see Table 9). Yet some students pursue multiple degrees (and multiple majors) without carefully considering whether this is necessary or academically beneficial, basing their decisions instead on anecdotes from peers or limited information about degree programs. Others are more purposeful and deliberate, pursuing multiple majors or degrees in an effort to be more competitive for national scholarship awards or admissions to graduate schools. In almost every case, however, these students accumulate many more academic credits than others. Some egregiously exceed the credit limits for academic progress.

Unlike many of its peer institutions, the UW places few restrictions on students pursuing multiple majors or degrees. Although current policies articulate the basic process and number of credits required (45 additional credits for each degree), the UW imposes no requirement that students speak with academic advisers or develop a graduation plan as they contemplate obtaining more than one major or one degree. As a result, the decision to extend baccalaureate work beyond a single major or degree often is not informed or advised. Yet the decision may have significant consequences for the individual student's academic progress and for the institution's capacity to serve others.

VI. Remedies and Implications

This final section of the report reviews recommendations for institutional policies and practices that will remedy barriers preventing students from completing their programs of study. Based on the findings reported in sections IV and V, this part of the report outlines the Task Force recommendations and their rationales along with the proposed remedies to academic progress problems as they relate to each of the major sources of delay in students' time-to-degree. Implementation of these recommendations will eliminate many of the institutional barriers to academic progress and the ensuing delays that students experience in pursuing their academic programs.

As these recommendations are considered, the University must also ensure that its policies are sensitive to differences in students' backgrounds, approaches to learning, and access to resources. These differences may contribute heavily to students' academic success and their ability to take full advantage of the University's resources and opportunities in completing their degree programs. Policies should be sensitive to students who experience academic difficulty for a variety of reasons, which may include financial, personal, or academic preparation to sustain their educational goals

A. Restricted access to high-demand gateway courses

Within the fiscal limits of the University's budget, every effort should be made to increase access to high-demand, gateway courses. In the absence of increases in permanent funding for vacant (or eliminated) faculty positions, the Task Force recommends the following measures:

- Continue to improve enrollment management strategies.
- Reduce repetition of courses.
- Establish prerequisite grades for courses offered in sequence.

Over the past year, the University's Enrollment Management Committee examined resource allocations to colleges and departments to improve undergraduates' access to high demand, gateway courses. As part of its work, the Committee established steps for improving the management of enrollment in these courses, including provisions for the allocation of temporary instructional funds to meet short-term enrollment demands. The Committee developed an annual calendar for enrollment planning that includes early predictions of future enrollment loads (for the next academic year) in those courses and departments with heaviest undergraduate demand. The next step in the planning process calls for the Provost's office to make preliminary allocations of temporary funds to colleges, in consultation with college deans and department chairs, for recruiting the teaching assistants and part-time faculty needed to meet predicted levels of demand. A critical issue in this planning process is making the allocations sufficiently early in the academic year so that departments may recruit adequate numbers of instructional staff.

An equally important step in addressing access concerns, particularly for freshmen and sophomores in high-demand courses, is increasing departmental flexibility in addressing short-term needs or opportunities for expanded enrollments. For example, converting some large classes to freshman-only or sophomore-only enrollments prior to registration should

enable the University to address unanticipated course demand resulting from changes in such factors as the size of the incoming freshman class. Another category of students who may need access to gateway courses is the incoming transfer student.

The Task Force also examined, in conjunction with the Enrollment Management Committee and the Faculty Senate Council on Academic Standards, course repetition by undergraduates. In response to the problems with course repetition described in section V of this report, the Office of the Registrar has re-programmed the registration system to prevent students from registering for any course more than once. The re-programming will be effective for the Winter 2005 registration period (November 2004).

Because under-prepared students are more likely to repeat courses, reducing the opportunities for repetition may have the unintended effect of lowering academic grades of these students and increasing their rate of failure in the most challenging undergraduate classes. Accordingly, the University must ensure that adequate support is made available to these students through existing study centers and other programs designed to enhance academic performance. Also, departments should be expected to develop clear guidelines regarding approval of requests to repeat. These guidelines should include consideration of the student's ability (outside of the particular class) along with the plan for participating in academic support programs such as those offered through the Center for Learning and Undergraduate Enrichment (CLUE), the Instructional Center (IC) in the Office of Minority Affairs, and various other departmental study centers on campus.

Finally, the Task Force recommends that in order to increase access in high-demand, gateway courses offered in a series that have high failure or withdrawal rates (e.g. Chemistry 142,152,162), the Office of the Registrar in conjunction with academic departments determine prerequisite GPAs for each course that would ensure a high satisfactory completion rate in the next course.

If the University implements this recommendation, however, the imposition of requisite GPAs may prevent some less well-prepared students from completing the sequence. Indeed, a weak grade in the initial class in the sequence will bar them from all remaining courses. One way to mitigate this effect is to afford departments some discretion in admitting students to sequenced classes, enabling them to approve students whose grades may not meet the requisite level but who show promise or a willingness to obtain the necessary academic support.

B. Restricted access to high-demand majors

The Task Force recommends that the University Enrollment Management Committee work together with the Office of the Provost and the Dean of the College of Arts and Sciences to relieve pressure on high-demand degree programs. In the absence of permanent increases in faculty lines for these programs, at least four strategies seem worthy of consideration:

- Ascertain whether non-tenure faculty (lecturers) with term appointments could meet the instructional needs of majors for the near term.
- Enhance academic advising for second-year students, directing pre-majors to fields other than high-demand programs when appropriate.

- Continue the OMA Academic Development Initiative to enhance developmental advising and career planning with emphasis on options to high-demand majors.
- Initiate a discussion with competitive departments to explore multiple criteria for admission.

Use non-tenured faculty to meet instructional needs of majors

Although colleges and departments utilize tenure-track faculty to teach the upper division courses that majors routinely seek, it may prove useful during this period of over-enrollment and fiscal restraint to reconsider how departments teach these courses. Use of lecturers strategically may enable upper division students to complete their course work, avoid enrolling in lower-division classes and improve progress to degree. The Task Force recommends that the Office of the Provost consider supporting lecturers, on a short-term temporary basis, to a few high demand departments in order to reduce access pressure on their degree programs.

Enhanced academic advising for second-year students

In order to assist students seeking admission to majors, the Task Force recommends enhanced academic advising for second year students. Consistent with the Provost's 2003-04 initiative on advising, students who are extended pre-majors may require individualized advising to ensure that their academic planning is realistic and aligns with the capacity of undergraduate majors. At the heart of the Provost's initiative is the idea that individualized advising for all second year students will yield fewer students who leave the University for lack of a desired major or whose academic progress is seriously delayed as they await entry into a major. The Task Force recommends continuation of the Individualized Second-Year Advising Program (ISAP) developed by central academic advising in conjunction with the Office of Minority Affairs and its Academic Development Initiative for students who participate in OMA programs.

C. Challenges in academic advising

Effective and accessible academic advising is essential to improving students' progress to degree. The University should undertake the following measures to enhance academic advising across the UW-Seattle campus:

- Complete a major self-study and external review of undergraduate advising, including advising in the Gateway Center (central undergraduate advising), the Office of Minority Affairs (EOP Advising), and all departmental advisers.
- Institute electronic processes to monitor student academic progress to degree.
- Institute approval processes for change of major, change of degrees, and for enrolling in multiple majors or degrees.
- Institute mandatory advising for students on academic warning and probation.
- Establish and require continuing education/training and development for all academic advisers.
- Establish a system that improves the flow of important information to all advisers and regularizes opportunities for cross campus adviser discussion of issues and consensus building.

Review of Advising

In examining the academic progress of undergraduates, the Task Force learned that academic advising takes many different forms and occurs in many different units at UW. The diversity of approaches to advising reflects, in part, the different learning styles and needs of undergraduates and the diverse perspectives of the University's academic and student service programs. However, numerous issues regarding academic advising arose repeatedly as the Task Force gathered information.

- What additional measures could advisers take to reach students who only "self-advise"?
- Does the current structure of academic advising adequately serve the UW's diverse population of undergraduate students?
- Do academic advisers fully utilize available technologies for extending the reach of advising services?
- What additional advising services would assist students in planning their academic programs more effectively?

A major self-study of academic advising should be lead by the Office of the Provost during the 2004- 05 academic year to address these and other questions, with an external review to be completed by the end of spring term 2005.

Processes to monitor academic progress to degree.

In 1997, the UW established the degree audit requirement system (DARS) enabling students to monitor credits completed for their degree programs. The Task Force recommends that the Office of the Registrar either revise the DARS system or develop a companion system that enables students to monitor their progress in relation to the University's credit limits.

Approval processes for change of major (or degrees) and for enrolling in multiple majors or degrees.

In order to ensure that students plan their degree programs and make informed decisions as they enter majors, the Task Force recommends that students be required to gain approval when changing majors or degrees (after 135 credits) or when pursuing multiple majors or degrees. The University must develop a process to determine how approval that focuses on whether students can complete their proposed major(s) or degree program(s) in a timely manner will be granted. Students should be afforded the opportunity to petition to the dean of the college if their plans are not approved. Those students whose plans are not approved should be required to graduate with their current major and degree.

Mandatory advising for students on academic warning and probation

Students who experience academic difficulty in their classes are rarely contacted when they initially earn low grades, with the exception of OMA students. These students are more likely to withdraw from the University or encounter difficulty in finding a major course of study. The Task Force recommends the adoption of the strategy currently implemented by the OMA Advising Center, which requires that all students placed on academic warning or probation meet with an adviser at the beginning of the next academic term. In these meetings, advisers will review the student's academic record for the previous term along with the courses in which he/she is currently enrolled. Advisers will direct all students on academic warning and/or probation to the services of study centers across campus to include but not limited to the Instructional Center (IC) in the Office of Minority Affairs and the Center for Learning and Undergraduate Enrichment (CLUE) in Mary Gates Hall.

Continuing education and development for academic advisers.

In order to enhance consistency in advising, the Task Force recommends that all advisers participate in quarterly or semi-annual workshops and training sessions. These sessions should focus on subjects such as changes in existing academic programs, the academic learning and advising needs of diverse student groups, new courses and experiences available to students, and new uses of technology to enhance students' academic planning and decision-making.

D. Accumulation of pre-college academic credits

College credits earned at other two or four-year institutions should continue to count toward students' academic progress at UW. However, students in high school who earn pre-college credits in AP, IB or College-in-the-High-School programs should be given the option to apply those credits toward the requirements of their baccalaureate degree.

The Task Force recommends that the Office of the Registrar establish for each student an account, not unlike a bank account, which records all pre-college credits. As students progress through their studies, they must decide whether to apply any or all of the pre-college credits (AP, IB, and College-in-the-High-School) in this account toward the requirements of their degree programs. If students choose to apply the credits, then the credits should count toward academic progress. If students choose not to apply the credits, then the credits should not count toward academic progress.

E. Accumulation of credits for experiential learning

In order to ensure that undergraduates take full advantage of the University's academic opportunities, the Task Force recommends that the Office of the Registrar exempt a limited number of credits (no more than 30) earned in foreign study, undergraduate research, internships, public service projects, and service learning from the computation of academic progress limits, *if those types of experiences are not established parts of their programs of study*. Further, the Task Force recommends that credits earned in these experiences may fall entirely into one category- for example, undergraduate research – or into more than one, with the total not exceeding 30.

F. Multiple majors/multiple degrees

The Task Force recommends that the University institute an approval process for declaration of a second major or degree. In obtaining approval, students should offer an academic rationale supporting their application and a plan for graduation. Approval should be contingent on students articulating course plans that enable them to complete all majors and degrees in a timely manner.

APPENDIX I

DATA

Table 2A: UW-Seattle Seniors with 225 or More Academic Credits

Spring Quarter	Total Seniors	With 225 or more credits	% With 225 or More Credits
1999	8648	506	5.85%
2000	8732	533	6.10%
2001	8807	510	5.79%
2002	9001	511	5.68%
2003	9373	549	5.86%

Table 5: UW-Seattle Graduating Students Who Have Been on Probation 2 or More Consecutive Quarters

Spring Quarter	Number of Students Graduating	Average Credits at Probation	Upon Graduation				
			GPA	UW Credits	Transfer	Extension	Total
1998	19	74.7	2.64	136.9	42.4	1.9	181.2
1999	17	80.2	2.48	155.9	37.8	1.8	195.5
2000	19	94.6	2.44	160.6	38.6	0.5	199.7
2001	14	130.8	2.25	135.9	49.5	2.1	187.5
2002	4	146.1	2.18	110.8	73.1	1.3	185.2
2003	4	160.8	2.07	159.8	23.3		190.1
2004	0	0.0					

Running Start

1998	1	138.0	2.53	126.0	79.0	0.0	205.0
1999	2	60.0	3.10	149.5	50.0	0.0	199.5
2000	3	82.3	2.94	163.0	53.0	1.7	217.7
2001	2	106.0	2.60	96.5	90.0	0.0	186.5
2002	2	131.5	2.24	128.5	62.5	0.0	191.0
2003	0	0.0					
2004	0	0.0					

Table 6: Total Earned Credits For UW-Seattle Graduating Students by Transfer Status

Academic Year	Number of Graduating Students	Number With No Transfer Credits	Average Total Credits	Number with Transfer Credits	Average Total Credits
1998 - 99	5804	1957	186.3	3847	199.8
1999 - 00	5760	2074	185.5	3686	200.9
2000 - 01	5898	2221	186	3677	200.4
2001 - 02	6024	2167	189.9	3857	200.5
2002 - 03	6288	2301	190.4	3978	201.9

Table 7: UW-Seattle Students Graduating With a Single Degree and One Major

Academic Year	Number of Students	Average GPA	Average Total Credits	Number of students in Excess of 125%	Average GPA
1998 - 99	5187	3.22	191.1	436	3.19
1999 - 00	5121	3.24	191.4	477	3.24
2000 - 01	5216	3.24	190.5	455	3.27
2001 - 02	5270	3.23	192.2	475	3.23
2002 - 03	5394	3.23	192.7	500	3.29

Table 8: UW-Seattle Students Graduating with a Single Degree and More Than One Major

Academic Year	Number of Students	Average GPA	Average Total Credits	Number of Students in Excess of 125%	Average GPA
1998 - 99	245	3.38	195.6	9	3.47
1999 - 00	269	3.39	195.5	10	3.35
2000 - 01	270	3.39	194.9	9	3.59
2001 - 02	301	3.35	194.4	8	3.34
2002 - 03	391	3.39	198	24	3.39

Table 9: UW-Seattle Students Graduating With More Than One Degree

Academic Year	Number of Students	Average GPA	Average Total Credits	Number of Students in Excess of 125%	Average GPA
1998 - 99	372	3.38	252.9	77	3.36
1999 - 00	370	3.39	250.1	79	3.35
2000 - 01	412	3.41	251.1	83	3.37
2001 - 02	453	3.44	250.5	88	3.44
2002 - 03	503	3.44	251.5	99	3.42

Table 10: UW-Seattle Graduating Students Who Bring Running Start Credits to the University

Academic Year	Number of Students	Average Transfer Credits (Including Running Start Credits)	Average Total Credits	Number in Excess of 125% of Minimum	Average Total Credits of Those in Excess of 125%
1998 - 99	255	46.3	197.7	17	235.6
1999 - 00	364	43.3	204.6	36	243.4
2000 - 01	414	44.5	204.9	50	247.5
2001 - 02	503	46.1	207.7	69	248.2
2002 - 03	639	44.3	210.8	85	254

Table 11: UW-Seattle Students Graduating With Foreign Study Credits

Academic Year	Number of Students	Average Foreign Study Credits	Number of Students in Excess of 125%
1998-99	415	18.53	139
1999-00	460	19.17	122
2000-01	553	18.79	171
2001-02	603	19.06	193
2002-03	716	18.97	203

Table 12: Racial and Ethnic Diversity of UW-Seattle Students at Risk

	Percent of all Undergraduates (Spring 2003)	Percent Dropped-Low Scholarship (Spring 2003)	Percent > 225 Credits (Spring 2003)	Percent on Probation More Than Once (Spring 2003)
Caucasian	53.9%	38.9%	49.9%	38.4%
Asian	23.9%	32.1%	25.2%	34.7%
Hawaiian /Pacific Islander	0.5%	0.6%	0.6%	1.2%
Hispanic	3.6%	6.6%	4.6%	5.3%
Native American	1.0%	2.8%	2.0%	1.5%
African American	2.6%	7.6%	1.5%	8.4%
Other	11.3%	9.3%	15.0%	8.7%
Foreign	3.2%	2.1%	1.2%	1.8%
	100%	100%	100%	100%

Table 13: UW-Seattle Graduating Seniors Who Have Dropped More Than 25% of Their Credits Before Grading at Some Point

Academic Year	Number of Graduating Students Who Dropped 25% or More	Average GPA	Average Transfer Credits	Average Extension Credits (includes AP & Running Start)	Average Total Credits	Average GPA of all students
1998-99	1064	3.08	35.96	2.35	202.19	3.11
1999-00	985	3.11	39.37	2.33	202.79	3.12
2000-01	686	3.12	41.86	2.22	200.94	3.13
2001-02	422	3.16	45.72	2.86	200.74	3.14
2002-03	139	3.25	47.06	3.15	207.68	3.16

Table 14: UW-Seattle Students Who Drop More Than 25% of Their Credits Before Grading

Academic Year	Total Enrolled *	Drop 25% or More	% Who Drop 25% of Credits	Average GPA	Average Total Credits	Average GPA of all students
2001 - 02	76659	6030	7.9%	2.87	100.6	3.13
2002 - 03	76780	5674	7.4%	2.88	104.9	3.15

Table 15: UW-Seattle Students On Academic Probation Two or More Quarters

Academic Year	Total Students Enrolled *	Number of Students On Academic Probation	Percent of Students On Academic Probation
2001 - 02	76659	203	0.3%
2002 - 03	76780	213	0.3%

APPENDIX II
REGISTRATION POLICIES

TABLE						
OFFICE OF THE REGISTRAR						
ACADEMIC PROGRESS POLICY PROCESSING						
	90 EARNED CREDITS (Pre Majors)	105 EARNED CREDITS (Pre Majors)	165 EARNED & CURRENT QUARTER CREDITS	195 EARNED & CURRENT QUARTER CREDITS	>210 EARNED & CURRENT QUARTER CREDITS ¹	EXTENDED PREMAJOR EXPIRATION
QUARTER	EACH PROCESS IS RUN ON FRIDAY OF THE THIRD WEEK OF THE ACADEMIC QUARTER (NO SUMMER)					
AUTUMN	Email Notification	Email Notification Holds Placed	Email Notification	Email Notification	Email Notification & hold placed. Students with a degree application or graduation plan on file with a current or future expiration quarter/year are not included.	Registration Holds (Manual Process)
WINTER	Email Notification	Email Notification Holds Placed	Email Notification	Email Notification	Email Notification & hold placed. Students with a degree application or graduation plan on file with a current or future expiration quarter/year are not included.	Registration Holds (Manual Process)
SPRING	Email Notification	Email Notification Holds Placed	Email Notification	Email Notification	Email Notification & hold placed. Students with a degree application or graduation plan on file with a current or future expiration quarter/year are not included.	Registration Holds (Manual Process)

¹ STUDENTS WHOSE DEGREE QUARTER OR GRADUATION PLAN EXPIRATION DATE IS REACHED ARE NOT PERMITTED TO REGISTER FOR A FUTURE QUARTER (EXCEPT SUMMER).