CollegeBoard

ACES (ADMITTED CLASS EVALUATION SERVICE™)

ACES Admission Validity Study for Sample University

ENTERING CLASS OF 2023 – FIRST YEAR

DATE: 2025-01-31

SUBMISSION ID: ABCDEF1234567890

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Introduction

This Admission Validity Study is designed to assess and inform the use of admission predictors at your institution as they relate to the college performance outcome you selected: Cumulative GPA though first year. Linear regression is used to fit predictive models to your student data. This report includes a number of tables and graphs that describe your student data–both the data uploaded and College Board data–and presents the predictive model results for all students along with breakouts for student subgroups, and provides prediction equations that may be applied to future students.

In addition to Admission Validity studies, which examines relationships between College Board exam scores and college performance, Year-over-Year studies explore these relationships across entering cohort and year in college. ACES makes available Placement Validity studies to examine relationships between College Board exam scores and performance in particular courses. The ACES system also offers Retention and Completion studies to examine relationships between College Board exam scores and student retention and completion outcomes at your institution.

The Admission Validity Study contains several sections:

- *Description of the Study Design for Your Institution* presents the report options selected and the variables to be used in the analyses.
- *Section 1: Descriptive Summary of the Admission Measures* presents descriptive statistics (number of valid observations (N), mean, minimum, and maximum) for your student data on each of the variables included in the analyses.
- *Section 2: Evaluating Admission Measures* assesses the strength of the relationship between admission measures, both individually and in combination, and the college performance outcome measure you selected. These results appear in table and graph form and provide insight into which admission measures are likely to be most useful.
- *Section 3: Using the Admission Measures for Future Students* includes a series of reference tables that present the estimated probability that your students meet or exceed Cumulative GPA though first year values based on SAT Total score range and High School Grade Point Average (HS GPA) range combinations. [Note: actual prediction equations relating admission measures to Cumulative GPA though first year are located in Appendix A.]
- *Section 4: Using the Predicted Cumulative GPA though first year to Identify Students at Risk of Not Completing Their Degree at Sample University* includes several tables and graphs that present comparisons between your students' actual Cumulative GPA though first year and the Cumulative GPA though first year predicted using admission measures.
- *Appendix A: Prediction Equations* presents prediction equations that can be helpful in assessing the potential academic success (predicting Cumulative GPA though first year) of applicants and in monitoring performance of enrolled students.
- *Appendix B: Statistical Summaries for Subgroups* presents several summaries of your students broken down by subgroups (gender and race/ethnicity, plus subgroups you request). Descriptive statistics are presented for all subgroups. Also, for any subgroups specified in your study submission, additional summaries (strength of the relationship between admission measures and the college performance outcome, and prediction equations) will appear.

A supplementary interactive graph file for this Admission Study can be downloaded from the ACES website. It contains dynamic version of the tables and graphs in this study that can be viewed, manipulated, and exported using a browser. Instances in which the dynamic version of a table or graph contains more information than the version appearing in this study are noted in the text.

Description of the study design for Sample University

Your Admission Validity Study includes 2,922 students who entered Sample University in the fall of 2023. Each student's record included a criterion score, a high school measure of academic achievement, and SAT® scores.

Cumulative GPA though first year served as the criterion for college success in your study. HS GPA was institution-uploaded data and served as the measure of high school academic achievement.

ACES provided you with opportunities to customize your validity study to more closely match the admission decision-making process at your institution.

- You had the option of selecting which SAT scores to include in your study. You chose to use SAT RW Section and SAT Math Section.
- You requested 1 additional predictors: InterviewScore. These additional predictors will be referred to as "Add. Predictors" in tables and graphs displaying combined admission measures.
- You requested 1 additional set(s) of student groupings: Commuter.

Further information

- Visit: https://aces.collegeboard.org/
- Call: 800-439-8309
- E-mail: aces-collegeboard@norc.org

The complete statistical output for this report is available upon request by contacting ACES.

The College Board makes every effort to ensure that the information provided in this report and the accompanying data file are accurate. Inaccurate findings may be the result of missing or inaccurate data provided by the institution or discrepancies in matching the institution's data with the College Board database.

Section 1: Descriptive summary of the admission measures

This section presents a descriptive summary of the admission measures in your study.

The table below displays the mean, standard deviation (SD), minimum, and maximum of each individual admission measure selected for your study, and the number of students (N) with information available on each measure. Some measures may be available for all or nearly all of your students. Others may only be available for smaller groups of students. The table presents all measures with information available on 15 or more students.

Statistical summaries of study measures

Type	Measure Name	N	Mean (SD)	Minimum	Maximum
College Outcome	Cumulative GPA through first year	2,922	3.13 (0.49)	1.37	4.00
High School GPA	HSGPA	2,922	3.61 (0.27)	2.80	4.00
SAT Test Score	SAT RW Section	2,922	639 (64)	365	800
SAT Test Score	SAT Math Section	2,922	660 (72)	410	800
SAT Test Score	SAT Total score	2,922	1299 (110)	850	1600
Add. Predictor	InterviewScore	2,922	8.68 (1.19)	4.00	12.00

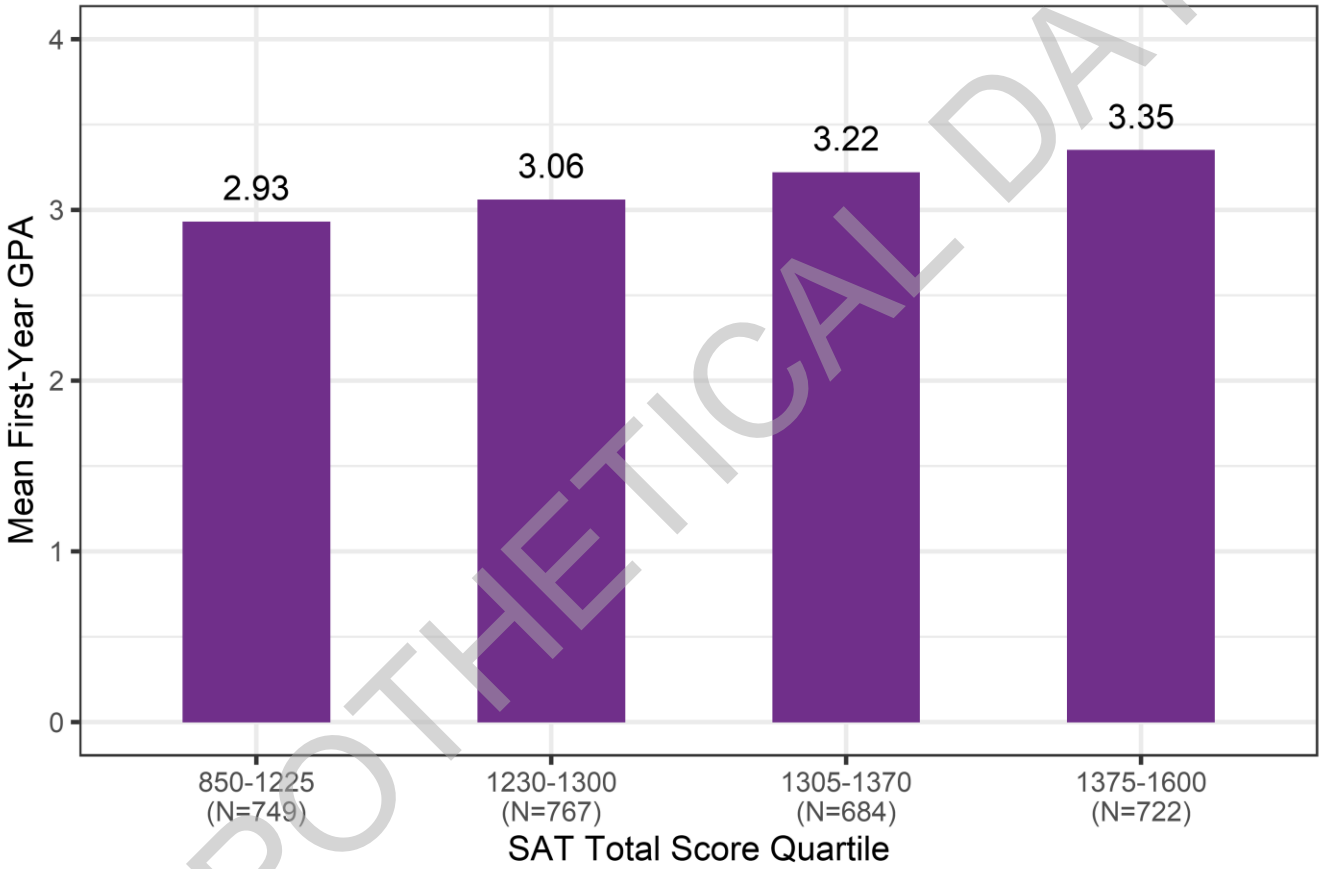
Section 2: Evaluating admission measures

This section presents several graphs and tables that examine the relationship between admission measures in your study and the measure of college success you chose: Cumulative GPA through first year.

First there are graphs that present the mean Cumulative GPA though first year of your students for different SAT Total score ranges and for combinations of SAT Total score ranges within HS GPA ranges. These graphs illustrate the relationship between the selected college performance outcome and important predictors of that outcome.

The bar chart below shows average Cumulative GPA though first year by SAT Total score quartiles for your students.

Mean Cumulative GPA though first year by SAT Total Score

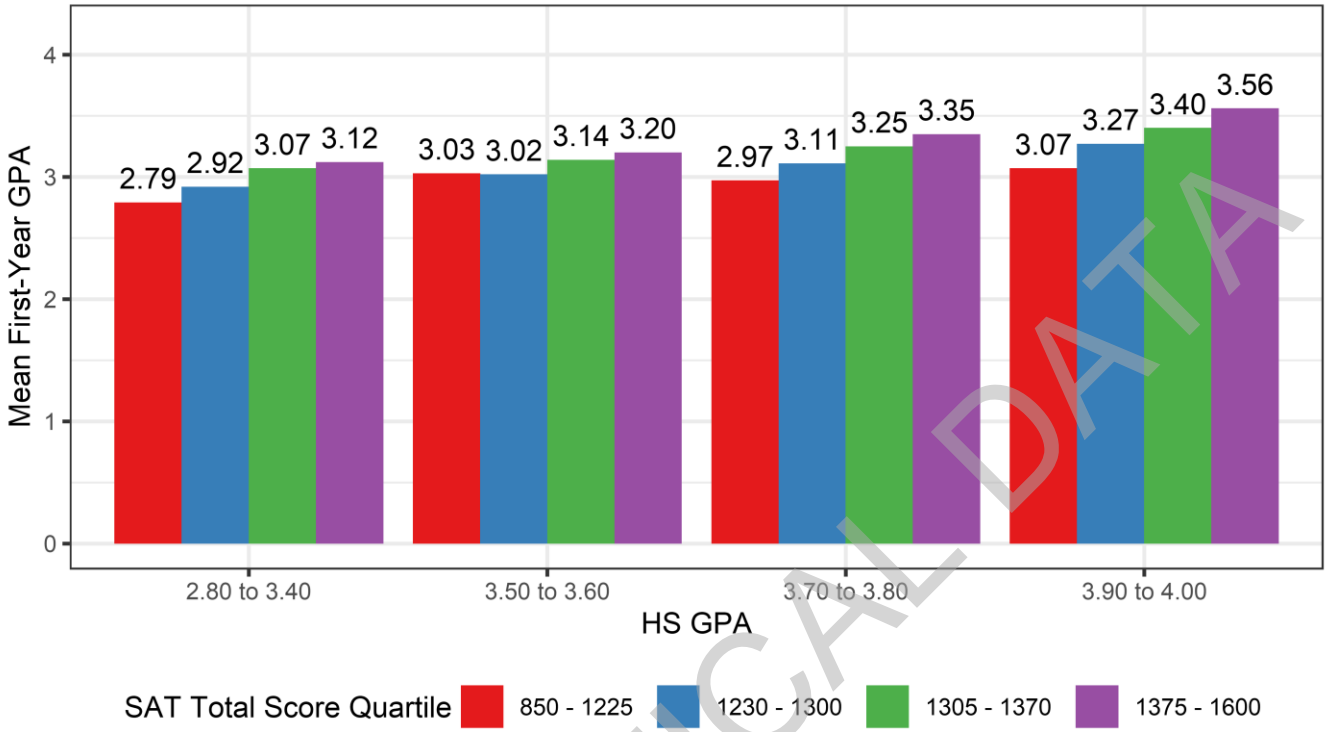


Notes:

- SAT Total score quartiles are based on the sum of the Reading and Writing and Math section scores.
- Quartiles place students into four groups of approximately equal size based on the measure. Depending on the distribution of your students on the measure (e.g., no students with low measure values or a gap in the distribution of measure values), the quartile bands in the graph may not cover the full possible range of the measure and there may be gaps in values between the quartile bands.

The next bar chart displays the mean college performance outcome Cumulative GPA though first year for your students divided into subgroups based on SAT Total score (quartiles) and HS GPA quartiles.

Mean Cumulative GPA though first year by HS GPA Quartile and SAT Total Score Quartile



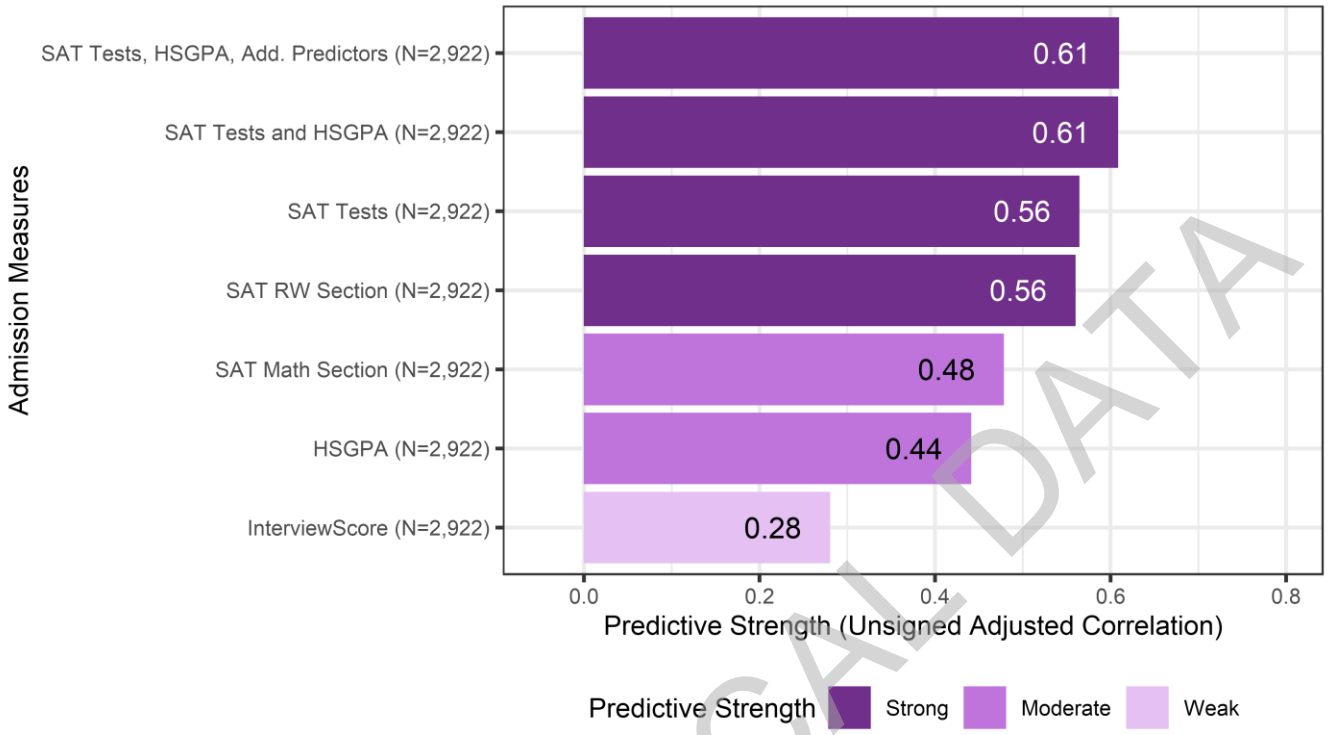
Notes:

- SAT Total score bands are based on the sum of Reading and Writing and Math section scores.
- Bars will not appear for groups with fewer than 15 students. If student HS GPA's are heavily concentrated at some grades, then fewer than four HS GPA groups may display.

The next graph summarizes the predictive strength of the individual admission measures in your study and the predictive strength of combinations of those measures. As a rule, combinations of admission measures tend to be more reliable predictors of a student's Cumulative GPA though first year than a single admission measure. This is because different measures tend to capture different strengths, each of which may contribute to a student's success in college. For that reason, it is important to consider all the information available for a student when making an admission decision.

The graph displays the adjusted correlations (expressed as positive values) between Cumulative GPA though first year, the measure of college success you chose for the study, and the individual and combined admission measures. The measures are presented in order of the magnitude of their unsigned adjusted correlations with Cumulative GPA though first year. The bars represent the predictive strength (unsigned adjusted correlation) of each individual measure and each combination. The predictive strength of the individual and combined measures gives you the information you need to choose the best predictors for a student from among the admission measures available for that student. The raw (unadjusted) correlations, which can be positive or negative for individual measures, are presented in a table in Appendix A and the unsigned raw (unadjusted) correlations are presented as a bar chart in the interactive graph file.

Predictive strength of admission measures in your study



Notes:

- SAT Tests are SAT RW Section and SAT Math Section.
- Add. predictors are InterviewScore.
- Analyses are performed on the individual and combined measures when there are 50 or more students with scores on the measures.
- The raw correlations between the individual and combined measures and Cumulative GPA though first year have been adjusted to account for the selectivity of your student body. It is a widely accepted practice to statistically correct correlation coefficients in admission validity research for restriction of range because the raw correlation tends to underestimate the true relationship between the test scores and the college outcome (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 2014). Without access to information on how students who were not admitted or did not enroll would have performed at the institution, we only have a small glimpse into how the tests work for selection–for those students who were admitted and enrolled. This has the effect of restricting the variability or range in test scores available for analysis, since the test scores available tend to be the higher scores of students who were admitted (selected in part by using those scores), minimizing the test score-criterion relationship.
- The adjusted correlations are classified into three levels of predictive strength: strong, moderate, and weak. Strong correlations are defined as correlations with values of 0.50 or higher, moderate correlations are between 0.50 and 0.3, and weak correlations are 0.29 or lower. This classification is based on the work of Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). Hillsdale, NJ: Erlbaum.
- When you look at the graph, you may find that some of the individual measures with strong correlations do not appear to contribute as much as you might expect to the strength of prediction when combined with other measures. This is because the measures may overlap with regard to what they are measuring–for example, the HS GPA and the SAT scores measure some, but not all, of the same academic abilities.
- The multiple correlation calculated by using SAT Tests, HSGPA, Add. Predictors was 0.61, which represents a Strong correlation.
- A note about possible consequences of combining predictor variables that are highly correlated: The ACES user should exercise caution when interpreting ACES study results that include highly correlated predictor variables (multicollinearity). The analyses performed by ACES are made with the assumption that the predictor variables are independent (uncorrelated); violating this assumption may result in less precise prediction estimates with

large standard errors. A typical situation where the correlation of predictor variables exists is when a composite variable, such as an admission index, is used as a predictor in the same analysis where any of the individual variables comprising the composite are also used. For instance, if the composite variable (e.g., admission index) includes SAT scores, then the models including both the composite variable and the SAT scores as predictors may yield results where the SAT scores seem to be contributing little, if anything, to the prediction. This outcome will occur because some of the predictive information contained in the SAT scores is attributed to the composite variable.

Appendix A presents the equations needed to combine the admission measures into a single predicted Cumulative GPA though first year for applicants or admitted students. Several equations are given so that you can use as much of the information available for each student as possible. The predicted Cumulative GPA though first year can be used to estimate the likelihood that applicants will be academically successful at your institution and to monitor the academic progress of currently enrolled students. See Sections 3 and 4 for more information about using predicted Cumulative GPA though first year in these ways.

The final table in this section presents prediction results for different subgroups of students at your institution. Equations computed for all students may not accurately reflect the performance for some subgroups of students who attend your institution. For this reason, ACES compares predicted Cumulative GPA though first year with actual Cumulative GPA though first year to check for significant differences and identifies any groups of students whose actual performance in college is higher or lower than predicted. There are many possible reasons for the differences in performance between groups, including differences in course-taking, which can have differential grading practices and impact these analyses.

Evaluating college readiness and predictions for all students and subgroups

Subgroup	Number of Students	Meeting SAT Readiness Benchmark (percent)	Mean Predicted GPA	Mean Actual GPA	Mean Difference: Actual GPA - Predicted GPA
All Students	2,922	96.20%	3.13	3.13	<0.01
Gender: Female	1,456	96.36%	3.14	3.13	<0.01
Gender: Male	1,466	96.04%	3.13	3.14	<0.01
Ethnicity: African American	146	86.30%	2.99	2.89	-0.10
Ethnicity: Asian	798	98.12%	3.15	3.10	-0.04
Ethnicity: Hispanic	305	94.43%	3.05	3.01	-0.04
Ethnicity: Other	151	94.04%	3.12	3.07	-0.04
Ethnicity: White	1,475	96.68%	3.16	3.21	0.05
Commuter: Commuter	884	96.27%	3.17	3.18	0.02
Commuter: Non-commuter	2,038	96.17%	3.12	3.11	-0.01

Notes:

- Due to particular state privacy regulations, race / ethnicity values may have been set to "No Response" for any covered students in your study.
- Across the subgroups shown above, the mean predicted Cumulative GPA though first year for each specific subgroup category (e.g., Gender: Females) was computed using the best prediction equation for each student within that subgroup category.
- When 50 or more records for at least two categories of a subgroup were available, analyses were performed.
- You requested that specific analyses (subgroup summaries) be conducted for the student grouping(s) of: Commuter. Summary statistics for these analyses appear later in Appendix B. The resulting prediction equations that can be used for calculating a predicted Cumulative GPA though first year for student grouping(s) of Commuter also appear in Appendix B.

Section 3: Using the admission measures for future students

This section includes a series of tables that displays the estimated probability of your students meeting or exceeding selected Cumulative GPA though first year values for various combinations of SAT Total score and HS GPA ranges. There are four subtables, and each displays a different HS GPA quartile. This information may be useful in developing admission criteria and contextualizing applicant information.

The information from the tables below can complement your use of the predicted Cumulative GPA though first year for your applicants in Appendix A, which can provide more precise estimates of predicted performance for students at your institution.

Percentage of students at or above selected Cumulative GPA though first year values by SAT Total score quartiles and HS GPA quartiles

For HS GPA Quartile: 3.90 to 4.00 [4th quartile]

SAT Total Score	GPA 2.00+	GPA 2.33+	GPA 2.67+	GPA 3.00+	GPA 3.33+	GPA 3.67+	N
850 - 1225	95%	90%	81%	62%	36%	13%	97
1230 - 1300	97%	95%	92%	79%	49%	22%	147
1305 - 1370	99%	97%	95%	86%	60%	31%	171
1375 - 1600	99%	99%	97%	94%	78%	48%	250

For HS GPA Quartile: 3.70 to 3.80 [3rd quartile]

SAT Total Score	GPA 2.00+	GPA 2.33+	GPA 2.67+	GPA 3.00+	GPA 3.33+	GPA 3.67+	N
850 - 1225	96%	91%	73%	51%	28%	5%	158
1230 - 1300	98%	95%	85%	62%	36%	10%	189
1305 - 1370	98%	96%	94%	77%	48%	16%	198
1375 - 1600	99%	96%	92%	83%	60%	24%	199

For HS GPA Quartile: 3.50 to 3.60 [2nd quartile]

SAT Total Score	GPA 2.00+	GPA 2.33+	GPA 2.67+	GPA 3.00+	GPA 3.33+	GPA 3.67+	N
850 - 1225	99%	95%	78%	56%	26%	2%	203
1230 - 1300	97%	91%	81%	58%	26%	5%	190
1305 - 1370	97%	94%	86%	72%	32%	10%	145
1375 - 1600	98%	94%	85%	70%	42%	18%	154

For HS GPA Quartile: 2.80 to 3.40 [1st quartile]

SAT Total Score	GPA 2.00+	GPA 2.33+	GPA 2.67+	GPA 3.00+	GPA 3.33+	GPA 3.67+	N
850 - 1225	96%	89%	58%	31%	10%	1%	291
1230 - 1300	98%	91%	71%	46%	19%	5%	241

SAT Total Score	GPA 2.00+	GPA 2.33+	GPA 2.67+	GPA 3.00+	GPA 3.33+	GPA 3.67+	N
1305 - 1370	99%	94%	81%	59%	31%	9%	170
1375 - 1600	97%	89%	81%	63%	40%	15%	119

Notes:

- SAT Total score bands are based on the sum of Reading and Writing and Math section scores.
- To use the tables, select a subtable based on the student HS GPA range of interest, then select the SAT Total score row of interest. Each data cell in the row reports the estimated percentage of students with those SAT and HS GPA qualifications who will meet or exceed the GPA value appearing in the column header.
- The estimated percentages in these tables are based only on SAT Total score range and HS GPA. See Appendix A for Cumulative GPA though first year prediction equations that may incorporate additional admission measures.
- Some caution should be exercised when using this table to estimate the probability that a student in a selected SAT Total score and HS GPA range will earn an actual Cumulative GPA though first year that meets or exceeds the targeted GPA value. The values shown in the table were based on the specific set of student records you sent to ACES for this study. Use of the results from these tables to predict the probability of meeting or exceeding the target GPA for an individual student, or group of students, will be impacted by the number of students in your study and how similar the individual student, or new group of students, is to the sample of students included in this study.

Section 4: Using predicted Cumulative GPA though first year to identify current students possibly at risk for not completing their degrees at Sample University.

While many students perform as well as predicted by their preadmission credentials, some students earn a Cumulative GPA though first year that is much higher than that predicted by their preadmission credentials. Other students earn a Cumulative GPA though first year that is much lower than that predicted by their preadmission credentials. Research has shown that students performing much lower or higher than predicted are at a greater risk for not completing their degrees at their original institution: Shaw, E.J., and Mattern, K.D. (2013). Examining student under- and over-performance in college to identify risk of attrition. Educational Assessment, 18(4), 251-268. This information can be used to identify students who are possibly at risk for leaving Sample University prior to completion of a degree.

This section compares the actual and predicted performance of students entering Sample University in the fall of 2023. The next table looks at the distribution of your students who performed above or below your criterion for college success, the Cumulative GPA though first year cut-point value (3.0), relative to whether their expected Cumulative GPA though first year–based on the best model–was above or below the college success cut-point value. Of students whose Cumulative GPA though first year was predicted to be below 3.0, 59% performed below the cut-point, while 74% of students expected to perform at or above the Cumulative GPA though first year cut-point did so.

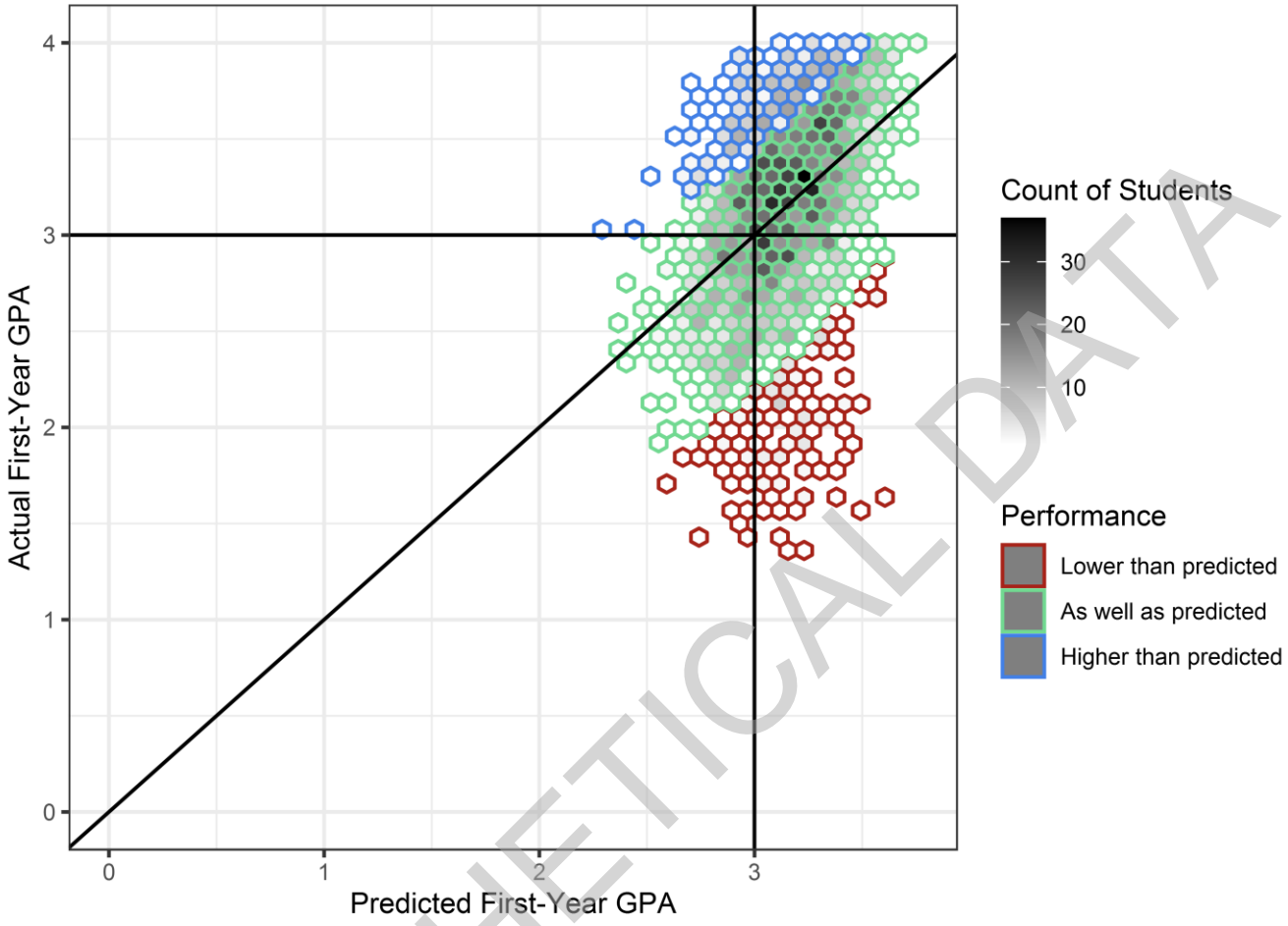
Summary of performance - expected and actual Cumulative GPA though first year at college success cut-point

Expected Cumulative GPA though first year	Actual Cumulative GPA though first year below 3.0	Actual Cumulative GPA though first year 3.0 or higher
Expected Cumulative GPA though first year below 3.0	495 (59%)	342 (41%)
Expected Cumulative GPA though first year 3.0 or higher	542 (26%)	1,543 (74%)

In the remaining tables and graphs in this section, students are considered to be performing higher than predicted when their actual Cumulative GPA though first year is 1 or more standard deviations above their predicted Cumulative GPA though first year; as well as predicted when their actual Cumulative GPA though first year is less than 1 standard deviation above their predicted Cumulative GPA though first year and no more than 1.5 standard deviations below their predicted Cumulative GPA though first year; and lower than predicted when their actual Cumulative GPA though first year is more than 1.5 standard deviations below their expected Cumulative GPA though first year.

The scatterplot below displays actual Cumulative GPA though first year versus predicted Cumulative GPA though first year for students at Sample University, with students classified into the three performance groups defined in the preceding paragraph, and illustrates the positive relationship between predicted Cumulative GPA though first year and actual Cumulative GPA though first year. The different student performance groups are identified by plot symbol and color. The diagonal reference line is based on predicted Cumulative GPA though first year equaling actual Cumulative GPA though first year, and the horizontal and vertical dotted reference lines represent the college success cut-point value 3.0.

Plot of actual Cumulative GPA though first year by predicted Cumulative GPA though first year



Notes and important points:

- To help target retention efforts at Sample University, actual and predicted Cumulative GPA though first year values are presented in the scatterplot.
- Students who performed higher than predicted, as well as predicted, and lower than predicted on Cumulative GPA though first year are identified in the plot.
- A more detailed version of this plot containing individual student values is in the interactive graph file.

The table below provides additional detail on your students who performed lower than predicted on Cumulative GPA though first year by dividing them into groups based on actual Cumulative GPA though first year. While those students with an actual Cumulative GPA though first year below 2.0 may be of greatest concern, recall that research shows students performing much lower than predicted, even those with passing Cumulative GPA though first year values, are at greater risk for leaving your institution than those performing as expected (Shaw and Mattern, 2013).

Additional detail for students performing lower than predicted

Actual Cumulative GPA though first year	Number	Percent	Mean Difference (Actual - Predicted Cumulative GPA though first year
2.5 to 2.99	12	7%	
2.0 to 2.49	95	56%	-0.92

Actual Cumulative GPA though first year	Number	Percent	Mean Difference (Actual - Predicted Cumulative GPA though first year
Below 2.0	62	37%	-1.32
Total	169	100%	-1.06

The next table presents additional detail on your students who performed higher than predicted on Cumulative GPA though first year by dividing them into groups based on actual Cumulative GPA though first year.

Additional detail for students performing higher than predicted

Actual Cumulative GPA though first year	Number	Percent	Mean Difference (Actual - Predicted Cumulative GPA though first year
3.5 and Above	267	85%	0.65
3.0 to 3.49	48	15%	0.58
Total	315	100%	0.64

Appendix A: Prediction equations for all students

The table below summarize the predictive strength of the individual admission measures in your study and the predictive strength of combinations of those measures. In addition to the adjusted correlations between Cumulative GPA though first year, the measure of college success you chose for the study, and the individual and combined admission measures, which are displayed in a bar chart in Section 2, this table also includes the raw (unadjusted Pearson) correlations. The measures are based on all students and presented in order of the magnitude of their adjusted correlations with Cumulative GPA though first year.

Predictive strength of admission measures (raw and adjusted correlations)

Measure	N	Predictive Strength (adjusted correlation)	Predictive Strength (raw correlation)
SAT Tests, HSGPA, Add. Predictors	2,922	0.61	0.46
SAT Tests and HSGPA	2,922	0.61	0.46
SAT Tests	2,922	0.56	0.38
SAT RW Section	2,922	0.56	0.37
SAT Math Section	2,922	0.48	0.19
HSGPA	2,922	0.44	0.34
InterviewScore	2,922	0.28	0.15

The numbers in the next table in this appendix represent the prediction equations developed for Sample University. Each column depicts: 1) a model with a different set of predictors used to formulate an equation for use in predicting Cumulative GPA though first year for applicants whose records contain the variables chosen for this study, and 2) the corresponding sample of students with these predictors.

The first four rows of the table show:

- The number of student records used in that analysis
- The resulting multiple correlation
- The multiple correlation (corrected correlation) adjusted for the restriction in the range of scores for this group of students
- The standard error of the prediction equation

The remaining rows in each column display the raw regression weights to be applied to known prediction measures for equations predicting Cumulative GPA though first year.

Your decision on which equation to use may be based on the information available in each student's record and/or mandated by your institution or state. For example, if a student has SAT Test scores only and supplies no other information, the appropriate prediction equation (using data from column one) would be:

*Predicted Cumulative GPA though first year = Constant + (SAT RW Section score * SAT RW Section weight) + (SAT Math Section score * SAT Math Section weight)*

*Predicted Cumulative GPA though first year = 1.05546 + (640 * 0.00266) + (660 * 0.00058) = 3.14*

ACES creates prediction equations when there are 50 or more students within a group.

Prediction equations for all students

Statistic or Predictor	SAT Model	SAT and HS GPA Model	SAT, HS GPA, and Add. Predictors Model
N	2,922	2,922	2,922

Statistic or Predictor	SAT Model	SAT and HS GPA Model	SAT, HS GPA, and Add. Predictors Model
Raw Multiple Correlation	0.38	0.46	0.46
Corrected Multiple Correlation	0.56	0.61	0.61
Standard Error	0.46	0.44	0.44
Constant	1.05546	-0.26861	-0.35047
SAT RW Section	0.00266	0.00231	0.00221
SAT Math Section	0.00058	0.00031	0.00032
HSGPA		0.47683	0.47830
InterviewScore			0.01569

Appendix B: Statistical summaries for subgroups

This appendix contains descriptive statistics for the admission measures and college success criterion in your study for all student subgroups. In addition, a summary of the predictive strength of admission measures (individual and combination) and a table of prediction equations will be presented for each of the subgroups you requested. This latter information may be useful if the prediction equation for all students does not fit a specific subgroup well. Results are organized by the detailed categories within each subgroup.

Results by Gender

Gender: Female

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Gender: Female

Type	Measure Name	Female N	Female Mean (SD)
College Outcome	GPA	1,456	3.13 (0.50)
High School GPA	HSGPA	1,456	3.61 (0.28)
SAT Test Score	SAT RW Section	1,456	639 (63)
SAT Test Score	SAT Math Section	1,456	661 (73)
SAT Test Score	SAT Total score	1,456	1301 (110)
Add. Predictor	InterviewScore	1,456	8.68 (1.18)

Gender: Male

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Gender: Male

Type	Measure Name	Male N	Male Mean (SD)
College Outcome	GPA	1,466	3.14 (0.49)
High School GPA	HSGPA	1,466	3.61 (0.27)
SAT Test Score	SAT RW Section	1,466	639 (64)
SAT Test Score	SAT Math Section	1,466	658 (71)
SAT Test Score	SAT Total score	1,466	1297 (110)
Add. Predictor	InterviewScore	1,466	8.67 (1.20)

Results by Ethnicity

Ethnicity: African American

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Ethnicity: African American

Type	Measure Name	African American N	African American Mean (SD)
College Outcome	GPA	146	2.89 (0.47)
High School GPA	HSGPA	146	3.51 (0.28)
SAT Test Score	SAT RW Section	146	608 (53)
SAT Test Score	SAT Math Section	146	603 (60)
SAT Test Score	SAT Total score	146	1211 (87)
Add. Predictor	InterviewScore	146	8.37 (1.32)

Ethnicity: Asian

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Ethnicity: Asian

Type	Measure Name	Asian N	Asian Mean (SD)
College Outcome	GPA	798	3.10 (0.51)
High School GPA	HSGPA	798	3.63 (0.25)
SAT Test Score	SAT RW Section	798	634 (72)
SAT Test Score	SAT Math Section	798	707 (63)
SAT Test Score	SAT Total score	798	1342 (105)
Add. Predictor	InterviewScore	798	8.73 (1.21)

Ethnicity: Hispanic

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Ethnicity: Hispanic

Type	Measure Name	Hispanic N	Hispanic Mean (SD)
College Outcome	GPA	305	3.01 (0.49)
High School GPA	HSGPA	305	3.57 (0.26)
SAT Test Score	SAT RW Section	305	618 (48)
SAT Test Score	SAT Math Section	305	624 (60)
SAT Test Score	SAT Total score	305	1242 (88)
Add. Predictor	InterviewScore	305	8.47 (1.14)

Ethnicity: Other

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Ethnicity: Other

Type	Measure Name	Other N	Other Mean (SD)
College Outcome	GPA	151	3.07 (0.52)
High School GPA	HSGPA	151	3.58 (0.30)
SAT Test Score	SAT RW Section	151	641 (66)
SAT Test Score	SAT Math Section	151	649 (74)
SAT Test Score	SAT Total score	151	1290 (118)
Add. Predictor	InterviewScore	151	8.51 (1.26)

Ethnicity: White

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Ethnicity: White

Type	Measure Name	White N	White Mean (SD)
College Outcome	GPA	1,475	3.21 (0.46)
High School GPA	HSGPA	1,475	3.62 (0.28)
SAT Test Score	SAT RW Section	1,475	650 (60)
SAT Test Score	SAT Math Section	1,475	647 (66)
SAT Test Score	SAT Total score	1,475	1297 (107)
Add. Predictor	InterviewScore	1,475	8.74 (1.17)

Results by Commuter

Commuter: Commuter

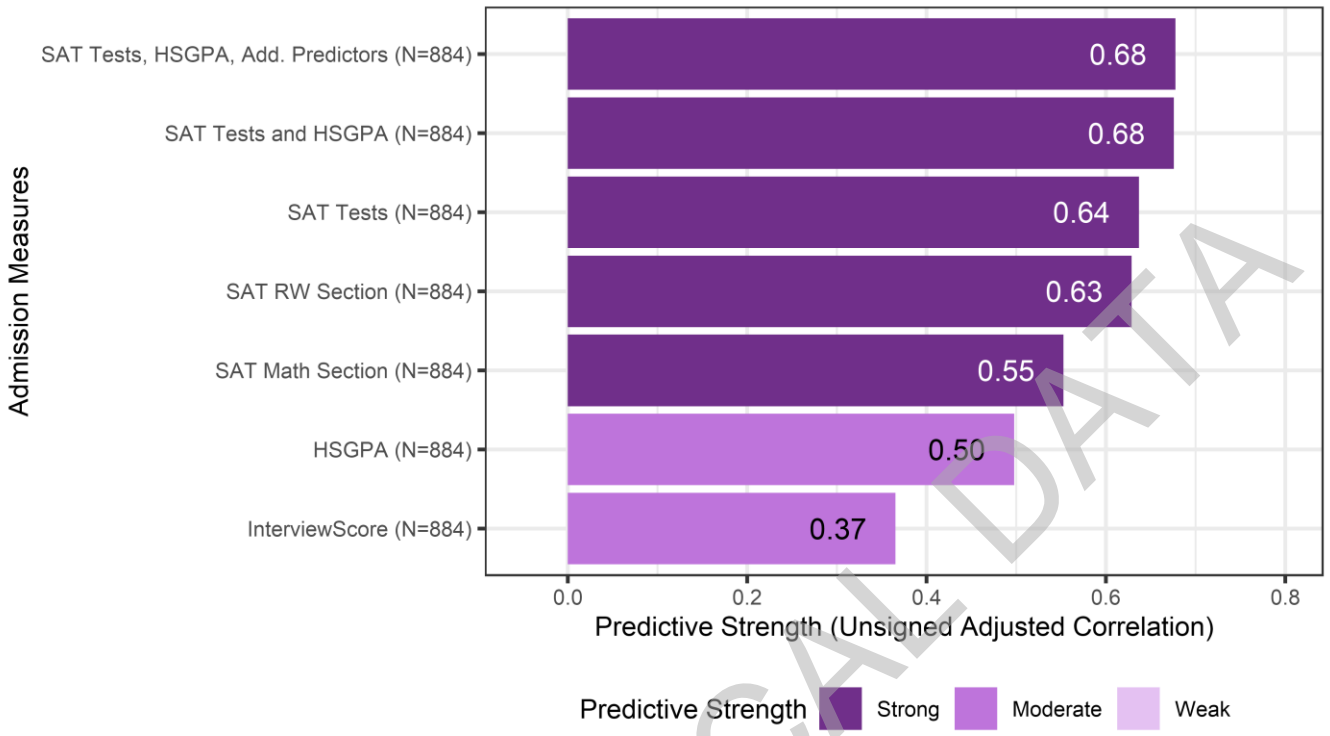
Descriptive statistics of the college success criterion and the admission measures in your study appear below.

Statistical summaries of study measures for Commuter: Commuter

Type	Measure Name	Commuter N	Commuter Mean (SD)
College Outcome	GPA	884	3.18 (0.48)
High School GPA	HSGPA	884	3.64 (0.28)
SAT Test Score	SAT RW Section	884	648 (60)
SAT Test Score	SAT Math Section	884	653 (69)
SAT Test Score	SAT Total score	884	1301 (110)
Add. Predictor	InterviewScore	884	8.74 (1.22)

Next, a summary of the predictive strength of admission measures and prediction equations is presented for each requested subgroup in your study containing 50 or more students. If there are student subgroups with fewer than 50 students, information is not provided for that subgroup. Please note that for a selected prediction equation to be produced, students must have complete data across all measures included in that model. In cases where the subgroup has 50 or more students, but not all students have complete data across all measures in a model, the most complete model will be presented.

Predictive strength of admission measures in your study for students in Commuter: Commuter



Prediction equations for students in Commuter: Commuter

Statistic or Predictor	SAT Model	SAT and HS GPA Model	SAT, HS GPA, and Add. Predictors Model
N	884	884	884
Raw Multiple Correlation	0.43	0.50	0.51
Corrected Multiple Correlation	0.64	0.68	0.68
Standard Error	0.43	0.41	0.41
Constant	0.76817	-0.50726	-0.61127
SAT RW Section	0.00285	0.00253	0.00237
SAT Math Section	0.00087	0.00046	0.00045
HSGPA		0.48003	0.48145
InterviewScore			0.02405

Commuter: Non-commuter

Descriptive statistics of the college success criterion and the admission measures in your study appear below.

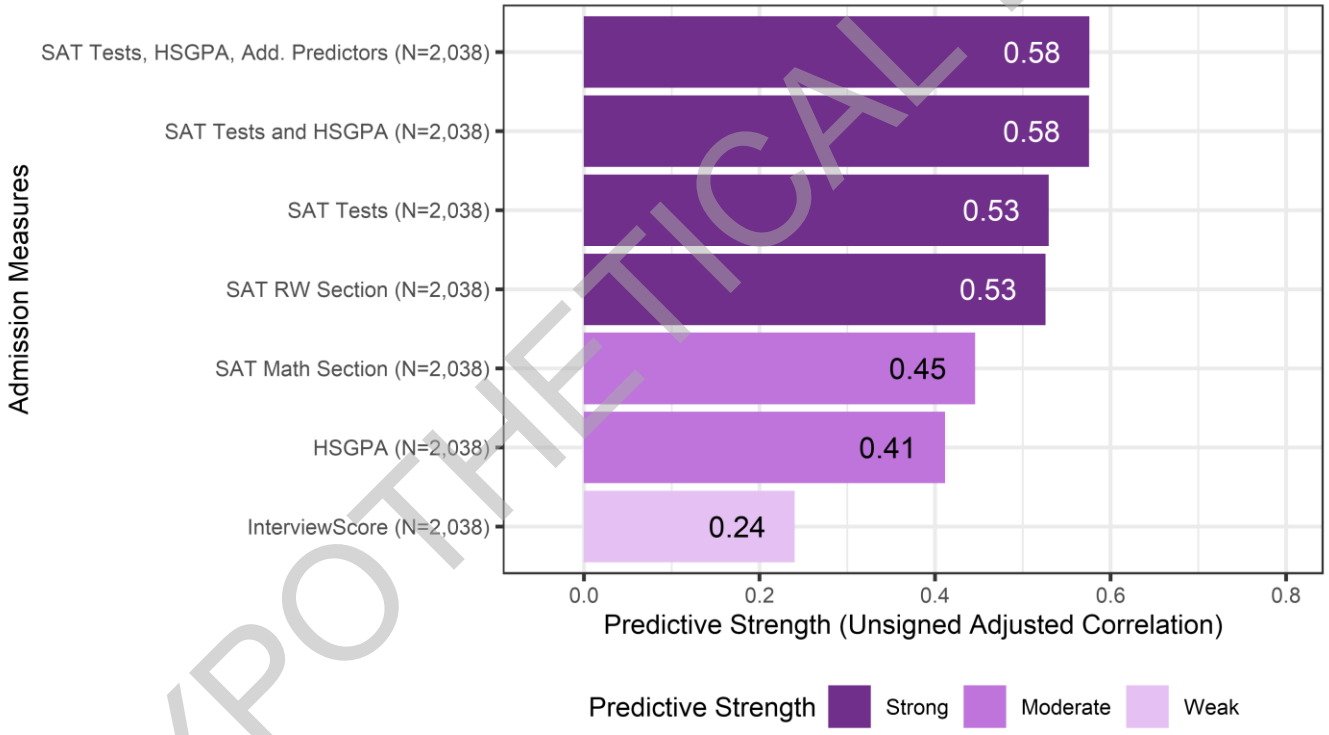
Statistical summaries of study measures for Commuter: Non-commuter

Type	Measure Name	Non-commuter N	Non-commuter Mean (SD)
College Outcome	GPA	2,038	3.11 (0.50)

Type	Measure Name	Non-commuter N	Non-commuter Mean (SD)
High School GPA	HSGPA	2,038	3.60 (0.27)
SAT Test Score	SAT RW Section	2,038	635 (65)
SAT Test Score	SAT Math Section	2,038	662 (73)
SAT Test Score	SAT Total score	2,038	1297 (110)
Add. Predictor	InterviewScore	2,038	8.65 (1.18)

Next, a summary of the predictive strength of admission measures and prediction equations is presented for each requested subgroup in your study containing 50 or more students. If there are student subgroups with fewer than 50 students, information is not provided for that subgroup. Please note that for a selected prediction equation to be produced, students must have complete data across all measures included in that model. In cases where the subgroup has 50 or more students, but not all students have complete data across all measures in a model, the most complete model will be presented.

Predictive strength of admission measures in your study for students in Commuter: Non-commuter



Prediction equations for students in Commuter: Non-commuter

Statistic or Predictor	SAT Model	SAT and HS GPA Model	SAT, HS GPA, and Add. Predictors Model
N	2,038	2,038	2,038
Raw Multiple Correlation	0.35	0.43	0.43
Corrected Multiple Correlation	0.53	0.58	0.58
Standard Error	0.47	0.45	0.45
Constant	1.19042	-0.14152	-0.20421

Statistic or Predictor	SAT Model	SAT and HS GPA Model	SAT, HS GPA, and Add. Predictors Model
SAT RW Section	0.00251	0.00220	0.00213
SAT Math Section	0.00049	0.00026	0.00027
HSGPA		0.46884	0.47019
InterviewScore			0.01108