

# **ACES (Admitted Class Evaluation Service™)**

## **Retention Study Guide**

January 2025

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## ACES Overview

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Admitted Class Evaluation Service™ (ACES) is a free online service for higher education institutions that predicts how admitted students will perform at your institution generally and how successful they can be in specific classes. ACES helps you answer important questions about the assessments you use to admit and place students at your institution.

## Retention Study Overview

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Evaluate a selection of relevant predictors and the likelihood of students returning to your institution, as well as identify those at high risk for not returning.

## Submission Overview

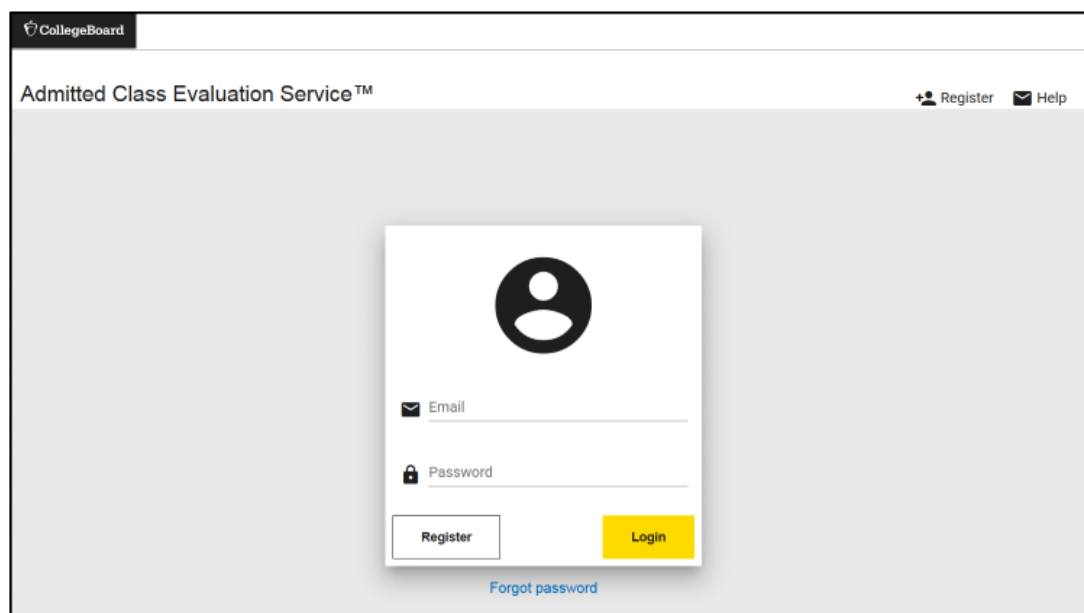
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Your first step will be to register for an account with ACES (if you do not yet have one). You will then design your study and prepare your data file for submission. Before submitting data and finalizing your study, you will be required to sign the data sharing agreement on the ACES portal. Your data sharing agreement will be valid for two years. Once your agreement is signed and your study and data file are complete, you will be able to submit your request. You will be notified via email when your report is ready.

## Getting Started – Account Registration

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1. Navigate to <https://acesportal.collegeboard.org>
2. Click “REGISTER” on the login page.

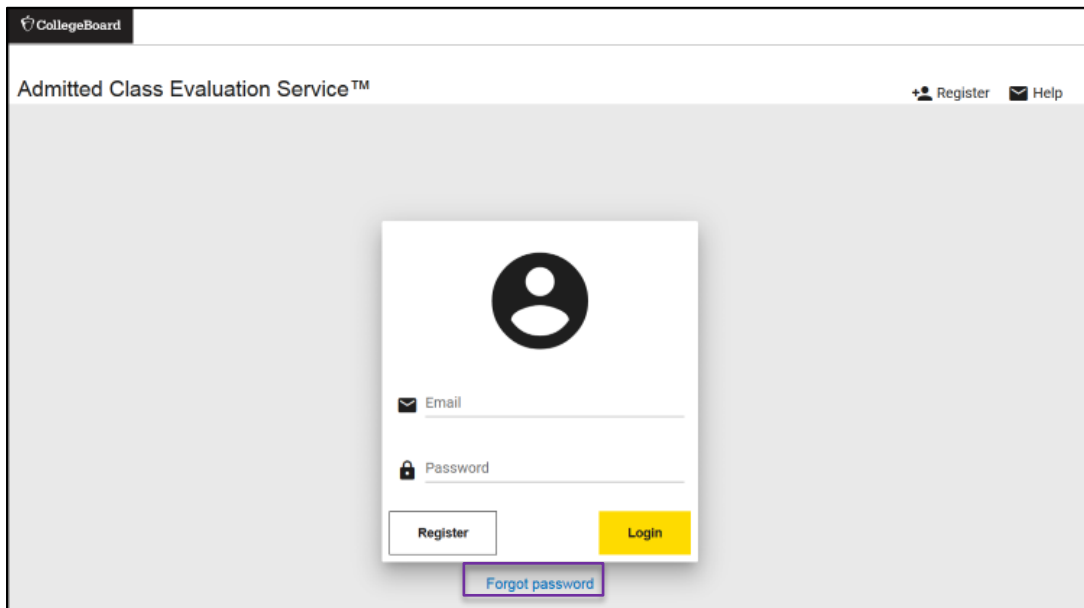
The screenshot shows the ACES portal login page. At the top left is the CollegeBoard logo. The main header reads "Admitted Class Evaluation Service™". On the top right are links for "Register" and "Help". The central focus is a white login card with a large black person icon at the top. Below the icon are two input fields: "Email" with an envelope icon and "Password" with a lock icon. At the bottom of the card are two buttons: a white "Register" button and a yellow "Login" button. Below the card, centered, is a blue link that says "Forgot password".

3. Fill out the appropriate information (name, title, email, phone number, and institution (drop-down menu)).
  - a. Email: Must be a .gov or .edu address.
  - b. Institution: If you are from a university system, not one specific institution, please select “non-institution user” and type in the name of your university system in the box provided.
4. Click “REGISTER.
5. Upon registering, an “Account created!” message will appear.
6. Within a few minutes, you should receive a confirmation email.
  - a. Please check your spam/junk folder if you do not see your confirmation email in your inbox.
7. Click on the link within the confirmation email to activate the account and create a new password.
  - a. Your password must be at least eight characters and contain at least one number, uppercase letter, and symbol (!, ?, @, \*).

## Password Reset

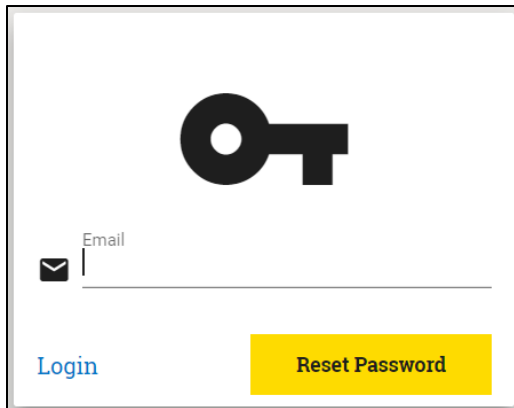
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1. Click on “FORGOT PASSWORD” on the login page.



The screenshot shows the CollegeBoard Admitted Class Evaluation Service login page. At the top, there is a CollegeBoard logo and the text "Admitted Class Evaluation Service™". On the right, there are links for "Register" and "Help". The main content area features a white login box with a black silhouette of a person's head and shoulders. Below the silhouette are two input fields: "Email" and "Password". At the bottom of the box are two buttons: "Register" and "Login". Below the "Login" button is a link that says "Forgot password".

2. Enter your registered email address.



3. Click on “RESET PASSWORD.”
4. Open password reset link via email.
5. Create and confirm a new password.
  - a. Remember your password must contain at least 8 characters, at least one number, one uppercase letter, and one symbol.
6. Login with your new password.

## **Logging In**

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1. Navigate to the login page: <https://acesportal.collegeboard.org>.
2. Enter your registered email and password.
3. Click “LOGIN.”

## **Create a Study**

---

1. From the home screen, navigate to the “New Study” section.
2. Select “Retention Study.”
  - a. When you request a study for the first time, you will be prompted to choose whether you are a two year or a four-year institution. You will only need to indicate this information the first time you use the system as it will save your choice for future study requests.

CollegeBoard

ACES™

[Home](#)
[+ New Study](#)
[+ National Validity Study](#)
[File Transfer](#)
[Help](#)

Select a Study

[> SAT Admission Validity Study](#)

Inform your admission decisions with a customized report and predictive models that help you understand the relationship between different predictors, including SAT scores, and student performance at your institution.

[> ACCUPLACER Placement Validity Study](#)

Evaluate how performance on ACCUPLACER tests, taken prior to enrollment in a course, relates to student performance in that course in order to validate and improve placement decisions. Note that at least 30 students with the ACCUPLACER score and course grade of interest are required for this study.

[> SAT Placement Validity Study](#)

Evaluate how performance on the SAT relates to student performance in introductory coursework in corresponding domains, in order to validate and improve placement decisions.

[> AP Placement Validity Study](#)

Evaluate how performance on AP Exams relates to student performance in sequent and subsequent courses, in order to validate and improve credit and placement policy decisions.

[> Retention Study](#)

Evaluate a selection of relevant predictors and the likelihood of students returning to your institution, as well as identify those at high risk for not returning.

[> CLEP Placement Validity Study](#)

Evaluate how performance on CLEP Exams relates to student performance in sequent and subsequent courses, in order to validate and improve credit and placement policy decisions.

[> Completion Study](#)

Evaluate a selection of relevant predictors and the likelihood of students completing a degree at your institution, as well as identify those at high risk for not completing a degree.

[> Year Over Year SAT Admission Validity Study](#)

Examine trends in entering cohort descriptive statistics and predictive relationships (e.g. SAT scores, HSGPA, etc., with college GPA) over time, within and across student cohorts.

- b. When you request a study for the first time, you will be prompted to provide answers to **security questions**. These questions will be asked in the event you need to reset your encryption key (see below). You will be provided with a list of options for each of the three questions. If you need to reset your password, you will be asked these three questions, and need to provide the exact responses you gave.

Configure Security Questions

In order to assure the security of your data, all files that may contain PII (personally identifiable information) will be encrypted upon download. The files will be packaged in an AES-256 encrypted zip file with a random passcode specific to your account. To allow you to securely reset the passcode if you lose it, you will need to answer three additional security questions from the list below. Your answers will be encrypted such that they are not disclosed to anyone.

1

What was the name of your elementary school?

What was your grandfather's (on your mother's side) first name?

What was the first name of your favorite childhood friend?

2

What is your grandmother's (on your mother's side) maiden name?

What was your favorite vacation place as a child?

3

Question \*

Answer \*

Step 2 of 3

Set Questions

- c. Once you have selected your **three security questions** and provided responses, you will be given an **Encryption Key**. **KEEP THIS KEY FOR YOUR RECORDS.** It is required for you to download and open your data files. This key is unique to you and linked to your account.

Encryption Key

Please copy this and store it in a secure location. Only your pass code can be used to open the files you download. You will need to use an application that supports AES-256 encryption (e.g. WinZip, 7-zip, Keka).  
If you forget your passcode, you can reset it from your user account settings at the top right. After reset, all future downloads will be encrypted using the new passcode. Files previously downloaded will not work with new passcodes.  
Your encryption passcode is:

odLDbgGZ4YW

Close

The files that require the Encryption Key are shown with a “lock” icon on the top right corner of each study results section. You will need to enter this Encryption Key in order to download and open the following data files:

- Original Data File
- Standardized Data Files

The key is not required to download the Data Quality Report, the PDF Retention Report or the Interactive html graphics.

Study DesignData SubmissionStudy Results

READY

Original Data File

The original data file submitted.

183.57 KB | Sample\_Data.xlsx  
UPLOADED Nov 12, 2024, 10:33 AM

READY

Standardized Data Files

A compressed file containing the standardized data files transformed from your original data.

17.23 KB | harmonized\_data.zip  
CREATED Nov 12, 2024, 10:35 AM

READY

Data Quality Report

A zip file containing the quality assurance reports run against your submitted data.

61.73 KB | qa\_reports.zip  
CREATED Nov 12, 2024, 10:35 AM

READY

Institution Report

Full institution report in PDF format.

598.29 KB | ACES\_Sample\_Study\_for\_Sample\_College\_pvtGgbPfcEntpwSL.pdf  
UPLOADED Nov 12, 2024, 10:37 AM

READY

Interactive Graphs

Interactive tables and charts to supplement the PDF report.

7.75 MB | ACES\_Sample\_Study\_Interactive\_Sample\_College\_pvtGgbPfcEntpwSL.html  
UPLOADED Nov 12, 2024, 10:37 AM

In the event that you misplace your encryption key, you can reset it under your account settings, click on “**reset key**” and proceed to answer the security challenge questions you answered when obtaining the key.

ACES™

Home + New Study + National Validity Study Study History File Transfer

## Password

Change your password

## Security

Reset your encryption key

**Security Questions** x

In order to reset your encryption key, you must first answer your security questions. Please submit your answers below.

- What is the zip code where you grew up?  
Answer \*
- What was your favorite vacation place as a child?  
Answer \*

Close Submit Answers

RESET

If you are unable to answer your questions, contact the ACES technical support email or toll-free line to have your questions reset. Be prepared to answer questions to confirm your identity.

3. Create a unique study name (e.g., 2023 Retention Validity Study) to help identify your study and add optional secondary contact information to notify others when the study is complete.

*Note:* Secondary contacts will not receive the study results but will be informed when the study results are available.

**1 Study Information**

Provide a custom name and optional secondary contacts for this study.

<p><b>Study Name</b> Give this study a unique name to distinguish it from other similar studies.</p> <p>2023 Retention Study for Dean</p>	<p><b>Secondary Contacts (optional)</b> You will be automatically notified when your study is complete. If desired, include any colleagues you would also like notified of study completion. This will simply be a notification email; results will only be shared with you.</p>
<p><b>Study Type</b> Retention Study</p>	



4. Select a data source for the study. You can select from an **existing data** source or submit **new data**. It is important that you review the “Study Design” page and the options available for your study before preparing and submitting your data. Let’s review the page now and return to the data submission later in the guide.

**Data Submission Selection**

Select a data submission to continue.

---

Your study must be associated with a data submission holding the student data necessary to produce the report. You can either start a new data submission or reuse one from a previously submitted study that has either been completed or has advanced to the Analysis in Process phase.

It is **not necessary** to begin the data submission prior to completing the Retention Study design. However, when your data submission is complete, any custom predictors or subgroups selected in the design must be present. This also includes students’ ACT scores if you’ve chosen to include concordant SAT scores in your study.

New Data

Existing Data

5. On the “Specify Cohort and Retention” card, select the cohort year of interest and associated retention criterion.

3

**Specify Cohort and Retention Information**

Please select the entering class (cohort) that you will be analyzing in your study. Then select the retention year and term as you would like it to appear in your report. As an example, “2nd year, first semester” would indicate that students have returned for the second year (or not) in your file.

---

Cohort	Retention to:
<input type="radio"/> 2024	Please indicate the year and term as you wish it to appear in your reports.
<input checked="" type="radio"/> 2023	Criterion *
<input type="radio"/> 2022	<u>2nd year</u>
<input type="radio"/> 2021	
<input type="radio"/> 2020	
<input type="radio"/> 2019	
<input type="radio"/> 2018	
<input type="radio"/> 2017	

6. Select the SAT score(s) to use as predictors.
  - a. You must include an SAT Predictor; you may select the “SAT Total” or the SAT Reading and Writing and Math Section option, and optionally provide a particular score point of interest to examine whether returners and non-returners may differ with regard to scoring above or below that score.

**4 SAT Predictor**  
Retention Studies require an SAT score as a predictor.

---

Select which SAT score(s) you want to use as a predictor(s).

☒ SAT Total (400-1600 scale)

☐ 1. Reading and Writing Section (200-800 scale)  
2. Math Section (200-800 scale)

---

**Retention Descriptor (optional)**  
Changes depending on SAT Score(s) selection above

Additionally, you have the option to include SAT scores in a table of two-category retention descriptors (e.g., scored at or below 1150/scored above 1150). This table can depict student characteristics that may be more common among non-returners/returners and are sometimes grouped together in interesting ways.

If you would like to include SAT scores in that table, please provide the SAT score your institution would be most interested in examining as a point of differentiation between returning and non-returning students.

Students with a score of \_\_\_\_\_ or below  
400-1600

- b. (Optional) If you would like to include a Retention Descriptor, you can select individual test score(s), and provide particular score points of interest to examine whether returners and non-returners may differ with regard to scoring above or below those scores (here SAT RW and Math).

**4 SAT Predictor**  
Completion Studies require an SAT score as a predictor.

---

Select which SAT score(s) you want to use as a predictor(s).

☐ SAT Total (400-1600 scale)

☒ 1. Reading and Writing Section (200-800 scale)  
2. Math Section (200-800 scale)

---

**Completion Descriptor (optional)**  
Changes depending on SAT Score(s) selection above

Additionally, you have the option to include SAT scores in a table of two-category completion descriptors (e.g., scored at or below 1150/scored above 1150). This table can depict student characteristics that may be more common among non-completing/completing students and are sometimes grouped together in interesting ways.

If you would like to include SAT scores in that table, please provide the SAT score(s) your institution would be most interested in examining as a point of differentiation between completing and non-completing students.

RW; Students with a score of \_\_\_\_\_ or below  
200-800

Math; Students with a score of \_\_\_\_\_ or below  
200-800

7. (Optional) Provide ACT Scores.

Are you providing ACT scores?

ACT scores are only used by the ACES system when students do not have SAT scores on record at the College Board. The ACT scores are then concorded to the corresponding SAT scores using the 2018 concordance tables.

☒ Yes

☐ No

8. (Optional) Select whether you would like to include a College GPA Predictor.

c. College GPA Predictor

- d. (Optional) If you would like to include a Retention Descriptor, you can select the college GPA value of interest to examine whether returners and non-returners may differ with regard to earning a college GPA above or below those values.

5 College GPA Predictor Optional Step

Retention Studies offer the option to include college GPA predictors in your study. If you provide a college GPA in your file, ACES can compute a predicted GPA for students and compare that to their actual performance.

Additionally, you have the option to include college GPA in a table of two-category retention descriptors (e.g., earned a 2.40 or higher/earned below 2.40). This table can depict student characteristics that may be more common among non-returners/returners and are sometimes grouped together in interesting ways.

If you would like to include college GPA in that table, please provide the college GPA your institution would be most interested in examining as a point of differentiation between returning and non-returning students.

---

Select which college GPA you want to use as a predictor.


☐ None

☒ Cumulative GPA (through last term)

☐ Other GPA (to be mapped)

---

Retention Descriptor (optional) ⓘ

Students with a college GPA of 2.5  or below

9. (Optional) Select whether you would like to include a High School GPA Predictor.

- a. (Optional) If you would like to include a Retention Descriptor, you can select the High School GPA value of interest to examine whether returners and non-returners may differ with regard to earning a High School GPA above or below those values.

6 High School GPA Predictor
Optional Step

Retention Studies offer the option to include high school GPA predictors in your study.

Additionally, you have the option to include high school GPA in a table of two-category retention descriptors (e.g., earned a 3.60 or higher/earned below 3.60). This table can depict student characteristics that may be more common among non-returners/returners and are sometimes grouped together in interesting ways.

If you would like to include high school GPA in that table, please provide the high school GPA your institution would be most interested in examining as a point of differentiation between returning and non-returning students.

---

Do you want to use high school GPA as a predictor?

☐ No

☒ Yes

Is the high school GPA recalculated at your institution?

☐ Yes

☒ No

---

Retention Descriptor (optional) ⓘ

Students with a high school GPA of 3.0  or below

- b. If you are incorporating the High School GPA as a predictor, note whether that measure is recalculated at your institution (Yes/No), if it includes grades from only select courses (Yes/No), and if it represents a weighted High School GPA, based on course rigor (Yes/No).

6 High School GPA Predictor
Optional Step

Retention Studies offer the option to include high school GPA predictors in your study.

Additionally, you have the option to include high school GPA in a table of two-category retention descriptors (e.g., earned a 3.60 or higher/earned below 3.60). This table can depict student characteristics that may be more common among non-returners/returners and are sometimes grouped together in interesting ways.

If you would like to include high school GPA in that table, please provide the high school GPA your institution would be most interested in examining as a point of differentiation between returning and non-returning students.

---

Do you want to use high school GPA as a predictor?

☐ No

☒ Yes

Is the high school GPA recalculated at your institution?

☒ Yes

☐ No

Do your high school GPAs only include grades from select courses (e.g. only academic coursework)?

☒ Yes

☐ No

Do you provide differential weightings to course grades based on the rigor of the course?

☐ Yes

☒ No

10. (Optional) Select up to five additional predictors. Predictors are continuous, numeric variables or dichotomous variables (e.g., Yes/No, 1/0) that you would like to examine as indicators of academic success at your institution (for example, course rigor rating score or first-generation college-going status).

7

Additional Retention Predictors from Institution

Optional Step

These can be either continuous, numeric predictors OR predictors with two distinct categories. At least 200 students in your sample must have the additional variables in their records. Examples of continuous, numeric predictors include: credit load, GPA in major. Examples of predictors with two distinct categories include: First Generation (Yes/No), Underrepresented Minority (Yes/No), Academic Jeopardy (Yes/No), Undeclared Major (Yes/No), Pell Eligible (Yes/No); where Yes/No are represented as 1/0.

---

0 of 5 Additional Predictors Selected

☐ Custom Predictor 1 (to be mapped)

☐ Custom Predictor 2 (to be mapped)

☐ Custom Predictor 3 (to be mapped)

☐ Custom Predictor 4 (to be mapped)

☐ Custom Predictor 5 (to be mapped)

11. (Optional) Select up to three subgroups. Subgroups are categorical variables (e.g., College within the University, Special Study program) that can be used to further segment and analyze your study results, whenever your submitted subgroup has at least one group with 100+ students.

8

Subgroups

Optional Step

Retention studies can break down your results on the basis of subgroups from your own data whenever your submitted subgroup has at least one group with 100+ students (e.g. College of Engineering). You may specify up to three subgroups below, again, using your own data.

---

0 of 3 Subgroups Selected

☐ Custom Subgroup 1 (to be mapped)

☐ Custom Subgroup 2 (to be mapped)

☐ Custom Subgroup 3 (to be mapped)

## 12. Returning to the data submission.

- a. If using **existing data**, select the source (New or Existing Data) from the drop-down list.

2

Data Submission Selection

Associate this study with a data submission.

Your study must be associated with a data submission holding the student data necessary to produce the report. You can either start a new data submission or reuse one from a previously submitted study that has either been completed or has advanced to the Analysis in Process phase.

It is **not necessary** to begin the data submission prior to completing the Retention Study design. However, when your data submission is complete, any custom predictors or subgroups selected in the design must be present. This also includes students' ACT scores if you've chosen to include concordant SAT scores in your study.

New Data

Existing Data

For a Retention study, the only data that can be reused is data from a previous Retention study, not data submitted for other study types such as SAT Admission Validity, SAT Placement Validity, etc.

- b. If **submitting a new data file** for this study, select “New Data” and click on the arrow to continue to the data submission page. Your data submission must have the variables you want to include in your study.

2

Data Submission Selection

Associate this study with a data submission.

Your study must be associated with a data submission holding the student data necessary to produce the report. You can either start a new data submission or reuse one from a previously submitted study that has either been completed or has advanced to the Analysis in Process phase.

It is **not necessary** to begin the data submission prior to completing the Retention Study design. However, when your data submission is complete, any custom predictors or subgroups selected in the design must be present. This also includes students' ACT scores if you've chosen to include concordant SAT scores in your study.

New Data

Existing Data

+

BEGIN

×

Start Data Submission

2023 Retention Study Data

→

- c. The following steps will focus on creating a new data submission:
- i. On the data submission page, indicate a name for the data submission and a description. This will help you identify the submission in the future if you want to use this data submission for another study.

1

Submission Information

Provide a name and description for your data submission.

Data Submission Title \*

2023 Retention Study for Dean Data

Description

- ii. Upload your data file for submission.

Make sure the file is properly formatted. Microsoft Excel, Comma Separated Value (CSV), SAS Transport (XPORT) or Tab Delimited (.TXT) are acceptable formats. Refer to the [Data Preparation Guide](#) for assistance. It is recommended you use the ACES [Data Template](#) designed for this study whenever possible as this will help facilitate the data submission.

2

Data File Upload

To initiate your submission, please upload your data file. We support Excel, CSV, and SAS Transport files. Consult the ACES Data Preparation Guide for information on how to prepare your data.

[Download a Template](#)

Contact us or use the discussion feature if you need technical assistance.

Drag and drop your files

Or, if you prefer...

CHOOSE A FILE TO UPLOAD

- iii. When you are using a workbook with multiple sheets (ex: Excel document with a number of sheets/tabs) make sure you are selecting the correct data tab. The system is only able to upload a single tab of data.

Select the Excel Spreadsheet you wish to analyze.

Select Sheet

- iv. Once your data file has been successfully uploaded, scroll down to start editing the mapping fields. If you are using the template, most fields will be mapped for you. Note that any columns that do not have data will not require mapping.
- v. Begin by selecting a data element on the left to map to the data source on the right. Click the field, and a drop-down menu will appear.

In the example below, “student\_id” is mapped as the student identifier.

The screenshot shows the 'Identifiers' step, which is the third step in the process. It includes a sub-header: 'Variables that uniquely identify individual students within and across institutions.' A progress bar indicates '1 of 1 Required Fields Mapped'. Below this, there are two columns: 'Data Element' and 'Data Source'. In the 'Data Element' column, 'student\_id' is selected. An arrow points from 'student\_id' to the 'Data Source' column, where 'Student Identifier\*' is selected with a green checkmark. An information icon (i) is visible on the right side of the mapping.

You will need to map all required variables for your study. Required variables are noted in the data template (in bold) and the [Data Preparation Guide](#). They are also designated by an asterisk (“\*”).

While most fields are straightforward in terms of data mapping, the ACT scores and the custom predictors and subgroups may require more attention. Be aware that the ACT scores are optional and the mapping should directly link ACT score columns in your data by abbreviated field names in the template. Note that you do not include SAT scores in your file because SAT scores are matched to your data file from the College Board database.

The screenshot shows the 'ACT Scores' step, which is the sixth step and is labeled as an 'Optional Step'. It includes a sub-header: 'Variables holding student scores on the ACT test'. Below this, there are two columns: 'Data Source' and 'Data Element'. In the 'Data Source' column, four fields are listed: 'act\_composite', 'act\_english', 'act\_reading', and 'act\_math'. Arrows point from each of these fields to the 'Data Element' column, where they are mapped to 'ACT Composite Score', 'ACT English Section Score', 'ACT Reading Section Score', and 'ACT Math Section Score' respectively. Each mapping is confirmed with a green checkmark and an information icon (i) is present on the right side of each row.

Also, be aware that for a Retention study, custom predictors can be mapped as either **numeric** or **dichotomous** (Yes/No, 1/0) variables.



**Predictors**  
Custom numeric or dichotomous variables provided by your institution to support a study specific analytical needs.

Data Source		Data Element
predictor1	→	Numeric Predictor
predictor2	→	Dichotomous Predictor
predictor3	→	Select a data element

- vi. Review unmapped variables and decide whether to map them or to add them as extra pass-through variables (which are not included in the study but must be indicated as passthrough variables to complete the data submission process). To add a variable to the passthrough list, check the box next to it and click the “Add to Passthrough” button.

**8 Unmapped Variables**

Unmapped Variables (1)

The variable list below have not been “mapped”. All variables must be mapped for your data submission to be processed.

Variables

☒ hs\_al\_code

**Add to Passthrough**

**Note:** Variables added to the pass-through list will not be included or analyzed in the submitted study. **All variables must either be mapped or else be added to the pass-through list.**

- vii. Review your data submission requirements. Once all required variables have been mapped, a check (✓) appears next to that step to indicate you may proceed. The next step is to click on the “**Perform Quality Assurance**” button. This is an automated process that examines your data for the presence of required fields and values, checks for duplicate students or courses, and ensures integrity of the data.

**10 Finalize Data Submission**

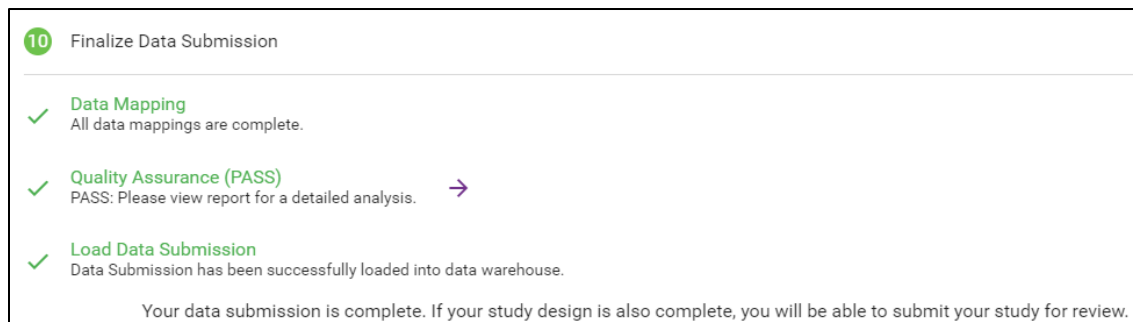
✓ **Data Mapping**  
All data mappings are complete.

✗ **Quality Assurance**  
Once all sections above are complete, you will be able to submit data submission for quality assurance analysis.

✗ **Load Data Submission**  
Once all quality assurance errors have been fixed, if any, you will be able to load your data.

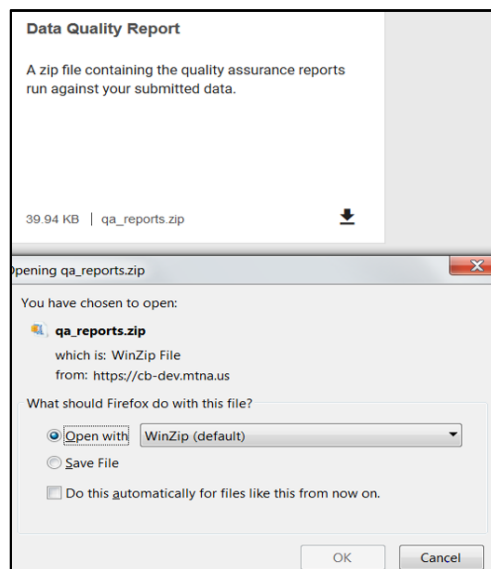
When data mappings are complete, you will be able to analyze your data submission to produce a quality assurance report.

**Perform Quality Assurance**



After the quality assurance step is completed and no errors are reported, navigate back to the study design page to finish the rest of the study's requirements. It is important to note that throughout the data submission process and the data mapping steps, the system is alerting the user about potential **errors** and **warnings**. While the errors may not be critical for the completion of the data submission, the warnings will point out eventual data issues that are critical for the matching process and the final report, such as data field gaps, data completion issues, etc.

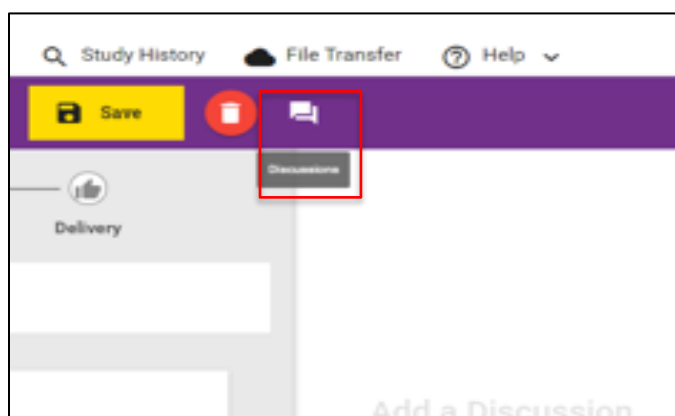
- viii. The user can review the results of the Data Quality Report in the Study Results section. The report can be downloaded as zip file, and the file can be unzipped into a directory of choice.



- ix. The data quality report is a pdf report displaying the field names, percent populated values, frequency distribution of the values, etc. The Quality Assurance sections (summary and details) provide an overview and in-depth perspective of how the data matches the quality standards required.

The summary section shows the counts and percentages of the tests that have **failed** or **passed** in each type of test that has been performed. If the summary indicates that there are some failing tests, more information about the values that have failed can be found in the appropriate detail section.

13. Review all information and ensure the data submission is complete. If at any point during the study design or data submission process you have questions or require assistance, you can use the “Discussion” feature at the top right corner of the screen and technical support will be provided.



14. Select “Submit Study Request.”

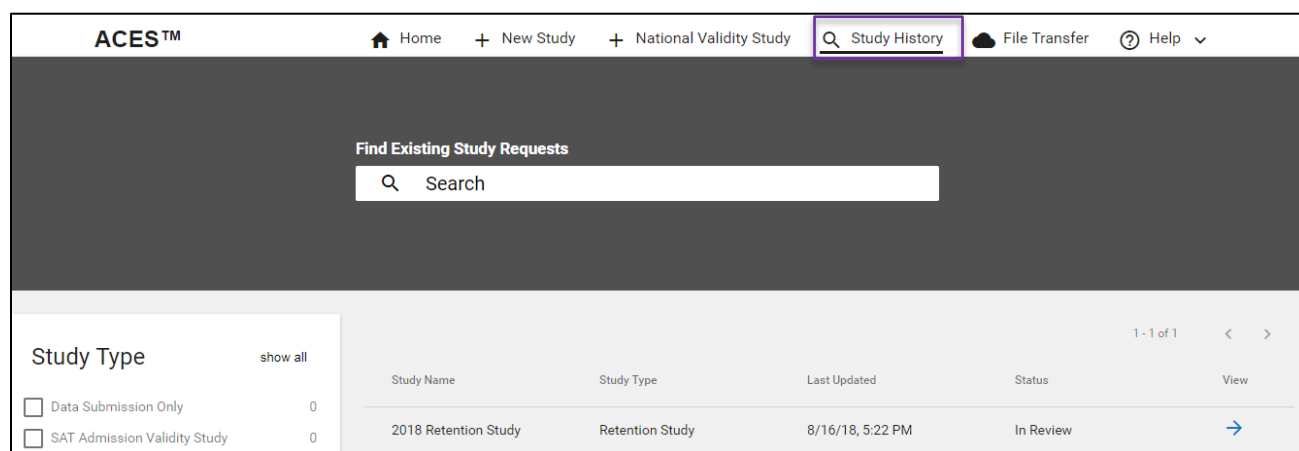
A screenshot of the 'Review' page in a web application. The page has a green header with a '9' in a circle and the word 'Review'. Below the header, it says 'Review and complete your ACES Study.' There is a section for 'Data Submission - Complete' with a 'View Data Submission' link and a right arrow. Below this is a 'Study Design' section with a list of items: 'Study Information', 'Cohort and Retention', 'College GPA (Optional)', 'Data Selection', 'SAT Predictor', 'High School GPA (Optional)', and 'Subgroups (Optional)'. At the bottom of the page is a yellow button labeled 'Submit Study Request'.

15. You will receive an email when your study request has been reviewed and the analysis has begun. It will take approximately 20 business days to complete your study.

## Check Study Request Status

1. Navigate to the home page to see an overview status of your recently submitted studies.
2. For information about previously submitted studies, navigate to the “Study History” tab in the top navigation bar.

3. Select the study to see the status. To filter the list, use the “Study Type” module on the left side.



ACES™

Home + New Study + National Validity Study **Study History** File Transfer ? Help

Find Existing Study Requests

Search

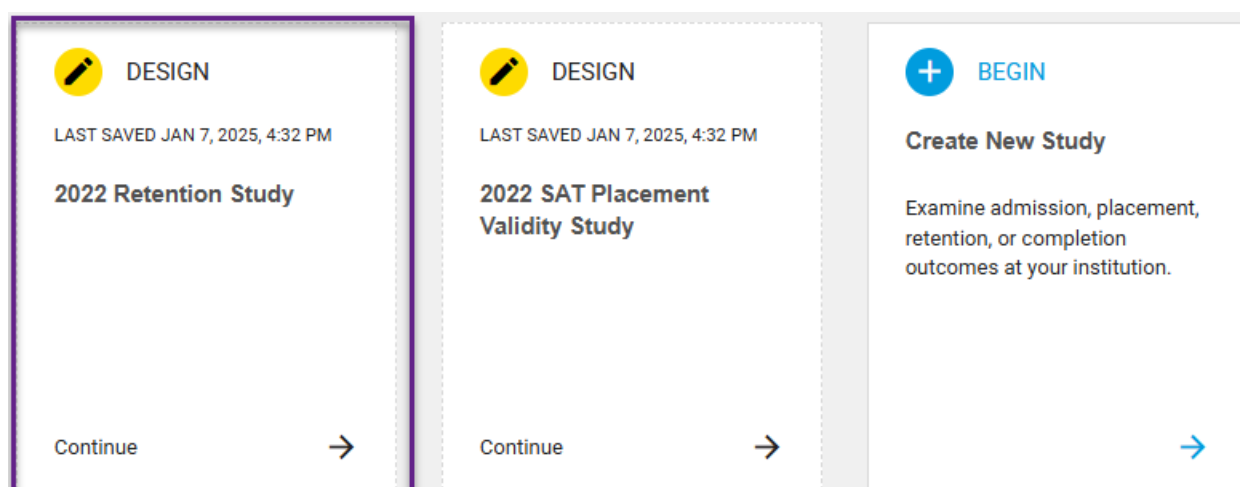
Study Type show all

☐ Data Submission Only 0

☐ SAT Admission Validity Study 0

Study Name	Study Type	Last Updated	Status	View
2018 Retention Study	Retention Study	8/16/18, 5:22 PM	In Review	<a href="#">→</a>

The home page has “cards” for the study history as well. You may continue a study by selecting the study card of choice on the home page.



**DESIGN**

LAST SAVED JAN 7, 2025, 4:32 PM

**2022 Retention Study**

Continue →

**DESIGN**

LAST SAVED JAN 7, 2025, 4:32 PM

**2022 SAT Placement Validity Study**

Continue →

**+ BEGIN**

**Create New Study**

Examine admission, placement, retention, or completion outcomes at your institution.

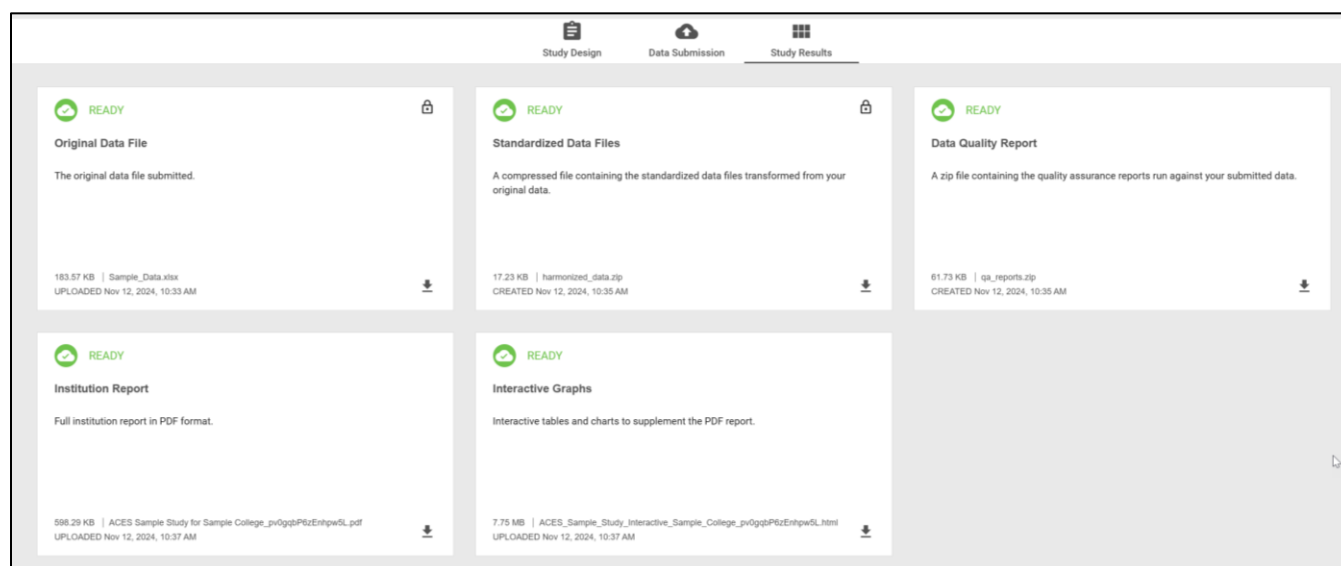
→

## Retrieve Study Results

1. You will receive an email when your study is complete and study results are available for download.
2. From the home page, scroll down to the “Completed” section.

3. Select “Download Results” and choose the type of report/file in the menu.
  - a. The following types of reports and files will be available for download: Original Data File, Standardized Data Files, Data Quality Reports, Institution (PDF) Report, and Interactive Graph File. Remember to have your encryption key at the ready in order to download.

Original and Standardized Data Files as well as the Data Quality Report are available at time of submission or immediately after the completion of the study design and data submission steps. The other files or reports (the Institution Report pdf document and the Interactive Graphs) are available upon the completion of these steps (approximately 20 days of your successful submission). Users are informed about the completion and availability of these documents in the portal via email and/or by checking back in the system.



## ACES Technical Support

**Support email:** [aces-collegeboard@norc.org](mailto:aces-collegeboard@norc.org)

**Support telephone:** 1-800-439-8309

**Support hours:** Monday-Friday, 9am-5pm EST

**General information:** [collegeboard.org/aces](https://collegeboard.org/aces)