

Education and Admission Committee

Board of Trustees, February 1st 2020

ISAS Accreditation Report

1. ISAS Report

- a. Commendations - strong school, know what we are doing, executing well
 - i. Mission aligned
 - ii. Strong student programming
 - iii. Consistent - academic, residential, experiential
 - iv. Focus on cross cultural/diversity
 - v. Capacity for self-reflection

ISAS Accreditation Report

- a. Recommendations - nothing surprising
 - i. Safety
 - 1. Diligent re: emergency procedures, transportation, risk management
 - ii. Financial sustainability
 - 1. Focus on fundraising
 - iii. Place
 - 1. Significant challenges; decide on location and meaning for execution on strategic plan sooner rather than later
 - iv. Cultural competency
 - 1. More intentional re: DEI from administrative/training/programming
 - v. Prioritization
 - 1. Teacher training
 - 2. Faculty is stretched thin- impacts student culture

Goals of the Education and Admissions Committee 2020-2022

In terms of student performance: Guide and support the pedagogical team to ensure the school has the human resources, academic provision and student learning support (academic, residential, experiential) required for UWC-USA graduates to consistently perform at the level of 35-36 points of IB Diploma Program.

In terms of college admissions: Support college counselors and continue to identify areas where past data can be identified and continued to be collected, as well as new data added in order to help the admissions team see trends, gaps, and successes. This will provide us with "a more comprehensive follow-up on alumni to gauge their satisfaction with their experience at UWC-USA".

In terms of admissions to UWC-USA: Support and collaborate in the effort to enroll more fee tuition students through outreach and leveraging our donors to identify potential applicants.

Proposal on Reports at Board Meetings

We propose a cycle for the reporting that allows focusing only two areas at each board meeting as opposed to reporting and having discussions on the five areas this committee covers. This will allow for a deep dive and strategic discussion at each board meeting. This approach would help us assess the impact of the three pillars (academic, experiential and residential) on student life on campus and levels of satisfaction with the UWC Journey from the admissions process, to graduation and to life after graduation.

The model could be:

Fall meeting: UWC admissions and Academic program

Winter meeting: Residential Program and Experiential Program

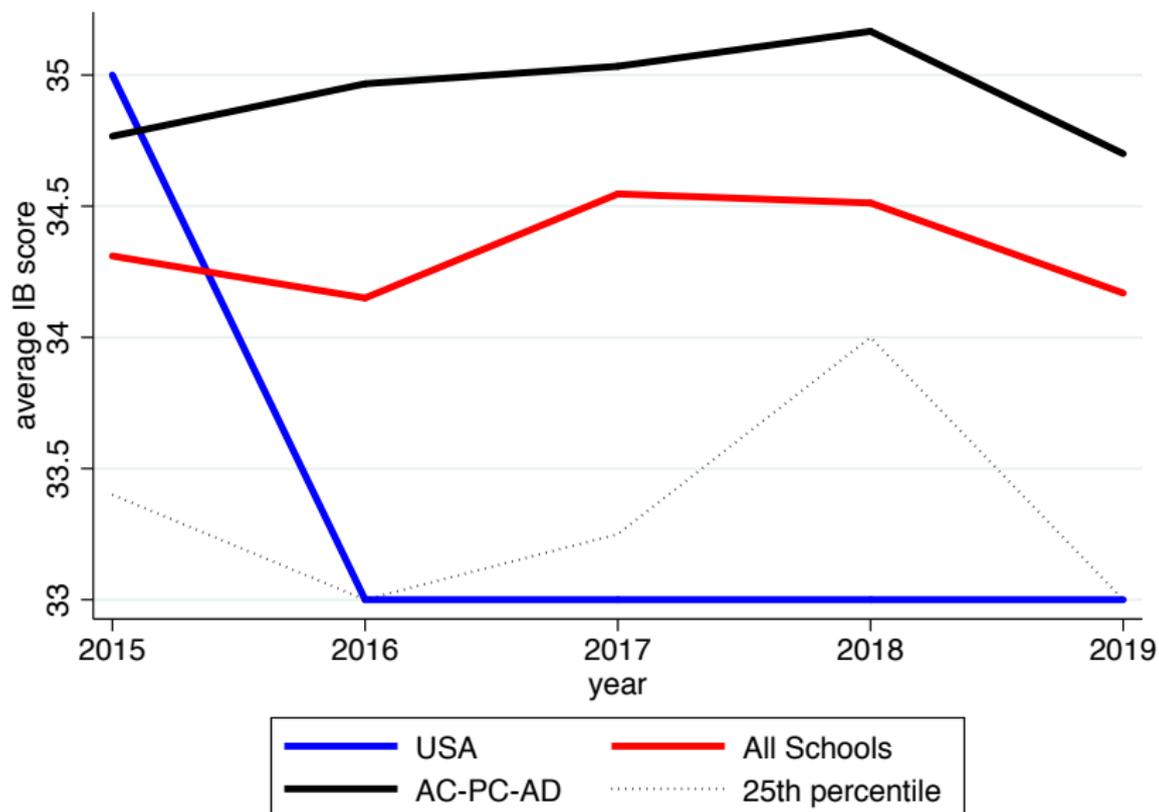
Spring meeting- Academic Program and College Counseling

Unpacking the IB Results

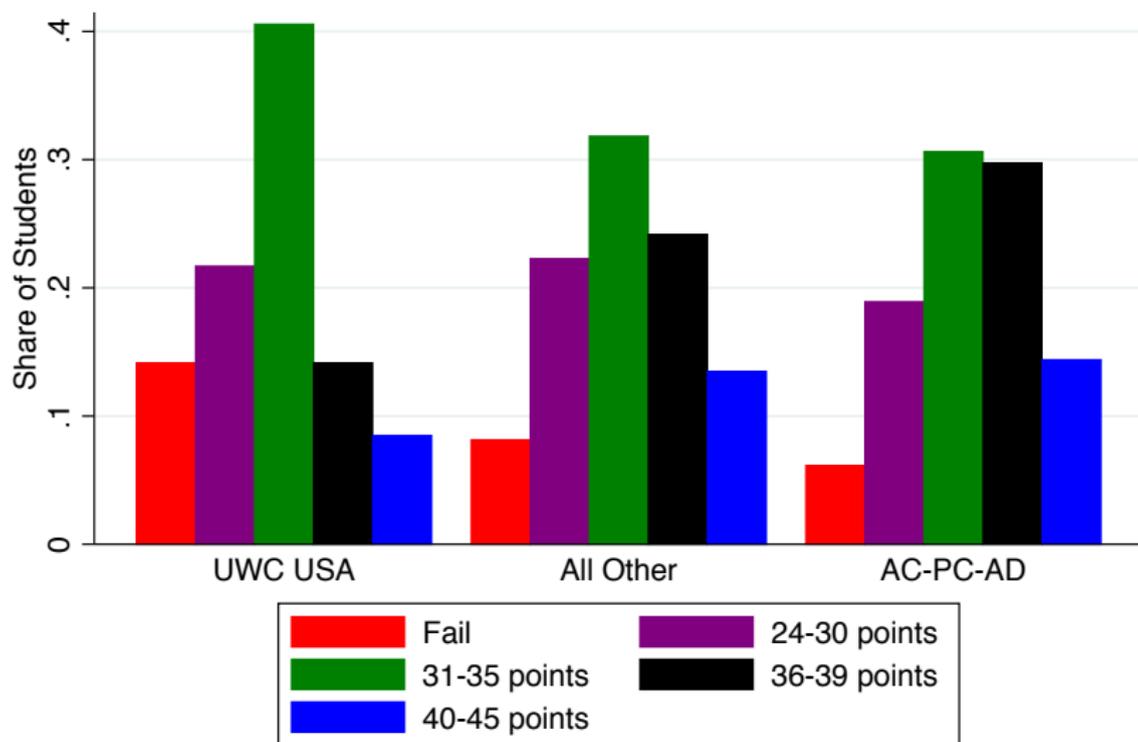
UWC Board Meeting

February 2020

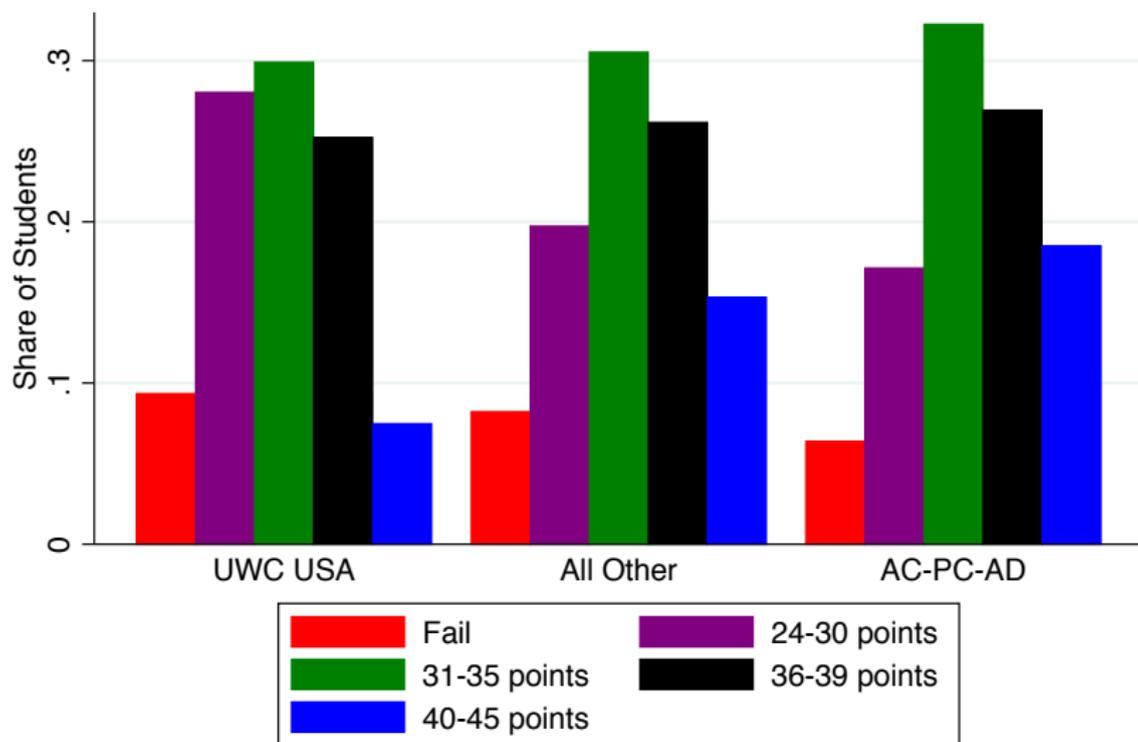
IB Results 2015-2019: UWC USA vs Rest of UWC



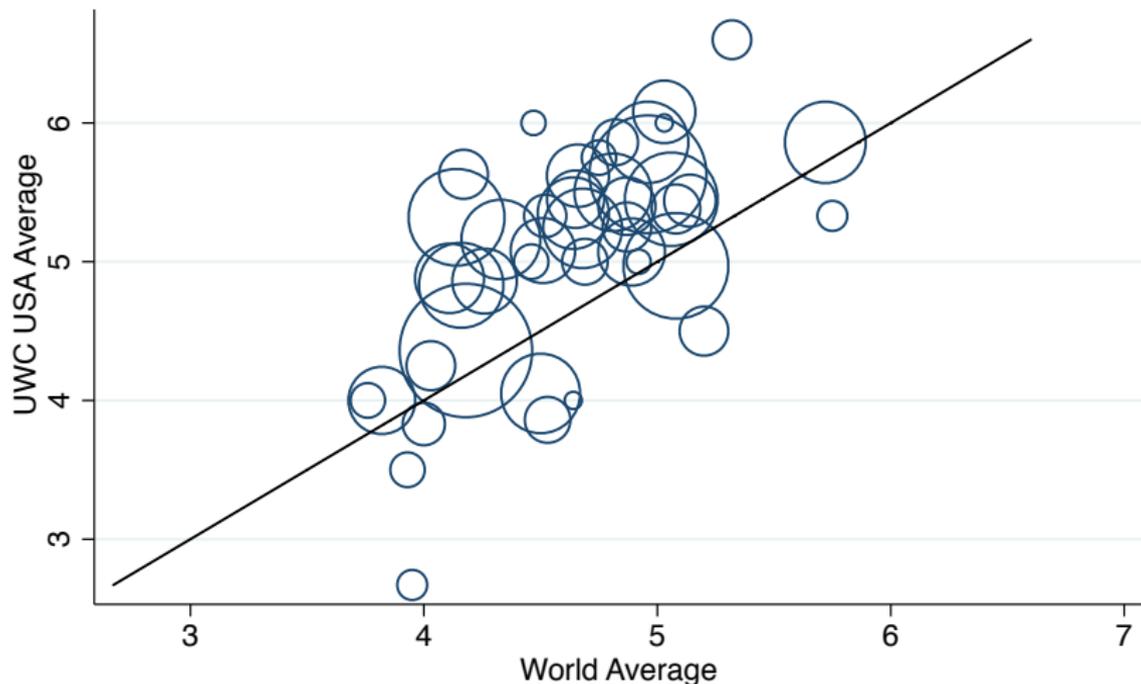
IB Results 2019: UWC USA vs Rest of UWC



IB Results 2018: UWC USA vs Rest of UWC

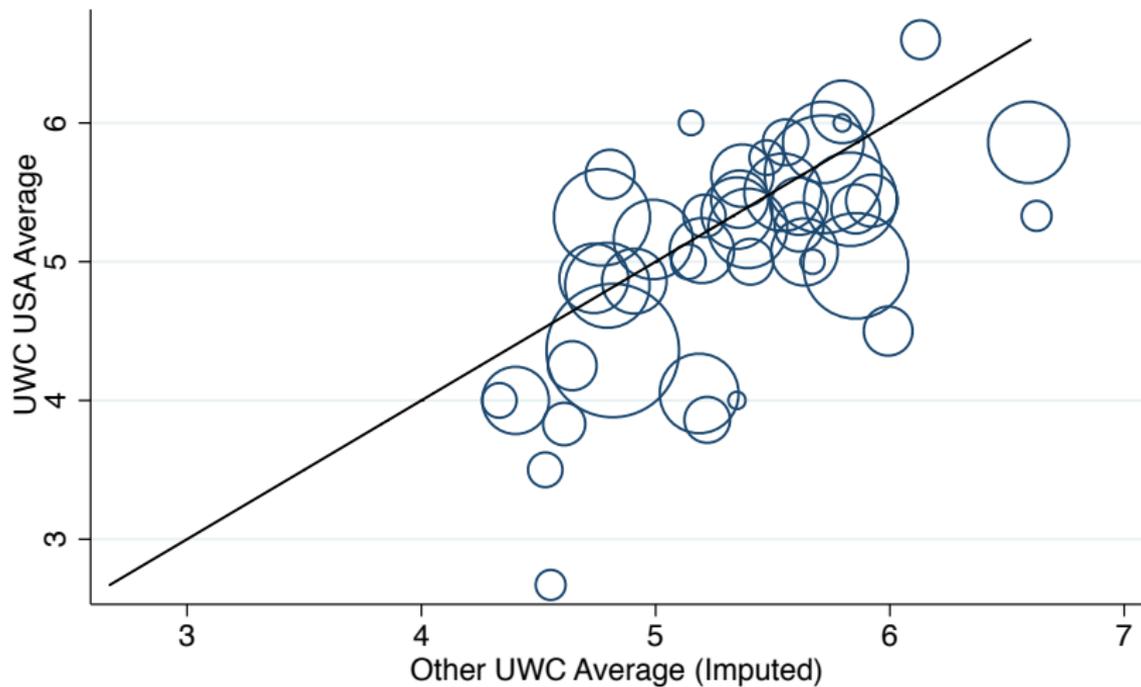


IB 2019 by Subject: UWC USA vs All World

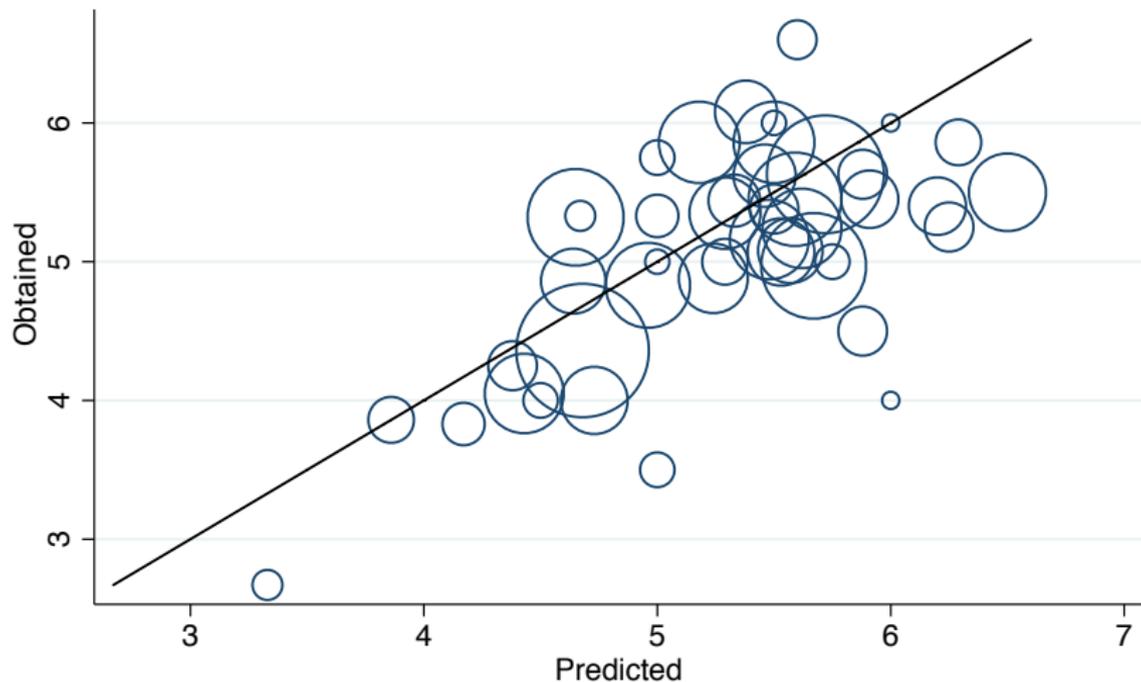


Each circle represents a different subject, circle size proportional to number of students

IB 2019 by Subject: UWC USA vs Other UWCs (Imputed)

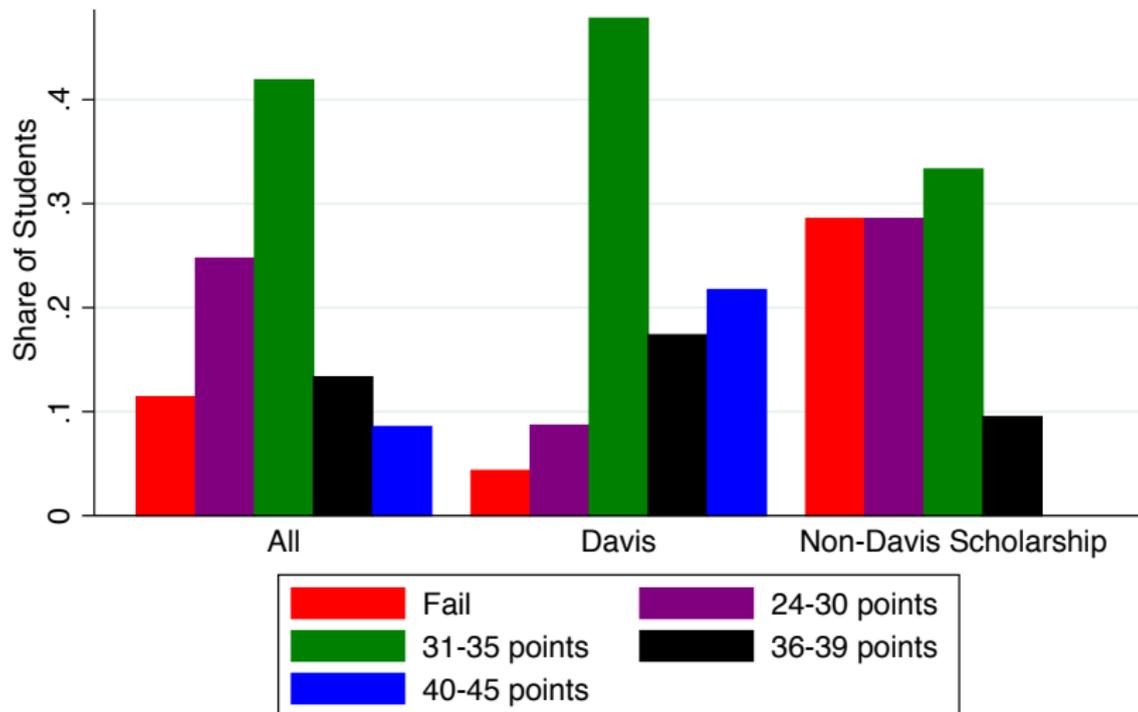


IB 2019 by Subject UWC USA: Obtained vs Predicted

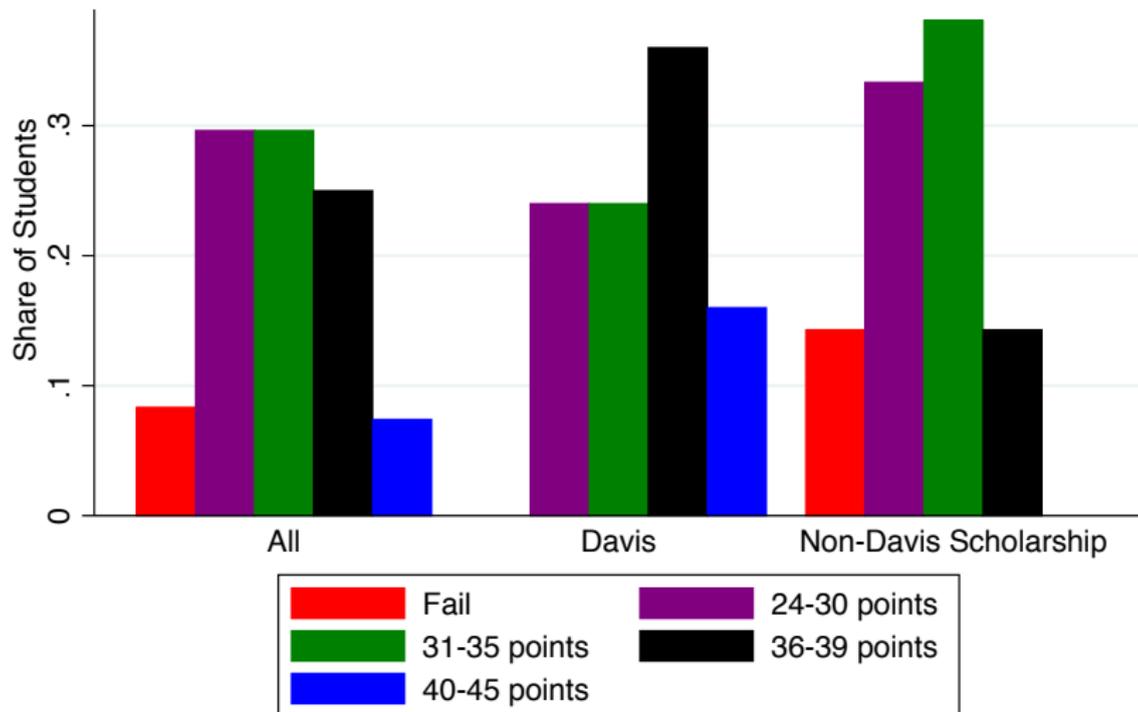


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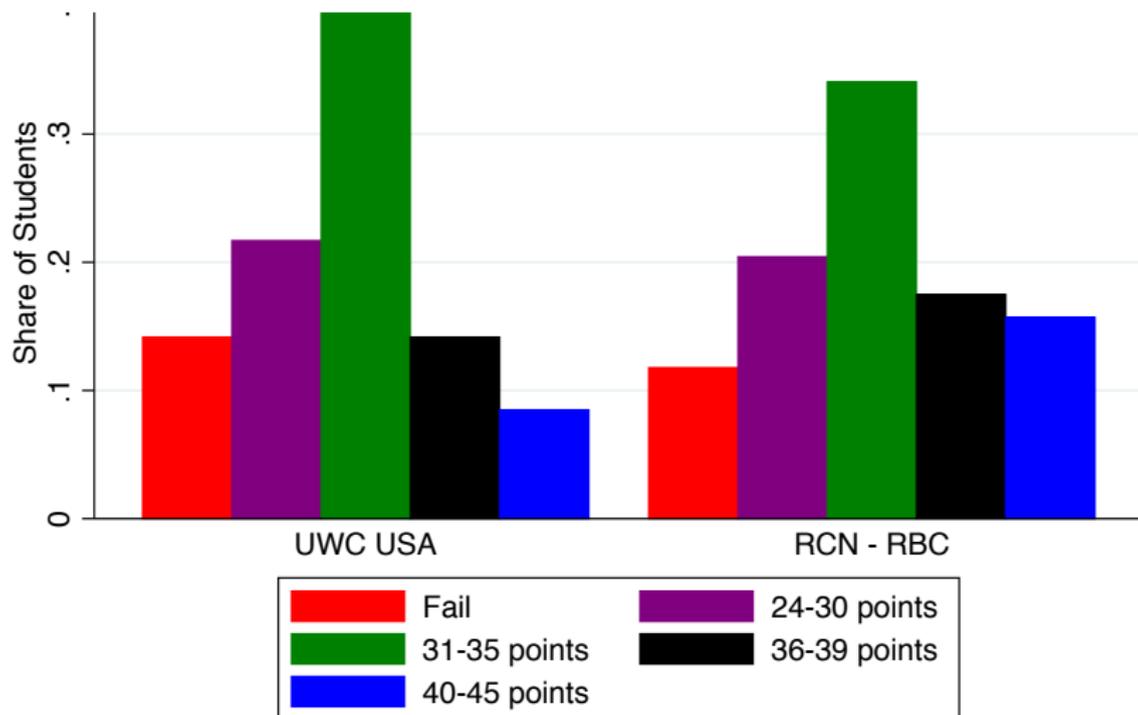
IB 2019 UWC USA by Funding Type



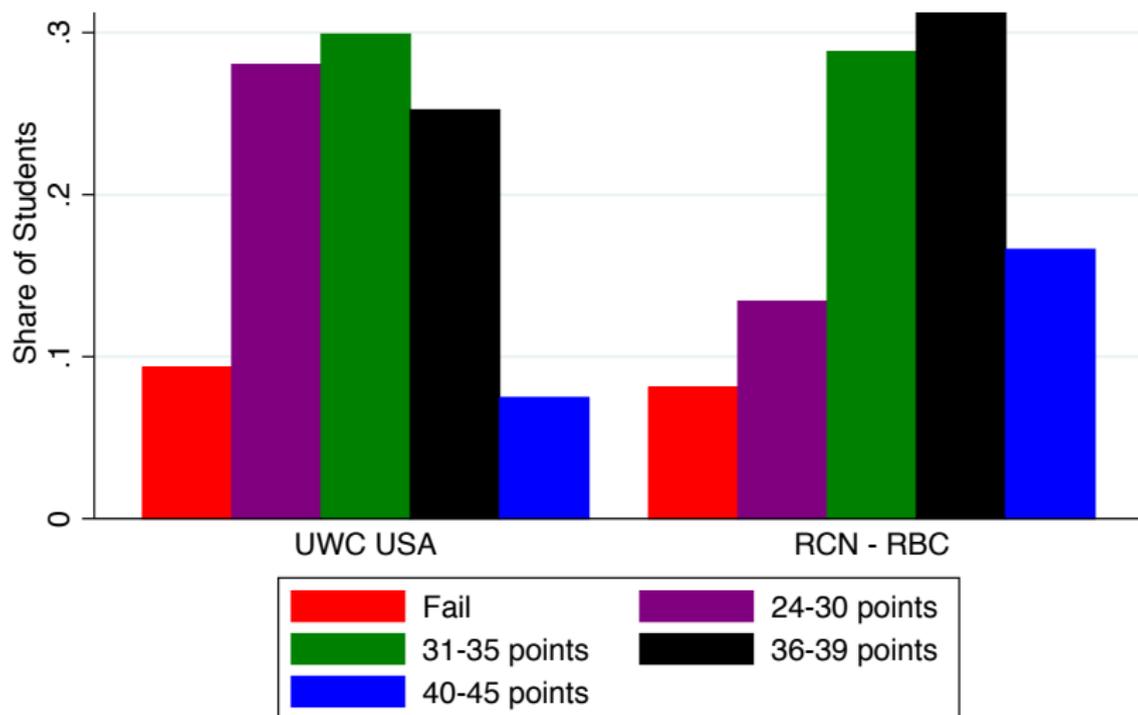
IB 2018 UWC USA by Funding Type



IB Results 2019: UWC USA vs RCN and RBC



IB Results 2018: UWC USA vs RCN and RBC



For further review by the academic team

Achieved term grades currently tend to be significantly higher than predicted grades. Students expect the IB final grade in the exams to be much closer to the achieved grades, they are not aware of the predicted grades.

Alignment of the achieved vs. predicted IB results per subject- current system creates confusion for students and for the universities when reviewing UWC USA applicants.

What are some examples of Admission data points that would be helpful in demonstrating the value of a UWC-USA education and also be powerful to stakeholders, and in our UWC Capital campaign, securing new donors and sustaining current donors plus attracting students to UWC-USA as “ data talks:

1. The trend of data, for at least three years / ideally five
2. Support the college counselors in their efforts of data collection. Get a report at the end of the year as to what data they have already and provide some suggestions from the committee as to areas we would like to get data on, some which may already be collected such as:
3. Where students applied- names of colleges and total number of admit, defer, waitlist, denied
4. Level of selectivity of the college and success of UWC students at the different levels i.e. Most selective (admit less than 10% of the applicants, highly selective (admit less than 20% of the applicants) , or colleges admitting more than 50% of the applicants
5. # of students attending 1st, 2nd, 3rd choice college
6. # of students receiving an offer of admission to their 1st, 2nd, 3rd choice college
7. What were the predicted and actual IB grade- Did this impact admission?
8. What were student's ACT/SAT scores and what is the data on students being accepted to Test optional colleges
9. US VS non US citizen- impact on admissions
10. Financial aid/scholarships- Full scholarships VS fee paying
11. # of students taking Gap years- doing what?
12. # of students accepted Early Decision, Early Action, or Regular Decision- Davis vs non Davis
13. How IB education combined with UWC education impacts success of UWC-USA students to enter higher education institutions
14. # of students applying to colleges in US, Canada, UK, Europe, elsewhere
15. # of students planning on specific majors and what students ultimately study and where they go after college
16. # of Students attending Davis colleges and their GPA and ACT/SAT scores
17. # of students at non Davis colleges and their GPA and ACT/SAT scores
18. Academic success in college freshman year- How does this correlate to their success at UWC?
19. # of UWC alums who stay connected to UWC after UWC graduation -