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ABSTRACT

The impact of different admissions policies on Black, Hispanic, and White applicants was investigated, using College Board data. Five undergraduate admissions models were assessed. The single-index minimum model uses a single index, such as high school grade point average (GPA), to determine eligibility. The multiple-index minimum model uses two or more indexes. An either-or minimum model allows for eligibility if a minimum is equalled or surpassed on either of one or more indexes. Students might be eligible, for example, if in the top half of their high school class or if their Scholastic Aptitude Test (SAT) total score is 700 or above. A sliding scales model specifies different minimums on different indexes at different levels of high school or test performance. The fifth model is based on predicted performance: a regression equation is developed from data on past students and is used to predict performance for applicants. In addition to data on SAT scores, the analysis was based on responses to the Student Descriptive Questionnaire. A detailed description is provided of the five admissions models, the data base employed, and the analyses performed. Nine tables show the percentage of eligible seniors using each model, including the criteria of high school rank, high school GPA, and SAT total scores. (SW)

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RESEARCH REPORT

AN EXAMINATION OF STATE UNIVERSITY AND COLLEGE ADMISSIONS POLICIES

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An Examination of State University and College Admissions Policies

Overview

In recent years, a number of state governing agencies and individual state institutions have increased the requirements for admission to state universities and colleges. According to Thomson (1982), thirteen state institutions either have already done so or plan to introduce higher admissions standards. While most of the new standards reflect increased course requirements, others require higher class rank, GPA, or test score minimums. Thomson reported that an additional fifteen states had freshman admissions under study at the time of his survey.

The Connecticut Board of Governors for Higher Education (1983) identified 25 states where changes in admissions standards had occurred recently. These changes included modification of state agencies' mandates or recommendations as well as changes at the university level. The Connecticut report notes that the changes most often involved increases in the number of required academic courses, primarily in math, sciences, and social science. But increases in minimum acceptable high school grade-point averages, class ranks, and test scores were also reported.

In instituting more rigorous admissions standards, a major concern has been the impact such new policies would have on certain categories of students (Brizius & Cooper, 1984). These categories include students who may not have taken necessary courses in high school, older students, handicapped students, transfer students from community colleges, and disadvantaged students who may not have been able to complete courses while in high school. Policies stipulating minimum high school GPA or rank and those requiring minimum test scores are likely to have a differential impact on minority students. In recognition of these problems of impact, the new admissions standards have usually been accompanied by other policies to diminish the negative impact on various subgroups. In some states or individual institutions, certain groups are simply exempted from minimum requirements. Other states or institutions allow for some limited percentage of exemptions for specified categories of students. Another compensating mechanism has been to offer special remedial programs for students who cannot meet admissions standards, but there is a growing consensus that a smaller proportion of funds for four-year colleges should be used for remediation (Southern Regional Education Board, 1983; Western Interstate Commission for Higher Education, 1982). Moreover, there is a growing sense that colleges should not be offering high school-level courses.

There is reason to believe that compensating policies may not have the effect intended. A number of writers have observed that minority enrollments have declined in the 1980's despite having had an increase in the 1970's (e.g., American Council on Education, 1984; Manning, 1984; McNett, 1983). While it is not clear that higher admissions standards are the reason for declining minority enrollments, many believe that to be the case. Because of these concerns we have conducted an investigation to examine what impact various types of admissions policies might have on three groups (Blacks, Hispanics, and Whites). We have not considered the effect in these analyses of compensating policies. The results of this investigation may be useful to state boards of higher education, legislatures and their staffs, state higher education executive officers, and others with the responsibility for setting state or institutional policies.

Five basically different undergraduate admissions models were identified through examination of reports pertaining to state and individual institutional admissions policies (AACRAO, 1980; Connecticut Board of Governors for Higher Education, 1983; Southern Regional Education Board, 1983; Thompson, 1982; Western Interstate Commission for Higher Education, 1982). These models may be briefly described as follows:

A. Single-Index Minimum. In this model, a single index, such as a test score, rank in high school class, or high school GPA is used to determine eligibility.

B. Multiple-Index Minimums. Here, two or more indexes are used in combination to determine eligibility. For example, students in the top half of their high school classes who also have test scores above some specified minimum may be considered eligible.

C. Either-or Minimums. This model allows for eligibility if a minimum is equalled or surpassed on either of one or more indexes. Students might be eligible for admission, for example, if in the top half of their high school class or if their SAT total score is 700 or above.

D. Sliding Scales. This model specifies different minimums on different indexes at different levels of high school or test performance. An applicant can be eligible at the highest level, for example, if high school rank is in the top fifth. At lower levels of rank, test score minimums are imposed. The sliding scales are usually based on an eligibility index computed by

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formula, but tables of minimums are computed for publication in college catalogs.

E. Predicted Performance. Unlike the other models, this one is based on the past performance of students in specific institutions. Usually, high school GPA (or rank) is combined with a test score (or scores) to predict college freshman GPA. A regression equation is developed from data on past students and is used to predict performance for applicants.

The College Board public use tapes were selected to test the impact of the various policy models on the three subpopulations of interest -- Blacks, Hispanics, and Whites. In addition to Scholastic Aptitude Test (SAT) scores, these tapes also contain responses to the Student Descriptive Questionnaire (SDQ) including self-reports of ethnicity, high school rank-in-class, and high school grades.

The results obtained when these five admissions models were applied to the data base indicate that all of the models proved to have differential impact for the three groups examined. This impact is diminished by setting very low qualifying minimums regardless of the particular model, but a solution of this sort fails to recognize institutional constraints on the number of students who can be served. Additionally, low qualifying minimums exacerbate the problem of student retention in college because many students who qualify do not perform well following admissions. The degree of the impact was found to vary for different models and, within models, for different indexes and different combinations of indexes. For example, single-index models using test scores had the greatest differential impact while single-index models using high school rank or grades, either-or models, sliding scales, and predicted-performance models had less differential impact.

A second general observation made from the analyses of these five admissions models was that state institutions differ somewhat in the abilities of entering students, in the grading standards used, and in minimum requirements for remaining in good standing. Because of these institutional differences, state-level policies which require blanket minimums are problematic in this context. The predicted-performance model is the only one of the five examined that necessarily recognizes these institutional differences. And, it is the only model that customizes the weighting of various component indexes for specific institutions.

The analyses conducted for national data do not, of course, indicate what similar analyses of local data might reveal. Indeed, they can only be viewed as estimates even for national populations. But the analyses performed do illustrate ways in which local data might be used to monitor impact and to examine the fairness of different policies.

We conclude from the analyses that, of the five admissions models examined, the predicted-performance model is clearly preferable in that it is the only model of the five that takes institutional differences into account. If each state institution cannot create its own predicted-performance model, appropriately designed sliding scales can help to minimize differential impact.

We recommend that those responsible for the formulation of state and institutional admissions policies consider these actions:

1. A careful examination of the rationale for current admissions policies. The rationale leading to specific cut-off scores or cut-offs on other indexes, in particular, should be examined. Once determined, these rationales should be published along with the admissions policies. This examination will be informed by reference to the forthcoming Joint Technical Standards for Educational and Psychological Testing (expected to be approved in 1985 by the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education), particularly the section dealing with General Principles of Test Use. The following Standard (8.9) is especially relevant.

   > When a specific cut score is used to select, classify, or certify test takers, the method of setting that cut score, including any technical analyses, should be presented in a manual or report. When cut scores are based primarily on professional judgment, the qualifications of the judges also should be documented.

   This examination will also be informed by reference to writings on admissions policies, generally (e.g., Manning, 1977; Fuller et al., 1978; Skager, 1982).

2. The monitoring of the impact of admissions policies on major subgroups, if that is not already being done. If state data are not available, the possible impact of current policies should be examined using national data like those presented in this report. How the impact might differ for state populations should then be considered.

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3. The examination of data on the performance of students in specific institutions and the relation of admissions policies to those data.

4. If not already practiced, the use of two-stage policies in which only the first stage (eligibility) is based on purely academic qualifications. The second stage (selection) can be based on a consideration of other applicant characteristics and on institutional goals.

Method

This section provides a detailed description of the five admissions models identified, of the data base employed, and of the analyses performed.

Admissions Models

The first step taken in the investigation was to examine a number of reports describing state and institutional policies (Connecticut Board of Governors for Higher Education, 1983; Southern Regional Education Board, 1983; Thomson, 1982; Western Interstate Commission for Higher Education, 1982) as well as documents published by individual institutions. Five distinct procedural admissions models were identified. These models are displayed schematically in Figure 1 and described as follows:

A. Single Index Minimum. Figure 1a shows minimums for either a test score or some representation of high school performance (high school rank or high school GPA). Under a policy specifying either a high school rank minimum or a high school

GPA minimum, students in areas a and b would be eligible. Under a policy specifying a test score minimum, students in areas b and c would be eligible.

B. Multiple Index Minimums. Figure 1a can also be used to describe this model. If minimums are specified for both a high school record index (rank or GPA) and a test score, then students in area b only would be eligible. Such a policy does not necessarily mean that fewer students would be eligible than for single-index minimums (as the sizes of the are s in Figure 1a would suggest) because the multiple minimums can be set lower so as to make area b equal to a + b or b + c.

C. Either-or Minimums. Referring again to Figure 1a, eligibility for admissions can be established by surpassing either a high school record minimum or a test score minimum. Under this model, students in areas a, b, and c would be eligible. The larger area for Model C in Figure 1a does not necessarily mean that more students become eligible than would be the case for Models A and B, because the minimums can be adjusted to make the same number of students eligible in all three models.

D. Sliding Scales. The sliding scale is an approximation to an index developed from a formula. Figure 1b depicts a selection model in which a formula is used to compute an index based on both test scores and the high school record. All applicants with an eligibility index beyond a certain point on the diagonal line are eligible (area d). Most often the eligibility index is translated into a tabular form which is an approximation of the formula index. Figure 1c shows the step-down nature of a sliding scale in which all applicants are eligible above a certain level of high school rank or GPA (Area e), but where lower rank or GPA's require increasingly higher test scores for eligibility.

E. Predicted Performance. This model of admissions uses a formula in some ways similar to the eligibility index in that a combination of high school performance and test scores are used. The difference is that predicted performance is based on the performances of past students in the specific institution involved. Equations of the following type are developed from data collected on previous students and used for estimating the probable performance of future students:

$$FGPA = a(HSGPA) + b(\text{Test Score}) + c,$$

where a and b are coefficients reflecting the weight assigned to either HSGPA or test score and c is a constant. Applicants who would be predicted to exceed a certain level of performance (FGPA) are eligible for admission, as in Area f of Figure 1d.

The Data Base

The data chosen for the analyses were public-use data available from the College Board. Each year, tapes of data for college-bound seniors are prepared and made available to the public for research. These tapes can be obtained for random samples of students participating in the College Board's Admissions Testing Program. The data contained in these tapes includes ethnic identification, self-reports of high school grades,

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rank-in-class from the Student Descriptive Questionnaire (SDQ), and scores on College Board Scholastic Aptitude Tests (SAT). The specific data used for the analyses were sampled from 1983 college-bound seniors. A detailed description of the population from which the data were sampled is available in Ramist and Arbeiter (1984). Out of the of 875,475 college-bound seniors in 1983 who reported their ethnicity, a total of 96,229 were sampled. These students were distributed as follows within each of eight categories: 490 American Indians, 3,859 Asians, 7,781 Blacks, 1,656 Mexican-Americans, 1,080 Puerto Ricans, and 76,010 Whites, 2,041 "other," and 3,312 without ethnic identification. Students who had identified themselves as American Indians, Asians, "Other" and those without ethnic identification were excluded from the analyses. Students who had identified themselves as either Mexican-American or Puerto Rican were combined into a single Hispanic group.

Group Identification. Identification of group membership was made from Question No. 37 of the Student Descriptive Questionnaire:

37. How do you describe yourself:

(A) American Indian or Alaskan Native

(B) Black or Afro-American or Negro

(C) Mexican-American or Chicano

(D) Oriental or Asian-American or Pacific Islander

(E) Puerto Rican

(F) White or Caucasian

(G) Other

High School Rank. A student's high school rank was obtained from responses to Question No. 5 of the Student Descriptive Questionnaire:

5. What is your most recent high school class rank? (For example, if you are 15th in a class of 100, you are in the second tenth.) If you do not know your rank or rank is not used in your school, give your best estimate.

(A) Highest tenth	(D) Middle fifth
(B) Second tenth	(E) Fourth fifth
(C) Second fifth	(F) Lowest fifth

High School GPA. A high school GPA was estimated for each student on the tape from Questions 12 through 17 of the Student Descriptive Questionnaire (asking for a student's latest grade in six different course areas) and a weighting of the responses based on Questions 6 through 11 (asking for years of study in each of the six course areas). The admissions models identified were applied to a random sample of 1983 high school seniors who had applied for college.

Validity Study Selection. From a listing of institutions that had conducted validity studies during the last five years, 10 representative public institutions were selected, one in each of 10 different states. These institutions were selected such that a wide range of entering student abilities was sampled. No community colleges nor any predominantly minority institutions were included. From each validity study it was possible to obtain a regression equation for the prediction of college freshman GPA. Only those institutions using FGPA scales in the range 0 to 4 and HSGPA in the range 0 to 4 were used. In contrast to the self-reported HSGPA estimate described above, the HSGPA used in the validity studies for determining the regression equation was taken from high school transcripts. Equations were based on a combined SAT Verbal plus SAT Math score (although SAT Verbal and SAT Math scores are reported separately, many states and institutions combine the scores when admissions policies are described).

Analyses

For models A through D, the analyses required merely the computation of percentages of seniors who equalled or surpassed a range of thresholds. For Model E, regression equations were obtained from validity studies conducted by each of ten representative state institutions in each of ten different states. These regression equations were then used to estimate probable performance of these seniors in each of the ten representative institutions.

Predicted Performance Analyses. Using the regression equations for each of the 10 institutions, the probable FGPA in each of the 10 institutions for each student on the tape was estimated. These estimated FGPA's were then used to determine what proportion of students would be expected to equal or surpass a specified FGPA level.

Results

Several tables were developed for purposes of comparing the impact of the five models across the three groups examined. These tables include a range of specific policies within each of the models.

Single Index Minimum. Table 1 presents the results obtained when three single index minimums for high school rank, high school GPA, and SAT total score were applied to the data for the randomly sampled 1983 college-bound seniors. Note that the number of cases (N) is slightly different for the three indexes because availability of data is influenced by SDQ response rates. Note also that the percentage figures in parentheses represent the entire population from which the random sample for the present investigation was taken. The percentages for the total population are close to the percentages for the sample, suggesting that the sampling was not biased. No comparisons are possible for the SAT combined score because population figures are based on SAT-Verbal and SAT-Mathematical scores separately. Differential impact occurred for all three indexes, but it was greatest for the SAT total score. Note that the percent eligible columns differ by as much as 46% (comparing Blacks and Whites) when the SAT total score is used as a single index. In the sample examined, differential impact of using SAT combined score as a single index could have been substantially reduced only by setting minimums at extremely low levels.

Multiple Index Minimums. Table 2a gives the results obtained when both high school rank and SAT total score minimums were applied to the sample. As with the single index minimums, differential impact also is evident with this model. Eligibility rates differ across groups by as much as 45%. Table 2b gives results obtained when high school GPA was teamed with SAT total score; these results are essentially similar to those for Table 2a, with differences in eligibility across groups as high as 46%. Where the SAT minimum is set very low, however, eligibility differences across groups are much less.

Either-or Minimums. Tables 3a and 3b show percentages of seniors eligible when either high school rank (or high school GPA) or SAT total scores are used to define eligibility for admission. Differential impact was less in our sample for this model than for the multiple index minimums, with eligibility rates differing across groups by no more than 33%. For certain combinations, however, the differential impact is somewhat less. For example, the category "Upper two-fifths or SAT $\geq$ 1100," yields eligibility rates of 74, 67, and 59 for Whites, Hispanics, and Blacks, respectively. There is thus a difference of only 15% between Blacks and Whites for this particular eligibility rule.

Sliding Scales. Tables 4a and 4b present the results for several different sliding scales. The sliding scales appear to have less differential impact, generally, than multiple-index minimums but more than single-index minimums using high school rank or grades. Sliding Scale A resulted in a Black/White eligibility difference of 32%, the greatest differential impact for any of the sliding scales examined.

Predicted Performance. Table 5 gives the results obtained when the seniors in our sample were considered as hypothetical applicants to each of 10 representative state institutions located in 10 different states. The greatest differential impact (35%) occurred for Institution B, where 72% of Whites would have been eligible and 37% of Blacks. To preserve anonymity, institutions are identified in Table 5 only by region of the country and by their rank among the 10 with respect to two variables. Institution A, for example, ranked second on mean high school GPA of entering students and second on mean SAT combined score of entering students.

Using prediction equations obtained from validity studies, we have predicted the percentage of students in our sample of 1983 college-bound seniors who would attain freshman GPA's of 2.50 or above in these 10 state institutions. The 2.50 GPA level was chosen because it might represent a reasonable level to use in setting institutional policies for admission. A lower level could be set, of course, if there was an interest in increasing the percentages eligible. Another reason for choosing the 2.50 level is because it is well above the 2.0 GPA level often used as a minimum requirement to remain in good standing. Since a student with a predicted GPA of exactly 2.50 only has a 50% probability of actually attaining that level, it is of interest to consider that student's probability of attaining or exceeding the 2.0 GPA level. For these 10 institutions the probability of exceeding the 2.0 GPA level, when a GPA of 2.50 is predicted, is in the range 70%- 90%. Students above the predicted GPA threshold, of course, have higher probabilities of exceeding the 2.0 GPA level.

Since these variations are to some degree related to grading standards, one observes from Table 5 that eligibility percentages vary considerably from one state institution to the next. Another possible approach to state-level policy setting with a predicted-performance model would be to define eligibility on the basis of relative predicted freshman GPA's within an institution. This approach could mask differences in institutional grading standards by defining eligibility as, for example, a high probability of exceeding the mean predicted freshman GPA for a given institution.

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Discussion

Although it is not possible to make any precise comparison of the various admissions models examined in Tables 1 through 5, Table 6 serves as a rough comparison. In this table, specific eligibility situations from Tables 1 through 5 have been excerpted for comparison. Since differential impact is dependent upon the degree of selectivity, we have limited these excerpts to situations in which about three-fourths of the White candidates would be eligible. This is representative of the moderate selectivity of many state institutions.

Table 6 suggests that high school rank and high school GPA, when either is used as a single index, result in relatively lower differential impact. A similar observation can be made for the multiple-index or either-or models when eligibility is established primarily by means of a high school rank in the upper two-fifths of the class. However, it is the rank variable, not the models, that produces the lower impact. Note that the percentages of students eligible for both the single-index and multiple-index models are almost identical when rank in the top two-fifths is used together with a low SAT minimum of 500. In this situation, it is obvious that most students are being made eligible through the rank variable alone — which essentially reduces the model to a single-index model. A similar situation occurs for the either-or model when rank in the top two-fifths is used to establish eligibility.

The use of rank alone as an eligibility index requires that all secondary schools be viewed as equivalent when they clearly are not. Thus, despite the attractiveness of the rank index from the perspective of differential impact, its use as a sole index is not altogether equitable. The same can be said of high school GPA. The use of single-index minimums is questionable on the grounds that no single-index is sufficiently comprehensive. The more valid information that can be brought to bear on a decision the better, and both the high school record and test scores have been shown to be valid predictors of college performance.

Nevertheless, careful use of high school rank or GPA is justifiable on the grounds that such use will benefit students coming from less competitive secondary schools and can thus help to minimize differential impact in college admissions. For example in Table 6, sliding scale B (in which the upper tenth in rank are made eligible on that basis alone) results in a relatively low differential impact. Sliding scale B represents a compromise on the use of rank because eligibility based on rank alone is limited to students in the top tenth of their class. A more lenient sliding scale would make all students in the upper fifth eligible. The more rank is used as a sole index of eligibility, the less differential impact there will probably be. But as one reaches lower and lower down in rank, at some point the attractiveness of reducing differential impact must yield to the necessity of retaining students in college. If students of relatively low rank from secondary schools of questionable quality are made eligible, many students may not perform adequately in the colleges to which they are admitted.

One problem with all of the first four models in Table 6 is that each assumes that eligibility thresholds can be established which appropriately apply to all colleges within a state or to a group of colleges within a state. In other words, the first four models fail to recognize institutional variability in student abilities, college grading standards, or minimum requirements to remain enrolled in good standing. As a result, retention of students would not necessarily be maximized by use of any one of the first four models. The predicted-performance model, on the other hand, uses data from previous classes of students enrolled in specific institutions to determine the eligibility of candidates and accordingly recognizes institutional differences. This last model has the advantage of customizing the weightings of the high school record and test scores used in predicting probable freshman performance for each specific institution. As a result, student retention would be maximized through the use of the predicted-performance model. The comparision in Table 6 suggests that this model also has relatively low differential impact.

This comparison of models indicates that the predicted-performance model is clearly preferable to the other four models. It helps to minimize differential impact, it recognizes institutional differences, it customizes the weightings of the indexes, and it maximizes student retention.

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FIGURE 1. Schematic Representations of Admissions Models

Figure 1a. Single Index, Multiple Index, and Either-or Models

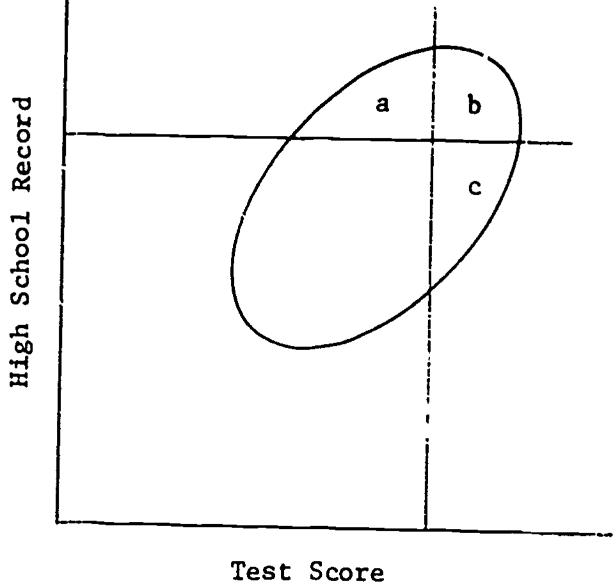

Figure 1b. Eligibility Index

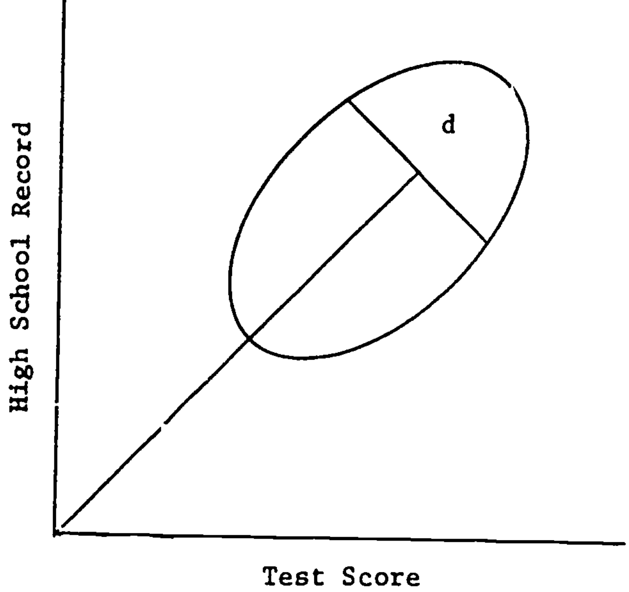

Figure 1c. Sliding Scale Model

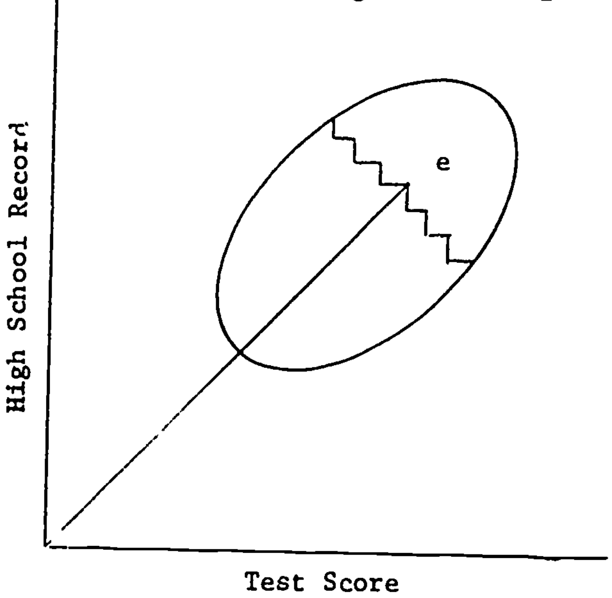

Figure 1d. Predicted Performance Model

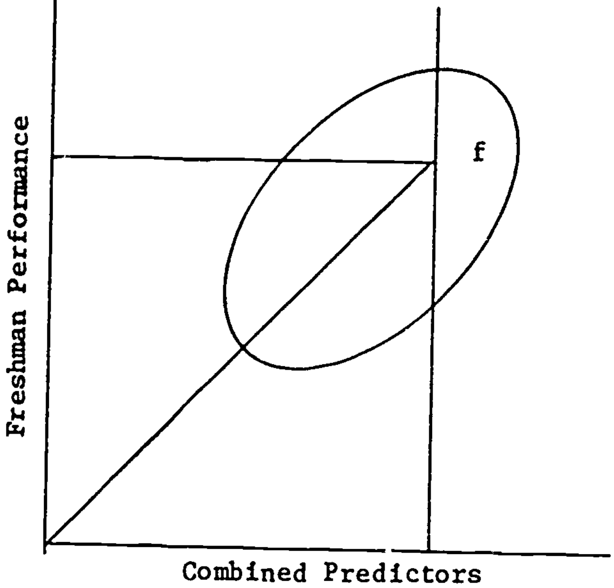

Table 1. Percentage of Seniors Eligible if Single Index Minimums Used

Single Index Minimum	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
High School Rank	N=7,251	N=2,558	N=72,436		
HS Rank in Top 1/5	32 (32)	38 (37)	45 (45)	(13)	(8)
HS Rank in Top 2/5's	59 (59)	66 (64)	72 (71)	(12)	(7)
HS Rank in Top 3/5's	94 (93)	95 (95)	97 (96)	(3)	(1)
HS Rank in Top 4/5's	99 (99)	99 (99)	100 (99)	(0)	(0)
High School GPA	N=7,623	N=2,679	N=75,167		
HSGPA $\geq$ 3.50	12 (12)	24 (21)	29 (29)	(17)	(8)
HSGPA $\geq$ 3.25	21 (22)	36 (34)	42 (42)	(20)	(8)
HSGPA $\geq$ 3.00	38 (38)	55 (52)	60 (60)	(22)	(8)
HSGPA $\geq$ 2.75	52 (52)	68 (65)	72 (72)	(20)	(7)
HSGPA $\geq$ 2.50	68 (69)	80 (79)	84 (84)	(15)	(5)
HSGPA $\geq$ 2.25	81 (82)	89 (89)	92 (92)	(10)	(3)
HSGPA $\geq$ 2.00	93 (93)	96 (95)	97 (97)	(4)	(2)
SAT Total Score	N=7,756	N=2,726	N=75,708		
SAT $\geq$ 1100	3	7	20	17	13
SAT $\geq$ 1000	7	16	36	29	20
SAT $\geq$ 900	15	28	55	40	27
SAT $\geq$ 800	27	43	73	46	30
SAT $\geq$ 700	47	63	88	41	25
SAT $\geq$ 600	70	83	96	26	13
SAT $\geq$ 500	92	96	99	7	3

Note: Figures in parentheses based on total 1983 sample of College-Bound Seniors reported in "Profiles: College-Bound Seniors, 1983" (Ramist and Arbeiter, 1984)

Table 2a. Percentage of Seniors Eligible if Multiple Index Minimums Used: High School Rank and SAT Score Minimums

High School Rank/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,227	N=2,548	N=72,155		
Upper Fifth					
SAT ≥ 1100	2	6	17	15	11
SAT ≥ 1000	5	12	27	22	15
SAT ≥ 900	9	19	35	26	16
SAT ≥ 800	14	25	41	27	16
SAT ≥ 700	21	31	44	23	13
SAT ≥ 600	26	35	45	19	10
SAT ≥ 500	31	38	45	14	7
Upper Two Fifths					
SAT ≥ 1100	3	7	20	17	13
SAT ≥ 1000	6	15	34	28	19
SAT ≥ 900	13	25	48	35	23
SAT ≥ 800	21	36	60	39	24
SAT ≥ 700	33	49	68	35	19
SAT ≥ 600	46	59	71	25	12
SAT ≥ 500	56	65	72	16	7
Upper Three Fifths					
SAT ≥ 1100	3	7	21	18	14
SAT ≥ 1000	7	16	36	29	20
SAT ≥ 900	15	28	55	40	27
SAT ≥ 800	27	43	72	45	29
SAT ≥ 700	46	62	86	40	24
SAT ≥ 600	67	80	94	27	14
SAT ≥ 500	87	92	96	9	4

Table 2b. Percentage of Seniors Eligible if Multiple Index Minimums Used: High School GPA and SAT Score Minimums

High School GPA/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,598	N=2,669	N=74,869		
HSGPA ≥ 3.00					
SAT ≥ 1100	2	6	18	16	12
SAT ≥ 1000	5	13	30	25	17
SAT ≥ 900	10	21	42	32	21
SAT ≥ 800	16	30	51	35	21
SAT ≥ 700	24	41	57	33	16
SAT ≥ 600	31	49	59	28	10
SAT ≥ 500	37	54	60	23	6
HSGPA ≥ 2.50					
SAT ≥ 1100	3	7	20	17	13
SAT ≥ 1000	6	15	34	28	19
SAT ≥ 900	13	26	51	38	25
SAT ≥ 800	23	39	66	43	27
SAT ≥ 700	37	55	77	40	22
SAT ≥ 600	52	70	82	30	12
SAT ≥ 500	64	78	84	20	6
HSGPA ≥ 2.00					
SAT ≥ 1100	3	7	20	17	13
SAT ≥ 1000	7	16	36	29	20
SAT ≥ 900	14	27	54	40	27
SAT ≥ 800	26	42	72	46	30
SAT ≥ 700	44	61	86	42	25
SAT ≥ 600	66	80	94	28	14
SAT ≥ 500	86	92	96	10	4

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Table 3a. Percentage of Seniors Eligible if High School Rank or SAT Total Score Minimums Used

High School Rank/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,224	N=2,548	N=74,845		
Upper Fifth					
or SAT ≥ 1100	33	39	51	18	12
or SAT ≥ 1000	34	42	56	22	14
or SAT ≥ 900	38	48	66	28	18
or SAT ≥ 800	46	57	79	33	22
or SAT ≥ 700	59	71	90	31	19
Upper Two Fifths					
or SAT ≥ 1100	59	67	74	15	7
or SAT ≥ 1000	60	68	76	16	8
or SAT ≥ 900	61	70	80	19	10
or SAT ≥ 800	65	74	86	21	12
or SAT ≥ 700	72	81	92	20	11
Upper Three Fifths					
or SAT ≥ 1100	94	95	97	3	2
or SAT ≥ 1000	94	95	97	3	2
or SAT ≥ 900	94	95	97	3	2
or SAT ≥ 800	95	95	98	3	3
or SAT ≥ 700	95	96	98	3	2

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Table 3b. Percentage of Seniors Eligible if High School GPA or SAT Total Score Minimums Used

High School GPA/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,598	N=2,669	N=74,869		
HSGPA ≥ 3.00					
or SAT ≥ 1100	38	55	62	24	7
or SAT ≥ 1000	40	57	66	26	9
or SAT ≥ 900	43	61	73	30	12
or SAT ≥ 800	49	67	82	33	15
or SAT ≥ 700	61	77	91	30	14
HSGPA ≥ 2.50					
or SAT ≥ 1100	68	80	85	17	5
or SAT ≥ 1000	69	81	86	17	5
or SAT ≥ 900	70	82	88	18	6
or SAT ≥ 800	73	84	91	18	7
or SAT ≥ 700	78	88	95	17	7
HSGPA ≥ 2.00					
or SAT ≥ 1100	93	96	97	4	1
or SAT ≥ 1000	93	96	97	4	1
or SAT ≥ 900	93	96	98	5	2
or SAT ≥ 800	94	96	98	4	2
or SAT ≥ 700	95	97	99	4	2

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Table 4a. Percentage of Seniors Eligible if Sliding Scales Based on High School Rank and SAT Total Scores Used

High School Rank/	Percentage Eligible by Group			Differential Impact (%)	
SAT Total Minimums	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,251	N=2,558	N=72,436		
Sliding Scale A					
Upper Tenth, No SAT Minimum	12	18	23		
Second Tenth, SAT ≥ 600	15	18	22		
Second Fifth, SAT ≥ 800	7	11	19		
Third Fifth, SAT ≥ 1000	1	1	3		
Fourth Fifth, SAT ≥ 1200	0	0	0		
Last Fifth, SAT ≥ 1400	0	0	0		
Total Percent	35	48	67	32	19
Sliding Scale B					
Upper Tenth, No SAT Minimum	12	18	23		
Second Tenth, SAT ≥ 500	19	20	22		
Second Fifth, SAT ≥ 700	13	18	24		
Third Fifth, SAT ≥ 900	2	3	6		
Fourth Fifth, SAT ≥ 1100	0	0	0		
Last Fifth, SAT ≥ 1300	0	0	0		
Total Percent	46	59	75	29	16
Sliding Scale C					
Upper Tenth, No SAT Minimum	12	18	23		
Second Tenth, SAT ≥ 400	20	20	22		
Second Fifth, SAT ≥ 600	19	23	26		
Third Fifth, SAT ≥ 800	6	7	12		
Fourth Fifth, SAT ≥ 1000	0	0	0		
Last Fifth, SAT ≥ 1200	0	0	0		
Total Percent	57	68	83	26	15

Table 4b. Percentage of Seniors Eligible if Sliding Scales Based on High School GPA and SAT Total Scores Used

High School GPA/ SAT Total Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
	N=7,623	N=2,679	N=75,167		
Sliding Scale D					
3.40 GPA, No SAT Minimum	15	28	34		
3.30 GPA, SAT ≥ 400	4	5	5		
3.20 GPA, SAT ≥ 500	5	6	7		
3.10 GPA, SAT ≥ 600	4	5	5		
3.00 GPA, SAT ≥ 700	4	6	8		
2.90 GPA, SAT ≥ 800	1	2	2		
2.80 GPA, SAT ≥ 900	1	1	3		
2.70 GPA, SAT ≥ 1000	0	1	1		
2.60 GPA, SAT ≥ 1100	0	0	0		
2.50 GPA, SAT ≥ 1200	0	0	0		
Total Percent	34	54	65	31	11
Sliding Scale E					
3.40 GPA, No SAT Minimum	15	28	34		
3.20 GPA, SAT ≥ 400	9	11	12		
3.00 GPA, SAT ≥ 500	13	15	14		
2.80 GPA, SAT ≥ 600	7	9	9		
2.60 GPA, SAT ≥ 700	5	6	9		
2.40 GPA, SAT ≥ 800	2	2	4		
2.20 GPA, SAT ≥ 900	1	1	1		
2.00 GPA, SAT ≥ 1000	0	0	0		
1.80 GPA, SAT ≥ 1100	0	0	0		
1.60 GPA, SAT ≥ 1200	0	0	0		
1.40 GPA, SAT ≥ 1300	0	0	0		
1.20 GPA, SAT ≥ 1400	0	0	0		
1.00 GPA, SAT ≥ 1500	0	0	0		
Total Percent	52	72	83	31	11

TABLE 5. Percentage of Seniors Eligible if a Predicted Freshman GPA of 2.50 is used (Predictions for 10 State Institutions)

Institution Code	Location of Institution	HSGPA Mean Rank	SAT Total Mean Rank	Percentage Eligible by Group			Differential Impact (%)	
				Blacks	Hispanics	Whites	Blacks	Hispanics
				N=7,598	N=2,669	N=74,869		
A	Midwest	2	2	40	60	72	32	12
B	East	8	5	37	58	72	35	14
C	Midwest	9	9	35	53	63	28	10
D	East	5	3	27	45	60	33	15
E	West	4	4	21	36	52	31	16
F	South	10	8	17	32	50	33	18
G	West	3	6	17	31	47	30	16
H	East	7	7	15	30	48	33	18
I	West	1	1	14	28	46	32	18
J	South	6	10	13	27	43	30	16

TABLE 6. Comparison of Models*

Model/Minimums	Percentage Eligible by Group			Differential Impact (%)	
	Blacks	Hispanics	Whites	Blacks	Hispanics
Single Index					
Rank in Top 2/5's	59	64	71	12	7
GPA $\geq$ 2.75	52	65	72	20	7
SAT $\geq$ 800	27	43	73	46	30
Multiple Index					
Top 2/5's and SAT $\geq$ 500	56	65	72	16	7
Top 2/5's and SAT $\geq$ 600	46	59	71	25	12
GPA $\geq$ 2.50 and SAT $\geq$ 700	37	55	77	40	22
Top 3/5's and SAT $\geq$ 800	27	43	72	45	29
GPA $\geq$ 2.0 and SAT $\geq$ 800	26	42	72	46	30
Either-or					
Top 2/5's or SAT $\geq$ 1100	59	67	74	15	7
Top 2/5's or SAT $\geq$ 1000	60	68	76	16	8
GPA $\geq$ 3.0 or SAT $\geq$ 900	43	61	73	30	12
Top 1/5 or SAT $\geq$ 800	46	57	79	33	22
Sliding Scale B	46	59	75	29	16
Predicted Performance					
Institution A	40	60	72	32	12
Institution B	37	58	72	35	14

* These comparisons are limited to situations where about three-fourths of Whites are eligible.

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