The study examines optional standardized testing policies at 33 colleges and universities, as measured by cumulative college GPAs and graduation rates.

Statistical analyses show no significant differences in college cumulative GPA and graduation rates between submitters and non-submitters. Differences between submitters and non-submitters are .05 of a GPA point, and .6% in graduation rates.

However, the two groups have significantly large differences in their SAT / ACT scores of 113 points.

Colleges admissions decisions are reliable and consistent for students admitted without SAT or ACT scores. Testing may artificially truncate pools of applicants who will succeed.

Students with strong HSGPAs generally perform well in college, despite modest testing. In contrast, students with weak HSGPAs earn lower college Cum GPAs and graduation rates, even with stronger testing. A clear message: hard work and good grades in high school matter, and they matter a lot.

Non-submitters are more likely to be first-generation-to-college, minorities, Pell Grant recipients, women and LD students. But white students apply as non-submitters at rates within low single percentages of the 30% overall average, so the policy has wide appeal.

Non-submitters strengthen enrollments in multiple ways: larger applicant pools, ED apps, diversity, geographic breadth, and successful LD students.

Non-submitters with wide ranges of family financial capacities help balance institutional budgets.

Non-submitters get fewer no-need merit awards, despite higher Cum GPAs and graduation rates. Institutions should examine testing criteria for merit awards.

Despite the wide variety of high schools, four-year HSGPA shows strong, consistent correlation with college cumulative GPA. Standardized testing has a much less consistent correlation.

We hope future research will continue to examine the "false negatives" seen in standardized testing, and shift to four-year rather than first-year college GPA as the normal outcome measure.

In American College and University Admissions

33 institutions (122,916 student/alumni records) between 2003-2010 made up of:

20 private colleges and universities (37,611)
6 public universities (71,831)
5 minority-serving institutions (12,691)
2 arts institutions (783)

PRINCIPAL FINDINGS

Statistical Analysis

DEFINING PROMISE: OPTIONAL STANDARDIZED TESTING POLICIES

Analytic Tools

STATISTICAL ANALYSIS

Summary of Key Statistics

<table>
<thead>
<tr>
<th></th>
<th>Non-Submitters</th>
<th>Submitters</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School GPA</td>
<td>3.45</td>
<td>3.28</td>
</tr>
<tr>
<td>SAT (See caveat below)</td>
<td>1129</td>
<td>1154</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>2.82</td>
<td>2.88</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>65.8%</td>
<td>64.5%</td>
</tr>
</tbody>
</table>

Graduation Rate Comparison Between Submitters and Non-Submitters

Analytic Tools

• Cohen’s D: Measure magnitude of difference between non-submitters and submitters
• Chi-Square Test: Statistical analysis of difference
• Other: Scatterplots, bar-graphs, R-squared

RESEARCH TEAM

Bill Hiss (Bates ’66 Principal Investigator; whiss@bates.edu)
Valerie Franks (’98, Co-author & Lead Researcher)
Sophy Min (’12), KJ Lee (’14)
Qasim Mahmood (’13), Awaiz Rana (’15)