

# ACES

Report Requested: 12-01-2009 Study ID: R09xxxx

## Admission Validity Report for Sample One University

Data in this report are not representative of any institution. All data are hypothetical and were generated for the sole purpose of creating this sample report.

### Entering Class of Fall 2008

Your College Board Validity Report is designed to assist your institution in validating your admission decisions. This report provides a nontechnical discussion of important findings.

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## Description of the Study Design for Sample One University

- 978 students who entered Sample One University in the fall of 2008 are included in this study.
- Each student's record included a criterion score, a high school measure of academic achievement, and SAT<sup>®</sup> scores.
- The criterion, First-Year GPA, was the standard of success in college for this study.
- High school rank was taken from the institution's database.
  - Admitted Class Evaluation Service™ (ACES™) transforms high school rank into a percentile-like scale (0-100)
  - A student at the top of his or her high school class will have a rank near 100
  - A student at the bottom of the class will have a rank near 0
  - In mathematical terms, the transformed rank, called "HS Rank" in the tables and graphs, is equal to  $100 \times [1 - (\text{rank} \div \text{class size})]$
- ACES provides opportunities for institutions to customize their validity studies in order to more closely match the admission process. You chose to use the highest SAT Critical Reading, SAT Math, and SAT Writing scores in your study.
- You also had the option of selecting which SAT Subject Tests™ would be included in your study. You selected the highest non-language SAT Subject Test.
- You requested three additional predictors: Number of Honors or AP courses, Number of different AP Exams, and Number of different SAT Subject Tests. These additional predictors will be referred to as "Add. Predictors" in the combined admission measures tables and graphs.
- You requested one additional set of student groupings, Residency, with two levels: Out-of-State and In-State.
- You did not submit individual college course grades, so adjustments could not be made to make grades in strictly graded courses more comparable to grades in leniently graded courses at Sample One University.

## Further Information

The complete statistical output for this report is available upon request by contacting ACES. Placement Validity Studies are also available.

- Visit: <http://professionals.collegeboard.com/higher-ed/validity/aces/handbook>
- Call: 609 683-2255
- E-mail: [aces@info.collegeboard.org](mailto:aces@info.collegeboard.org)
- 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 either provided by the institution or discrepancies in matching the institution's data with the College Board database.

## Section 1: Evaluating individual admission measures

This section summarizes the predictive strength of the individual admission measures in your study, first for the measures available for most of your students, and then for measures available for smaller groups of students. The second analysis may include results for predictors, such as SAT Subject Tests, that you did not explicitly choose to study but were present in your students' records. You may wish to consider the use of this additional information for future admission decisions.

See Section 2 for combinations of the individual measures, which are likely to provide more reliable and fairer information on your applicants.

The tables below display the absolute value of correlations between each admission measure and First-Year GPA, the criterion you chose for this study.

Individual admission measures in your study		
	N	Predictive Strength (correlation)
<b>Strong Predictors</b>		
HS Rank	978	0.52
SAT Critical Reading	978	0.42
SAT Writing	978	0.42
<b>Moderate Predictors</b>		
SAT Math	978	0.39
# AP Exams	782	0.39
SAT Subj: High-NonLang	782	0.38
# SAT Subj Tests	782	0.36
<b>Weak Predictors</b>		
# Honors or AP courses	782	0.22

Other admission measures available		
	N	Predictive Strength (correlation)
<b>Strong Predictors</b>		
SAT Subj: Math Level 1	241	0.45
SAT Subj: U.S. History	116	0.41
<b>Moderate Predictors</b>		
SAT Subj: Literature	80	0.31
<b>Weak Predictors</b>		
None available		

Notes:

- All individual measures have moderate to strong correlations with First-Year GPA except for the # Honors or AP courses measure. The measures showing moderate to strong correlations with First-Year GPA are good candidates for inclusion in the predicted First-Year GPA calculations in Section 2.
- In Section 2 of this report, these individual predictors will be combined to predict First-Year GPA. In general, combinations of predictors provide a more accurate prediction.
- When you read Section 2, you may find that some of the measures with high individual correlations in the prior graphs do not contribute to the combined predicted First-Year GPA at Sample One University. This is because the measures overlap—for example, high school rank and the SAT measure some of the same academic abilities.
- Analyses are performed on the predictors you chose when there are 75 or more students with scores on those predictors.
- Strong correlations are defined as those of 0.40 or greater, moderate correlations are less than 0.40 and greater than 0.24, and weak correlations are 0.24 or lower.
- Correlations have been adjusted for the selectivity of your student body. See Appendix B for unadjusted correlations.
- If course grades had been used in the computations, research suggests that the correlations would have been .06 to .12 higher.

HYPOTHETICAL DATA

## Section 2: Evaluating combined admission measures

This section combines the admission measures that were evaluated individually in Section 1 of this report to find the best prediction of success. Combinations that are available for most of your students are presented first, followed by combinations that are available for smaller subgroups.

Because combinations of predictors tend to be more reliable and allow students to show different strengths, it is important to consider all of the information available for a given student in making an admission decision. Appendix A presents the equations needed to combine the admission measures into a single predicted First-Year GPA. Several equations are given so that you can use as much of the information provided to you by each student as possible. This section of your report gives you the information you need to choose the best combination of predictors for each student.

The tables below display the multiple correlations between combinations of admission measures and the measure of success you chose for this study. The bars at the right of each table represent this predictive strength (multiple correlation) for each combination.

The first table below presents SAT combinations. The first line of that table shows the multiple correlation for the predicted First-Year GPA using only SAT scores.

SAT			HS Rank	Add. Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing				
35	31	34			978	0.44
18	17	20	45		978	0.57
17	18	20	44	1	978	0.58

SAT			SAT Subject Test:	HS Rank	Add. Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing	High-NonLang				
23	27	27	23			782	0.53
17	19	20	12	32		782	0.60
18	20	24	11	26	1	782	0.61

Notes:

- The multiple correlation calculated by using SAT Critical Reading, SAT Math, and SAT Writing was 0.44, which represents a strong correlation. The numbers in the boxes to the left of the bars show the relative contribution of each predictor (in percentage terms) for each prediction equation. SAT Critical Reading contributes 35 percent, SAT Math contributes 31 percent, and SAT Writing contributes 34 percent when using the SAT in predicting First-Year GPA.
- The second line of the SAT combinations table adds HS Rank to the SAT information. Of the SAT and HS Rank, HS Rank makes the greatest contribution toward predicting First-Year GPA. After adding HS Rank, the multiple correlation increased from 0.44 to 0.57.
- Using the best prediction equation available for each student, the correlation between predicted and actual First-Year GPA was computed as 0.46. Equations for calculating the predicted First-Year GPA appear in Appendix A.

- An individualized First-Year GPA can be calculated by applying the appropriate equation from Appendix A to the set of scores, grades, and ratings you have available for each student. The predicted First-Year GPA can be used to estimate the likelihood of academic success for applicants as well as to monitor the academic progress of currently enrolled students. See Section 3 and Section 4 for more information about using the predicted First-Year GPA.
- Analyses are performed on the predictors you chose when there are 75 or more students with scores on those predictors.
- Multiple correlation coefficients have been adjusted for the selectivity of your student body. Unadjusted multiple correlations are reported in Appendix A.
- If course grades had been used in the computations, research suggests that the correlations would have been .06 to .12 higher.
- *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 correlation of the 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 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.

HYPOTHETICAL

### Section 3: Using the predicted First-Year GPA for future students

This table was generated using the best prediction equation for each student and a normal probability distribution. A common standard deviation was used to calculate the percentages in the table. This table can be used to estimate the likelihood that a student with a particular predicted First-Year GPA will earn a given First-Year GPA. It shows the results of this study in which the predicted and targeted (actual) GPAs of 978 students from Sample One University were analyzed.

Percent of students expected to earn a First-Year GPA of at least:							
		Targeted First-Year GPA					
		1.5	2.0	2.5	3.0	3.5	4.0
P r e d i c t e d  F i r s t - Y e a r  G P A	2.0	94	50	5			
	2.1	97	62	10			
	2.2	98	73	17			
	2.3	99	82	26	1		
	2.4	99	89	37	2		
	2.5	99	94	50	5		
	2.6	99	97	62	10		
	2.7	99	98	73	17		
	2.8	99	99	82	26	1	
	2.9	99	99	89	37	2	
	3.0	99	99	94	50	5	
	3.1	99	99	97	62	10	
	3.2	99	99	98	73	17	
	3.3	99	99	99	82	26	1
	3.4	99	99	99	89	37	2
	3.5	100	99	99	94	50	5
	3.6	100	99	99	97	62	10
	3.7	100	99	99	98	73	17
	3.8	100	99	99	99	82	26
	3.9	100	99	99	99	89	37
4.0	100	100	99	99	94	50	

Using this table:

- Suppose that your current process is that admitted students should have at least a 50-50 chance of achieving a 2.5 or better First-Year GPA. Looking at the table for the students with a predicted First-Year GPA of 2.5, you can see that 50 percent of these students received an actual First-Year GPA of 2.5 or higher. If you would like your students to have a 75 percent chance of receiving a First-Year GPA of at least 2.5, look further down the 2.5 Targeted GPA column (column three in the table) until you reach a probability near 75 percent, where the predicted First-Year GPA is 2.7. In other words, using a 2.7 predicted First-Year GPA as your standard, about 75 percent of the students could be expected to earn a 2.5 First-Year GPA or higher.
- The predicted First-Year GPA can also be used to monitor the performance of students after they enroll. See Section 4 and Appendix C for more information.

Notes:

- Some caution should be exercised when using this table to estimate the probability that a student with a predicted First-Year GPA will earn an actual (i.e., targeted) First-Year GPA. The values shown in the table were determined using the specific set of student records you sent to ACES for this study. Use of the results from this study to predict First-Year 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 used to generate the study.
- This table was generated using the best prediction equation for each student and a normal probability distribution. A common standard deviation was used to calculate the percentages in the table.

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## Section 4: Using the predicted First-Year GPA for current students to identify students possibly at risk for not completing their degrees at Sample One University

Some students earned a First-Year GPA lower than that predicted by their preadmission credentials. Research has shown that these students are at a higher risk for not completing their degrees. This information can be used to identify students who are possibly at risk for leaving Sample One University prior to graduation.

### Summary of Performance

Number who performed higher than predicted	Number who performed as well as predicted	Number who performed lower than predicted	Total number of students	Percent who performed lower than predicted
372	498	108	978	11.0%

- 108 students, 11.0% of the sample, performed substantially below their predicted First-Year GPA.
- Because these students may be more likely to drop out and may benefit from additional counseling, their student IDs are listed individually in Appendix C.
- Based upon the standard deviation of the predicted First-Year GPA for the entire sample, students whose actual First-Year GPA was one or more standard deviation(s) above the predicted value are considered to be performing higher than expected. Students whose actual First-Year GPA was one and one-half or more standard deviations below that predicted value are considered to be performing lower than expected, and the rest are considered to be performing as well as expected.

### Important points:

- A total of 108 students were identified as having a First-Year GPA substantially lower than that predicted by their preadmission characteristics.
- To help you target retention efforts at Sample One University, the predicted First-Year GPA has been added to each student's record on the electronic file returned to you. A list of IDs for students possibly at risk for dropping out or transferring is provided in Appendix C. **Since this list contains student identifications, you may want to detach Appendix C before distributing this report.**
- Students who earned a First-Year GPA of less than 2.0 are not shown in Appendix C, as these students are readily identified as being at academic risk.
- The five largest differences between predicted First-Year GPA and actual First-Year GPA are listed below. In addition to the predicted and actual First-Year GPA, descriptive information is available for each student's gender and race/ethnicity (R/E), as well as whether English is that student's best language (EBL).

The following table illustrates the information available in Appendix C.

Student ID	First-Year GPA			Gender	R/E	EBL
	Predicted	Actual	Difference			
xxx-xx-xxxx	3.30	2.02	-1.28	M	W	Y
xxx-xx-xxxx	3.24	2.15	-1.09	F	W	Y
xxx-xx-xxxx	3.12	2.03	-1.09	F	W	Y
xxx-xx-xxxx	3.08	2.00	-1.08	F	W	Y
xxx-xx-xxxx	3.10	2.04	-1.06	F		Y

Notes:

- Students were identified as possibly at risk when actual academic performance fell one and one-half or more standard deviations below their predicted First-Year GPA. The standard deviation of the predicted First-Year GPA for all students in the study was used to identify the at-risk students. These analyses are based on the prediction equations developed for all students and do not reflect any differences for specific demographic groups.
- You did not submit individual college course grades, so adjustments could not be made to make grades in strictly graded courses more comparable to grades in leniently graded courses at Sample One University.

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## Section 5: Evaluating predictions for specific groups of students

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 First-Year GPA with actual First-Year GPA to check for significant differences and identifies the 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, and there is no agreed-upon remedy.

First-Year GPA for Specific Groupings of Students					
Category	Groups	Number of Students	Average First-Year GPA		
			Predicted	Actual	Difference
Gender					
	Males	450	2.88	2.80	0.08
	Females	528	2.97	3.02	-0.05
Residency					
	Out-of-State	428	2.94	2.90	0.04
	In-State	550	2.93	2.99	-0.06

Notes:

- Across the groups shown above, the average predicted First-Year GPA for each specific group within a category was computed using the best prediction equation for each student within that category.
- The prediction equations computed using all students at Sample One University accurately reflect the performance of students in the following categories: Gender and Residency.
- You did not submit individual college course grades, so adjustments could not be made to make grades in strictly graded courses more comparable to grades in leniently graded courses at Sample One University.
- When 75 or more records for at least two groups within a category were available, analyses were performed.
- For the results of specific groups of students to be identified as different from the total group, the difference must be statistically significant at the .05 level.
- You requested that specific analyses be conducted for Residency. Summary statistics for this analysis appear in Section 6 of this report.
- The resulting prediction equations that can be used for calculating a predicted First-Year GPA for these specific groups appear in Appendix A.

## Section 6: Evaluating combined admission measures for additional groups of students as requested by Sample One University

See Section 2 of this report for a description of the information in the following tables. There must be at least 75 students within a subgroup for ACES to conduct an analysis. If there are subgroups within that category with less than 75 students, information is not provided for that subgroup.

Residency — Out-of-State

SAT			HS Rank	Add. Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing				
31	21	48			428	0.58
18	18	19	45		428	0.75
18	18	19	44	1	428	0.76

SAT			SAT Subject Test:	HS Rank	Add. Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing	High-NonLang				
21	28	27	24			332	0.60
17	21	20	21	21		332	0.75
18	18	23	11	28	2	332	0.76

Residency — In-State

SAT			HS Rank	Add. Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing				
20	51	29			550	0.60
22	20	23	35		550	0.83
20	21	17	36	6	550	0.85

SAT			SAT Subject Test:	HS Rank	Add. Predictors	N	Predictive Strength (multiple correlation)
Critical Reading	Math	Writing	High-NonLang				
20	28	29	23			450	0.61
18	20	18	21	23		450	0.87
18	18	25	14	24	1	450	0.87

## Appendix A: Prediction equations

The numbers in the table(s) in this section describe the prediction equations developed for Sample One University. Each column represents: 1) a model with a different set of predictors used to formulate an equation for use in predicting First-Year GPA for potential students 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 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 First-Year GPA.

Your decision on which equation to use is based on the information available in each student's record and/or is mandated by your institution or state. For example, if a student has an SAT Critical Reading score of 550, an SAT Math score of 590, and an SAT Writing score of 550, and supplies no other information, the appropriate prediction equation (using data from column one) would be:

$$\text{Predicted First-Year GPA} = \text{Constant} + (\text{SAT CR score} \times \text{SAT CR weight}) + (\text{SAT M score} \times \text{SAT M weight}) + (\text{SAT W score} \times \text{SAT W weight})$$

$$\text{Predicted First-Year GPA} = 1.405640 + (550 \times 0.001250) + (590 \times 0.000520) + (550 \times 0.000750) = 2.81$$

When using a student's rank in class in your prediction equation, you must first convert that rank to the same scale ACES used to process your study. The formula to do this is:

$$(100 \times (1 \text{ minus the student's numerical rank divided by the number of students in the class})).$$

For example, if a student's rank in class is 20th out of a class of 74 students you would use the formula to determine the rank to use in the prediction equation.

$$\text{High School Rank} = (100 \times [1 - (20 \div 74)]) = 73$$

ACES creates prediction equations when there are 75 or more students within a group.

All Students

	<b>SAT Model</b>	<b>SAT &amp; HS Model</b>	<b>SAT, HS, &amp; Add. Predictors Model</b>	<b>SAT Subject Test Model</b>	<b>SAT Subject Test &amp; HS Model</b>	<b>SAT Subject Test, HS, &amp; Add. Predictors Model</b>
N	978	978	978	782	782	782
Multiple Correlation	0.25	0.46	0.46	0.35	0.42	0.42
Corrected Correlation	0.44	0.57	0.58	0.53	0.60	0.61
Standard Error	0.03	0.02	0.02	0.02	0.03	0.03
Constant	1.405640	0.782125	0.354262	0.251865	0.652542	0.352520
SAT Critical Reading	0.001250	0.001210	0.001425	0.001150	0.001132	0.001059
SAT Math	0.000520	0.000620	0.001340	0.001220	0.001122	0.001104
SAT Writing	0.000750	0.001340	0.001673	0.001340	0.001197	0.001365
HS Rank		0.002890	0.002450		0.002140	0.002220
SAT Subj: High-NonLang				0.000132	0.000671	0.001008
# Honors or AP courses			0.000000			0.000000
# AP Exams			0.000000			0.000000
# SAT Subj Tests			0.000001			0.000002

- SAT and SAT Subject Test scores are on a 200-800 scale.

- Each column represents: 1) a model with a different set of predictors used to formulate an equation for use in predicting First-Year GPA for potential students whose records contain the variables chosen for this study, and 2) the corresponding sample of students with these predictors.

Residency — Out-of-State

	<b>SAT Model</b>	<b>SAT &amp; HS Model</b>	<b>SAT, HS, &amp; Add. Predictors Model</b>	<b>SAT Subject Test Model</b>	<b>SAT Subject Test &amp; HS Model</b>	<b>SAT Subject Test, HS, &amp; Add. Predictors Model</b>
N	428	428	428	332	332	332
Multiple Correlation	0.25	0.46	0.46	0.35	0.42	0.42
Corrected Correlation	0.58	0.75	0.76	0.60	0.75	0.76
Standard Error	0.03	0.02	0.02	0.02	0.03	0.03
Constant	1.427628	0.682125	0.354262	0.251865	0.252542	0.352520
SAT Critical Reading	0.000752	0.001210	0.001325	0.001150	0.001032	0.001059
SAT Math	0.000520	0.001190	0.001340	0.001122	0.001022	0.001104
SAT Writing	0.001250	0.001340	0.001473	0.001340	0.001097	0.001365
HS Rank		0.002890	0.002550		0.001595	0.002220
SAT Subj: High-NonLang				0.001320	0.001598	0.001008
# Honors or AP courses			0.000000			0.000001
# AP Exams			0.000000			0.000000
# SAT Subj Tests			0.000001			0.000000

- SAT and SAT Subject Test scores are on a 200-800 scale.

- Each column represents: 1) a model with a different set of predictors used to formulate an equation for use in predicting First-Year GPA for potential students whose records contain the variables chosen for this study, and 2) the corresponding sample of students with these predictors.

Residency — In-State

	<b>SAT Model</b>	<b>SAT &amp; HS Model</b>	<b>SAT, HS, &amp; Add. Predictors Model</b>	<b>SAT Subject Test Model</b>	<b>SAT Subject Test &amp; HS Model</b>	<b>SAT Subject Test, HS, &amp; Add. Predictors Model</b>
N	550	550	550	450	450	450
Multiple Correlation	0.25	0.46	0.46	0.35	0.42	0.42
Corrected Correlation	0.60	0.83	0.85	0.61	0.87	0.87
Standard Error	0.03	0.02	0.02	0.02	0.03	0.03
Constant	0.241515	0.621323	0.451398	0.259467	0.342879	0.349797
SAT Critical Reading	0.001250	0.001210	0.001425	0.001150	0.001132	0.001059
SAT Math	0.002041	0.001198	0.001432	0.001220	0.001122	0.001111
SAT Writing	0.001421	0.001340	0.001321	0.001190	0.001197	0.001365
HS Rank		0.002890	0.002450		0.001278	0.002220
SAT Subj: High-NonLang				0.001407	0.001271	0.001008
# Honors or AP courses			0.000020			0.000000
# AP Exams			0.000020			0.000000
# SAT Subj Tests			0.000020			0.000001

- SAT and SAT Subject Test scores are on a 200-800 scale.

- Each column represents: 1) a model with a different set of predictors used to formulate an equation for use in predicting First-Year GPA for potential students whose records contain the variables chosen for this study, and 2) the corresponding sample of students with these predictors.

## Appendix B: Statistical summaries of study variables

Average Scores By Gender									
	Total			Male			Female		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
First-Year GPA	978	2.93	0.63	450	2.80	0.66	528	3.02	0.60
SAT Critical Reading	978	568	75	450	576	74	528	562	74
SAT Math	978	572	76	450	595	75	528	556	73
SAT Writing	978	593	81	450	586	78	528	598	83
HS Rank	978	76.99	15.35	450	72.37	15.73	528	80.18	14.23
SAT Subj: High-NonLang	782	541	70	300	531	74	482	553	65
# Honors or AP courses	782	1.48	1.89	300	1.30	1.87	482	1.60	1.90
# AP Exams	782	0.96	1.33	300	0.86	1.24	482	1.03	1.39
# SAT Subj Tests	782	0.97	1.43	300	0.91	1.43	482	1.01	1.44
SAT Subj: U.S. History	116	563	91						
SAT Subj: Literature	80	609	81						
SAT Subj: Math Level 1	241	575	72	93	593	71	148	563	70

Correlations between Predictors and First-Year GPA									
	Total			Male			Female		
	N	R	R(adj)	N	R	R(adj)	N	R	R(adj)
SAT Critical Reading	978	0.24	0.42	450	0.15	0.33	528	0.34	0.54
SAT Math	978	0.18	0.39	450	0.13	0.33	528	0.32	0.53
SAT Writing	978	0.27	0.42	450	0.10	0.26	528	0.37	0.53
HS Rank	978	0.41	0.52	450	0.40	0.49	528	0.38	0.53
SAT Subj: High-NonLang	782	0.30	0.40	300	0.18	0.35	482	0.30	0.55
# Honors or AP courses	782	0.10	0.22	300	0.07	0.19	482	0.10	0.25
# AP Exams	782	0.25	0.39	300	0.26	0.38	482	0.24	0.42
# SAT Subj Tests	782	0.20	0.36	300	0.20	0.32	482	0.19	0.40
SAT Subj: U.S. History	116	0.21	0.41						
SAT Subj: Literature	80	0.14	0.31						
SAT Subj: Math Level 1	241	0.30	0.45	93	0.23	0.39	148	0.40	0.55

Notes:

- R(adj) means adjusted correlation.
- Correlations were adjusted for the selectivity of your student body.
- Analyses are performed when 75 or more of your students' records contain scores.

## Appendix C: List of IDs for students possibly at risk for not completing their degrees at Sample One University

To help you target retention efforts at Sample One University, ACES has listed those students whose actual academic performance fell one and one-half or more standard deviations below their predicted First-Year GPA. The standard deviation of the predicted First-Year GPA for all students in the study was used to identify these at-risk students.

Notes:

- These differences are based on the equations developed for all students and do not reflect any analyses for specific demographic groups.
- Students who earned a First-Year GPA of less than 2.0 are not shown in Appendix C, as these students are readily identified as being at academic risk.
- You did not submit course grades, so First-Year GPA is unadjusted for course-to-course differences in grading standards at Sample One University.

Student ID	First-Year GPA			Gender	R/E	EBL
	Predicted	Actual	Difference			
xxx-xx-xxxx	3.30	2.02	-1.28	M	W	Y
xxx-xx-xxxx	3.24	2.15	-1.09	F	W	Y
xxx-xx-xxxx	3.12	2.03	-1.09	F	W	Y
xxx-xx-xxxx	3.08	2.00	-1.08	F	W	Y
xxx-xx-xxxx	3.10	2.04	-1.06	F		Y
xxx-xx-xxxx	3.06	2.06	-1.00	M	W	Y
xxx-xx-xxxx	3.33	2.33	-1.00	F	W	Y
xxx-xx-xxxx	3.40	2.43	-0.97	F	W	Y
xxx-xx-xxxx	2.98	2.02	-0.96	F	W	Y
xxx-xx-xxxx	3.02	2.06	-0.96	F	W	Y
xxx-xx-xxxx	2.99	2.07	-0.92	M	B	Y
xxx-xx-xxxx	3.02	2.13	-0.89	F		Y
xxx-xx-xxxx	3.47	2.59	-0.88	M	W	Y
xxx-xx-xxxx	3.02	2.18	-0.84	F	W	Y
xxx-xx-xxxx	2.83	2.00	-0.83	F	W	Y
xxx-xx-xxxx	3.25	2.44	-0.81	F	W	Y
xxx-xx-xxxx	3.19	2.38	-0.81	M	W	Y
xxx-xx-xxxx	2.94	2.15	-0.79	F	W	Y
xxx-xx-xxxx	3.13	2.35	-0.78	F	W	Y
xxx-xx-xxxx	3.19	2.43	-0.76	F	W	Y
xxx-xx-xxxx	3.01	2.26	-0.75	F	W	Y
xxx-xx-xxxx	2.89	2.15	-0.74	M		
xxx-xx-xxxx	2.89	2.17	-0.72	M	W	Y
xxx-xx-xxxx	3.28	2.57	-0.71	F		
xxx-xx-xxxx	2.99	2.29	-0.70	M	W	Y
xxx-xx-xxxx	3.05	2.35	-0.70	M	W	Y
xxx-xx-xxxx	3.08	2.42	-0.66	F	W	Y
xxx-xx-xxxx	2.88	2.23	-0.65	M	W	Y

Student ID	First-Year GPA			Gender	R/E	EBL
	Predicted	Actual	Difference			
xxx-xx-xxxx	3.22	2.57	-0.65	F	W	Y
xxx-xx-xxxx	2.71	2.07	-0.64	M	W	Y
xxx-xx-xxxx	2.87	2.23	-0.64	M	W	Y
xxx-xx-xxxx	3.23	2.61	-0.62	M	W	Y
xxx-xx-xxxx	3.14	2.52	-0.62	M	W	Y
xxx-xx-xxxx	2.96	2.35	-0.61	F		
xxx-xx-xxxx	2.74	2.13	-0.61	F	W	Y
xxx-xx-xxxx	2.88	2.27	-0.61	M		Y
xxx-xx-xxxx	3.13	2.53	-0.60	M		Y
xxx-xx-xxxx	3.46	2.86	-0.60	M	W	Y
xxx-xx-xxxx	2.73	2.15	-0.58	M	W	Y
xxx-xx-xxxx	2.86	2.28	-0.58	F	W	Y
xxx-xx-xxxx	3.22	2.64	-0.58	F	W	Y
xxx-xx-xxxx	2.95	2.37	-0.58	F	W	Y
xxx-xx-xxxx	2.78	2.21	-0.57	M	W	Y
xxx-xx-xxxx	2.58	2.01	-0.57	M		
xxx-xx-xxxx	2.76	2.19	-0.57	M	W	Y
xxx-xx-xxxx	3.17	2.61	-0.56	F	W	Y
xxx-xx-xxxx	2.92	2.36	-0.56	M		Y
xxx-xx-xxxx	3.09	2.54	-0.55	F	W	Y
xxx-xx-xxxx	2.92	2.37	-0.55	F		
xxx-xx-xxxx	2.74	2.19	-0.55	M		
xxx-xx-xxxx	3.08	2.53	-0.55	M	W	Y
xxx-xx-xxxx	3.20	2.66	-0.54	F	A	Y
xxx-xx-xxxx	2.65	2.11	-0.54	M		Y
xxx-xx-xxxx	3.01	2.47	-0.54	M		Y
xxx-xx-xxxx	2.87	2.34	-0.53	F	W	Y
xxx-xx-xxxx	2.79	2.26	-0.53	F	W	Y
xxx-xx-xxxx	2.77	2.25	-0.52	M	W	Y
xxx-xx-xxxx	2.97	2.45	-0.52	F	W	Y
xxx-xx-xxxx	3.53	3.01	-0.52	F	W	Y
xxx-xx-xxxx	3.22	2.71	-0.51	M	W	Y
xxx-xx-xxxx	2.86	2.35	-0.51	F	W	Y
xxx-xx-xxxx	3.15	2.64	-0.51	M	W	Y
xxx-xx-xxxx	2.73	2.22	-0.51	M		Y
xxx-xx-xxxx	3.08	2.58	-0.50	M		
xxx-xx-xxxx	2.60	2.10	-0.50	F	W	Y
xxx-xx-xxxx	2.90	2.40	-0.50	M	W	Y
xxx-xx-xxxx	2.85	2.35	-0.50	M	W	Y
xxx-xx-xxxx	3.31	2.82	-0.49	M		
xxx-xx-xxxx	2.98	2.51	-0.47	M		

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