



**The Performance of Students Attending The University of Texas at Austin as a Result of
the Coordinated Admission Program (CAP)
Students Applying 2001 and 2002**

Report 2

Prepared by

The Office of Admissions

In cooperation with

The Office of the Registrar

Background

The University of Texas at Austin (UT Austin) is the flagship higher educational institution of the State of Texas, but it also has a heritage of accommodating all, or nearly all, of its in-state applicants. The Coordinated Admission Program (CAP) is the University's current effort to avoid "closing the door" on any Texas resident.

From 1962 to the implementation of CAP, UT Austin had a Provisional Admissions (PA) program. It was a conditional admissions alternative for Texas resident applicants not admitted to the fall semester. Historically, PA participants were required to complete twelve hours of basic college coursework during the summer with a minimum GPA of 2.25. Upon successful completion of the program, participants were eligible to enroll for the fall semester as regularly admitted freshman students. Over time, the success rate of the provisional admits varied, but in the latter years it was approximately 50 percent.

At UT Austin enrollment pressures peaked during the summer/fall 2000 admissions cycle. The applicant pool increased from 18,930 in 1999 to 21,539 (+13.7%). In the same period, the number of admits increased from 11,949 to 13,256 (+10.9%). PA offers increased to more than 4,000 students and of that pool approximately 1,500 actually enrolled; 905 continued into the fall. The unexpectedly large number of enrolling freshmen brought about a simultaneous evaluation of PA and the effects of the recently-adopted Top 10% legislation.

After the passage of HB 588 (the Texas Top 10% Automatic Admissions Law) in 1997, the profile of PA participants changed. The automatic admission of top 10% students resulted in increased competition for fewer and fewer remaining spaces. This produced a body of PA students with stronger academic backgrounds. The PA Program had transformed from a conditional admission program with performance contracts, to a selective fall-admissions alternative for highly-qualified freshmen.

On November 16, 2000, the University of Texas System Board of Regents approved a revision to the Provisional Admission policy for The University of Texas at Austin. It allowed for the creation of an off-site Provisional Admission Program and simultaneously placed a moratorium on spring 2001 freshman and transfer admissions. Beginning with the fall 2001, Texas resident applicants were offered fall admission, summer freshman admission (with no performance contract

conditions), or the new off-site PA (which was then called “Off-campus Provisional Admission”). Eventually, the program came to be known as the Coordinated Admissions Program—or CAP.

CAP required the completion of 30 semester hours of prescribed coursework and a minimal grade point average of 3.0. This coursework must be completed at one of five participating University of Texas component institutions during the fall and spring semesters (and mini-semesters during the summer at selected campuses) immediately following a student’s high school graduation.¹

After successfully completing the program requirements, participants are guaranteed unconditional acceptance into the College of Liberal Arts or Natural Sciences at UT Austin. Although the admissions guarantee only applies to those two colleges, participants are afforded an opportunity to compete with other transfer students for admission into UT’s other major programs.

“CAP01” and “CAP02” Students

The first group of students to be offered Coordinated Admissions was from the applicant pool of the summer/fall 2001 cycle. In that year there were 2,084 offers; 599 students returned their CAP contracts and 476 actually enrolled in participating UT System schools. In the fall of 2002, 182 actually enrolled. These students (n=182) were referred to as “CAP01.”

The summer/fall 2002 cycle included 3,387 CAP offers; 982 students returned their contracts and 800 actually enrolled in participating UT System schools. In the fall of 2003, 326 actually enrolled as transfer students at UT Austin. These students (n=326) are referred to as “CAP02.”

They are all graduates of Texas High Schools. Table 1 provides a demographic breakdown of that subset.

Table 1
Racial/Ethnic and Gender Breakdown of CAP Students
Fall 2002 and 2003

Ethnicity	Applied Summer/Fall 2001						Applied Summer/Fall 2002					
	CAP01 Students Returning Fall 2002						CAP02 Students Returning Fall 2003					
	Gender				Total		Gender				Total	
	FEMALE		MALE				FEMALE		MALE			
N	%	N	%	N	%	N	%	N	%	N	%	
AMERICAN INDIAN	1	1%			1	1%	2	1%			2	1%
ASIAN AMERICAN	18	22%	24	24%	42	23%	43	26%	32	20%	75	23%
AFRICAN AMERICAN	4	5%	5	5%	9	5%	5	3%	11	7%	16	5%
HISPANIC	17	21%	20	20%	37	20%	34	20%	30	19%	64	20%
INTERNATIONAL							1	1%			1	
WHITE	41	51%	51	50%	92	51%	82	49%	84	53%	166	51%
UNKNOWN			1	1%	1	1%	1	1%	1	1%	2	1%
TOTAL	81	100%	101	100%	182	100%	168	100%	158	100%	326	100%

¹ The participating UT System component schools are UT Arlington, UT San Antonio, UT Pan American, UT Permian Basin, and UT El Paso.

CAP01 and CAP02 Performance Compared to Classmates Admitted as Entering and Summer Freshmen

Since CAP was designed to accommodate as many Texas residents as possible, this study is limited to graduates of Texas High Schools. Specifically, four subsets of entering 2001 and 2002 freshmen are analyzed:

1. **Top 10%** are those students automatically admitted as a result of HB 588 (the Texas Automatic Admissions Law). These Texas high school graduates did not compete with CAP students. They are included for illustrative purposes only.
2. **Non-Top 10%** admits are those Texas high school graduates who competed for remaining slots after the top 10% students were admitted. They were admitted to the semester of their choice. (This group does not include the Summer Freshmen described below.)
3. **Summer Freshmen** admits are those Texas high school graduates who were admitted, but on the condition that they begin coursework during the summer semester. This group most closely resembles the CAP groups and is the best group for comparison.
4. **CAP01** and **CAP02** students are as described above.

Tables 2 through 4 provide demographic information about the groups enumerated above.

Table 2
Racial/Ethnic and Gender Breakdown of Top 10% Students
Texas High School Graduates Only
Summer/Fall 2001 and 2002

Ethnicity	Entering Summer/Fall 2001						Entering Summer/Fall 2002					
	Gender				Total		Gender				Total	
	FEMALE		MALE				FEMALE		MALE			
N	%	N	%	N	%	N	%	N	%	N	%	
AMERICAN INDIAN	6	<1%	4	<1%	10	<1%	9	<1%	9	1%	18	<1%
ASIAN AMERICAN	392	20%	325	22%	717	21%	428	19%	371	22%	799	20%
AFRICAN AMERICAN	97	5%	35	2%	132	4%	102	5%	53	3%	155	4%
INTERNATIONAL	7	<1%	11	1%	18	1%	27	1%	13	1%	40	1%
HISPANIC	319	17%	256	17%	575	17%	413	19%	287	17%	700	18%
WHITE	1094	57%	837	57%	1931	57%	1252	56%	942	56%	2194	56%
UNKNOWN	11	1%	4	<1%	15	<1%						
Total	1926	100%	1472	100%	3398	100%	2231	100%	1675	100%	3906	100%

Table 3
Racial/Ethnic and Gender Breakdown of Non-Top 10% Students
(Excluding Summer Freshmen)
Texas High School Graduates
Summer/Fall 2001 and 2002

Ethnicity	Entering Summer/Fall 2001						Entering Summer/Fall 2002					
	Gender				Total		Gender				Total	
	FEMALE		MALE				FEMALE		MALE			
	N	%	N	%	N	%	N	%	N	%	N	%
AMERICAN INDIAN	6	1%	8	1%	14	1%	6	1%	4	<1%	10	<1%
ASIAN AMERICAN	209	18%	247	20%	456	19%	179	15%	296	22%	475	19%
AFRICAN AMERICAN	36	3%	40	3%	76	3%	38	3%	36	3%	74	3%
INTERNATIONAL	5	<1%	7	1%	12	1%	7	1%	14	1%	21	1%
HISPANIC	145	13%	134	11%	279	12%	123	11%	163	12%	286	11%
WHITE	735	64%	803	64%	1538	64%	806	70%	837	62%	1643	65%
UNKNOWN	4	<1%	6	<1%	10	<1%						
Total	1140	100%	1245	100%	2385	100%	1159	100%	1350	100%	2509	100%

Table 4
Racial/Ethnic and Gender Breakdown of Summer Freshmen
Texas High School Graduates
Summer/Fall 2001 and 2002

Ethnicity	Entering Summer/Fall 2001						Entering Summer/Fall 2002					
	Gender				Total		Gender				Total	
	FEMALE		MALE				FEMALE		MALE			
	N	%	N	%	N	%	N	%	N	%	N	%
AMERICAN INDIAN	3	1%	3	1%	6	1%	1	<1%	2	1%	3	<1%
ASIAN AMERICAN	65	16%	94	19%	159	18%	57	13%	46	12%	103	13%
AFRICAN AMERICAN	14	3%	14	3%	28	3%	16	4%	9	2%	25	3%
INTERNATIONAL							2	<1%			2	<1%
HISPANIC	64	15%	87	18%	151	17%	74	17%	57	15%	131	16%
WHITE	272	65%	287	59%	559	62%	293	66%	260	70%	553	68%
UNKNOWN	1	0%	2	0%	3	0%						
Total	419	100%	487	100%	906	100%	443	100%	374	100%	817	100%

Table 5 below is a breakdown of the study groups by ACT/SAT Score intervals.² It is not surprising that the group with the highest mean score is the Non-Top 10% group. These students competed for slots, and test scores played a large role in their admission. Among the groups that compete (Non-Top 10%, Summer Freshmen, and CAP) the scores are consistent with the order in which the students were admitted. That is, those not making it as Non-Top 10% students were next considered as Summer Freshmen. Consequently, those who were considered as Summer Freshmen but were not admitted were offered CAP.

Table 5
Breakdown of ACT/SAT Intervals
Summer/Fall 2001 and 2002

	Entering Summer/Fall 2001								Entering Summer/Fall 2002							
	Top 10%		Non-Top 10% (Excl Summer Frosh.)		Summer Freshmen		CAP01		Top 10%		Non-Top 10% (Excl Summer Frosh.)		Summer Freshmen		CAP02	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<900	76	2%	23	1%	1	0%	9	5%	98	3%	34	1%	9	1%	10	3%
900-990	213	6%	83	3%	36	4%	39	21%	221	6%	68	3%	30	4%	39	12%
1000-1090	406	12%	249	10%	183	20%	52	29%	515	13%	272	11%	109	13%	108	33%
1100-1190	749	22%	530	22%	374	41%	56	31%	716	18%	520	21%	267	33%	105	32%
1200-1290	800	24%	764	32%	265	29%	20	11%	932	24%	775	31%	300	37%	51	16%
1300-1390	651	19%	488	20%	41	5%	6	3%	846	22%	570	23%	87	11%	13	4%
1400-1490	392	12%	202	8%	5	1%		0%	459	12%	225	9%	15	2%		
1500-1600	111	3%	45	2%	1	0%		0%	119	3%	45	2%				
N/R		0%	1	0%												
Total	3398	100%	2385	100%	906	100%	182	100%	3906	100%	2509	100%	817	100%	326	100%
Mean	1222		1230		1155		1074		1226		1234		1184		1103	

² The University of Texas at Austin accepts either the ACT Assessment or the SAT 1: Reasoning Test. For purposes of this study, ACT values were concorded to the SAT scale. The largest score value was used for each individual. For more information on how ACT were concorded to the SAT scale, see <http://www.utexas.edu/student/admissions/research/ACT-SATconcordance.html>

Table 6 illustrates performance by the study groups during their freshman year. For the groups matriculating at UT Austin during their freshman year (Top 10%, Non-Top 10%, and Summer Freshmen) the mean grade point averages (MGPA) are for “in resident” or actual coursework taken, i.e., credit-by-exam, correspondence, and extension course grades were eliminated. The MGPA for the CAP students (matriculating at the component campuses) is significantly higher than the other groups, but this was predictable, since CAP students had to meet a minimal GPA requirement (≥ 3.00) to transfer to UT Austin for their sophomore year.

Table 6 also shows that there is a relationship between ACT/SAT scores and performance for the Top 10% group; it is less obvious with the Non-Top 10% group, and almost non-existent for the Summer Freshmen. The SAT interval breakdown for CAP is provided below, but it is meaningless in this context since CAP01 students came to UT Austin from five different campuses.

Table 6 also tends to validate the UT Admissions process; the first admitted earned the best grades.

Table 6
Freshman Year Group Performance

Note: Some n-counts differ from Table 5 because students with no hours attempted were eliminated.

	Entering Summer/Fall 2001								Entering Summer/Fall 2002							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP01		Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP02	
	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (Transfer)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (Transfer)
<900	76	2.14	22	2.02	1	3.04	9	3.21	97	2.24	34	2.03	9	2.13	10	3.32
900-990	213	2.6	82	2.5	36	2.51	39	3.39	220	2.49	67	2.39	30	2.11	39	3.38
1000-90	402	2.77	246	2.51	177	2.32	52	3.36	506	2.76	267	2.57	107	2.60	108	3.40
1100-90	741	3.01	523	2.68	365	2.46	56	3.38	708	2.99	517	2.73	258	2.66	105	3.45
1200-90	795	3.18	758	2.81	258	2.41	20	3.41	921	3.16	767	2.84	293	2.75	51	3.53
1300-90	650	3.4	481	2.93	40	2.23	6	3.42	843	3.38	569	2.93	84	2.57	13	3.23
1400-90	391	3.55	199	3.02	5	1.61			458	3.54	223	3.02	14	2.16		
1500+	111	3.66	45	2.94	1	4			119	3.65	45	3.03				
Total	3379	3.13	2357	2.78	883	2.41	182	3.37	3872	3.12	2489	2.80	795	2.64	326	3.43

Table 7 below illustrates performance by all groups during the sophomore year. For each CAP cohort this would be the first semester in which all of the groups attended classes on the same campus at the same time. For that reason it is the optimal period to consider different admissions routes, differential freshman year experiences and whether each prepares students for success while on the Austin campus. In Table 7 the MGPA is the in-resident mean grade point average earned during 2002-03 (for CAP01) and 2003-04 (for CAP02). The Top 10% group earned the highest mean GPA followed by the Non-Top 10% group (2.83). Interestingly, there is no difference in performance between 2001 Summer Freshmen and the CAP01 groups (2.64), and very little difference between CAP02 and 2002 Non-Top 10% and Summer Freshmen..

Table 7
Sophomore Year Group Performance

Note: Some n-counts differ from Table 5 because students with no hours attempted were eliminated.

	Applying Summer/Fall 2001—Performance for 2002-03								Applying Summer/Fall 2002—Performance for 2003-04							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP01		Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP02	
	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)
<900	60	2.32	19	2.29	1	2.75	9	2.68	80	2.32	29	2.16	7	2.59	10	2.41
900-990	189	2.69	71	2.51	33	2.68	39	2.74	188	2.64	64	2.41	27	2.41	39	2.64
1000-1090	369	2.77	220	2.67	156	2.56	52	2.55	459	2.77	245	2.65	99	2.80	107	2.76
1100-1190	685	3.02	476	2.82	326	2.65	55	2.61	638	3.02	478	2.78	242	2.80	104	2.75
1200-1290	743	3.14	699	2.85	228	2.66	20	2.75	866	3.13	708	2.88	275	2.92	50	2.87
1300-1390	622	3.31	454	2.92	34	2.59	6	2.63	806	3.31	535	2.92	78	2.83	13	2.18
1400-1490	378	3.35	190	2.94	4	2.75			449	3.41	213	2.95	12	2.42		
1500+	108	3.52	44	2.74	1	4.00			118	3.60	42	3.13				
Not Reported			1	1.44												
Total	3154	3.10	2174	2.83	783	2.64	181	2.64	3604	3.11	2314	2.83	740	2.83	323	2.73

Table 8 below is the result of a search for classes most-often taken by returning CAP students during their sophomore year at UT Austin. The top five classes for CAP01 were English 316K (E316K), Chemistry 301(CH301), Economics 304K (ECO304K), Government 312L (GOV312L), and Math 408C (M408C). For CAP02 it was E316K, CH301, Biology 212 (BIO212), Government 310L (GOV310L), and ECO304K. MGPA represents the average grade earned by the study groups.

English 316K, entitled *Masterworks of Literature*, is an introduction to masterpieces of the literary tradition taught in three topics (World, British or American Literature). Students may choose either topic to complete their sophomore literature degree requirement. The prerequisite for this course is the completion of at least twenty-seven semester hours of coursework, including “freshman English” and an appropriate score on the reading section of the TASP test.

Economics 304K, entitled *Introduction to Microeconomics*, includes an analysis of the economic behavior of individual consumers, firms, and workers, with special attention given to the role of markets. This is one of two introductory courses in Economics. Microeconomics and Macroeconomics are popular social sciences and are specifically required for degree completion in the Economics and Business Administration degree programs.

Government 312L, entitled *Issues and Policies in American Government*, is a topics course in American Government covering political institutions and may include the United States and Texas Constitutions. Completion of this course, along with Government 310L satisfies the legislative requirement for government in all degree programs. It can only be taken once for credit. The prerequisite for this course is twenty-four semester hours of college coursework, including Government 310L, and an appropriate score on the reading section of TASP.

Chemistry 301, entitled *Principles of Chemistry I*, is an introductory course that satisfies the Natural Sciences requirement toward most degree programs, but can not be used toward the Bachelor of Science in Chemistry degree. The prerequisite for this course is credit or registration for pre-calculus, or an appropriate score on the Math placement exam.

Math 408C, entitled *Differential and Integral Calculus*, is the first of two introductory Calculus courses that covers a variety of topics relating to mathematical applications and functions. All students whose degree programs require higher levels of mathematics must successfully complete this course sequence. The prerequisites for this course are either successful completion of pre-calculus, or four years of high school mathematics and an appropriate score on the Math placement exam.

Biology 212, entitled *Introductory Biology: Genetics and Evolution*, is an introduction to Mendelian and chromosomal inheritance, molecular genetics, bacterial and viral genetics, population genetics, evolutionary mechanisms and speciation. It consist of two lecture hours and one discussion hour a week for one semester. Credit or registration for Biology 211 is a prerequisite for this course.

Government 310L, This course is a standardized three-hour introduction to American national, state, and local political institutions and policies, and includes a study of the United States and Texas constitutions. The prerequisite for GOV 310L is twelve semester hours of college coursework.

Table 8
Sophomore Year Group Performance
Selected Courses

	Applied Summer/Fall 2001—Performance at UT Austin for 2002-03								Applied Summer/Fall 2002—Performance at UT Austin for 2003-04							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP01		Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP02	
	N	MGPA	N	MGPA	N	MGPA	N	MGPA	N	MGPA	N	MGPA	N	MGPA	N	MGPA
E316K	596	3.15	488	2.93	249	2.83	90	2.83	674	3.10	536	3.00	230	2.92	137	2.81
CH301	135	2.77	110	2.56	38	2.32	32	2.09	145	2.68	123	2.15	28	1.79	78	2.27
ECO304K	168	2.61	179	2.43	67	2.36	33	2.09	164	2.56	141	2.26	41	2.12	63	2.41
GOV312L	494	3.05	404	2.94	188	2.79	35	2.86								
M408C	60	2.17	76	2.04	31	2.13	26	2.15								
BIO212									161	2.89	95	2.65	33	2.61	69	2.80
GOV310L									593	2.78	464	2.57	148	2.64	69	2.49

Comparing CAP Students to Other Transfers

Since applicants who accept the conditions of the Coordinated Admissions Program agree to do at least 30 hours of coursework on another campus, it is appropriate to compare CAP performance with that of transfer students who entered at the same time and with a comparable amount of coursework completed. "Transfer Students" as it is used in the tables below are limited to those students who transferred to UT from another higher educational institution with 24-36 transferable credit hours. This subset of transfers most resembles the CAP groups. (Some students transfer to UT Austin with as much as 60+ or even 100+ hours; they were excluded.)

Table 9 is a racial/ethnic breakdown of transfer students.

Table 9
Racial/Ethnic and Gender Breakdown of Transfer Students
(With 24-36 Transferable Credit Hours)
Summer/Fall 2002 and 2003

Ethnicity	Entering Summer/Fall 2002 as Transfers						Entering Summer/Fall 2003 as Transfers					
	Gender				Total		Gender				Total	
	FEMALE		MALE				FEMALE		MALE			
N	%	N	%	N	%	N	%	N	%	N	%	
AMERICAN INDIAN	2	1%	2	1%	4	1%						
ASIAN AMERICAN	30	12%	26	11%	56	11%	19	14%	17	13%	36	13%
AFRICAN AMERICAN	7	3%	6	3%	13	3%	5	4%	4	3%	9	3%
INTERNATIONAL	1	0%	1	0%	2	0%	3	2%	4	3%	7	3%
HISPANIC	34	13%	30	13%	64	13%	16	12%	13	10%	29	11%
WHITE	179	70%	171	72%	350	71%	93	68%	95	70%	188	69%
UNKNOWN	4	2%	3	1%	7	1%	1	1%	3	2%	4	1%
TOTAL	257	100%	239	100%	496	100%	137	100%	136	100%	273	100%

Table 10 below provides mean grade point averages of the transfers and the CAP groups during the freshman year (which was not spent on the Austin campus). Since the transfers were successfully admitted to UT Austin as a result of their GPA, it is not surprising that the mean for that group would be very high.

Table 10
Group Performance During Off-Campus Matriculation
Entering 2001 and 2002

	Academic Year 2001-2002			Academic Year 2002-2003	
	N	MGPA (Transfer)		N	MGPA (Transfer)
TRANSFER	496	3.56	TRANSFER	273	3.65
CAP01	182	3.37	CAP02	326	3.43

Table 11 compares the group performance of Transfers and CAP students. As measured by mean GPA during a time when all of the students were on the UT Austin campus, transfer students outperformed CAP01 students.

Table 11
Sophomore Year Group Performance

	Academic Year 2002-2003			Academic Year 2003-2004	
	N	MGPA at UT Austin (In Res)		N	MGPA at UT Austin (In Res)
TRANSFER STUDENT GPA	489	2.89	TRANSFER STUDENT GPA	271	3.05
CAP01 GPA	181	2.64	CAP02 GPA	323	2.73

Table 12 compares performance in selected courses (as described above) between transfers and CAP students. For both years the performance gap is greatest in Chemistry.

Table 12
Sophomore Year Group Performance
Selected Courses

	Academic Year 2002-2003				Academic Year 2003-2004			
	TRANSFERS		CAP01		TRANSFERS		CAP02	
	N	MGPA	N	MGPA	N	MGPA	N	MGPA
E316K	161	2.93	90	2.83	77	3.26	137	2.81
CH301	67	2.51	32	2.09	25	2.96	78	2.27
ECO304K	68	2.51	33	2.09	25	2.76	63	2.41
GOV312L	99	2.87	35	2.86				
M408C	37	2.38	26	2.15				
BIO212					28	2.93	69	2.80
GOV310L					75	2.88	69	2.49