



THE UNIVERSITY OF TEXAS AT AUSTIN  
**OFFICE OF ADMISSIONS**

**The Performance of Students Attending The University of Texas at Austin as a Result of  
the Coordinated Admission Program (CAP)  
Students Applying 2001, 2002, and 2003**

**Report 3**

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 Admission (PA) program. It was a conditional admission 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 50-60 percent.

At UT Austin enrollment pressures peaked during the summer/fall 2000 admissions cycle when 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 fall semester 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. 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 Admission Program—or CAP.

CAP required the completion of 30 semester hours of prescribed coursework and a minimal grade point average of 3.0.<sup>1</sup> This coursework must be completed at one of seven participating University of Texas component institutions during the fall and spring semesters immediately following a student’s high school graduation.<sup>2</sup>

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.

### “CAP03” Students

The summer/fall 2003 cycle included 6,258 CAP offers; 2,089 students returned their contracts. In the fall of 2004, 813 returned to enroll as transfer students at UT Austin. These students (n=813) are referred to as “CAP03.”

Table 1 provides a demographic breakdown of that subset and illustrates its dramatic growth.

**Table 1**  
**Racial/Ethnic and Gender Breakdown of CAP Students**  
**CAP01, CAP 02, and CAP03 Cohorts**

	Applied summer/fall 2001 (CAP01)		Applied summer/fall 2002 (CAP02)		Applied summer/fall 2003 (CAP03)	
	CAP01 Students Returning Fall 2002		CAP02 Students Returning Fall 2003		CAP03 Students Returning Fall 2004	
	N	%	N	%	N	%
AMERICAN INDIAN	1	1%	2	1%	6	1%
ASIAN AMERICAN	42	23%	75	23%	170	21%
AFRICAN AMERICAN	9	5%	16	5%	35	4%
HISPANIC	37	20%	64	20%	131	16%
INTERNATIONAL			1		5	1%
WHITE	92	51%	166	51%	465	57%
UNKNOWN	1	1%	2	1%	1	<1%
<b>TOTAL</b>	<b>182</b>	<b>100%</b>	<b>326</b>	<b>100%</b>	<b>813</b>	<b>100%</b>

### CAP01, CAP02, and CAP03 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 through 2003 freshmen are analyzed:

<sup>1</sup> Starting with the CAP05 cohort the GPA requirement increased to 3.20. Additionally, a mathematics requirement of at least one course at a level higher than college algebra was added.

<sup>2</sup> The participating UT System component schools are UT Arlington, UT San Antonio, UT Pan American, UT Permian Basin, UT Brownsville, UT El Paso and UT Tyler (beginning with CAP05).

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 were admitted to the semester of their choice. They competed for remaining slots after the top 10% students were admitted. (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, CAP02, and CAP03** 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 2001-2003**

	Applied summer/fall 2001 as first-time freshmen		Applied summer/fall 2002 as first-time freshmen		Applied summer/fall 2003 as first-time freshmen	
	N	%	N	%	N	%
AMERICAN INDIAN	10	<1%	18	<1%	15	<1%
ASIAN AMERICAN	717	21%	799	20%	796	19%
AFRICAN AMERICAN	132	4%	155	4%	194	5%
INTERNATIONAL	18	1%	40	1%	39	1%
HISPANIC	575	17%	700	18%	859	20%
WHITE	1931	57%	2194	56%	2366	55%
UNKNOWN	15	<1%			2	<1%
<b>Total</b>	<b>3398</b>	<b>100%</b>	<b>3906</b>	<b>100%</b>	<b>4271</b>	<b>100%</b>

**Table 3**  
**Racial/Ethnic and Gender Breakdown of Non-Top 10% Students**  
**(Excluding Summer Freshmen)**  
**Texas High School Graduates**  
**Summer/Fall 2001-2003**

	Applied summer/fall 2001 as first-time freshmen		Applied summer/fall 2002 as first-time freshmen		Applied summer/fall 2003 as first-time freshmen	
	N	%	N	%	N	%
AMERICAN INDIAN	14	1%	10	<1%	3	<1%
ASIAN AMERICAN	456	19%	475	19%	208	18%
AFRICAN AMERICAN	76	3%	74	3%	50	4%
INTERNATIONAL	12	1%	21	1%	18	2%
HISPANIC	279	12%	286	11%	128	11%
WHITE	1538	64%	1643	65%	722	64%
UNKNOWN	10	<1%				
<b>Total</b>	<b>2385</b>	<b>100%</b>	<b>2509</b>	<b>100%</b>	<b>1129</b>	<b>100%</b>

**Table 4**  
**Racial/Ethnic and Gender Breakdown of Summer Freshmen**  
**Texas High School Graduates**  
**Summer/Fall 2001-2003**

	Applied summer/fall 2001 as first-time freshmen		Applied summer/fall 2002 as first-time freshmen		Applied summer/fall 2003 as first-time freshmen	
	N	%	N	%	N	%
AMERICAN INDIAN	6	1%	3	<1%	1	<1%
ASIAN AMERICAN	159	18%	103	13%	107	15%
AFRICAN AMERICAN	28	3%	25	3%	14	2%
INTERNATIONAL			2	<1%	3	<1%
HISPANIC	151	17%	131	16%	77	11%
WHITE	559	62%	553	68%	506	71%
UNKNOWN	3	0%			1	<1%
<b>Total</b>	<b>906</b>	<b>100%</b>	<b>817</b>	<b>100%</b>	<b>709</b>	<b>100%</b>

Tables 5a through 5c below are breakdowns of the study groups by ACT/SAT Score intervals.<sup>3</sup> It is not surprising that the groups with the highest mean scores are the Non-Top 10% and the Summer Freshman group. These students competed for slots, and test scores played a large role in their admission.

**Table 5a**  
**Breakdown of ACT/SAT Intervals**

	Entering Summer/Fall 2003							
	Top 10%		Non-Top 10% (Excl Summer Frosh.)		Summer Freshmen		CAP03	
	N	%	N	%	N	%	N	%
<900	128	3%	30	3%			14	2%
900-990	258	6%	44	4%			46	6%
1000-1090	565	13%	118	10%	18	3%	182	22%
1100-1190	799	19%	190	17%	95	13%	259	32%
1200-1290	1020	24%	276	24%	313	44%	229	28%
1300-1390	839	20%	272	24%	221	31%	67	8%
1400-1490	499	12%	154	14%	55	8%	15	2%
1500-1600	163	4%	45	4%	6	1%	1	<1%
<b>Total</b>	<b>4271</b>	<b>100%</b>	<b>1129</b>	<b>100%</b>	<b>709</b>	<b>100%</b>	<b>813</b>	<b>100%</b>
<b>Mean</b>	<b>1223</b>		<b>1246</b>		<b>1272</b>		<b>1156</b>	

<sup>3</sup> 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 5b  
Breakdown of ACT/SAT Intervals**

	Entering Summer/Fall 2002							
	Top 10%		Non-Top 10% (Excl Summer Frosh.)		Summer Freshmen		CAP02	
	N	%	N	%	N	%	N	%
<900	98	3%	34	1%	9	1%	10	3%
900-990	221	6%	68	3%	30	4%	39	12%
1000-1090	515	13%	272	11%	109	13%	108	33%
1100-1190	716	18%	520	21%	267	33%	105	32%
1200-1290	932	24%	775	31%	300	37%	51	16%
1300-1390	846	22%	570	23%	87	11%	13	4%
1400-1490	459	12%	225	9%	15	2%		
1500-1600	119	3%	45	2%				
<b>Total</b>	3906	100%	2509	100%	817	100%	326	100%
<b>Mean</b>	<b>1226</b>		<b>1234</b>		<b>1184</b>		<b>1103</b>	

**Table 5c  
Breakdown of ACT/SAT Intervals**

	Entering Summer/Fall 2001							
	Top 10%		Non-Top 10% (Excl Summer Frosh.)		Summer Freshmen		CAP01	
	N	%	N	%	N	%	N	%
<900	76	2%	23	1%	1	0%	9	5%
900-990	213	6%	83	3%	36	4%	39	21%
1000-1090	406	12%	249	10%	183	20%	52	29%
1100-1190	749	22%	530	22%	374	41%	56	31%
1200-1290	800	24%	764	32%	265	29%	20	11%
1300-1390	651	19%	488	20%	41	5%	6	3%
1400-1490	392	12%	202	8%	5	1%		0%
1500-1600	111	3%	45	2%	1	0%		0%
<b>N/R</b>		0%	1	0%				
<b>Total</b>	3398	100%	2385	100%	906	100%	182	100%
<b>Mean</b>	<b>1222</b>		<b>1230</b>		<b>1155</b>		<b>1074</b>	

## Performance

Tables 6a through 6c illustrate 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 ( $\geq 3.00$ ) to transfer to UT Austin for their sophomore year.

Table 6a also shows that there is a relationship between ACT/SAT scores and performance for the Top 10% and non-Top 10% groups; it is less obvious with the Summer Freshman. The SAT interval breakdown for CAP is provided below, but it is meaningless in this context since CAP03 students came to UT Austin from six different campuses.

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

**Table 6a**  
**Freshman Year Group Performance**  
**CAP03**

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

	Entering Summer/Fall 2003							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP03	
	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (Transfer)
<900	123	2.31	29	2.08			14	3.21
900-990	253	2.55	43	2.44			46	3.33
1000-90	560	2.80	118	2.72	18	2.97	182	3.39
1100-90	793	3.00	188	2.85	95	2.92	259	3.45
1200-90	1013	3.17	276	2.89	302	2.96	229	3.49
1300-90	837	3.42	271	2.92	217	3.02	67	3.52
1400-90	497	3.54	153	3.15	53	3.00	15	3.46
1500+	162	3.68	43	3.31	6	2.40	1	3.61
<b>Total</b>	<b>4238</b>	<b>3.14</b>	<b>1121</b>	<b>2.88</b>	<b>691</b>	<b>2.97</b>	<b>813</b>	<b>3.44</b>

**Table 6b**  
**Freshman Year Group Performance**  
**CAP02**

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

	Entering Summer/Fall 2002							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP02	
	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (Transfer)
<900	97	2.24	34	2.03	9	2.13	10	3.32
900-990	220	2.49	67	2.39	30	2.11	39	3.38
1000-90	506	2.76	267	2.57	107	2.60	108	3.4
1100-90	708	2.99	517	2.73	258	2.66	105	3.45
1200-90	921	3.16	767	2.84	293	2.75	51	3.53
1300-90	843	3.38	569	2.93	84	2.57	13	3.23
1400-90	458	3.54	223	3.02	14	2.16		
1500+	119	3.65	45	3.03				
<b>Total</b>	<b>3872</b>	<b>3.12</b>	<b>2489</b>	<b>2.80</b>	<b>795</b>	<b>2.64</b>	<b>326</b>	<b>3.43</b>

**Table 6c**  
**Freshman Year Group Performance**  
**CAP01**

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

	Entering Summer/Fall 2001							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP01	
	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
900-990	213	2.6	82	2.5	36	2.51	39	3.39
1000-90	402	2.77	246	2.51	177	2.32	52	3.36
1100-90	741	3.01	523	2.68	365	2.46	56	3.38
1200-90	795	3.18	758	2.81	258	2.41	20	3.41
1300-90	650	3.4	481	2.93	40	2.23	6	3.42
1400-90	391	3.55	199	3.02	5	1.61		
1500+	111	3.66	45	2.94	1	4		
<b>Total</b>	<b>3379</b>	<b>3.13</b>	<b>2357</b>	<b>2.78</b>	<b>883</b>	<b>2.41</b>	<b>182</b>	<b>3.37</b>

Tables 7a through 7c below illustrate 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 Tables 7a-c the MGPA is the in-resident mean grade point average earned during 2002-03 (for CAP01), 2003-04 (for CAP02), and 2004-05 (for CAP03).

**Table 7a**  
**Sophomore Year Group Performance**

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

	Applying Summer/Fall 2003—Performance for 2004-05							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP03	
	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)
<900	105	2.38	25	1.91			14	2.20
900-990	226	2.60	35	2.55			46	2.56
1000-1090	508	2.80	107	2.75	16	2.78	182	2.73
1100-1190	737	3.02	175	2.89	88	3.01	256	2.83
1200-1290	956	3.15	259	2.89	293	3.08	228	2.90
1300-1390	814	3.33	260	2.85	204	3.12	67	2.93
1400-1490	483	3.48	149	3.02	52	3.05	15	2.62
1500+	160	3.62	42	3.28	6	2.48	1	3.46
<b>Total</b>	<b>3989</b>	<b>3.13</b>	<b>1052</b>	<b>2.86</b>	<b>659</b>	<b>3.07</b>	<b>809</b>	<b>2.81</b>

**Table 7b**  
**Sophomore Year Group Performance**

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

Applying Summer/Fall 2002—Performance for 2003-04								
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP02	
	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)	N	MGPA (InRes)
<900	80	2.32	29	2.16	7	2.59	10	2.41
900-990	188	2.64	64	2.41	27	2.41	39	2.64
1000-1090	459	2.77	245	2.65	99	2.8	107	2.76
1100-1190	638	3.02	478	2.78	242	2.8	104	2.75
1200-1290	866	3.13	708	2.88	275	2.92	50	2.87
1300-1390	806	3.31	535	2.92	78	2.83	13	2.18
1400-1490	449	3.41	213	2.95	12	2.42		
1500+	118	3.6	42	3.13				
<b>Total</b>	<b>3604</b>	<b>3.11</b>	<b>2314</b>	<b>2.83</b>	<b>740</b>	<b>2.83</b>	<b>323</b>	<b>2.73</b>

**Table 7c**  
**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								
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP01	
	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
900-990	189	2.69	71	2.51	33	2.68	39	2.74
1000-1090	369	2.77	220	2.67	156	2.56	52	2.55
1100-1190	685	3.02	476	2.82	326	2.65	55	2.61
1200-1290	743	3.14	699	2.85	228	2.66	20	2.75
1300-1390	622	3.31	454	2.92	34	2.59	6	2.63
1400-1490	378	3.35	190	2.94	4	2.75		
1500+	108	3.52	44	2.74	1	4		
<b>Not Reported</b>			1	1.44				
<b>Total</b>	<b>3154</b>	<b>3.1</b>	<b>2174</b>	<b>2.83</b>	<b>783</b>	<b>2.64</b>	<b>181</b>	<b>2.64</b>

Tables 8a through 8c below result from 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. For CAP03 it was English 316K, Government 312L, Chemistry 301, Biology 212, and Government 310L. 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 8a**  
**Sophomore Year Group Performance**  
**Selected Courses**

	Applied Summer/Fall 2003—Performance at UT Austin for 2004-05							
	Top 10%		Non-Top 10% (Excl Summer Freshmen)		Summer Freshmen		CAP03	
	N	MGPA	N	MGPA	N	MGPA	N	MGPA
<b>E316K</b>	793	<b>3.25</b>	229	<b>2.95</b>	156	<b>3.28</b>	338	<b>3.00</b>
<b>CH301</b>	160	<b>2.52</b>	40	<b>2.23</b>	18	<b>2.39</b>	170	<b>2.36</b>
<b>ECO304K</b>								
<b>GOV312L</b>	872	<b>3.01</b>	228	<b>2.75</b>	202	<b>2.99</b>	149	<b>2.79</b>
<b>M408C</b>								
<b>BIO212</b>	154	<b>2.76</b>	45	<b>2.69</b>	16	<b>2.50</b>	133	<b>2.74</b>
<b>GOV310L</b>	671	<b>2.89</b>	217	<b>2.63</b>	139	<b>2.91</b>	130	<b>2.68</b>

**Table 8b**  
**Sophomore Year Group Performance**  
**Selected Courses**

	Applied Summer/Fall 2002—Performance at UT Austin for 2003-04							
	Top 10%		Non-Top 10%		Summer Freshmen		CAP02	
			(Excl Summer Freshmen)					
	N	MGPA	N	MGPA	N	MGPA	N	MGPA
E316K	674	3.1	536	3	230	2.92	137	2.81
CH301	145	2.68	123	2.15	28	1.79	78	2.27
ECO304K	164	2.56	141	2.26	41	2.12	63	2.41
GOV312L								
M408C								
BIO212	161	2.89	95	2.65	33	2.61	69	2.8
GOV310L	593	2.78	464	2.57	148	2.64	69	2.49

**Table 8c**  
**Sophomore Year Group Performance**  
**Selected Courses**

	Applied Summer/Fall 2001—Performance at UT Austin for 2002-03							
	Top 10%		Non-Top 10%		Summer Freshmen		CAP01	
			(Excl Summer Freshmen)					
	N	MGPA	N	MGPA	N	MGPA	N	MGPA
E316K	596	3.15	488	2.93	249	2.83	90	2.83
CH301	135	2.77	110	2.56	38	2.32	32	2.09
ECO304K	168	2.61	179	2.43	67	2.36	33	2.09
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								
GOV310L								

### Comparing CAP Students to Other Transfers

Since applicants who accept the conditions of the Coordinated Admission 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 with 24-36 transferable credit hours to UT. 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 below 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 2001-2004**

	Entering 2002 as Transfers		Entering 2003 as Transfers		Entering 2004 as Transfers	
	N	%	N	%	N	%
AMERICAN INDIAN	4	1%			1	<1%
ASIAN AMERICAN	56	11%	36	13%	29	12%
AFRICAN AMERICAN	13	3%	9	3%	6	3%
INTERNATIONAL	2	0%	7	3%	5	2%
HISPANIC	64	13%	29	11%	27	11%
WHITE	350	71%	188	69%	164	70%
UNKNOWN	7	1%	4	1%	3	1%
<b>TOTAL</b>	<b>496</b>	<b>100%</b>	<b>273</b>	<b>100%</b>	<b>235</b>	<b>100%</b>

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		Academic Year 2003-2004			
	N	MGPA (Transfer)	N	MGPA (Transfer)	N	MGPA (Transfer)		
TRANSFER	496	3.56	TRANSFER	273	3.65	TRANSFER	232	3.79
CAP01	182	3.37	CAP02	326	3.43	CAP03	813	3.44

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**  
**(In Resident GPA at UT Austin)**

	Academic Year 2002-2003		Academic Year 2003-2004		Academic Year 2004-2005			
	N	MGPA at UT Austin (In Res)	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	TRANSFER STUDENT GPA	234	3.10
CAP01	181	2.64	CAP02 GPA	323	2.73	CAP03 GPA	809	2.81

Tables 12a through 12c compare performance in selected courses (as described above) between transfers and CAP students. For both years the performance gap is greatest in Chemistry.

**Table 12a**  
**Sophomore Year Group Performance**  
**Selected Courses**

	Academic Year 2004-2005			
	TRANSFERS		CAP03	
	N	MGPA	N	MGPA
E316K	61	3.31	338	3.00
CH301	36	2.67	170	2.36
ECO304K				
GOV312L	50	3.02	149	2.79
M408C				
BIO212	18	3.17	133	2.74
GOV310L	89	3.01	130	2.68

**Table 12b**  
**Sophomore Year Group Performance**  
**Selected Courses**

	Academic Year 2003-2004			
	TRANSFERS		CAP02	
	N	MGPA	N	MGPA
E316K	77	3.26	137	2.81
CH301	25	2.96	78	2.27
ECO304K	25	2.76	63	2.41
GOV312L				
M408C				
BIO212	28	2.93	69	2.80
GOV310L	75	2.88	69	2.49

**Table 12c**  
**Sophomore Year Group Performance**  
**Selected Courses**

	Academic Year 2002-2003			
	TRANSFERS		CAP01	
	N	MGPA	N	MGPA
E316K	161	2.93	90	2.83
CH301	67	2.51	32	2.09
ECO304K	68	2.51	33	2.09
GOV312L	99	2.87	35	2.86
M408C	37	2.38	26	2.15
BIO212				
GOV310L				