

Stockton University  
Faculty Senate

# ACT/SAT Optional Task Force Report

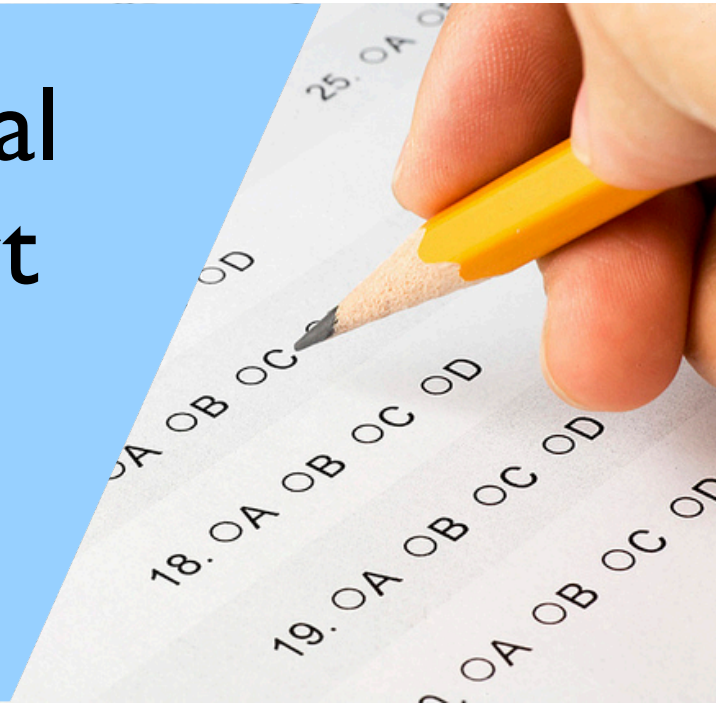


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Since September, 2018, Test-Optional Task Force members have reviewed multiple sources of information about the impact of test-optional admission in higher education. We also held public forums at Stockton University in January and February of 2018 to collect questions and provide ongoing feedback.

Based on our research, forums, and discussion, we see test-optional policies in a larger context.

We believe that test-optional policies can do some good when implemented well. For instance, we think that a test-optional policy at Stockton would be most likely to have a small, positive effect on application numbers and a small, positive effect on recruitment of a more diverse student body.

Moreover, any potential positive impact in student recruitment is more likely if a move towards test-optional admissions is accompanied by other initiatives, such as targeted marketing and restructured institutional aid, that encourage a broader range of students to apply, and make possible their acceptance by supporting those with greater financial need.

We also believe that test-optional policies can exacerbate barriers to higher education, especially for students from less advantaged high schools, if they are implemented without providing an appropriate substitute for SAT/ACT and/or otherwise directing potential student applicants towards pathways for application success, whether that be ways to improve SAT/ACT score or succeed with other admissions criteria.



Pacific Ocean (Feb. 23, 2004) - Seaman Chanthorn Peou of San Diego, Calif., takes his Scholastic Aptitude Test (SAT) aboard the conventionally powered aircraft carrier USS Kitty Hawk (CV 63). Administering SAT's is one of the continual education services provided by Kitty Hawk's Education Service Office to assist Sailors advance their opportunities in the Navy and civilian sector. U.S. Navy photo by Photographer's Mate 3rd Class Jason T. Poplin (RELEASED) (Text accompanied original picture)

If admissions and placement practices are handled well, it appears to us that becoming test-optional would be likely to have either no effect or a small negative effect on student GPA, retention or graduation rates.

Test-optional admission would also require Stockton to make dramatic changes to current placement processes. Should Stockton choose to go test-optional, the institution would need to identify new measures for evaluating students' writing, math, and critical thinking/reading capabilities, as proper placement at the outset of an academic career is a crucial component of future success.

Finally, should Stockton choose to become test-optional, it would need to consider the human and financial resources needed to create new placement processes and a campus testing center. Most test-optional schools considered for this report already had such resources in place as they already completed wide-scale internal placement testing. Stockton currently does a limited amount of testing for very specific cohorts, but to expand such services to the full incoming student body, or at least a much more significant portion of it, has important implications for both scale and cost.

## Overall Recommendations

The Task Force recommends the following two actions whether the University follows package A or B as outlined below:

- I. Create a new Task Force or Working Group (that could include volunteers from this Task Force) to identify, research the impact of, select, and pilot an alternative to SAT/ACT score for admission.
- II. Create a new Task Force or Working Group to investigate the best options for Stockton in terms of a Testing Center or otherwise expanded testing facilities. That group should include representatives from Education, Academic Advising, the Learning Access Program, First-Year Studies, and more. It can consider the right mix of physical/virtual space and computing and identify the people and processes needed. For instance, it develop policies related to any new student fees and how many times, on what timetable, and at what cost to whom, students can retake placement tests.

## Recommendation A

**Stockton delays becoming test-optional until at least the 2021 enrollment cycle.**

Two years would allow time to put in place the internal processes needed to support a test-optional future, such as any substitute for the SAT for admissions, expanded testing center services, support for students for whom improving SAT/ACT score is a better route, and more.

A delay would also allow time to put into place new placement mechanisms. For example, for placement related to the University's competency requirements in quantitative reasoning, writing, and critical thinking/reading, First-Year Studies and Academic Advising could pilot the new Accuplacer placement tools—one likely new measure. In writing, especially, First-Year Studies may need time to locate and pilot measures beyond Accuplacer, as the new Accuplacer seems problematic for writing placement at Stockton. Piloting for math and maybe critical thinking/reading can take place in Fall 2018, and other measures can be piloted in Fall 2019. The piloting can test processes and establish which placement mechanisms best predict student success. Finally, the piloting can establish scoring or other thresholds and help predict demand for various classes, guiding course scheduling.

In addition, during this delay Stockton can continue to study the desirability of moving to test-optional, considering local enrollment trends and learning from Rowan and Montclair's retention rates after their moves to test-optional admission, among other possible considerations.

As part of Recommendation A, the Task Force recommends that between now and 2021, Stockton complete the following:

- 1) Identify a replacement for SAT/ACT for admissions. Ensure that replacement is as/more equitable than SAT/ACT. Advertise the new measure transparently.
- 2) Market the availability of free SAT test-prep through resources such as <https://www.khanacademy.org/sat> to assist students for whom this route remains best as it can offer more individual control.
- 3) Consider providing free/subsidized SAT testing at Stockton or via local high school partners.
- 4) Allocate additional financial support for low-income students that are independent of academic performance measures, as cost may be a barrier to matriculation even more significant than test scores.
- 5) Research the possibility of a regional Upward Bound, Trio, or other such program.
- 6) Develop and implement strong marketing/recruitment programs for under-represented students, a strategy that has been used by many other colleges/universities going test-optional for admissions.
- 7) Have Schools/programs decide whether/when to use SAT/ACT for program-admission (NAMS, HSCI, dual-degree programs, etc.). The Task Force understands that some individual programs at Stockton have traditionally utilized standardized test scores as part of degree-specific admissions criteria. Recognizing the need for program autonomy, delaying the decision to become test-optional might give these programs time to consider alternative strategies.
- 8) Let scholarship committees decide when/whether to use standardized tests to award scholarships, a social justice issue raised at forums.

- 9) Identify and pilot multiple placement tools (especially critical as Accuplacer is currently phasing out its current placement tests, what Stockton is currently using for some math placement).
- 10) Establish cut-off scores and schedule classes as needed should new placement mechanisms change demand for given courses.

## Recommendation B

If an earlier change is implemented, then the Task Force recommends that the University:

- 1) Mitigate the challenges of being test-optional, for prospective students and the University, with careful language choices surrounding “test-optional,” such as “test-preferred.”
- 2) Continue to require test scores for merit-based scholarship applications and applications to majors that currently use them until those groups can make their own decisions.
- 3) Consider an alternative requirement like Temple’s short-answer questions, an interview, a non-cognitive measure, or another measure to facilitate student admissions.
- 4) Invest the infrastructure and other resources needed to support large-scale internal placement testing. A testing infrastructure would need to be present by January of a given year in order to implement the move to test-optional for a given entering student cohort. Decisions regarding placement would need to be complete by July of the year before a cohort would enter in order to allow for placement mechanisms including creating/testing reporting mechanisms that identify students who need placement, providing space/computer resources, planning testing cycles, training staff/proctors, creating marketing, etc.
- 5) Publicly commit to and then start work on the other needed or recommended internal processes and resources, such as a testing center, as soon as practical.

In April 2017, the Faculty Senate voted to establish a Task Force on Test (SAT/ACT) Optional. The charge to the Task Force stated:

*In 1969, Bowdoin College in Maine became the first test-optional school in the United States, launching a movement that is now approaching its fiftieth year. Today, nearly a third of the all U.S. four-year colleges and universities are test-optional or test flexible, including some public colleges and universities in New Jersey. How colleges and universities define the term has varied widely. For some schools, test-optional means first-time, first-year, degree-seeking applicants are not required to submit ACT or SAT scores for the purpose of admissions. Many more institutions are test flexible, allowing this choice for students who meet certain GPA requirements, or who submit other results like Advanced Placement or International Baccalaureate subject test scores as evidence of academic proficiency. Other common exceptions to schools' test-optional policies include preclusion of certain science, engineering, and health science majors, EOF applicants, home-schooled students, and international students.*

*Stockton University currently requires all freshman to submit SAT and/or ACT test scores as part of the application process. Such scores are used to assess students' writing and mathematics proficiency, as well as by some majors in order for students to matriculate into those degrees (most notably in NAMS and HSCI). Finally, Stockton uses test scores, along with GPA and other metrics of academic success, to award the majority of its merit-based aid. Transfer students are not required to submit standardized test scores.*

*The Task Force for Test-Optional Admission is charged to lead discussions with faculty, staff, administration, students and the wider Stockton community about whether Stockton should consider becoming "test-optional," and, if so, how that term might be defined and implemented. It will consult as many constituent groups as possible, and inform itself through research. Guiding concerns include, but are not limited to:*

- *Impact on student recruitment*
- *Current placement uses of standardized testing and the viability of alternatives*
- *Potential for expanding or diversifying the student body*
- *Recommendations (if any) for retaining mandatory test scores for certain fields or constituencies*
- *Effect on allocation of institutional, merit-based aid*

*At the completion of its work the Task Force is expected to produce a written report to the Senate, which will subsequently be shared with the entire Stockton community.*



# Task Force Membership

Task Force membership was drawn from across the Stockton campus, and included representatives from the First-Year (FRST) Studies Program, several academic Schools, and campus administration, including Academic Advising, Enrollment Management, and the Provost's Office. Among the 17 members were 7 faculty, 8 administrators, and 2 staff members. Volunteers were recruited over summer 2017, and additional members were recruited in the fall after the first meeting to add diversity and represent additional stakeholders.

**Chair:** Heather McGovern, Associate Professor of Writing and First-Year Studies, GENS

**Members (in alphabetical order):**

Norma Boakes, Associate Professor of Education, EDUC  
Frank Cerreto, Professor of Mathematics and First-Year Studies, GENS  
Lydia Fecteau, Adjunct Faculty, ARHU and GENS  
Lauren Fonseca, Tutoring Center Specialist/Coordinator of Academic Support  
Tom Grites, Assistant Provost, Academic Support Services  
Peter Hagen, Associate Dean of General Studies & Director, Center for Academic Advising  
Adalaine Holton, Associate Professor of Literature, ARHU  
Ariane Hutchins-Newman, Assistant Dean of Health Sciences  
John Iacovelli, Dean of Enrollment Management  
Maralyn Mason, Director of Educational Opportunity Fund Program  
Michelle McDonald, Associate Vice President, Academic Affairs & Assoc. Prof., Atlantic History  
Heather Medina, Assistant Dir. of Admissions  
Luis Pena, Supervisor/Math Lab Tutor Center  
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Charlie Wu, Professor of Mathematics, NAMS  
Pete Straub, Dean, NAMS & Professor of Biology  
Joe Trout, Associate Professor of Physics, NAMS

**Contributors:** We thank Neil Aaronson, Associate Professor of Physics; Peter Baratta, Chief Planning Officer; Jessica Kay, Planning Analyst; Dennis Furgione, Research Associate; Bob Heinrich, Chief Information Officer; Claudine Keenan, Dean, School of Education & Professor of Instructional Technology; Harvey Kesselman, President & Professor of Education; Emma Kluesner, Associate Director of Academic Advising; Xiangping Kong, Director of Institutional Research; Marissa Levy, Professor of Criminal Justice; and many others for contributions to the draft, our research, and/or our learning in community forums.

In January 2018, the National Center for Fair & Open Testing (otherwise known as FairTest) reported that “more than 1,000 accredited, four-year colleges and universities now will make decisions about all or many applicants without considering ACT or SAT test scores.” This includes half of the U.S. News & World Report “Top 100” liberal arts colleges, as well as the majority of New England colleges and universities, and more than 50% of colleges/universities in states like Maryland, Pennsylvania and Virginia.<sup>1</sup>

In April 2017, Stockton’s Faculty Senate formed a Task Force to consider the implications of the test-optional movement for this campus. One of the first questions the Task Force confronted was how to define the term. There is no simple answer, as colleges and universities have defined test-optional in myriad ways. To complicate matters, some colleges/universities are “test-optional,” while other colleges/universities identify as “test-flexible” or “test-preferred.” Brief definitions for each term appear below:

**Test-Optional:** In the simplest sense, test-optional is a policy that de-emphasizes standardized test scores, such as the SAT and ACT, when evaluating student applications for admission. Test-optional is not the same as open admissions. It is an institutional policy that allows applicants to choose whether to submit standardized test scores (SAT or ACT) with their application for admission. In practice, colleges and universities vary in what they have chosen to use instead of SAT or ACT score for admissions. Some simply shift weight to other factors, like class rank, GPA, extra-curricular activities, etc. Some colleges/universities have been test-optional for admissions only for students in the top 10% of their graduating class (the Texas University system), or for students with a 3.5 or higher high school GPA (Rowan University). Nor does being test-optional mean that colleges/universities do not use test scores for purposes other than admission. Many colleges and universities that are test-optional for general admissions still require SAT or ACT score for admission to certain programs (especially engineering, health, sciences, honors) and/or for some scholarships. Many also require SAT or SAT scores for admission for certain groups of students, such as home-schooled students or out-of-state students. Some colleges/universities also have added a new measure, either more developed like Mosaic or Kaleidoscope,<sup>2</sup> a series of questions as in the Temple Option (four scored short answer reflective questions),<sup>3</sup> or other choices. Still others have moved to what they call a holistic admissions system, which is what many colleges/universities like Stockton, which are not test-optional, also claim to have in place.

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<sup>1</sup> National Center for Fair and Open Testing, 2018: <https://www.fairtest.org/university/optional>. This organization openly supports discontinuing use of standardized test scores, and so they are not an impartial source. Their list of test-optional institutions, however, is not questioned, and is used for reference by other organizations, such as U.S. News & World Report. They also provide a body of sources and resources about and for test-optional institutions. See: Kelly Mae Ross, “20 Top Colleges that are Flexible with Test Scores,” *U.S. News and World Report*, (September 22, 2017): <https://www.usnews.com/education/best-colleges/slideshows/20-top-ranked-colleges-that-are-flexible-with-test-scores>

<sup>2</sup> Sternberg, R. (2011). College admissions assessments: New techniques for a new millennium. In J. Soares (Ed.) *SAT Wars: The Case for Test-Optional College Admissions*. New York: Teachers College Press.

<sup>3</sup> McCarthy, M. (2014). University Makes SAT Optional for New Students. Temple News. Retrieved from <https://temple-news.com/university-makes-sat-optional-new-students/>

**Test-Flexible:** Test-flexible policies allow applicants to submit a variety of standardized test scores (not just the SAT or ACT) in support of their application. For example, at Colorado College, students can submit scores from the SAT Reasoning Test, the ACT Assessment Test, or three exams of their choice from a given list. New York University accepts seven test options, including Advanced Placement and International Baccalaureate exam scores.<sup>4</sup> Drexel is an example of a regional test-flexible institution.

**Test-Preferred:** Generally a sub-set of test-optional, is most often used by institutions that emphasize study in the sciences or health sciences fields most likely to retain standardized test scores for matriculation into the major, even if it is not required by the institution for admission into the college or university.

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<sup>4</sup> Colorado College's "Test-Flexible" policy emphasizes that applicants have choices for meeting standardized test requirements (<https://www.coloradocollege.edu/admission/application/testing/policy/>). New York University accepts seven different categories of tests for admissions consideration (<http://www.nyu.edu/admissions/undergraduate-admissions/how-to-apply/standardized-tests.html>).

## Why is Stockton researching test-optional practices?

Stockton is researching the implications of becoming test-optional initially because of administrative interest, but also for the following reasons:

- Interest in increasing application numbers
- Interest in increasing enrollment numbers
- Concern over racial/socioeconomic/gender/other bias of SAT/ACT
- Concern over public perception
- Interest in a trend in higher-education

More specifically, those advocating for a test-optional admissions policy hope that doing so might

- Remove a barrier to admission for non-white students, with the goal of increasing the diversity of Stockton's student body.
- Remove a barrier for admission for a variety of groups possibly affected unfairly by overreliance on SAT or ACT scores for admission.
- Help Stockton compete with other colleges and universities which have become test-optional (most notably, within New Jersey, Rowan and Montclair).
- Allow Stockton to join a national trend towards test-optional admissions.

## Why use standardized tests for admissions?

Test-optional policies are part of a growing movement that questions the value of standardized tests like the SAT and ACT as measures of students' academic proficiency and projected success. Standardized tests have historically been part of the college and university admissions process, in part because proponents hoped they would be more objective than high school reputation, and less subject to inflation and variance across institutions than high school GPA.

The issue of whether standardized test scores add predictive value for student success has been much studied. Although there is some debate, for the most part there is agreement in research literature that standardized tests add a small amount of predictive value beyond high school GPA

alone,<sup>5</sup> varying by student type. Students' linguistic background, for example, may influence the value of SAT score projections.<sup>6</sup>

Other scholars argue that high school GPA alone should be used, positing that first-year GPA is a better indicator of graduation rate across some racial groups, most strongly for Black students and most weakly for Asian students.<sup>7</sup> Similarly, Hiss and Franks<sup>8</sup> suggest that high school grades are a better predictor of college success than SAT scores. The decision of The University of Texas to stop automatic admissions by SAT score alone reflects another aspect—that standardized test scores can be high for a student who may not succeed in college.<sup>9</sup>

The SAT is primarily supposed to predict first-year success and first-year GPA. As MacGuire<sup>10</sup> indicates when summarizing Ithaca College's research process into the benefits of using SAT, the basic question of whether SAT score plus high school GPA is more predictive of first-year success than either alone seems fundamentally well-settled in the research literature. There are other reasons to consider test-optional, and not all agree with this basic finding, but most would agree that

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<sup>5</sup> Mattern, K., Shaw, E., & Kobrin, J. (2011). An alternative presentation of incremental validity: Discrepant SAT and HSGPA performance. *Educational and Psychological Measurement*, 71:4, 638-662. DOI: 10.1177/0013164410383563; Radunzel, J., Noble, J. (2013). Differential Effects on Student Demographic Groups of Using ACT® College Readiness Assessment Composite Score, Act Benchmarks, and High School Grade Point Average for Predicting Long-Term College Success through Degree Completion. ACT Research Report Series, 2013 (5); Westrick, P. A., Le, H., Robbins, S. B., Radunzel, J. R., & Schmidt, F. L. (2015). College Performance and Retention: A Meta-Analysis of the Predictive Validities of ACT Scores, High School Grades, and SES. *Educational Assessment*, 20(1), 23-45. doi:10.1080/10627197.2015.997614

See also: Shewach, O. R., Shen, W., Sackett, P. R. and Kuncel, N. R. (2017), Differential Prediction in the Use of the SAT and High School Grades in Predicting College Performance: Joint Effects of Race and Language. *Educational Measurement: Issues and Practice*, 36: 46–57. doi:10.1111/emip.12150

<sup>6</sup> Zwick, R. & Sklar, J. (2005). Predicting College Grades and Degree Completion Using High School Grades and SAT Scores: The Role of Student Ethnicity and First Language. *American Educational Research Journal*, 42:3, p. 439-464. Retrieved from <https://doi-org.ezproxy.stockton.edu/10.3102/00028312042003439>

<sup>7</sup> Gayles, J. (2012). Race, late bloomers and first-year GPA: Predicting beyond the freshman year. *Education Research Quarterly*, 36:1, 13-29.

<sup>8</sup> Hiss, W., Franks, V. (2014). Defining promise: Optional standardized testing policies in American college and university admissions. Retrieved from <https://www.iacac.org/wp-content/uploads/2014/05/H59-Defining-Promise.pdf>. Hiss and Franks' study included institutions in four categories: twenty private colleges and universities, six public universities, five minority-serving institutions, and two arts institutions. The public universities included mainly were test-optional only for students in the top 10% of their graduating class, which limits applicability for other mid-to large sized public universities.

<sup>9</sup> Jaschik, S. (2018, Feb. 12). Why a college ended admissions by test score. *Inside Higher Education* Retrieved from <https://www.insidehighered.com/admissions/article/2018/02/12/university-texas-dallas-ends-automatic-admission-test-score#.WoHjckbwhyE.email>

<sup>10</sup> MacGuire, E. (2018) Going Test Optional, A Case Study. *Measuring Success: Testing, Grades, and the Future of College Admissions*, Eds. Jack Buckley, Lynn Letukas, & Ben Wildavsky. JUH Press

both measures together are better than either alone.<sup>11</sup> In fact, Ithaca College did its own correlational studies supporting that standardized tests provided slightly better prediction for success locally than high school GPA alone, although it ultimately decided to become test-optional for other reasons.

Many high school students in New Jersey take the SAT, and the College Board produces an annual comparative report that analyzes scores by gender, race, English-language learners, and students who take the test at no cost.<sup>12</sup> An analysis of data provided by Stockton's Institutional Research allows comparison of SAT scores with retention, 4-year, and 6-year graduation rates. A look at the data for the three mid SAT bands (410-500, 510-600, and 600-700), the only three with sample sizes large enough to generalize, suggests that SAT scores are predictive of success for Stockton students. Almost without exception, the higher the SAT score in Math, Verbal, or Writing, the higher the retention, 4-year, and 6-year graduation rates. This would suggest that, in the aggregate, the SAT tests are serving as good predictors of success at Stockton.

However, it is possible that other variables are in play. For example, the story might look different if broken out by major, although then sample sizes might be too small to provide definitive conclusions. Tentatively, the data suggests that there is some evidence that SAT scores provide Stockton with useful information for admission decisions. It is also, of course, not possible to gauge whether test scores provide accurate predictive ability for students who do not apply to Stockton; if one of the potential goals of becoming test-optional is to recruit a broader student body, mapping test scores onto the existing student population has some limitations.

Because Stockton does not standardize the high school GPAs of applicants, we cannot at this time compare the predictive value of high school GPA alone, SAT alone, or the combined factors for Stockton student success. Institutional Research is considering creating a way to standardize applicants' high school GPAs so that we can study the predictive value of high school GPA and make it more useful in the admissions process.

## Does going test-optional change the caliber of student admitted?

Most Stockton students are retained and graduate, so, arguably, we should be wary of changing an approach has been providing us with strong students who usually succeed. On the other hand, we might be persuaded, as were people at many other institutions, that a change is needed in order to bring in a more diverse student body.

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<sup>11</sup> MacGuire, E. (2018) Going test optional, a case study. In J. Buckley, L. Letukas, & B. Wildavsky (Eds), *Measuring Success: Testing, Grades, and the Future of College Admissions* JUH Press.

<sup>12</sup> College Board (2017, September 26). SAT Suite of Assessments Annual Report, New Jersey. Retrieved from <https://reports.collegeboard.org/pdf/2017-new-jersey-sat-suite-assessments-annual-report.pdf>

On balance, those colleges and universities that have adopted test-optional admissions policies have not seen appreciable changes in the academic ability of their students. Students who enter without test scores have typically been retained at similar rates and have maintained comparable GPAs as those who did apply with standardized test scores. While some colleges/universities have reported slightly lower graduation rates, Hiss and Franks (2014) reported that in other instances, students without test scores graduated at higher rates than their test-score submitting peers.<sup>13</sup> This finding is, perhaps, predictable; as noted previously, many test-optional colleges/universities extend this option to students who can already demonstrate academic aptitude through high GPAs, class rank, or challenging high school course loads. The variations in test-optional policies and institution type also complicate comparisons.

Temple University offers one regional example on the preliminary impact of test-optional on the caliber of student applicants. For fall 2016, following its decision to go test-optional, Temple reported increases in average high-school GPA for admitted students, from 3.61 in 2015 to 3.63 the following year. This is not necessarily surprising, as their larger pool of applicants allowed the university to be more selective in who it accepted; the university's acceptance rate, which went from 63.9% of applicants in 2013, decreased to 61.7% in 2014, and 52.2% in 2016.<sup>14</sup>

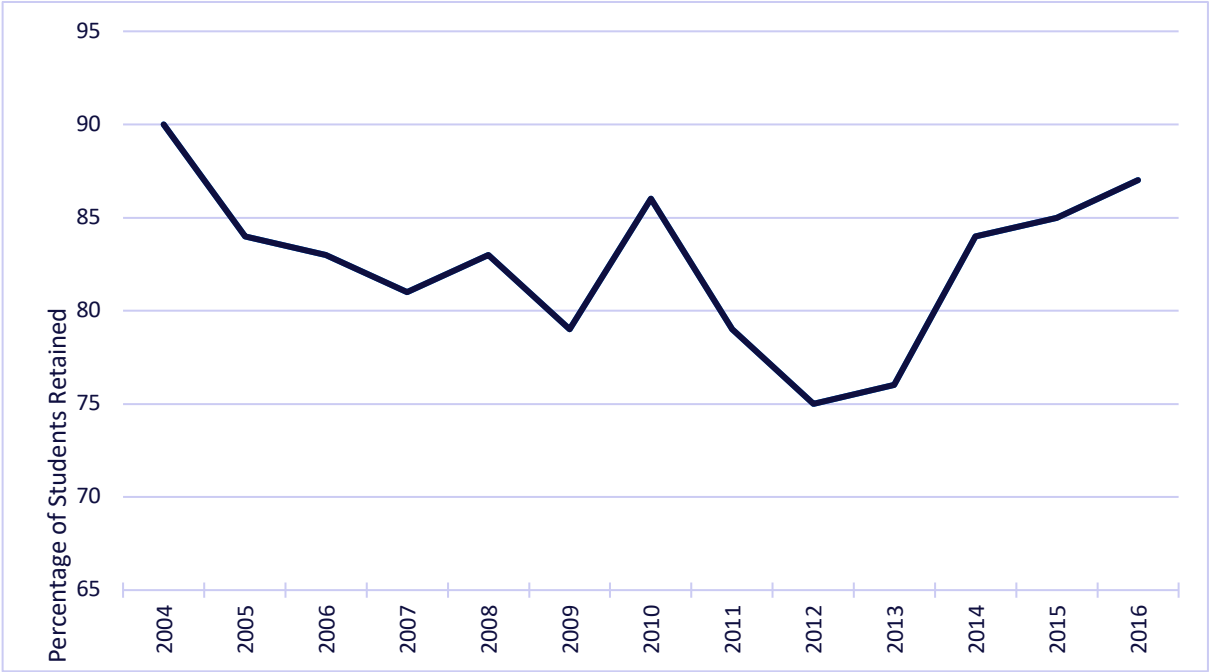
We can look to Drew as a second regional example, and it is hard to tell whether becoming test-optional from 2006-2012, then again since 2015, had an effect on its retention rate (Figure 1).

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<sup>13</sup> Hiss and Franks, "Defining Promise," p. 3. Indeed, one of the major findings of this study was that: "With approximately 30% of the students admitted as non-submitters over a maximum of eight cohort years, there are no significant differences in either Cumulative GPA or graduation rates between submitters and non-submitters. Across the study, non-submitters (not including the public university students with above-average testing, to focus on the students with below-average testing who are beneficiaries of an optional testing policy) earned Cumulative GPAs that were only .05 lower than submitters, 2.83 versus 2.88. The difference in their graduation rates was .6%. With almost 123,00 students at 33 widely differing institutions, the differences between submitters and non-submitters are five one-hundredths of a GPA point, and six-tenths of one percent in graduation rates."

<sup>14</sup> Verghese, A. (2016, Feb. 24) Temple shatters record for freshman applications. *Temple Now*. Retrieved from <https://news.temple.edu/news/2016-02-24/temple-shatters-record-freshman-applications>. Temple also reported that average SAT scores for admitted freshmen "increased 10 points to 1195" (which, again, could be because they were able to be more selective, and/or that students with lower SAT scores chose the test-optional path and so their scores were not included in this average).

Figure I. Retention Rate at Drew University, 2001-2016: Test-optional for 2006; Required Tests 2013-2014; Test-optional for 2015



To summarize, the Task Force would expect that the caliber of students Stockton would admit and enroll would remain similar should it become test-optional for Admissions.



## Have other New Jersey colleges/universities gone test-optional?

As of February 2018, twelve New Jersey colleges or universities have adopted test-optional policies, including three of the state's public, four-year public research universities and state colleges or universities (these are underlined and in blue in the alphabetical list below):

- Beth Medrash Govoha (Lakewood)
- Bloomfield College (Bloomfield)
- College of Saint Elizabeth (Morristown)
- Drew University (Madison)
- Eastwick College (multiple locations)
- [Montclair State University \(Montclair\)](#)
- Pillar College (multiple locations)
- Rabbinical College of America (Morristown)
- [Rowan University \(Glassboro\)](#)
- Saint Peter's University (Jersey City)
- Talmudical Academy of New Jersey (Adelphia)
- [Thomas Edison State University \(Trenton\)](#)

As is true nationally, New Jersey higher education institutions differ in terms of how they define "test-optional." In this report, we list three specific illustrative examples of different paths taken by regional colleges/universities: Drew, Montclair, and Rowan.

**Drew:** Drew's Admissions website in spring 2018 says: "Students electing not to submit SAT/ACT scores must present a strong high school transcript in a rigorous college-prep or honors curriculum and typically will have at least a B average." SAT/ACT score is required for some merit scholarships, but others are based on high school GPA.

**Montclair:** At Montclair, there are no exceptions requiring SAT/ACT scores. Some programs have set GPA requirements of 3.0 for admission to the program, and some require GPA of 3.0 plus an interview or other coursework or other items. But for admission to the University, there is no substitute for SAT/ACT—Montclair's website in spring 2018 indicates that high school GPA and the rigor of the high school curriculum will be heavily weighed, along with letters of recommendation, the admissions essay, and extracurricular involvement.

**Rowan:** Rowan still requires SAT/ACT scores for a number of students. As noted on its Admissions website in 2018, "Prospective students who have a high school GPA of 3.5 or higher may choose not to submit their SAT scores as part of the Admissions application process. There are some exceptions, including prospective engineering majors, EOF applicants, home school students, international students, and those applying for merit scholarships."

## What are Stockton’s application numbers/admissions patterns?

One of the primary reasons Stockton’s administration has asked the Faculty Senate to consider test-optional admissions is its concern with Stockton’s application numbers. Stockton has been between 8<sup>th</sup> and 11<sup>th</sup> of the 12 senior New Jersey public colleges and universities in terms of application numbers among this comparison group since 2010. Our best ranking was 8<sup>th</sup> in 2012. Since then, when our application numbers were fairly similar to those at Kean, Montclair, Ramapo, and NJIT, their application numbers have been growing, in some cases appreciably, while ours have dropped slightly. In 2016, Stockton had the second lowest application rate among New Jersey’s twelve senior public colleges and universities (Table 3). See also, for comparison, Tables 1 and 2. Clearly, we would desire to improve our overall application numbers.

However, and, notably, Stockton had an 18% increase in freshman applications for Fall 2017, compared to Fall 2016.

**Table 1. Applicants, Acceptance Rate, and Admissions Yield at Senior New Jersey Universities for 2014, Listed in Order of Applicants<sup>15</sup>**

Institution Name	Fall 2014 Applicants	Fall 2014 Acceptance Rate	2014 Admissions Yield
Rutgers University-New Brunswick	31,941	60%	33%
Montclair State University	12,462	67%	35%
The College of New Jersey	10,937	49%	26%
Rutgers University-Newark	10,332	63%	17%
Rowan University	10,180	44%	44%
William Paterson University of NJ	9,638	75%	16%
Ramapo College of New Jersey	6,699	53%	27%
Rutgers University-Camden	6,550	60%	11%
Kean University	5,718	70%	37%
<b>Stockton University</b>	<b>5,229</b>	<b>65%</b>	<b>35%</b>
NJ Institute of Technology	4,777	63%	35%
New Jersey City University	2,618	77%	34%

<sup>15</sup> Information taken from IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

Table 2. Applicants, Acceptance Rate, and Admissions Yield at Senior New Jersey Universities for 2015, Listed in Order of Applicants<sup>16</sup> Numbers in red represent major changes from the year before.

Institution Name	Fall 2015 Applicants	Fall 2015 Acceptance Rate	2015 Admissions Yield
Rutgers University-New Brunswick	35,340	58%	32%
Rowan University	12,289	<b>71%</b>	<b>26%</b>
Montclair State University	11,990	70%	37%
Rutgers University-Newark	11,646	65%	16%
The College of New Jersey	11,290	49%	26%
William Paterson University of NJ	9,851	74%	18%
Kean University	7,944	74%	26%
Rutgers University-Camden	7,518	58%	10%
Ramapo College of New Jersey	7,106	53%	25%
NJ Institute of Technology	6,045	61%	30%
<b>Stockton University</b>	<b>5,843</b>	<b>64%</b>	<b>33%</b>
New Jersey City University	2,789	<b>87%</b>	34%

Table 3. Applicants, Acceptance Rate, and Admissions Yield at Senior New Jersey Universities for 2016, Listed in Order of Applicant Number<sup>17</sup> Numbers in red represent major changes from the year before.

Institution Name	Fall 2016 Applicants	Fall 2016 Acceptance Rate	2016 Admissions Yield
Rutgers University-New Brunswick	36,677	57%	31%
Rowan University	13,520	71%	24%
Rutgers University-Newark	13,085	65%	16%
Montclair State University	12,139	66%	37%
The College of New Jersey	11,825	49%	25%
William Paterson University of NJ	10,791	76%	17%
Kean University	8,785	74%	23%
Rutgers University-Camden	8,725	58%	13%
NJ Institute of Technology	7,222	59%	26%
Ramapo College of New Jersey	7,172	53%	25%
<b>Stockton University</b>	<b>4,826</b>	<b>77%</b>	<b>32%</b>
New Jersey City University	3,987	85%	29%

A university’s application rate has important implications for its acceptance rates. In order to admit the numbers of students necessary to maintain university operations, Stockton’s acceptance rate (77% in 2016) was the second highest among the institutions listed in Table 3. However, 2016 could

<sup>16</sup> Information taken from IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

<sup>17</sup> Information taken from IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

have been an atypical year. In 2016, Stockton’s acceptance rate increased dramatically over the closer to 62% where it was in 2013, 2014, and 2015.

Stockton can, however, be proud of its admissions yield rate (which is the percentage of students accepted who actually decide to enroll). Stockton’s yield rate from 2014-2016 was among the top

five among the comparison institutions in Tables 1-3 (it was 7<sup>th</sup>, at 28%, in 2013). Roughly a third of the students accepted into Stockton, in other words, consistently chose to attend our university.

**Table 4. Applicants by Year for Major NJ Universities, 2010-2016**

	2010	2011	2012	2013	2014	2015	2016
<b>Kean University</b>	5,955	6,030	6,015	4,952	5,718	7,944	8,785
<b>Monmouth University</b>	6,561	6,491	6,134	5,537	7,691	7,691	9,097
<b>Montclair State University</b>	13,133	12,585	12,319	13,012	12,462	11,990	12,139
<b>NJ City University</b>	4,439	4,295	4,971	4,183	2,618	2,789	3,987
<b>NJ Institute of Technology</b>	4,409	4,068	4,216	4,344	4,777	6,045	7,222
<b>Ramapo College of New Jersey</b>	5,161	5,091	6,299	6,297	6,699	7,106	7,172
<b>Rowan University</b>	4,425	8,232	6,868	8,287	10,180	12,289	13,520
<b>Rutgers University-Camden</b>	5,567	5,791	5,686	7,437	6,550	7,518	8,725
<b>Rutgers University-New Brunswick</b>	29,532	28,602	28,635	30,631	31,941	35,340	36,677
<b>Rutgers University-Newark</b>	12,632	11,352	11,863	13,282	10,332	11,646	13,085
<b>Stockton University</b>	4,207	5,089	6,195	6,126	5,229	5,483	4,826
<b>The College of NJ</b>	9,956	10,150	10,295	11,145	10,937	11,290	11,825
<b>William Paterson University of NJ</b>	7,140	6,953	6,968	8,935	9,638	9,851	10,791

## Do test-optional policies affect application numbers?

The answer is complicated. The decision to go test-optional may influence application numbers positively in some cases, but not all. According to one 2014 study, colleges/universities saw an average increase of 220 applications the year after changing their admissions policy; the authors also reported that when they corrected their model for non-normality, it “provides interesting, yet inconclusive, results on the relationship between test-optional policies and application numbers.”<sup>18</sup>

<sup>18</sup> Belasco, A., Rosinger, K., & Hearn, J. (2015). The test-optional movement at America’s selective liberal arts colleges: A boon for equity or something else? *Educational Evaluation and Policy Analysis*, 37(2), 206 - 223. <https://doi.org/10.3102/0162373714537350>. This study includes 180 mostly competitive liberal arts colleges/universities, so results may not apply to Stockton.

Temple University, however, reported a 15% increase in applications after its test-optional policy went into effect. Enrolled incoming freshmen increased from 4,390 in 2013 to 4,485 in 2014 to 5,162 in 2016.<sup>19</sup> For fall 2106, Temple saw an 11% increase in students choosing the Temple Option, the test-optional path to Admissions about 20% of current freshmen were admitted through that path.<sup>20</sup>

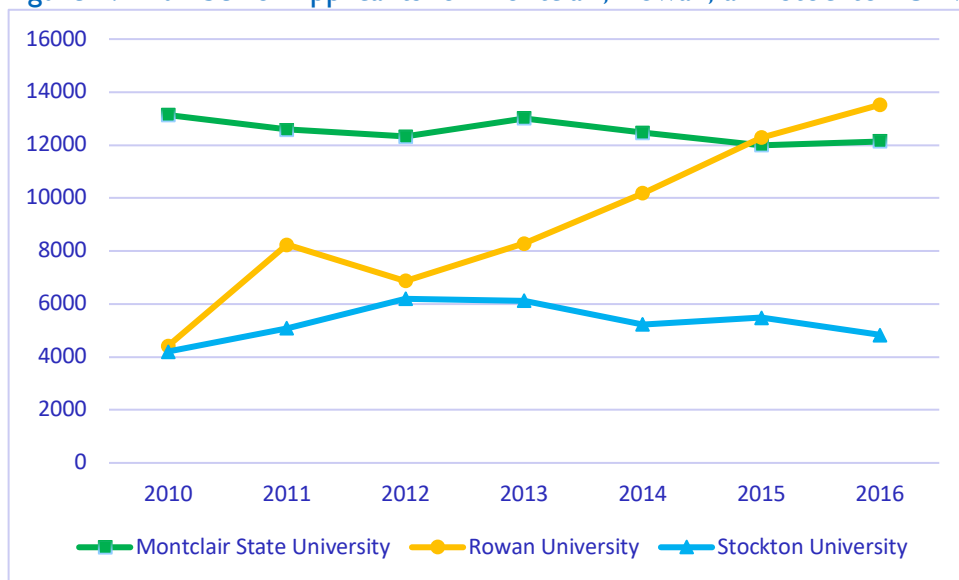
Table 5 provides application and enrollment data for peer institutions in New Jersey from 2014 to 2016. Figure 2 provides a graphical comparison for Stockton University and its likely main two regional competitors: Rowan University and Montclair University. Almost all colleges/universities listed in Table 5 have experienced increases in applicant numbers. However, the relationship between application numbers and an institution's decision to use standardized test scores is neither linear nor singularly causal. Most of the colleges/universities in New Jersey with more applicants compared to Stockton are not test-optional, so other factors appear to be contributing to application number. In fact, the connection between Stockton's poor state ranking in application numbers (Tables 1, 2, and 3) and our competitor's test-optional policies is not well-established. Our ranking hasn't changed significantly from 2014. Notably, during the same time period in which several of our competitors (Rowan and Montclair) went test-optional, our ranking in terms of application numbers did not change. This could be because their becoming test-optional did not affect our competitiveness, or it could be that we simply cannot drop much lower in the rankings.

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<sup>19</sup> Temple at a Glance: <https://www.temple.edu/about/public-information/facts-about-temple>

<sup>20</sup> Verghese, A. (2016, Feb. 24). Temple Shatters Record for Freshman Applications. *Temple Now* Retrieved from <https://news.temple.edu/news/2016-02-24/temple-shatters-record-freshman-applications>

Figure 2. Number of Applicants for Montclair, Rowan, and Stockton Universities, 12 NJ 2010-2016<sup>21</sup>



In addition to analyzing application number over time, we can also examine application numbers in terms of percentage of student submitting SAT scores (Table 5). Stockton has among the highest percent, in this comparison group, of students submitting SAT scores.

Table 5. Applicants, Enrolled Students, and Percentage Submitting SAT Scores for Several New Jersey Universities, 2014-2016<sup>22 23</sup>. Original Table Courtesy of IR

	Fall 2014 - First Time Freshman			Fall 2015 - First Time Freshman			Fall 2016 - First Time Freshman		
	Applicants	Enrolled	Percent Enroll-ed Submitting SAT Scores	Applicants	Enrolled	Percent Enrolled Submitting SAT Scores	Applicants	Enrolled	Percent Enrolled Submitting SAT Scores
Kean University	5,718	1,502	77	7,944	1,518	77	8,785	1,526	77
Montclair State University	12,462	2,908	96	11,990	3,115		12,139	2,997	
New Jersey City University	2,618	690	74	2,789	819	95	3,987	988	92

<sup>21</sup> Information taken from IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

<sup>22</sup> Source: IPEDS Data Center - <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

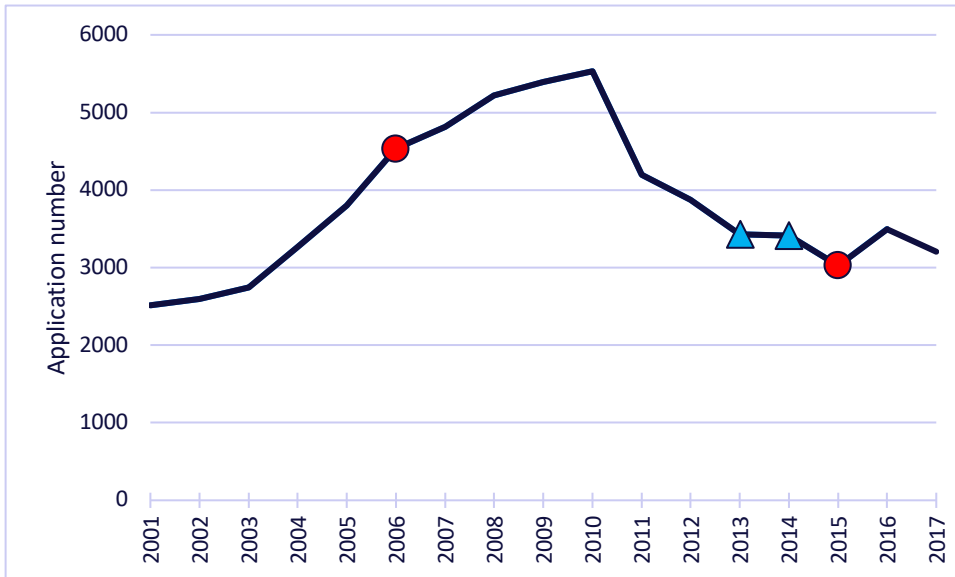
<sup>23</sup> Note that Veteran students are coded differently from other first-time students at Stockton, so while they already do not submit SAT scores for admission, they are not represented in the data in Table 4.

New Jersey Institute of Technology	4,777	1,050	92	6,045	1,108	89	7,222	1,098	84
Ramapo College of New Jersey	6,699	978	88	7,106	931	88	7,172	944	91
Rowan University	10,180	1,960	95	12,289	2,233	93	13,520	2,281	69
Rutgers University-Camden	6,550	431	93	7,518	429	97	8,725	675	92
Rutgers University-New Brunswick	31,941	6,412	94	35,340	6,607	93	36,677	6,466	89
Rutgers University-Newark	10,332	1,081	91	11,646	1,200	87	13,085	1,344	94
<b>Stockton University</b>	<b>5,229</b>	<b>1,186</b>	<b>92</b>	<b>5,483</b>	<b>1,151</b>	<b>98</b>	<b>4,826</b>	<b>1,190</b>	<b>97</b>
The College of New Jersey	10,937	1,417	93	11,290	1,453	84	11,825	1,457	87
William Paterson University of New Jersey	9,638	1,171	99	9,851	1,334	98	10,791	1,376	99

**Drew:** Of all New Jersey colleges/universities, Drew University has the longest—and most convoluted—test-optional record to consider, a record that also indicates that a change to a test-optional policy may not strongly impact application numbers. Drew first became test-optional in 2006 (marked in red on Figure 3 below). Then it changed its mind, worrying that not requiring SAT scores made them appear less serious of a university and that it was hurting them in national rankings, and required SAT/ACT for admissions again from 2013-2015 (marked in blue). Then, Drew returned to test-optional for Fall 2015.

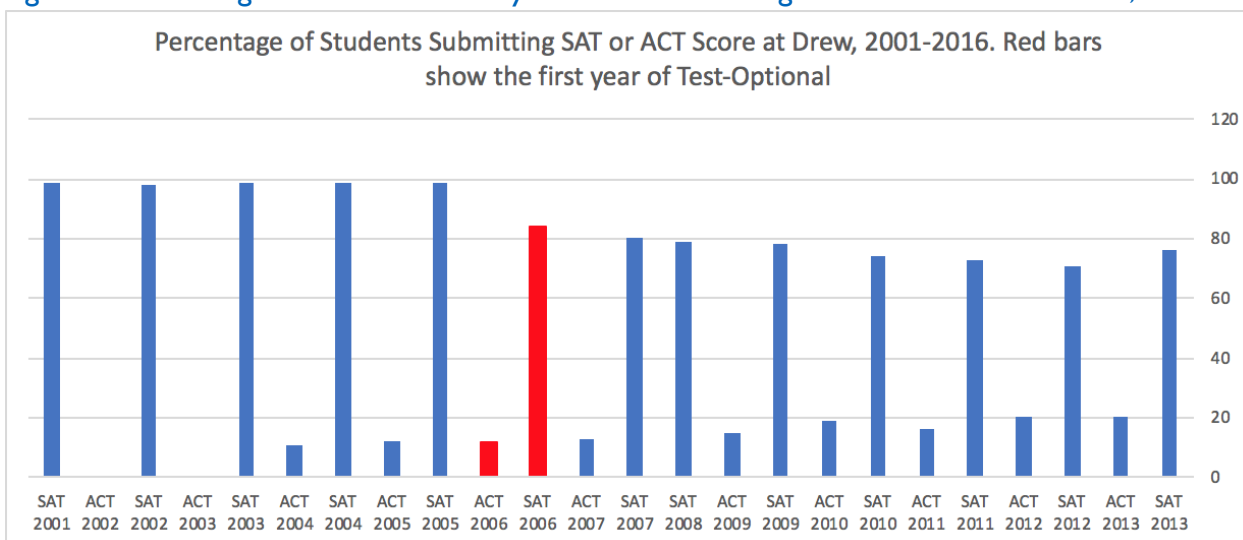
Drew’s application numbers make it hard to tell if going test-optional provided a short-term increase. Certainly, their applications numbers were trending upward before they became test-optional, and continued on an upward trend for several more years before decreasing. After 2010, their admissions numbers began to decrease, stabilized for 2013 and 2014 dropped in 2015, then increased slightly in 2016 after returning to test-optional admissions (but only to about the 2014 level). It is difficult to draw conclusions about the impact of becoming test-optional on application numbers from this volatile data.

Figure 3. Applications to Drew University, 2001-2016: Test-optional for 2006; Required Tests 2013-2014; Test-optional for 2015



Becoming test-optional for admissions does not necessarily mean that immediately a college/university has no SAT/ACT scores for new students. Even after Drew became test-optional, the majority of students still submitted SAT or ACT score: nearly 100% of student applicants submitted SAT or, after 2004, SAT or ACT scores between 2001 and 2005 (Figure 4). The first year Drew went test-optional, that percentage dropped nearly 20%, to just over 80%. By 2012, the proportion of students submitting test scores was lower still—76%.<sup>24</sup>

Figure 4: Percentage of Drew University Students Submitting Standardized Test Scores, 2001-2013<sup>25</sup>



<sup>24</sup> IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

<sup>25</sup> IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>



**Montclair:** More worrisome in terms of the possible impact of Stockton going test-optional on application numbers is that at Montclair; **the number of applicants actually decreased when they went test-optional in 2015**. The number of applicants then increased again in 2016, but not back to the 2014 level, and this despite Montclair having essentially moved away from use of standardized tests for all admissions. Montclair stopped considering and reporting SAT scores in 2015.

**Rowan:** The number of applications at Rowan increased by 10.0% from 2014 to 2015.<sup>26</sup> However, the number of applicants at Rowan had increased by 19% from 2013 to 2014, the year before test-optional was instituted, and had increased by 24% from 2012 to 2013. Other factors may have been more important in these increases, as the trend existed before the test-optional policy went into effect. The creation of new majors, significant donations, enhanced marketing, and recruitment tactics all likely contributed to these trends.

In fact, one of the smallest increases for applicants for Rowan was a 9% increase from 2015 to 2016—**their two smallest percent increases in the four-year period were the two years after the test-optional policy**. We cannot conclude that becoming test-optional harmed Rowan's application numbers, but we also cannot conclude that becoming test-optional improved Rowan's application numbers.

Like at Drew University, the growing percentage of students choosing to apply to Rowan via the test-optional alternative over the first few years of its existence is notable. In 2014, 95% of Rowan's applicants submitted standardized test scores; in 2015 that figure dropped to 93%, and in 2016, to 69%.<sup>27</sup> In other words, at those schools that allow test-optional admission, more New Jersey students are choosing to apply without submitting standardized test scores. The percentage might be even lower, but many Rowan applicants must submit test scores because Rowan is test-optional for Admissions only for students with a high school GPA of 3.5 or higher, and requires SAT scores for several other subgroups, regardless of high school GPA.

**Summary:** It is unclear whether Stockton would experience what most published research at a national level reports as a small, short-term, application bump, or the lack of effect (at best) at Montclair and Drew. Also, there are competitive trends that admissions policies cannot influence. Admissions policies do not change Stockton's location in southern New Jersey—situated in one of the least populated and most economically turbulent parts of the state. Nor will they increase the number of programs offered by the institution, which attracts students, or make the university more competitive with students at community colleges, as these applicants are already not required to submit test scores. Nor does it change state policies that impact families' choices, and might be depressing Stockton's application numbers.

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<sup>26</sup> Rowan announced a change to test-optional in fall 2014, so it would have first affected applications for 2015.

<sup>27</sup> IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/Data.aspx>

**Becoming test-optional should not, in other words, be considered a panacea for the problems Stockton faces in admissions.** While outside the scope of the charge of this Task Force, other decisions in enrollment management, out-of-state recruitment, marketing, program development, and financial aid allocation—including marketing of the new EOF-AC Program and Atlantic City campus—might be as important, if not more—in raising application rates.

**However, we would expect that if Stockton became test-optional, many students would choose to apply without submitting standardized test scores.** The option proved popular among  $\frac{1}{4}$  to  $\frac{1}{3}$  of students at Drew and Rowan, and we might anticipate a similar response.

**Our best predictions are that  $\frac{1}{4}$  to  $\frac{1}{3}$  of incoming students would take advantage of the option within three years, and that becoming test-optional might have, at most, a small, short-term impact on application/enrollment numbers.**

## What can we learn by analyzing incomplete applications to Stockton?

Another area of potential concern is the relationship between standardized test scores and completed applications. More specifically, does requiring standardized test scores discourage some students from applying to Stockton and, if so, which students? To answer this question, the Task Force asked the Office of Institutional Research to provide data about incomplete applications. We do not know how our percentage of incomplete applications, or what is left out, or by whom, compares to other institutions.

Many of Stockton’s incomplete applications are missing SAT or ACT scores:

- Fall 2016: 79% (337 out of 424) incomplete applications did not have SAT or ACT scores submitted.
- Fall 2017: 81% (400 out of 492) incomplete applications did not have SAT or ACT scores submitted.

Table 6 below summarizes which items are missing from Fall 2017 applications that lack only one element. Test scores account for 55% of this total (869 applications). Table 7 includes information about applications that are missing more than one item; of these 345 applications, 245, or 71%, lack test scores.

Tables 6 and 7: Comparison of Application Elements for Incomplete Applications (2017)

Missing Supplemental Items	Count of Applications	%
SAT or ACT scores	474	55%
UG Letter(s) of Recommendation	0	0%
\$50 Application Fee	0	0%
High School Transcript	29	3%
Special Letter(s) of Recommendation	0	0%
Green Card	3	0%
Wait List Item	18	2%
Multiple Items	345	40%
<b>Total Incomplete Apps</b>	<b>869</b>	

Breakdown of Apps Missing Multiple Items	Count of Applications	%
<i>SAT or ACT scores</i>	245	71%
<i>UG Letter(s) of Recommendation</i>	332	96%
<i>\$50 Application Fee</i>	163	47%
<i>High School Transcript</i>	329	95%
<i>Special Letter(s) of Recommendation</i>	6	2%

<i>Green Card</i>	12	3%
<b>Total Apps Missing Multiple Items</b>	<b>345</b>	

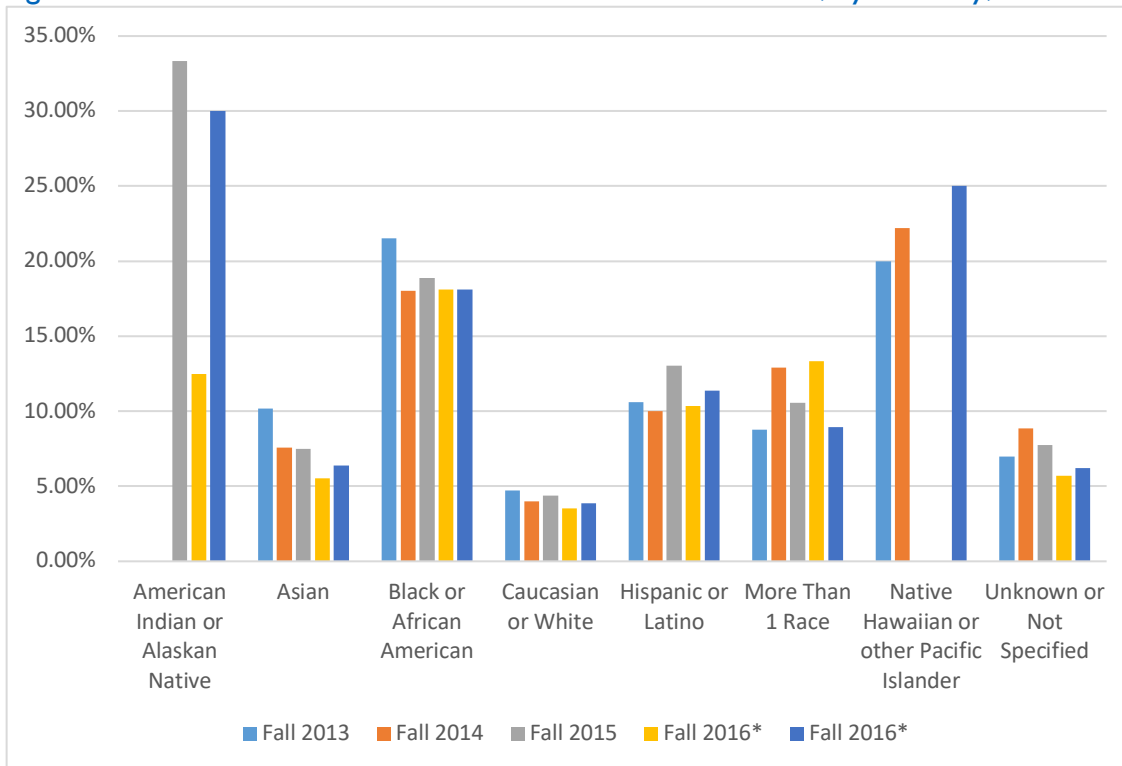
Clearly, standardized tests scores are one of the items most likely to be missing from an application, and, by extension, might be a barrier to application completion for some students.

We cannot know whether this is because the students have not taken the SAT or ACT, are retaking standardized tests, do not know how to submit their test scores, simply have not yet taken that action, have changed their mind about wanting to apply to Stockton for other reasons, or have already received and accepted an offer from a different college or university.

Perhaps if we became test-optional, more of our applications would be complete, and be so earlier in the college admissions cycle, and some of those students would be admitted to and choose Stockton.

This argument is especially important **because incomplete applications are disproportionately likely to be from students of color, especially Black or African American students and Hispanic students** (Figure 5). Proportionally, several other underrepresented cohorts also are less likely to submit SAT scores, but the number of applicants in those categories (American Indian, Native Hawaiian) is very small.

Figure 5. Percent of Cohort Who Did Not Submit Test Scores, by Ethnicity, 2013-2017



**If Stockton went test-optional, we might reasonably expect to have more complete applications earlier in the application process, and more from non-white students, if students' applications could be complete without including SAT or ACT score.** Alone, one might argue, this would increase our application rates. How serious these applicants would be is hard to predict, as they have in the past elected not to, or not been able to, complete their applications. Nonetheless, having complete applications from a larger number of potential applicants could make us more competitive with other colleges as we could admit students earlier in the college-selection cycle. It could also allow us to reach out with financial aid packages and other incentives to/resources that enable students to commit to Stockton. Increased competitiveness for students of color would be particularly important to Stockton's diversity goals, and increased access is particularly critical for Stockton's social justice goals.

An interest in diversity is another justification many colleges and universities offer for becoming test-optional. Because SAT and ACT scores are higher, on average, for both white students from higher socioeconomic classes and for Asian students, and lower for African American and Latino students, this hope seems well-placed. These and other discrepancies point to a likely bias in standardized testing, and/or reflect structural inequalities that affect student performance on standardized tests.

This section reviews literature on the issue of standardized testing, test-optional practice, and diversity, and examines what has happened to diversity at regional institutions that changed their admissions policies.

## What can we learn from published research about social justice aims and standardized testing/test-optional policies?

In 2017, 70% of graduating New Jersey seniors took the SAT.<sup>28</sup> Their performance revealed some important distinctions. When broken down according to race/ethnic identification, White and Asian students, for example, had higher average test scores than Black, Puerto Rican, Mexican, other Hispanic or Latino, or American Indian test takers.<sup>29</sup> Average SAT scores in New Jersey also increased as family income increased. Finally, men tested slightly higher in mathematics, while women had slightly higher test scores in language arts. This means that, if SAT scores are used as a sole, or primary, means of admissions, New Jersey colleges and universities would be more likely to admit more white and Asian students, as well as more students from advantaged socio-economic backgrounds.

Moreover, Hiss and Franks found that students were more likely to apply via test-optional policies if they had a learning disability, were non-white, or came from families with fewer economic resources. They are also more likely to be female, STEM majors, or first-generation college students. These findings suggest that relying too heavily on standardized tests may result in unintentional institutional discrimination against some groups of potential applicants.

These inferences are further borne out by available evidence from some test-optional institutions. At Wake Forest, for example, a private university in Winston-Salem, North Carolina, the student body was 18% non-white in 2009. Following implementation of test-optional policies, that figure rose to 23%, and at the time a study of the campus appeared in 2015, had grown to 30%. During the same period, the number of federal Pell Grant-eligible students rose from 7.5% in 2008 to 11% at the time

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<sup>28</sup> Cheng, A. (2017, Sept. 25). Average SAT Scores by State. Retrieved from <https://blog.prepscholar.com/average-sat-scores-by-state-most-recent>

<sup>29</sup> Data about NJ results in this and the next several sentences is from the College Board. (2016). State Profile Report: New Jersey. Retrieved from <https://www.scribd.com/document/325652724/College-Board-SAT-results-for-NJ>

of publication. Comparable results were seen at Loyola University in Maryland, where the number of minority students increased 13% following adoption of test-optional admissions.<sup>30</sup>

George Washington University, a private, urban institution based in Washington, D.C., reported similar findings after dropping standardized tests from their application process. Applications increased by 28% in the first year after the university went test-optional—or from 19,833 to 25,432 applications. Of these, 1 in 5 applicants chose not to submit test scores. Moreover, university officials reported growing numbers of both African American and Latino applicants—particularly among first-generation college applicants—from 3,000 to 4,000 in the same twelve-month period.<sup>31</sup>

**Importantly, note that these reports document increases in *applications* from African American and Latino students. They do not necessarily translate into either increased admissions or registrations from African American and Latino students.**

In fact, we removed portions of this part of the report from earlier drafts that were about Temple's increase in applications from African American students because they were accompanied by an overall decrease in the number and percent of African American students since they became test-optional, which makes us skeptical about the usefulness of claims of increased applications from African American and Latino students.

In fact, an alternate view of institutions' possible motivations, or the unintended consequences of their decisions to become test-optional, is that test-optional policies may have more impact on the selectivity of colleges/universities than their diversity. Indeed, one of the early, and continuing, critiques of test-optional detractors is that some colleges/universities become test-optional in order to appear more selective by increasing applications, improve national rankings, or avoid reporting lower SAT scores from some admitted students.

Belasco, Rosinger, and Hearn,<sup>32</sup> for instance, argue

Our findings suggest that test-optional admissions policies, as a whole, have done little to meet their manifest goals of expanding educational opportunity for low-income and minority students. However, we find evidence that test optional policies fulfill a latent function of

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<sup>30</sup> Vollman, A. (2015) Schools see spike in diverse enrollment with test-optional admissions. Insight into Diversity. Retrieved from <http://www.insightintodiversity.com/schools-see-spike-in-diverse-enrollment-with-test-optional-admissions/>

<sup>31</sup> Anderson, N. (2016, Feb. 5). They took the tests but they got into a selective college without sending scores. *The Washington Post* Retrieved from [https://www.washingtonpost.com/news/grade-point/wp/2016/02/05/they-took-the-tests-but-they-got-into-a-selective-college-without-sending-scores/?utm\\_term=.cofa8fo384oa](https://www.washingtonpost.com/news/grade-point/wp/2016/02/05/they-took-the-tests-but-they-got-into-a-selective-college-without-sending-scores/?utm_term=.cofa8fo384oa)

<sup>32</sup> Belasco, A., Rosinger, K., & Hearn, J. (2015). The Test-Optional Movement at America's Selective Liberal Arts Colleges: A Boon for Equity or Something Else? *Educational Evaluation and Policy Analysis*, 37(2): pp. 206 - 223. <https://doi.org/10.3102/0162373714537350>. This study focused, on small, liberal arts, private institutions. There are, consequently, some limitations on the applicability of this data for mid- to larger-sized public colleges/universities.

increasing the perceived selectivity and status of these institutions. In doing so, these policies may serve to reproduce and maintain the current social structure—and its inequalities—within U.S. higher education.

Fortunately, recent changes in the policies of organizations like *U.S. News Report & World Report* and the *Princeton Review* provide more nuanced methods for evaluating colleges/universities with test-optional policies, and have recalibrated rankings to account for differential test score submissions, thereby reducing the likelihood of ranking inflation.<sup>33</sup> Still, test-optional schools can report a different mean SAT/ACT score, or no scores at all.

More troubling are the unintended consequences of reliance on other measures, that, like the SAT, reflect structural inequalities and may come with inherent biases of their own.

Indeed, Belasco, Rosinger, and Hearn conclude

Without access to standardized test data for every applicant, test-optional colleges rely more heavily on school-specific measures, such as strength of curriculum or involvement outside the classroom, to draw comparisons between prospective students; however, several studies reveal that the availability of advanced (AP, IB, and honors) courses and extracurricular opportunities is unequally distributed across socioeconomic groups (Espenshade & Radford, 2009; Iatarola, Conger, & Long, 2011; Klugman, 2013; Perna et al., 2013), and that low-SES students face greater obstacles to participating in the classes Test-Optional Movement 219 and activities that facilitate selective college enrollment (Klugman, 2012). As a result, test optional colleges may be inadvertently trading one inequitable policy for another—a troubling notion given that 11 additional selective liberal arts colleges have adopted test-optional policies in the past 2 years alone, 7 advancing what Diver (2006) referred to as a 'new front in the admissions arms race.

Belasco, Rosing, and Hearn are not the only researchers concerned about the bias in other measures. Take, for instance, a focus on the curricular choices that high school students make. Access to AP courses differs by race and socioeconomic status,<sup>34</sup> and, perhaps more insidiously, as access to AP courses has increased overall, how people perceive their quality has changed, so that they are seen as a more valuable educational experience at some high schools than at others.<sup>35</sup> Therefore,

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<sup>33</sup> Morse, R. (2016, March 30). "How U.S. News Accounts for Test Optional Colleges in our Rankings," *U.S. News & World Report*. Retrieved from <https://www.usnews.com/education/blogs/college-rankings-blog/articles/2016-03-30/how-us-news-accounts-for-test-optional-colleges-in-our-rankings>

<sup>34</sup> Cokley, K., Obaseki, V., Moran-Jackson, K., Jones, L., & Vohra-Gupta, S. (2016). College access improves for black students but for which ones? *The Phi Delta Kappan*, 97(5), 43-48. Retrieved from <http://www.jstor.org.ezproxy.stockton.edu/stable/24579777>

<sup>35</sup> Wildhagen, T. (2014). Unequal returns to academic credentials as a hidden dimension of race and class inequality in American college enrollments. *Research in Social Stratification and Mobility*, 38, p. 18-31. Retrieved from <https://doi-org.ezproxy.stockton.edu/10.1016/j.rssm.2014.04.002>



students from poorer districts frequently have less access to the courses and those courses are less valued by college admissions staff. Wildhagen argues that in the same way that increased access to a high school diploma made that credential less valuable—and more attention was paid to the high school and curriculum—increased access to AP courses makes them differently valuable to students from different high schools, increasing their value for students from more privileged schools and decreasing their value for other students. She found that, in fact, the value of AP courses has diminished for first-generation students while it has increased for students whose parents earned degrees. Although Wildhagen does not address it at length, she worries that the move to test-optional Admissions is eliminating one standard, standardized test score, which has the same value across groups, and shifting weight to other values, like AP courses completed, which have different perceived values for students from different colleges and universities.

Because there is evidence that number of AP courses taken is not connected to future college success,<sup>36</sup> there is reason to believe that an increased focus on curricular choices, especially one looking at honors/AP courses—such as might occur in the absence of SAT/ACT scores—may be invalid and unintentionally discriminate against students from schools with less socioeconomic privilege.

Also relevant to the social justice aspect of test-optional moves is that colleges and universities that saw an increase in racial and ethnic diversity after they became test-optional policies seem to be those that paired these new policies with recruitment efforts.

For instance, Ithaca College launched targeted recruitment initiatives in New York and Boston after going test-optional in 2013, then reported, “The prior year, underrepresented minorities made up 15% of the freshman class now it’s 18 percent...Of 30,037 applications (up 9 percent over last year), almost a quarter were nonsubmitters. With help from increased outreach, the number of Hispanic and black freshmen rose to 940 from 695 in 2013.”<sup>37</sup>

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<sup>36</sup> Gayles, J. (2012). Race, Late Bloomers and First-year GPA: Predicting beyond the Freshman Year. *Education Research Quarterly*, 36:1, p. 13-29.

<sup>37</sup> Simonoc, C. (2015, Nov. 1). The Test-Optional Surge. *The New York Times*, Retrieved from <https://www.nytimes.com/2015/11/01/education/edlife/the-test-optional-surge.html?mcubz=0>

## Has the move to test-optional increased enrollment of underrepresented groups at peer institutions?

This section of this report considers primarily the ramifications of test-optional policies for admission and performance of students considering race and ethnicity and gender. The task force was also interested in how test-optional affects other groups, such as English language learners, people who identify as LGBTQ, and people with disabilities. There is easily concisely summarized information about some of these groups of interest. For instance, The SAT remains predictive of performance for Hispanic students with fluency in another language, but is less predictive of performance for White or Asian students with fluency in another language.<sup>38</sup> Also, the Hiss and Frank study showed increases in first-generation and low-income students with a move to a test-optional policy.

However, there is little published research that speaks to some of the other groups. For example, few published studies address standardized test scores and LGBTQ identity. LGBTQ youth may have lower high school GPA and not take as rigorous of courses in high school, related to how supportive the school environment was for them.<sup>39</sup> LGBTQ youth experience also is strongly affected by race/ethnicity. Some research indicates that higher achieving high schools are likely to be safer spaces—higher SAT score correlates with safer spaces, although socioeconomic class does not. Very little data overall is available because most of the systems that track and are studied don't ask demographic questions related to sexual orientation or gender identity and because most research into LGBTQ youth has been focusing more on issues of safety. Similarly, a main finding about students with learning disabilities is that they are more likely not to submit SAT scores when they are not required.

There is more, and more complex, information available on the issues of race/ethnicity and gender.

### Race

Recent research comes to mixed conclusions. Hiss and Franks argue that a test-optional policy increased the number of minority students by 6 percentage points. However, Belasco, Rosinger, and Hearn argue "Although anecdotal reports suggest that test-optional policies have improved campus diversity, empirical research has not yet confirmed this claim." Belasco, Rosinger, and Hearn found no difference, statistically, in enrollment of underrepresented minorities or low socioeconomic status (SES) students at the test-optional colleges/universities than at the other colleges/universities.

In addition, the ways in which most colleges and universities measure racial diversity can conceal increases or decreases in African American students, who are counted in the same racial/ethnic category as international students of African descent. For instance, a university may report a rise in

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<sup>38</sup> Shewach, O. R., Shen, W., Sackett, P. R. and Kuncel, N. R. (2017), Differential Prediction in the Use of the SAT and High School Grades in Predicting College Performance: Joint Effects of Race and Language. *Educational Measurement: Issues and Practice*, 36: 46–57. doi:10.1111/emip.12150

<sup>39</sup> Wimberly, G.L., Wilkinson, L., & Pearson, J. (2015). LGBTQ student achievement and educational attainment. In G.L. Wimberly (Ed.), *LGBTQ issues in education: Advancing a research agenda* (pp.121-139). Washington DC: American Educational Research Association.

the total of Black/African American students, while the percentage of African American students has actually fallen.<sup>40</sup> We see a trend like this in Temple's statistics: the percentages of Asian, international, and Hispanic students increased while the percentages of African American students and white students decreased—overall greater diversity was achieved in certain ways, but how much social justice was increased is unclear.

**Temple:** After becoming test-optional, Temple reported increases in applications from African American students (up 9% from 2015 and 24% from 2014) and Latinos (up 17% from 2015 and 30% from 2014).<sup>41</sup> Those increases in applications did result in small, but real, increases in the diversity of their student population.

At Temple, from 2013, pre-test-optional, to 2016, post-test-optional, **the percentage of white students decreased**, from 59.6% in 2013 to 55.5% in 2016. The **percentage of Hispanic/Latino students increased slightly**, from 5.4% in 2013 to 6.2% in 2016. Notably, the **percentage of African American students decreased** from 2013-2014 to 2016-2017, from 13.3% in 2013, to 13.0% in 2014, to 12.5% in 2016.<sup>42</sup>

Not only did the percentages decrease, but also **the actual number of Black/African-American students decreased**, despite an overall increase in undergraduate enrollment from 28,242 in 2013 to 29,416 in 2016: the number was approximately<sup>43</sup> 3,757 in 2013; 3,693 in 2014; and 3,685 in 2016. **Temple's number of applications from Black/African-American students may have gone up, as reported in the press, but the number of Black/African American students enrolled went down.**

**It is also important to note that Temple's increase in applications from African-American and Latino/a students can't be entirely attributed to the shift to test-optional policies.** In 2015 William N. Black, then Temple's senior vice provost for enrollment management, noted that the increase in applications from underrepresented populations was also a product of aggressive recruiting, a merit scholarship program, and a program to help students complete their degrees in four years.<sup>44</sup>

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<sup>40</sup> Cokley, K., Obaseki, V., Moran-Jackson, K., Jones, L., & Vohra-Gupta, S. (2016). College access improves for black students but for which ones? *The Phi Delta Kappan*, 97(5), 43-48. Retrieved from <http://www.jstor.org.ezproxy.stockton.edu/stable/24579777>

<sup>41</sup> Temple Shatters Record for Freshman Applications." (2016). *Temple Now*. <https://news.temple.edu/news/2016-02-24/temple-shatters-record-freshman-applications>

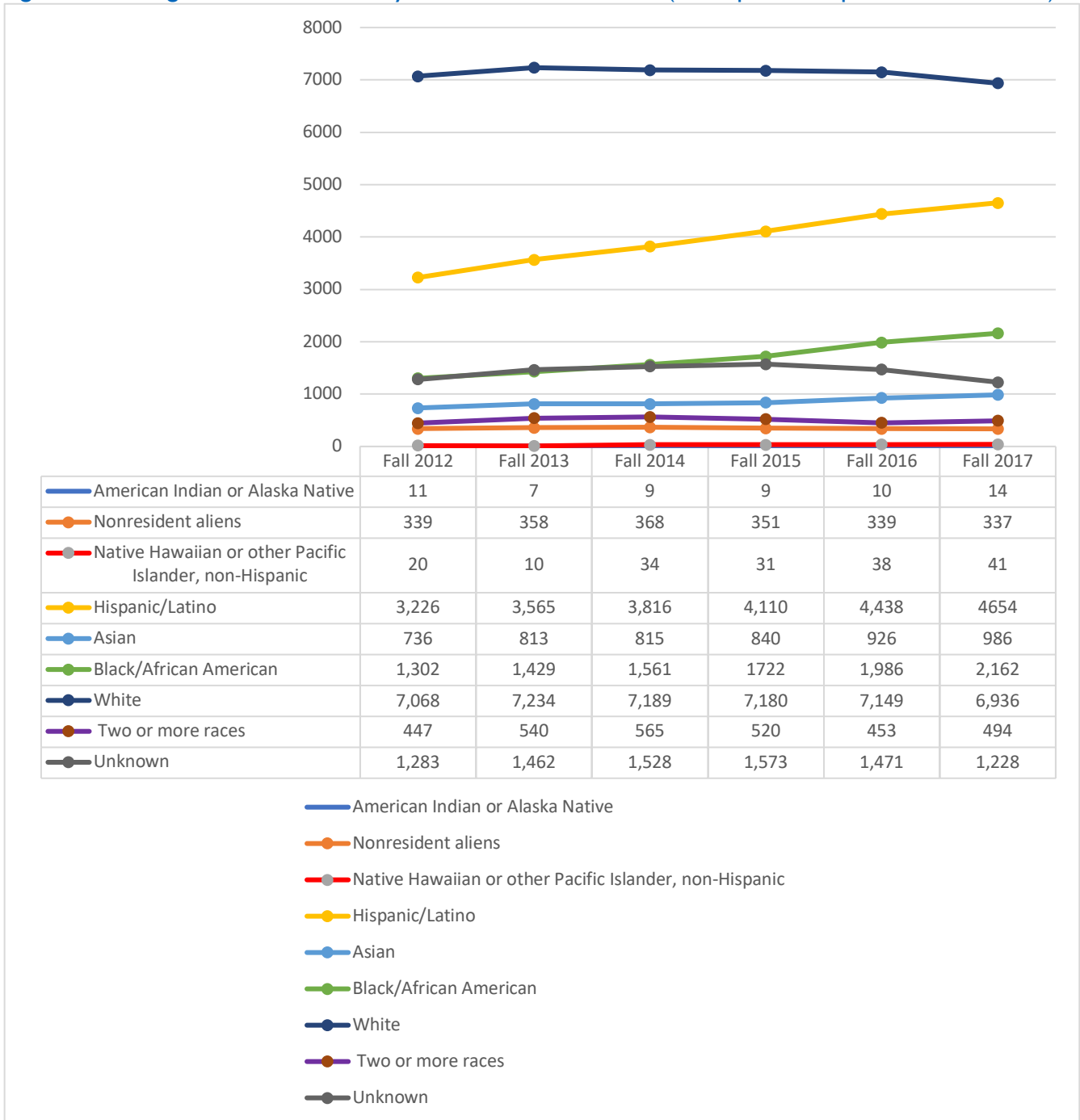
<sup>42</sup> Temple at a Glance

<sup>43</sup> Backwards calculated from percentages in the "At a Glance"

<sup>44</sup> Snyder, S. (2015). Minority applicants flock to Temple after it dropped test requirement. Philadelphia Inquirer. Retrieved from [http://www.philly.com/philly/education/20150714\\_Minority\\_applicants\\_flock\\_to\\_Temple\\_after\\_it\\_dropped\\_test\\_requirement.html](http://www.philly.com/philly/education/20150714_Minority_applicants_flock_to_Temple_after_it_dropped_test_requirement.html).

**Montclair:** At Montclair, the number of non-white students has been increasing at least since 2012. It is hard to tell whether being test-optional affected the increase, as the trend pre-existed that policy implementation (Figure 6; data from IPEDS). There is not a particularly sharper increase from Fall 2014 to Fall 2015, but the trend does continue. For example, for Hispanic/Latino students, 10.5 increase in 2013 was followed by a 7.0% increase for 2014, a 7.7% increase for 2015, an 8.0% increase for 2016, and a 4.9% increase for 2017. Black/African American students increased by 9.8% in 2013, 9.2% in 2014, 10.3% in 2015, 15.3% in 2016, and 8.8% in 2017. It is hard to tell whether the test-optional policy had an effect a year later with the larger increase for 2016 or other factors were at work. Ultimately, it appears that becoming test-optional had minimal effect on Montclair's diversity, but certainly not a negative effect.

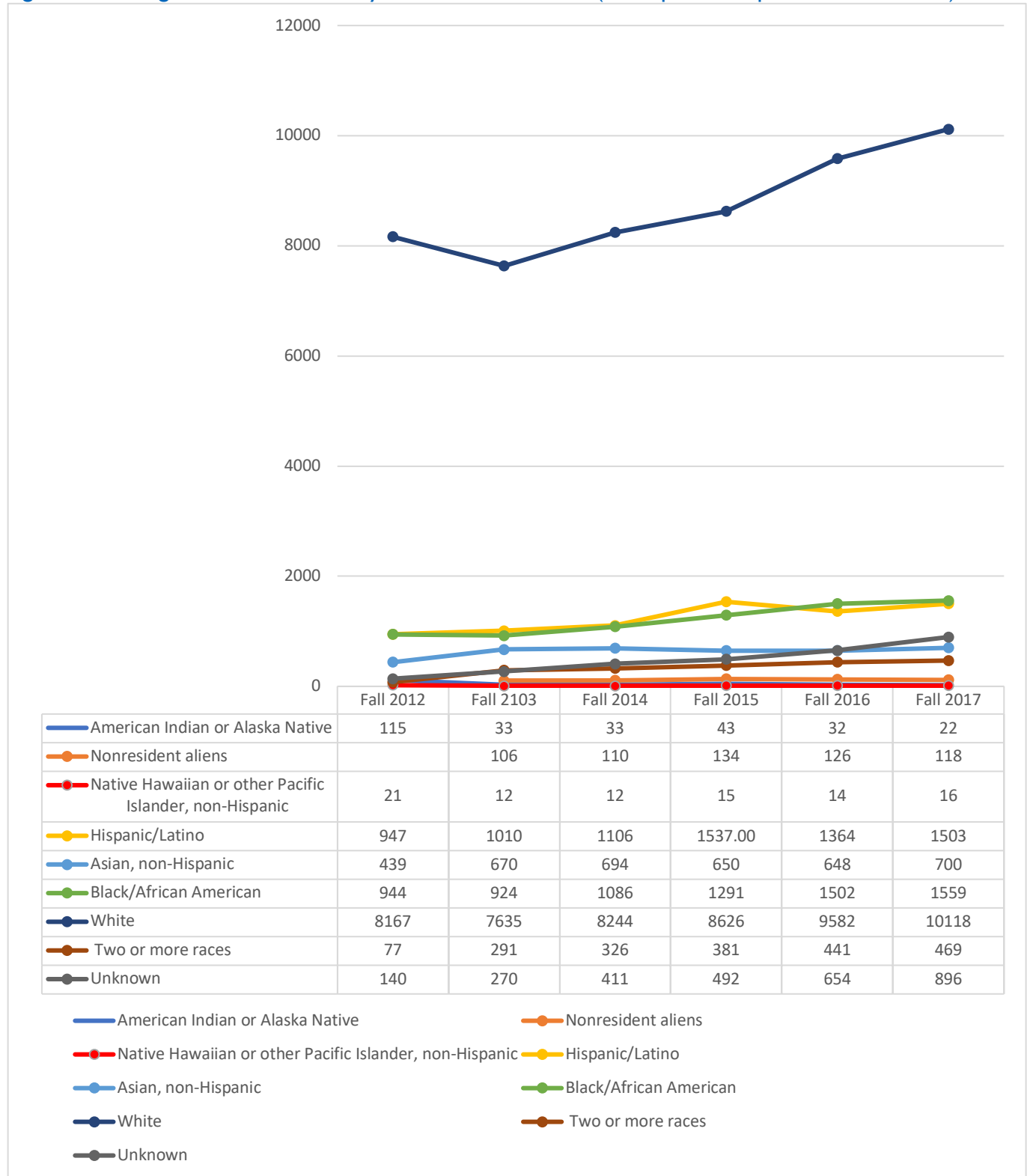
Figure 6. Undergraduate race/ethnicity at Montclair 2012-2017 (test-optional implemented for 2015)



**Rowan:** At Rowan, as at Montclair, the number of non-white students has been increasing at least since 2012 (Figure 7; data from IPEDS). It appears that becoming test-optional may have had a small effect in increasing diversity, although trends to increased diversity pre-existed that policy implementation. There appears to be a slight uptick in African-American students for Fall 2015 and Fall 2016: there was a 2.1% decrease for 2013, then a 17.5% increase for 2014, an 18.9% increase for

2015, a 15.9% increase for 2016, and a 3.8% increase for 2017. There was a jump in the year preceding test-optional, that year, and the following year, which might or might not be related to the test-optional policy—becoming test-optional may have contributed and does not appear to have had a deleterious effect. There is a meaningful increase in Hispanic/Latino students for Fall 2015: Hispanic/Latino students show a 6.7% increase for 2013, a 9.5% increase for 2014, and then a 39% increase for 2015, the year the University became test-optional. That increase has not been maintained, as there was an 11.3% decrease for 2016, and an increase for 2017, but not back to the level of 2015. Nonetheless, there remain significantly more Hispanic/Latino students at Rowan following the test-optional implementation than before.

Figure 7. Undergraduate race/ethnicity at Rowan 2012-2017 (test-optional implemented for 2015)



**Gender:** Although men and women have similar SAT scores, because women tend to have lower scores in math, a test-optional strategy for admission to STEM programs might increase representation of women, in particular because women are more likely to have taken higher-level high school classes and have higher high school GPAs. Women in NJ are more likely to have taken AP math classes (see Table 8). In addition, Cortes reports that in general “For example, ACT/SAT scores under-predict first-year grades for women and over-predict first-year grades for men (Camara and Echternacht 2000; Zwick 2007).”<sup>45</sup> In fact, Towson, worried about the overrepresentation of women on campus, admitted students with higher SAT and lower grades, but eliminated the policy because data showed that these students were retained less well (70% vs. 84%).<sup>46</sup> We would expect to see even more women accepted without consideration of SAT scores, and perhaps that might be even more true of Black women vs. Black men given effects of intersectional identity and data on SAT scores.

Table 8. AP Tests and Scores by Gender in NJ in 2017<sup>47</sup>

Score	Males	Females
5	15910	13595
4	17045	18253
3	16468	20728
2	11308	16237
1	7824	10673
total	68555	79486
mean	3.32	3.1

<sup>45</sup> Cortes, C. (2013, Spring) Profile in action: Linking admission and retention. In D. Kalsbeek (Ed), *Reframing retention policy for institutional improvement*. 161. San Francisco: Jossey Bass.

<sup>46</sup> Dechter, G. (2007, Oct. 25). Towson scraps gender effort: Lower grades, higher SAT formula aimed to draw more males. *Tribune Business News*.

<sup>47</sup> College Board/ (2017). New Jersey State Report. Retrieved from <https://research.collegeboard.org/programs/ap/data/participation/ap-2017>



## What would Stockton use for admission instead of standardized tests if it became test-optional?

It is unclear to task-force members what Stockton would use instead of SAT/ACT for admission to the University. This lack of clarity is one reason we recommend delaying implementation until 2021.

Options in use at other colleges and universities:

- Nothing, resulting in weighing all other criteria more. The Task Force has serious social justice concerns about this route as the reputation of a student's high school and their taking advanced courses are likely to then count more, which can also, and perhaps more seriously as students have less control over these factors, unfairly disadvantage some students.
- High school GPA. Stockton constituents attending forums, and Task Force members, think that while this is a convenient path (the one Rowan took, requiring SAT/ACT scores for students with less than a 3.5 GPA), it would not go far enough in improving accessibility to be worth the change. Also, high school GPAs are not all comparable, and so would need to be standardized for comparison. In addition, GPA is more inflated at some high schools than others, arguably further advantaging students at wealthier, whiter, and private schools.<sup>48</sup>
- High school ranking. This measure is problematic in New Jersey as some high schools do not provide a class ranking.<sup>49</sup> Also, it is potentially unfair for the same reasons as high school GPA.
- A Stockton option. Constituents at forums seemed more interested in a Stockton option: perhaps a test or essay that emphasizes Stockton's liberal arts mission. Stockton might use a qualitative analysis like the Temple Option. Or, Stockton might further investigate systems like Kaleidoscope or Rainbow, used successfully at other institutions.<sup>50</sup>

Because constituents at forums and Task Force members mainly drew a blank at this question—what instead?—identifying and preparing this substitute is an area for further research. The Task Force charge suggested that this Task Force might provide an answer. A new Task Force, likely with volunteers from this one, with this narrow mission could investigate these options next year. The amount of work required to investigate the larger issue of whether Stockton should become test-

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<sup>48</sup> Deboer, F. (2018, March 30). The progressive case for the SAT. *Jacobin Magazine* Retrieved from <https://www.jacobinmag.com/2018/03/sat-class-race-inequality-college-admission>

<sup>49</sup> Flammia, D. (2018, April 1). Why NJ high schools and colleges are ditching class rank. NJ1015.com Retrieved from <http://nj1015.com/why-nj-high-schools-and-colleges-are-ditching-class-rank/>

<sup>50</sup> Sternberg, R. (2011). College admissions assessments: New techniques for a new millennium. In J. Sores (Ed) *SAT Wars: The Case for Test-Optional College Admissions*. New York: Teachers College Press.

# Placement Testing

optional and other components reflected in this report mean that additional progress could not be made in the area of a substitute measure, except insofar as rejecting many options.

## What placement testing does Stockton currently do?

Stockton places students in multiple ways—to determine which first-year W1 and freshman seminar students should take, and to determine first-year and some transfer students' math proficiency. Placement tests are also used for language courses, but those would not be affected by becoming SAT/ACT optional for Admission, so we are not exploring those further in this report. In addition to SAT, ACT, and Accuplacer scores, discussed more below, AP scores and transfer credits also can affect math, writing, and freshman seminar placement.

Proper placement is paramount for student retention and success.

### First-year Studies (FRST) Placement

The University has competency requirements in writing, critical thinking and reading, and quantitative reasoning, and students who do not demonstrate this competency when admitted (as determined by transfer of credits for relevant courses, AP scores, SAT or ACT scores, or Accuplacer) must complete between one and four competency-related courses, FRST 1000-level courses, with a C or better in two attempts, or face the possibility of academic dismissal. Placing a student with less developed skills incorrectly prevents them from taking a course providing extra support. Placing a student with stronger skills incorrectly might delay progress towards graduation unnecessarily and consumes extra university resources given course caps and co-requisites.

Proper placement in the first year sets the stage for a student's success throughout their college career. While Stockton has been steadily expanding on-site testing, particularly in math, if Stockton becomes test-optional for admissions it will result in significant additional needed human, financial, and physical resources for additional placement testing. This is because the majority of current placement testing for incoming students relies first upon SAT or ACT score to identify which students might most need additional placement testing.

However, over the last decade, and, especially, over the last year, Stockton has ramped up its use of Accuplacer as a second placement measure in math for many students, and as a sole placement measure in writing and reading/critical thinking for a small cohort of Veteran students, plus for placement of students in the Educational Opportunity Fund (EOF) program in summer GEN mathematics courses.

### Mathematics Placement

As early as 2007, the School of Natural Sciences and Mathematics (NAMS), in collaboration with the Office of Academic Advising, began using mixed methods testing, specifically the Accuplacer math test, for students who had been accepted by the university and were interested in some NAMS majors, but had scored lower than the minimum SAT score required by programs to enter these

degrees (typically, 570 on the new SAT Math scale, or 540 on the old scale). A combination of SAT Math and Accuplacer scores is used today by NAMS, the School of Health Sciences (HSCI), and Academic Advising to test students into/out various specific courses: Algebraic Problem Solving/Intermediate Algebra, Precalculus, Calculus 1, and Calculus 2, and, by extension, Chemistry and Physics courses.

For these purposes, Academic Advising tests between 50 and 60 new students each spring and summer, and another 30 new students in the fall for spring enrollment.<sup>51</sup> Testing for college level math is also available during the preregistration time period for current students who wish to test into pre-calculus. That number varies, but averages between 10 and 20 each semester.

During the 2017-18 academic year, with the expansion of testing requested by the FRST program, Academic Advising expects to have tested 300-400 incoming freshmen with SAT math scores under 570. The office has also been reviewing incoming transfer students in NAMS, HSCI and CSIS majors for math, and has initiated a proactive notification campaign to email each student who does not have a college level algebra course on their transcript to offer them the opportunity to take a math placement test.

The expansion of placement testing in 2018 means that test sessions are now offered to those seeking to those interested in the Accuplacer math option on a weekly basis. The number varies from as few as 5 to as many as 25 students, depending on the week, and are expected to grow during the summer months as computer lab availability increases.

## Veteran Placement

Accuplacer testing is also used for First-Year Studies placement for certain discrete cohorts of students. Five years ago, Academic Affairs expanded testing to incoming Veterans who had no SAT/ACT scores, and today these students are tested in Math, Reading Comprehension, and Writing. While numbers vary from year to year, there are normally 20 to 30 students tested each fall, and about 10 to 15 for spring enrollment.<sup>52</sup>

## EOF Placement

Educational Opportunity Fund (EOF) students also currently participate in a mixed methods testing system. EOF students participating in Summer Scholars Institutes designed to determine the skill levels in identify academic deficiencies also undergo pre- and post-testing using the ACCUPLACER testing instrument. The results of the pretest, along with SAT scores and high school transcripts, are used to place students in sections of writing and mathematics. Each course has an established syllabus which details course objectives and Essential Learning Outcomes (ELO). Students also receive a midterm and final evaluation grade from their instructors. The post-test data along with

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<sup>51</sup> For the full description of NAMS' current math readiness requirements, see: <https://stockton.edu/sciences-math/math-preparation.html>

<sup>52</sup> Academic Advising noted that they also test other non-traditional students who wish to attend Stockton with no SAT/ACT scores. This number is minimal, about 2 or 3 year.

# Placement Testing

student course evaluations are used to provide academic advisement in the selection of courses for the fall semester.

## Testing Totals

### Math, Annual

Math, for NAMS/HLTH, incoming students: 140

Math, for FRST, incoming students: approximately 500, currently underway so an estimate

Math, for EOF, incoming students: 80 students

Approximate sub total: 720 students

Some of these students take two tests. Estimating that may be about  $\frac{1}{3}$  of students, approximately 936 Accuplacer math tests will be administered in 2018, not counting any administered for pilot testing. EOF students take two, so that is an additional 80.

Veteran students currently take test across three areas, so 60 students take around 180 tests. Some of these students also need to take two math tests, so perhaps around 190 tests will be taken by Veteran students in 2018.

**That's a total of about 1206 tests, up from what for 2017 was more like 480 tests.**

This increase has resulted in Academic Advising needing a TES for 30 hours a week during the academic terms. This has provided insufficient additional resources, and does not address the unsustainable burden put on Tutoring Center staff doing the work of creating, testing, and running reports, nor the cost of tests, letters, postcards, and more, or the increased number of emails and phone calls fielded by Enrollment Management, First-Year Studies, and Academic Advising.

The work for this testing is currently being done by a mix of people:

- Enrollment Management, who identifies students whose test scores do not qualify them for the major they indicated on their Application and sends letters informing students of this and their ability to submit new SAT or ACT scores, take the Accuplacer (in some instances), and/or other options where those exist.
- First-Year Studies, who identifies students whose test scores indicate they may benefit from FRST-1000 level courses in mathematics and sends letters informing students of this and their ability to submit new SAT or ACT scores or take the Accuplacer, and tracks down students who enroll improperly or who have no test scores.
- Academic Advising, who fields phone calls with questions from students and parents, schedules testing, reminds students to test (via post cards and phone calls), tests and advises based on test results.

In addition, one group of students might benefit from placement testing they usually do not currently receive. Transfer students with 16+ transferable credits are currently exempt from the competency requirement, ineligible to take FRST 1000 level courses, and so exempt from most placement testing. They can choose to test in order to declare Program majors with test score

requirements and/or to enroll in certain courses. However, we know that some of these students are not adequately prepared (especially in math) in order for them to succeed in other majors as well, e.g., those that require statistics and/or a research course. In terms of improving student success, we might want to identify transfer students who would benefit from placement testing and test them prior to their initial enrollment in relevant courses. We currently lack resources to identify these students and do this testing.

## **Stockton's commitment to first-year students**

Given that one of the programs that would be most affected by a move to test-optional status is First-Year Studies, it is appropriate to provide background on this program and elaborate on the implications of implementing a test-optional policy.

Nationally, many colleges and universities are revamping their developmental course offerings to look more like what Stockton has offered for decades. Specifically, institutions are moving away from multi-course sequences of non-credit courses to heavier use of for-credit courses, made possible via co-curricular workshop/studio/lab/tutorial sessions, extra weeks of class, small course sizes, embedded tutors, and a variety of other creative approaches. Stockton only has one two-course sequence, designed for students entering with the weakest math skills, and only the first course in this series, Developmental Math, does not earn credit towards graduation. Stockton's other three FRST 1000-level courses count for full credit both towards students' first-year requirements and graduation. This is crucial as it both expedites time to degree and potentially saves students money by reducing the number of years needed to graduate.

Additional strengths of Stockton's current first-year studies program are:

- Critical Thinking students take freshmen seminars with the advantage of teachers specialized in teaching that specific course.
- College Writing students get the advantage of a smaller cap (20) than for other first-year W1 courses (25), and preferentially are taught by full-time faculty, while most other first-year writing courses are taught by adjunct faculty.
- Quantitative Reasoning students can make more progress in one semester because of the co-requisite tutorial lab course, Math Workshop, that gives them additional teaching/tutoring/practice for two hours a week. FRST 1000-level math courses are primarily taught by full-time faculty.

Students either are required to take and satisfactorily complete, or not allowed to take, these four courses, depending upon their placement.

## **First-Year Studies current placement and changes already underway**

The FRST program currently mostly places students using SAT score (math), Verbal subscores (Writing and Critical Thinking/Reading), or ACT score. The program has used standardized tests, mainly SAT/ACT for over two decades partially because SAT scores are readily available for current students and so it is efficient, in terms of human and financial resources, to use SAT scores. Because

Stockton does not have a Testing Center, it was not reasonable to provide an in-house test. Before using the SAT (and going back several decades), the FRST program used a New Jersey standardized test, and when that ceased to be used in the state, the program conducted studies to see if SAT scores correlated and select cut-off points before shifting to SAT for placement.

Although the program has used SAT scores for placement for several decades, the system has been repeatedly questioned and refined. The program has revisited placement several times just in the last decade. In the past, the program concluded that adding Compass or Accuplacer would be too costly in terms of financial and human resources, and likely test costs passed on to students, for little additional value given the high correlations between those test results and the SAT. However, the program has refined and updated SAT/ACT cut-off scores and use of subscores for placement.

With changes in the SAT, including the Writing test becoming optional, the program most recently revisited the issue two years ago and has since been slowly implementing Accuplacer testing as a secondary, more recent measure, for math placement. SAT score and Accuplacer score are highly correlated in research studies. However, because students take the SAT and Accuplacer at different times, the FRST program now believes that the Accuplacer test provides more up-to-date information about student skills, reflecting any changes in their skill level in what may be over a year since they took the SAT/ACT, and provides a second measure, which should improve the accuracy of testing. In an Academic Advising/FRST Accuplacer pilot testing in math in Fall 2017, individual students often scored differently on the Accuplacer than on the SAT, with some more likely to place in and others out of the FRST 100-level math courses.

Based on the pilot results, and in order to improve the accuracy of placement decisions, in collaboration with Academic Advising, FRST has just started to use two measures, Accuplacer and SAT/ACT, for math placement into/out of Developmental Mathematics and Quantitative Reasoning as of Spring 2018.

The FRST program had hoped to pilot Accuplacer testing as a second measure, after using SAT/ACT scores for initial sorting, in Fall 2018 to implement in Fall 2019. However, Accuplacer is phasing out its current tests, and so the FRST program is once again revisiting its placement plan.

The program currently plans the following:

- Fall 2018, if institutional resources allow: have ETS complete a study examining the usefulness of multiple measures, including SAT/ACT score, new and old Accuplacer score, high school performance measures, and possibly more, for placement in Math using the new Accuplacer tests (new incoming students will have taken the old Accuplacer test for math placement).
- Based on the results of the study in Fall 2018, in spring 2019 come up with a new placement plan that can go into effect for Fall 2020, while testing proceeds with new incoming students as it did in Spring 2018.
- In spring 2018, consider the new Accuplacer Writing and Reading Comprehension tests and see whether they have content validity for placement. If so, and if institutional resources

allow, have ETS complete a study like that described above for math to consider placement in first-year writing and freshmen seminars. This study would not compare old and new Accuplacer tests, and might have to wait until Fall 2019 given the resources needed to complete pilot testing in math in Fall 2018.

- Identify and implement a new placement system for writing and freshman seminars by Fall 2020 or 2021.

## What are the implications of test-optional admissions for current placement?

If Stockton becomes test-optional for admissions, the University will need to replace the initial sorting data from SAT/ACT with data from placement tests administered locally (likely Accuplacer in the short term) for those students who chose to apply through a test-optional route.

This means that, instead of initially placing incoming students out of developmental-level courses at Stockton based on SAT/ACT score Stockton would be testing more of them. All incoming students would not need to be tested, as some would be exempt due to AP or transfer credits and some will still either be required to submit test scores (for particular programs or scholarships) or will choose to submit test scores. Nonetheless, we'd be expanding testing dramatically from the roughly 720 students and 1206 tests likely in 2018.

### Cost

If we became test-optional, and we assumed that within three years 75% of our students submitted SAT scores, and that we had 1700 first-year students, that would mean we'd have 425 students for whom we would not have SAT scores for initial placement.

We would need to place these students in critical thinking/reading, writing, and math. Even in the first few years, with fewer students for whom we had no scores, we'd need a method for placing them.

By year three, assuming we continue to use Accuplacer or another instrument as one measure for placement, we'd be looking at adding a likely minimum of 850 tests in critical thinking/reading and writing alone, plus an increase from the 1206 math tests likely for 2018-2019, based on the Fall 2017 enrollment of approximately 600 students into College Writing, nearly 400 into Critical Thinking (developmental level freshman seminar), and 450 into Quantitative Reasoning. More students than those placed into these courses would need placement, as students are placed both into and out of the courses

At a Volume Discount Member price, it appears that the Accuplacer tests cost \$2.15 each, so at a minimum of 2100 tests, we would need \$4,515 for placement tests.



If FRST were to implement its multiple-measure placement plans, without test-optional, we'd be looking at testing roughly 700 students in Writing, roughly 450 students in CT, and roughly 600 in math, for a total of 1750 tests, or \$3763.

If both happen, we'll likely be giving at least 2500 tests, so \$5,375 annually in costs for tests alone (assuming we continue with Accuplacer and get a discounted price).

The bigger costs to the institution are in the staff and facilities needed to identify, communicate with, test, and advise this many students.

## Timetable

Moreover, recommending a timetable for a move to test-optional is complicated because Accuplacer is changing the format of its tests. This means that First-Year Studies and Academic Advising, plus NAMS and HLTH, have to re-pilot math placement.

Facility demand can be reduced if some students test online at greater individual cost, but greater individual convenience. Other students would not have access to adequate technology and would need to test on campus.

Communication with accepted students could be phased in (acceptance to the University, then individual programs, then placement) to provide more time for roll out, but piloting new placement, studying its effectiveness, and creating reporting structures often requires a fall academic term and other lead time.

## Single Measurement Placement

In addition, for students who did not submit SAT/ACT score, we would lose, at least in the short-term for those students choosing to apply as test-optional, the move to multiple measures and improved placement accuracy that FRST has been working to put in place for any students who did not have to/choose to submit ACT/SAT scores. Instead, Stockton would need to identify other measures to use in concert with Accuplacer or other on-site testing options, to aid in placement purposes.<sup>53</sup>

FRST could find, pilot, and implement new second measures to replace SAT/ACT score, but that will take time and money. Possibilities include Accuplacer, which has just changed its tests. Its main competitor, COMPASS, has been discontinued. PARCC's future in New Jersey seems limited. Review of high school transcripts and existing mandated test scores could assist in determining college-readiness and placement level. However, this can be time-consuming and not all students would necessarily have the same state-mandated test scores, especially as Stockton expands its out-of-state students. First-Year Studies also reviewed some non-cognitive indicator options several years

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<sup>53</sup> This trends might, in some degree, be mitigated if what appears to be the trend of gradual increases in students' willingness to apply as test-optional—demonstrated at other institutions—holds true for Stockton. In the case of Rowan, for example, a third of its applicants now apply without test scores, but it took three admissions cycles to build to this level. This might allow Stockton time to build testing facilities over the next two to three years, following a shift in policy. However, placement mechanisms would need to be in place before the start of test-optional policies..



ago. These consider attitudes and behavior, and research supports that they can be predictive when used in addition to cognitive measures. And/or, Stockton could develop and use tests in-house, although this is time-consuming and challenging to do well, and would require the assistance of test-development experts.

## Should Stockton develop a testing center?

Should Stockton choose to go test-optional, a testing center would be a necessary component of the transition. Most other New Jersey colleges/universities have testing centers at which they already complete a great deal of in-house placement testing. When they became test-optional, they had facilities and staff ready to complete placement testing—many of them were already conducting placement testing.

Stockton does not currently have this capacity. Instead, for NAMS, HLTH, and FRST admissions and placement testing, Academic Advising has completed testing via access to computer labs on Friday afternoons and selected other dates. Academic Advising has been able to add a part-time TES, for academic year 2017-2018, to help with testing and other work this year with the increases in placement testing for FRST, plus placement testing for many veteran students who sometimes enter without standardized test scores.

The Stockton TEDU Program is also established as an official electronic testing site for ETS/Praxis Core/Praxis II testing<sup>54</sup> and completes testing on select Fridays and Saturdays in G108. Claudine Keenan noted that “We earn a small portion of each test fee (varies by the test) but in general, averaging 10-15 test-takers per session covers the cost of one supervisor at 145 per session and one proctor \$110 per session. The hardest part is finding reliable proctors and supervisors to work Saturdays during the year and Fridays during summer (so we don’t compete with computer labs).”

Stronger, and dedicated, physical, human, and financial resources would be requisite if the university shifts to wide-spread testing of most incoming students. These include

- Programmer time to prepare new placement reports
- Staff time and mailing costs associated with notifying students that they need to complete placement tests.
- Staff and computer programs needed to facilitate scheduling of placement testing.
- Staff and mailing costs related to reminding students to complete placement tests.
- Dedicated, or more frequently available, computer labs or a testing center (computer labs are currently available in Hammonton and other off-main campus locations, but using these would require us to be able to staff proctors, etc. at those locations) .
- Tests

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<sup>54</sup>Learn more at <https://stockton.edu/education/praxis-testing.html>

- Staff for proctoring tests and advising students about their results

In addition, there is concern that students who do not complete placement testing prior to orientation will have a less-than-ideal registration experience at orientation and may be more likely to change their mind about Stockton. Scheduling testing operations and encouraging or incentivizing students to participate well in advance of orientation would be important considerations.

To get a sense of what might be involved, Camden County Community College's Testing Center has 50 individual computers (it has grown over time) and a room with partitioned walls so they can administer different tests simultaneously. It tests six days a week and at multiple locations, which is hard to do with their limited staff of a Testing Director, part-time testing technicians, and full-time secretary. CCC administers non-revenue tests like Accuplacer and revenue-generating tests like PRAXIS, CLEP, and more, plus make-up exams. Many revenue-generating tests have specific requirements that we'd need to research and meet (size of desk, locked storage, etc.). They hire lots of proctors from CCC and the community.

Longer term, if Stockton developed a more comprehensive Testing Center, the Center might be able to partially pay for itself or even generate revenue by administering other tests. In order to do this, though, it would likely need to have a dedicated testing space. Regardless, we'd need to have testing space that accommodated students with various disabilities.

The Task Force recommends that Stockton's administration form a group to look into the best options for Stockton in terms of a Testing Center. That group should include representatives from Education, Academic Advising, the Learning Access Program, and First-Year Studies.

Some programs at Stockton currently use SAT/ACT as the or one measure for program admission. Other programs, like Honors, at many universities use SAT/ACT score for Admission.

Some academic programs want minimum benchmark standards for admissions. In particular, NAMS and HLTH programs are worried about admitting students into their programs who are not likely to succeed. Therefore, it seems likely at this time that NAMS and HLTH would want to continue to have students submit ACT/SAT scores until alternate criteria and a robust institutional testing and placement system is developed.

Also, HLTH notes that when underprepared students are in the pipeline and not labeled in the system as majors (they want to be HLTH majors but didn't have the prerequisite math scores, so they are labeled as undecided but declare HLTH as soon as they can) it places stress on HLTH courses but also on NAMS and SOBL programs which offer service courses, as suddenly there may be high demand for courses from students who entered coded as undecided and so were invisible in the system in terms of planning for course scheduling. If we became test-optional for Admissions, we might exacerbate this problem.

On the other hand, one might argue that women and minorities score lower on the Math SAT and ACT. Because those math scores are critical for entrance into many Stockton programs, for Stockton to fully realize the potential benefits of more access for women and minorities to STEM programs upon admission, HLTH and NAMS programs would need to stop using SAT score/Accuplacer scores alone for admission, rather than Stockton as a larger entity not requiring them. Otherwise, the best pathway for students with more math skill than their standardized test score may reflect remains to be admitted to Stockton, take and earn good grades in Stockton math courses, and then declare a major. Accuplacer is already used as an additional measure for some of these programs, and some are experimenting with other choices—including an online summer math course.

The Task Force encourages Stockton programs to continue to consider and implement multiple pathways in addition to standardized test scores and course completion once matriculated in a fall or spring term for program admission.

EDUC must comply with state regulations and so relies on state-mandated tests similar to SAT/ACT, but sees social injustice for students required to pay for both sets of tests. Therefore, EDUC might prefer to accept Praxis Core scores in place of SAT/ACT so that students get an early baseline to help plan their first two years of study at Stockton.

Dual-degree programs at Stockton might or might not be able to adapt to being test-optional for Admissions. Currently, minimum SATs are required for admission into dual-degree Stockton/medical school programs with Rowan and Rutgers and Pharmacy Program with Rutgers as specified in articulation agreements. Dual-degree admission into engineering programs at Rowan, Rutgers and NJIT do not currently carry SAT requirements (as we have approximately the same entering SAT requirements as for a native engineering student) but this may change if Stockton becomes test-

# Program Admission

optional and necessitate SATs for Stockton engineering candidates by exemption (as is done at test-optional Rowan).

Dual-degree programs through agreements with other universities would likely need to continue to use SAT/ACT score for Admissions unless those universities change their criteria. Alternatively, the articulation agreements would have to be re-negotiated to satisfy the partner institution about alternate admissions criteria.

The complex local landscape means that, like many other colleges and universities that say they are test-optional (such as Rowan), Stockton would likely be test-optional for Admission with some programs as exceptions.

## Honors

Stockton University's Honors program does not use SAT/ACT scores as part of the admissions process. The Honors Program makes a statement about the SAT on its website only because many applicants assume that admission to the program requires a certain minimum SAT score. Therefore, the Honors Program's Admission process and students applying to the Honors Program would not be impacted by a switch to test-optional university admissions.

## NAMS and HLTH

Math, Physics, and many science and Health Science degree programs at Stockton require an SAT MATH score of 570 or above for program admission. Other programs require higher SAT scores, especially dual-degree programs through agreements with other universities.

In general, the NAMS SAT requirement is to ensure that all degree candidates are ready to begin their MATH sequence with pre-calculus. The cutoff SAT of 570 is a placement and to a degree a screening tool, albeit imperfect, to ensure that accepted majors display this readiness. Students accepted to the University as non-qualified for NAMS majors (undecided) can currently be placed within the developmental MATH sequence that will ensure that they can progress in the NAMS majors. In the absence of the SAT, with effective placement testing, this objective can be realized but the downside would be that students accepted into majors would have to postpone taking most majors courses until their developmental MATH is completed. Therefore, it seems likely at this time that NAMS and HLTH would want to continue to have students submit ACT/SAT scores until alternate criteria and a robust institutional testing and placement system is developed.

### **Stockton Programs Requiring an SAT MATH score of 570 or above**

Applied Physics  
Biochemistry  
Biology  
Chemistry  
Environmental Science  
Geology  
Marine Science

# Program Admission

Mathematics  
Sustainability  
Pre-physical therapy  
Pre-occupational therapy  
Nursing, Pre-licensure BSN

## **Dual-Degree Programs Requiring an SAT of 1200 or higher, Math score of 570 or above**

B.S Health Science/M.S. Physician's Assistant

## **Dual-Degree Program, 7-year BS/DO with Rowan School of Osteopathic medicine**

SAT scores should be at least 1310 combined in Evidence-based Reading & Writing and Mathematics, with a minimum of 640 in the Math section, and minimum of 670 in the ERW section—from one testing date (scores from different tests cannot be combined).

## **Pharmaceutical Engineering Dual-Degree with NJIT**

The applicant's SAT scores should be at least 1200 in Critical Reading and Mathematics combined with at least 600 in Mathematics

## **Pharmacy Dual-Degree**

SAT scores should be at least 600 in each, Critical Reading and Mathematics

## **Criminal Justice**

Currently, for the Criminal Justice dual-degree program, the Stockton website calls for applicants to have a "good SAT score" with a minimum of 1100, combined, preferred. CRIM uses this as one measure, along with high school GPA of 3.3 or higher, and class rank in the top 20%. Because many high schools do not rank, for some students CRIM can only use two factors. Because of the variability of GPA from school to school, CRIM often finds that GPA is not a great, or easily compared, indicator. CRIM's current equalizer is the SAT/ACT, because almost all students take the SAT/ACT. CRIM indicated when invited to contribute to this report that CRIM could accept two of three indicators except for students attending high schools that don't provide class rank, who would need to either provide SAT score or work with the program for a substitute measure.

## **Teacher Education**

The undergraduate Teacher Education Preparation Program (TEDU) at Stockton aligns with the state-mandated basic skills requirement for entry into educational preparation programs in the state of NJ.<sup>55</sup> Students must present acceptable Praxis Core scores or the equivalent SAT/ACT/GRE exam scores to qualify for entry into Stockton's TEDU Program. Specifically, and briefly, but simplifying a bit, students must complete the Praxis Core with passing scores: Reading-156+, Writing-162+ and Math-150+. Students may substitute ETS (Praxis) Core Academic Skills scores with SAT scores of 560+ reading and 540+ math or an ACT score of 23+ on both the English and Math section.

<sup>55</sup> The full mandate can be found at <http://www.nj.gov/education/educators/license/1112.pdf>

The Stockton TEDU Program is established as an official electronic testing site for ETS/Praxis Core/Praxis II testing. TEDU contracted with ETS in order to support students with this mandated state requirement.

**The Task Force recommends that Stockton Schools and programs be allowed to continue to be autonomous regarding program admission. We hope that they will consider the research about test-optional policies while making decisions about what measurement(s) to use.**

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## Fall 2013 - Fall 2017 Freshman Applications by Test Scores

### Freshman Applications by Test Score Submissions

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%
<b>Incomplete</b>	<b>50</b>	<b>0</b>	<b>45</b>	<b>9</b>	<b>50</b>	<b>2</b>	<b>45</b>	<b>0</b>	<b>497</b>	<b>9%</b>
Test Score Submitted	37	1%	93	2%	84	2%	108	2%	96	2%
No Test Scores Submitted	46	3	36	6	41	8	34	2	401	7%
	8%	8%	7%	7%	8%	8%	7%	7%		
<b>Complete</b>	<b>56</b>	<b>92</b>	<b>47</b>	<b>91</b>	<b>49</b>	<b>91</b>	<b>48</b>	<b>91</b>	<b>513</b>	<b>2</b>
	<b>26</b>	<b>%</b>	<b>70</b>	<b>%</b>	<b>81</b>	<b>%</b>	<b>08</b>	<b>%</b>	<b>2</b>	<b>91%</b>
Test Score Submitted	56	91	47	91	49	91	48	91	513	91%
No Test Scores Submitted	01	%	63	%	68	%	06	%	0	
	25	0%	7	0%	13	0%	2	0%	2	0%
<b>Grand Total</b>	<b>61</b>	<b>10</b>	<b>52</b>	<b>10</b>	<b>54</b>	<b>10</b>	<b>52</b>	<b>10</b>	<b>562</b>	<b>100</b>
	<b>26</b>	<b>0%</b>	<b>29</b>	<b>0%</b>	<b>83</b>	<b>0%</b>	<b>58</b>	<b>0%</b>	<b>9</b>	<b>%</b>

### Freshman Applications by Race/Ethnicity and Test Score Submissions

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%
<b>Test Score Submitted</b>	<b>56</b>	<b>92</b>	<b>48</b>	<b>93</b>	<b>50</b>	<b>92</b>	<b>49</b>	<b>93</b>	<b>522</b>	<b>6</b>
	<b>38</b>	<b>%</b>	<b>56</b>	<b>%</b>	<b>52</b>	<b>%</b>	<b>14</b>	<b>%</b>	<b>6</b>	<b>93%</b>
American Indian or Alaskan Native	2	0%	9	0%	6	0%	7	0%	7	0%
Asian	32	6%	30	5	30	9	32	4	337	6%
	6	6%	5	6%	9	6%	4	7%		
Black or African American	55	10	50	10	51	10	46	1	542	10%
	0	%	9	%	5	%	1	9%		
Caucasian or White	36	64	31	64	32	64	30	62	319	61%
	06	%	23	%	23	%	48	%	9	

Hispanic or Latino	71 5	13 %	66 5	14 %	72 1	14 %	69 4	14 %	801	15%
More Than 1 Race	15 6	3%	13 5	3%	14 4	3%	78 2	2%	51	1%
Native Hawaiian or other Pacific Islander	4	0%	7	0%	3	0%	4	0%	3	0%
Unknown or Not Specified	27 9	5%	10 3	2%	13 1	3%	29 8	6%	286	5%
<b>No Test Scores Submitted</b>	<b>48 8</b>	<b>8%</b>	<b>37 3</b>	<b>7%</b>	<b>43 1</b>	<b>8%</b>	<b>34 4</b>	<b>7%</b>	<b>403</b>	<b>7%</b>
American Indian or Alaskan Native		0%		0%	3	1%	1	0%	3	1%
Asian	37	8%	25	7%	25	6%	19	6%	23	6%
Black or African American	15 1	31 %	11 2	30 %	12 0	28 %	10 2	30 %	120	30%
Caucasian or White	17 8	36 %	13 0	35 %	14 7	34 %	11 2	33 %	129	32%
Hispanic or Latino	85	17 %	74	20 %	10 8	25 %	80	23 %	103	26%
More Than 1 Race	15	3%	20	5%	17	4%	12	3%	5	1%
Native Hawaiian or other Pacific Islander	1	0%	2	1%		0%		0%	1	0%
Unknown or Not Specified	21	4%	10	3%	11	3%	18	5%	19	5%
<b>Grand Total</b>	<b>61 26</b>	<b>10 0%</b>	<b>52 29</b>	<b>10 0%</b>	<b>54 83</b>	<b>10 0%</b>	<b>52 58</b>	<b>10 0%</b>	<b>562 9</b>	<b>100 %</b>

**Freshman Applications by SAT Ranges (Math  
+ Verbal Score)**

New SAT  
Scores

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%
1400-1600	56	1%	58	1%	60	1%	65	1%	73	1%
1200-1399	58 1	9%	53 9	10 %	55 6	10 %	54 2	10 %	102 4	18%
1000-1199	23 73	39 %	19 84	38 %	20 70	38 %	19 54	37 %	255 2	45%
800-999	19 42	32 %	16 83	32 %	17 50	32 %	17 47	33 %	103 4	18%
600-799	37 3	6%	33 6	6%	33 9	6%	30 3	6%	71	1%
400-599	39	1%	22	0%	21	0%	26	0%		0%
ACT	27 4	4%	23 4	4%	25 6	5%	27 7	5%	472	8%
None	48 8	8%	37 3	7%	43 1	8%	34 4	7%	403	7%
<b>Grand Total</b>	<b>61 26</b>	<b>10 0%</b>	<b>52 29</b>	<b>10 0%</b>	<b>54 83</b>	<b>10 0%</b>	<b>52 58</b>	<b>10 0%</b>	<b>562 9</b>	<b>100 %</b>

**Freshman Applications by Race/Ethnicity and SAT Ranges (Math + Verbal Score)**

New SAT Scores

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%
<b>American Indian or Alaskan Native</b>	<b>2</b>	<b>0%</b>	<b>9</b>	<b>0%</b>	<b>9</b>	<b>0%</b>	<b>8</b>	<b>0%</b>	<b>10</b>	<b>0%</b>
1400-1600		0%	1	11%		0%		0%		0%
1200-1399		0%	1	11%		0%		0%	1	10%
1000-1199		0%	4	44%	2	22%	3	38%	4	40%
800-999	1	50%	3	33%	3	33%	4	50%	2	20%
600-799	1	50%		0%		0%		0%		0%
400-599		0%		0%		0%		0%		0%
ACT		0%		0%	1	11%		0%		0%
None		0%		0%	3	33%	1	13%	3	30%
<b>Asian</b>	<b>36</b>	<b>6%</b>	<b>33</b>	<b>6%</b>	<b>33</b>	<b>6%</b>	<b>34</b>	<b>7%</b>	<b>360</b>	<b>6%</b>
1400-1600	14	4%	23	7%	20	6%	9	3%	18	5%
1200-1399	51	14%	53	16%	52	16%	69	20%	87	24%
1000-1199	148	41%	123	37%	123	37%	128	37%	155	43%
800-999	89	25%	86	26%	85	25%	84	24%	46	13%
600-799	10	3%	10	3%	12	4%	15	4%	3	1%
400-599		0%		0%	1	0%	1	0%		0%
ACT	14	4%	10	3%	16	5%	18	5%	28	8%
None	37	10%	25	8%	25	7%	19	6%	23	6%
<b>Black or African American</b>	<b>70</b>	<b>11%</b>	<b>62</b>	<b>12%</b>	<b>63</b>	<b>12%</b>	<b>56</b>	<b>11%</b>	<b>662</b>	<b>12%</b>
1400-1600	1	0%	1	0%		0%	1	0%		0%
1200-1399	9	1%	12	2%	19	3%	12	2%	34	5%
1000-1199	104	15%	95	15%	96	15%	81	14%	201	30%
800-999	245	35%	253	41%	244	38%	224	40%	229	35%

600-799	14 8	21 %	12 0	19 %	12 2	19 %	10 5	19 %	23	3%
400-599	22	3%	13	2%	10	2%	13	2%		0%
ACT	21	3%	15	2%	24	4%	25	4%	55	8%
None	15 1	22 %	11 2	18 %	12 0	19 %	10 2	18 %	120	18%
<b>Caucasian or White</b>	<b>37</b> <b>84</b>	<b>62</b> <b>%</b>	<b>32</b> <b>53</b>	<b>62</b> <b>%</b>	<b>33</b> <b>70</b>	<b>61</b> <b>%</b>	<b>31</b> <b>60</b>	<b>60</b> <b>%</b>	<b>332</b> <b>8</b>	<b>59%</b>
1400-1600	32	1%	30	1%	27	1%	38	1%	44	1%
1200-1399	42 7	11 %	40 6	12 %	41 7	12 %	38 5	12 %	730	22%
1000-1199	16 69	44 %	14 60	45 %	14 94	44 %	13 37	42 %	164 5	49%
800-999	11 69	31 %	96 3	30 %	10 04	30 %	10 09	32 %	464	14%
600-799	10 5		10 2		10 8				16	0%
400-599	9	0%	2	0%	1	0%	4	0%		0%
ACT	19 5		16 0		17 2		17 8		300	9%
None	17 8		13 0		14 7		11 2		129	4%
<b>Hispanic or Latino</b>	<b>80</b> <b>0</b>	<b>13</b> <b>%</b>	<b>73</b> <b>9</b>	<b>14</b> <b>%</b>	<b>82</b> <b>9</b>	<b>15</b> <b>%</b>	<b>77</b> <b>4</b>	<b>15</b> <b>%</b>	<b>904</b>	<b>16%</b>
1400-1600	2	0%	2	0%	1	0%	5	1%	5	1%
1200-1399	35	4%	42	6%	37	4%	31	4%	99	11%
1000-1199	24 8	31 %	20 2	27 %	23 8	29 %	24 1	31 %	386	43%
800-999	30 8	39 %	29 1	39 %	32 6	39 %	31 3	40 %	226	25%
600-799	87	11 %	86 %	12 %	83 %	10 %	64 %	8 %	25	3%
400-599	7	1%	5	1%	7	1%	7	1%		0%
ACT	28	4%	37	5%	29	3%	33	4%	60	7%
None	85	11 %	74 %	10 %	10 8	13 %	80 %	10 %	103	11%
<b>More Than 1 Race</b>	<b>17</b> <b>1</b>	<b>3%</b>	<b>15</b> <b>5</b>	<b>3%</b>	<b>16</b> <b>1</b>	<b>3%</b>	<b>90</b> <b>2%</b>	<b>2%</b>	<b>56</b>	<b>1%</b>
1400-1600		0%		0%	3	2%	2	2%	1	2%
1200-1399	16	9%	11	7%	15	9%	5	6%	9	16%
1000-1199	73	43 %	55 %	35 %	64 %	40 %	31 %	34 %	25	45%
800-999	49	29 %	54 %	35 %	49 %	30 %	31 %	34 %	12	21%



<b>Complete</b>	<b>38</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>37</b>	<b>10</b>	<b>46</b>	<b>10</b>
	<b>05</b>	<b>%</b>	<b>86</b>	<b>%</b>	<b>32</b>	<b>%</b>	<b>03</b>	<b>%</b>	<b>18</b>	<b>0%</b>
Test Score Submitted	38	10	33	10	35	10	37	10	46	10
	04	%	82	%	25	%	02	%	17	0%
No Test Scores Submitted	1	0	4	0	7	0	1	0	1	0%
	%	%	%	%	%	%	%	%	%	%
<b>Grand Total</b>	<b>38</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>37</b>	<b>10</b>	<b>46</b>	<b>10</b>
	<b>05</b>	<b>%</b>	<b>86</b>	<b>%</b>	<b>32</b>	<b>%</b>	<b>03</b>	<b>%</b>	<b>18</b>	<b>0%</b>

**Freshman Admits by Race/Ethnicity and Test Score Submissions**

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%
<b>Test Score Submitted</b>	<b>38</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>37</b>	<b>10</b>	<b>46</b>	<b>10</b>
	<b>04</b>	<b>%</b>	<b>82</b>	<b>%</b>	<b>25</b>	<b>%</b>	<b>02</b>	<b>%</b>	<b>17</b>	<b>0%</b>
American Indian or Alaskan Native	1	0	5	0	4	0	7	0	6	0%
	%	%	%	%	%	%	%	%	%	%
Asian	25	7	23	7	23	7	27	7	30	
	0	%	9	%	3	%	1	%	9	7%
Black or African American	18	5	19	6	21	6	21	6	37	
	8	%	2	%	2	%	8	%	4	8%
Caucasian or White	26	69	24	71	24	70	24	66	29	64
	35	%	01	%	66	%	26	%	71	%
Hispanic or Latino	43	11	38	11	42	12	48	13	66	14
	1	%	4	%	2	%	4	%	0	%
More Than 1 Race	99	3	87	3	98	3	52	1	40	1%
	%	%	%	%	%	%	%	%	%	%
Native Hawaiian or other Pacific Islander	2	0	6	0	3	0	3	0	3	0%
	%	%	%	%	%	%	%	%	%	%
Unknown or Not Specified	19	5	2	2	2	24	7	25		
	8	%	68	%	87	%	1	%	4	6%
<b>No Test Scores Submitted</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0%</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
American Indian or Alaskan Native		0		0		0		0		0%
		%		%		%		%		%
Asian		0		0	1	14		0		0%
		%		%	%	%		%		%
Black or African American		0	1	25	1	14		0		0%
		%	%	%	%	%		%		%

Caucasian or White		0	3	75	4	57	1	10	1	10
		%		%		%		%		%
Hispanic or Latino	1	10		0		0		0		0%
		%		%		%		%		
More Than 1 Race		0		0		0		0		0%
		%		%		%		%		
Native Hawaiian or other Pacific Islander		0		0		0		0		0%
		%		%		%		%		
Unknown or Not Specified		0		0	1	14		0		0%
		%		%		%		%		
<b>Grand Total</b>	<b>38</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>37</b>	<b>10</b>	<b>46</b>	<b>10</b>
	<b>05</b>	<b>%</b>	<b>86</b>	<b>%</b>	<b>32</b>	<b>%</b>	<b>03</b>	<b>%</b>	<b>18</b>	<b>0%</b>

**Freshman Admits by SAT Ranges (Math + Verbal Score)**

New SAT Scores

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%
1400-1600	56	1%	57	2%	59	2%	63	2%	71	2%
1200-1399	56	15%	52	16%	53	15%	52	14%	10	22%
	1	%	5	%	2	%	6	%	08	%
1000-1199	21	56%	17	53%	18	52%	18	49%	23	52%
	37	%	83	%	44	%	18	%	90	%
800-999	84	22%	83	25%	90	26%	10	29%	74	16%
	6	%	3	%	4	%	71	%	2	%
600-799	3	0%	4	0%	8	0%	21	1%	7	0%
		%		%		%		%		
400-599		0%		0%		0%		0%		0%
		%		%		%		%		%
ACT	20	5%	18	5%	17	5%	20	5%	39	9%
	1	%	0	%	8	%	3	%	9	%
None	1	0%	4	0%	7	0%	1	0%	1	0%
		%		%		%		%		%
<b>Grand Total</b>	<b>38</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>37</b>	<b>10</b>	<b>46</b>	<b>10</b>
	<b>05</b>	<b>%</b>	<b>86</b>	<b>%</b>	<b>32</b>	<b>%</b>	<b>03</b>	<b>%</b>	<b>18</b>	<b>0%</b>

**Freshman Admits by Race/Ethnicity and SAT Ranges (Math + Verbal Score)**

New SAT Scores

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%



<b>American Indian or Alaskan Native</b>	<b>1</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>6</b>	<b>0%</b>
1400-1600		0	1	20		0		0		0%
1200-1399		0		0		0		0	1	17
1000-1199		0	3	60	2	50	3	43	4	67
800-999	1	10	1	20	1	25	4	57	1	17
600-799		0		0		0		0		0%
400-599		0		0		0		0		0%
ACT		0		0	1	25		0		0%
None		0		0		0		0		0%
<b>Asian</b>	<b>25</b>	<b>7</b>	<b>23</b>	<b>7</b>	<b>23</b>	<b>7</b>	<b>27</b>	<b>7</b>	<b>30</b>	<b>7%</b>
1400-1600	14	6	23	10	19	8	9	3	17	6%
1200-1399	51	20	52	22	50	21	68	25	87	28
1000-1199	12	51	11	47	10	46	11	44	14	47
800-999	42	17	42	18	45	19	58	21	34	11
600-799	1	0		0	1	0	2	1		0%
400-599		0		0		0		0		0%
ACT	14	6	9	4	11	5	15	6	26	8%
None		0		0	1	0		0		0%
<b>Black or African American</b>	<b>18</b>	<b>5</b>	<b>19</b>	<b>6</b>	<b>21</b>	<b>6</b>	<b>21</b>	<b>6</b>	<b>37</b>	<b>8%</b>
1400-1600	1	1	1	1		0	1	0		0%
1200-1399	8	4	12	6	19	9	11	5	32	9%
1000-1199	92	49	78	40	79	37	71	33	17	47

800-999	75	40%	94	49%	101	47%	115	53%	137	37%
600-799		0%		0%	2	1%	9	4%	1	0%
400-599		0%		0%		0%		0%		0%
ACT	12	6%	7	4%	11	5%	11	5%	30	8%
None		0%	1	1%	1	0%		0%		0%
<b>Caucasian or White</b>	<b>2635</b>	<b>69%</b>	<b>2404</b>	<b>71%</b>	<b>2470</b>	<b>70%</b>	<b>2427</b>	<b>66%</b>	<b>2972</b>	<b>64%</b>
1400-1600	32	1%	29	1%	27	1%	36	1%	43	1%
1200-1399	416	16%	396	16%	399	16%	374	15%	718	24%
1000-1199	1512	57%	1316	55%	1344	54%	1253	52%	1567	53%
800-999	532	20%	531	22%	567	23%	626	26%	369	12%
600-799		0%	2	0%	4	0%	5	0%	2	0%
400-599		0%		0%		0%		0%		0%
ACT	143	5%	127	5%	125	5%	132	5%	272	9%
None		0%	3	0%	4	0%	1	0%	1	0%
<b>Hispanic or Latino</b>	<b>432</b>	<b>11%</b>	<b>384</b>	<b>11%</b>	<b>422</b>	<b>12%</b>	<b>484</b>	<b>13%</b>	<b>660</b>	<b>14%</b>
1400-1600	2	0%	2	1%	1	0%	5	1%	5	1%
1200-1399	35	8%	40	10%	35	8%	29	6%	98	15%
1000-1199	226	52%	187	49%	215	51%	223	46%	353	53%
800-999	145	34%	126	33%	149	35%	198	41%	155	23%
600-799	2	0%	1	0%	1	0%	4	1%	4	1%
400-599		0%		0%		0%		0%		0%
ACT	21	5%	28	7%	21	5%	25	5%	45	7%
None	1	0%		0%		0%		0%		0%

<b>More Than 1 Race</b>	<b>99</b>	<b>3</b>	<b>87</b>	<b>3</b>	<b>98</b>	<b>3</b>	<b>52</b>	<b>1</b>	<b>40</b>	<b>1%</b>
1400-1600		0		0	3	3	2	4	1	3%
1200-1399	12	12	11	13	15	15	5	10	8	20
1000-1199	61	62	47	54	54	55	26	50	23	58
800-999	22	22	26	30	23	23	18	35	6	15
600-799		0		0		0		0		0%
400-599		0		0		0		0		0%
ACT	4	4	3	3	3	3	1	2	2	5%
None		0		0		0		0		0%
<b>Native Hawaiian or other Pacific Islander</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0%</b>
1400-1600		0		0		0		0		0%
1200-1399	1	50		0		0	1	33		0%
1000-1199	1	50	5	83	2	67	2	67	2	67
800-999		0	1	17	1	33		0	1	33
600-799		0		0		0		0		0%
400-599		0		0		0		0		0%
ACT		0		0		0		0		0%
None		0		0		0		0		0%
<b>Unknown or Not Specified</b>	<b>19</b>	<b>5</b>	<b>68</b>	<b>2</b>	<b>88</b>	<b>2</b>	<b>24</b>	<b>7</b>	<b>25</b>	<b>6%</b>
1400-1600	7	4	1	1	9	10	10	4	5	2%
1200-1399	38	19	14	21	14	16	38	16	64	25
1000-1199	11	59	34	50	41	47	12	50	12	48
800-999	29	15	12	18	17	19	52	22	39	15

600-799		0	1	1		0	0			0%
		%		%		%				
400-599		0		0		0		0		0%
		%		%		%		%		
ACT	7	4	6	9	6	7	19	8	24	9%
		%		%		%		%		
None		0		0	1			0		0%
		%		%	1	%		%		
<b>Grand Total</b>	<b>38</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>37</b>	<b>10</b>	<b>46</b>	<b>10</b>
	<b>05</b>	<b>0</b>	<b>86</b>	<b>0</b>	<b>32</b>	<b>0</b>	<b>03</b>	<b>0</b>	<b>18</b>	<b>0%</b>
		%		%		%		%		

**Freshman Admits by Admit Type and SAT Ranges (Math + Verbal Score)**

New SAT Scores

	Fall 2013		Fall 2014		Fall 2015		Fall 2016*		Fall 2017**	
	#	%	#	%	#	%	#	%	#	%
<b>Regular</b>	<b>35</b>	<b>94</b>	<b>31</b>	<b>94</b>	<b>32</b>	<b>93</b>	<b>34</b>	<b>94</b>	<b>43</b>	<b>94</b>
	<b>75</b>	<b>%</b>	<b>66</b>	<b>%</b>	<b>89</b>	<b>%</b>	<b>92</b>	<b>%</b>	<b>34</b>	<b>%</b>
1400-1600	56	2	57	2	59	2	63	2	71	2%
		%		%		%		%		
1200-1399	55	16	52	16	53	16	52	15	10	23
	9	%	2	%	2	%	2	%	00	%
1000-1199	21	59	17	55	18	55	17	51	23	53
	10	%	48	%	14	%	96	%	07	%
800-999	65	18	66	21	70	21	89	26	55	13
	7	%	3	%	7	%	8	%	7	%
600-799		0		0		0		0		
		%	1	%	4	%	14	%	4	0%
400-599		0		0		0		0		
		%		%		%		%		0%
ACT	19	5	17	5	16	5	19	6	39	
	2	%	1	%	7	%	8	%	4	9%
None		0		0		0		0		
	1	%	4	%	6	%	1	%	1	0%
<b>Special</b>	<b>15</b>	<b>4</b>	<b>14</b>	<b>4</b>	<b>15</b>	<b>4</b>	<b>12</b>	<b>3</b>	<b>18</b>	
	<b>4</b>	<b>%</b>	<b>4</b>	<b>%</b>	<b>7</b>	<b>%</b>	<b>5</b>	<b>%</b>	<b>6</b>	<b>4%</b>
1400-1600		0		0		0		0		
		%		%		%		%		0%
1200-1399		0		1		0		0		
		%	2	%		%		%	1	1%
1000-1199	9	6	11	8	4	3	2	2	36	19
		%	11	%	4	%	2	%	36	%
800-999	13	90	12	88	14	95	12	97	14	78
	9	%	6	%	9	%	1	%	6	%

600-799	1	1%	3	2%	1	1%	1	1%	3	2%
400-599		0%		0%		0%		0%		0%
ACT	5	3%	2	1%	2	1%	1	1%		0%
None		0%		0%	1	1%		0%		0%
<b>EOF Candidate</b>	<b>76</b>	<b>2%</b>	<b>76</b>	<b>2%</b>	<b>86</b>	<b>2%</b>	<b>86</b>	<b>2%</b>	<b>98</b>	<b>2%</b>
1400-1600		0%		0%		0%		0%		0%
1200-1399	2	3%	1	1%		0%	4	5%	7	7%
1000-1199	18	24%	24	32%	26	30%	20	23%	47	48%
800-999	50	66%	44	58%	48	56%	52	60%	39	40%
600-799	2	3%		0%	3	3%	6	7%		0%
400-599		0%		0%		0%		0%		0%
ACT	4	5%	7	9%	9	10%	4	5%	5	5%
None		0%		0%		0%		0%		0%
<b>Grand Total</b>	<b>38</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>35</b>	<b>10</b>	<b>37</b>	<b>10</b>	<b>46</b>	<b>10</b>
	<b>05</b>	<b>0%</b>	<b>86</b>	<b>0%</b>	<b>32</b>	<b>0%</b>	<b>03</b>	<b>0%</b>	<b>18</b>	<b>0%</b>

\* Fall 2016 SAT Scores are old SAT scores or New Scores converted to Old Scores

\*\* Fall 2017 SAT Scores are New SAT scores or Old Scores converted to new