

BOARD OF REGENTS  
BRIEFING PAPER  
*Handbook Revision, University Admissions*

**BACKGROUND & POLICY CONTEXT OF ISSUE:**

At the December 2011 meeting, the Board approved a resolution encouraging Nevada District Superintendents to consider the possible administration of the ACT test to all students in their junior year of high school. This would enable high schools to gauge students' college readiness prior to their graduation from high school, provide feedback to students and their parents about their strengths and weaknesses, and enable high schools to give students the opportunity to address academic deficiencies prior to graduating from high school. Students who take the ACT or SAT test are much more likely to attend college, and it will encourage Nevada high school students to begin planning early.

Under the Board's current policy for university admissions, students may qualify for admission based on their high school grade point average in defined core courses, ACT or SAT test scores, or the Nevada Advanced Diploma. Currently, Board policy does not require students to take the ACT or SAT test for admission; it is only one of several criteria under which a student may be admitted.

As a result of these conversations, the university presidents recommend that the ACT or SAT test be required for admission purposes, thus conveying to high school students the importance of these exams, effective Fall 2013. The presidents recommend that the SAT also be included in the requirement as an option. Students from other states often have taken the SAT. Students may still qualify for admission under their high school grade point average or the Nevada Advanced Diploma, but the test must also be taken for students to qualify for university admission. No minimum score on the test is set that would disqualify the student for university admission if they qualify for admission under the other criteria. Transfer students and international students are excluded from the admission provision as other admission provisions are applicable to those students as outlined in *Title 4, Chapter 14, Section 13* and *Title 4, Chapter 16, Section 8*, respectively.

**SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:**

Amend *Title 4, Chapter 16, Sections 3 and 4* to require that students seeking admission to the universities must take the ACT or SAT prior to admission, effective Fall 2013. (See the attached Policy Proposal.)

**IMPETUS (WHY NOW?):**

As a result of the recent conversations with the state superintendents about administering the ACT to high school juniors statewide, the university presidents are requesting that the test be required for admissions effective Fall 2013. This action by the universities will underscore the importance of the test to Nevada high school students and their families. It is important to note that at this point in the conversations with the superintendents it is not certain that the ACT will be administered statewide to students in their junior year of high school. If not, then students and their families will be responsible for the cost of the test.

**BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:**

- District Superintendents are seeking to administer the ACT test statewide to students in their junior year of high school. This will gauge whether or not students are college-ready and will provide some time for students to correct deficiencies they may have. Requiring that students take the ACT test prior to university admission will signal to high school students the importance of the test when taking it in their junior of high school.
- Requiring the ACT or SAT test for university admissions supports the state superintendents in their decision to administer the test in the junior year of high school.
- The ACT test content will be aligned with the Common Core Standards adopted by the State of Nevada for K-12 education.
- The SAT test will also be accepted to meet the admissions requirement so as not to potentially exclude students who chose to take the SAT.

- Requiring the ACT or SAT for admissions will enable the universities to have a baseline assessment of students that can be used as part of the Voluntary System of Accountability (VSA) when measuring value added on completion of the degree.
- Further, as not to exclude students who may have taken the SAT – the SAT test is recommended for inclusion in the admission requirement.

**POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:**

Whether the cost of the statewide administration of the ACT test is paid by the student or the district (assuming the test is administered to all high school juniors) remains an issue that has not been resolved. However, regardless, the universities favor making the ACT or SAT a requirement for university admissions.

**ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:**

Maintain the existing policy as written where by the ACT or SAT is recommended to be taken prior to admission, but is not required, except for students who do not qualify for admission based on their high school record.

**COMPLIANCE WITH BOARD POLICY:**

- Consistent With Current Board Policy: Title #\_\_\_\_\_ Chapter #\_\_\_\_\_ Section #\_\_\_\_\_
- Amends Current Board Policy: *Title 4, Chapter 16, Section 3 and 4*
- Amends Current Procedures & Guidelines Manual: Chapter #\_\_\_\_\_ Section #\_\_\_\_\_
- Other: \_\_\_\_\_
- Fiscal Impact: Yes \_\_\_\_\_ No  \_\_\_\_\_  
Explain: \_\_\_\_\_

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 16, SECTION 3**

University Admission Requirements – Effective Fall 2013

Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

**Section 3. Requirements for Admission to the Universities**

1. Students seeking admission to a university must complete the high school course requirements pursuant to Chapter 16, Section 2.
2. *Effective Fall 2013, students seeking admission to the universities must take the American College Test (ACT) or the Scholastic Aptitude Test (SAT) prior to admission. This provision is not applicable to transfer students or international students whose admission requirements are otherwise defined in Chapters 14 and 16.*  
[~~Effective Fall 2007, students seeking admission to the universities must have:~~
  - a.) ~~at least a 2.75 (*weighted*) grade point average in the required high school courses for admission;~~  
~~or~~
  - b.) ~~a combined score from the SAT Critical Reading and SAT Math sections of at least 1040; or~~
  - c.) ~~an ACT composite score of at least 22.~~
3. ~~Effective Fall 2008, students seeking admission to the universities must have:~~
  - a.) ~~at least a 3.0 (*weighted*) grade point average in the required high school courses for admission; or~~
  - b.) ~~a combined score from the SAT Critical Reading and SAT Math sections of at least 1040; or~~
  - c.) ~~an ACT composite score of at least 22.~~
- 4] 3. [~~Effective Fall 2009, students~~] *Students* seeking admission to the universities must have:
  - a.) at least a 3.0 (*weighted*) grade point average in the required high school courses for admission; or
  - b.) a combined score from the SAT Critical Reading and SAT Math sections of at least 1040; or
  - c.) an ACT composite score of at least 22; or
  - d.) a Nevada Advanced High School Diploma.
5. A student who does not meet the university admission requirements established in subsections 1 through 3 may, under procedures established by the university, be admitted through other criteria. The requirements for admission under this provision are:
  - a.) A combination of test scores and grade point average that indicate potential for success;
  - b.) Special talents and/or abilities such as, but not limited to, the visual or performing arts or athletic abilities;
  - c.) Other evidence of potential for success;
  - d.) Improvement in the high school record;
  - e.) Overcoming adversity or special hardship; or
  - f.) Other special circumstances.

The number of students admitted under these criteria may not exceed 15 percent of the previous year's admissions.
6. Students who graduate from a NSHE community college with a transferable associate degree will be admitted into the universities or state college regardless of their grade point average at the community college.

**POLICY PROPOSAL**  
**TITLE 4, CHAPTER 16, SECTION 4**  
University General Admission Requirements – Effective Fall 2013  
Additions appear in *boldface italics*; deletions are [~~stricken~~ and bracketed]

**Section 4. University Admission – General Policy**

1. In the admission of students, universities shall not discriminate on the basis of a person's age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation.
2. All new students are required to furnish satisfactory evidence of good moral character as evidenced by a certificate of graduation or of honorable dismissal from the school last attended.
3. All applicants for admission shall complete such tests and furnish such information as required by the regulations published in the institutional catalog governing the semester of initial enrollment.
- ~~[4. American College Test (ACT) or Scholastic Aptitude Test (SAT) scores are recommended for freshman admission to a university and are required for those applicants who do not qualify on the basis of a high school record.]~~
- [5] 6. International applicants must submit a recent medical history and examination signed by a medical doctor within the prior six months if requested by the institution.
- [6] 7. Programs designated as limited entry require fulfillment of selective admissions criteria as contained in the institutional catalog and other appropriate college documents. Continuation in selective admissions programs is likewise contingent upon fulfillment of conditions specified by the institution and contained in official institutional documents.

**UNLV**  
Minority Impact Study  
for University Admissions  
ACT/SAT Requirement Proposal

# ACT/SAT PROPOSAL FOR UNIVERSITY ADMISSIONS

Potential Impact  
on  
Underrepresented Students  
at the  
University of Nevada, Las Vegas

# POTENTIAL IMPACT ON UNDERREPRESENTED STUDENTS AT UNLV

- ◎ ACT/SAT Test Taking Comparison for Fall 2010 and Fall 2011 by Categories
  - FIRST GENERATION
  - MILLENNIUM SCHOLARS
  - PELL INDEX (INCOME LEVEL)
  - ETHNICITY
  
- ◎ Grouped by Applicants, Admits and Enrollees

## ANALYSIS

- The number/percentage of non-test takers for the last two years in each category was determined to project the potential impact of requiring the ACT or SAT for admission to UNLV.



## OVERALL FINDINGS

- ◉ Among Fall 2011 enrollees in the first-generation; Millennium; and low Pell Index categories no more than 4% were non test-takers.
- ◉ Among underrepresented ethnic student populations 6% of Hispanic Fall 2011 enrollees and 11% of Pacific Islander Fall 2011 enrollees were non test-takers.

## CONCLUSION

- ◎ The impact on underrepresented student populations of requiring the ACT/SAT for admission to UNLV is minimal.

# FIRST-GENERATION TEST-TAKING BY PERCENTAGE

		<u>First Generation</u>							
		Applicants							
		In-State				Out-State			
		SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %
	<b>Fall 2010</b>	64%	40%	20%	16%	57%	43%	19%	19%
	<b>Fall 2011</b>	70%	40%	22%	12%	71%	44%	27%	12%
		Admitted							
		In-State				Out-State			
		SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %
	<b>Fall 2010</b>	69%	41%	21%	11%	71%	51%	25%	3%
	<b>Fall 2011</b>	75%	42%	23%	6%	82%	42%	27%	3%
		Enrolled							
		In-State				Out-State			
		SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %
	<b>Fall 2010</b>	71%	40%	20%	9%	72%	53%	26%	0%
	<b>Fall 2011</b>	78%	41%	24%	5%	82%	45%	28%	1%

# MILLENNIUM SCHOLARS TEST-TAKING BY PERCENTAGE

	<u>Millennium</u>			
	Applicants			
	In-State			
	SAT %	ACT %	Both %	None %
<i>Fall 2010</i>	80%	41%	28%	7%
<i>Fall 2011</i>	82%	43%	29%	4%
	Admitted			
	In-State			
	SAT %	ACT %	Both %	None %
<i>Fall 2010</i>	80%	42%	29%	6%
<i>Fall 2011</i>	83%	42%	28%	3%
	Enrolled			
	In-State			
	SAT %	ACT %	Both %	None %
<i>Fall 2010</i>	83%	41%	28%	4%
<i>Fall 2011</i>	85%	42%	29%	2%

# PELL INDEX (INCOME LEVEL) TEST-TAKING BY PERCENTAGE

Pell Index																
Applied																
Fall 2010								Fall 2011								
In-State				Out-State				In-State				Out-State				
SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	
0	65%	42%	21%	14%	65%	43%	22%	14%	72%	40%	22%	9%	75%	41%	23%	7%
1 - 25,000	74%	43%	26%	8%	71%	48%	28%	8%	81%	42%	28%	5%	78%	48%	31%	5%
25,001-50,000	82%	48%	32%	2%	84%	51%	35%	0%	85%	46%	34%	3%	84%	54%	38%	1%
50,001-75,000	82%	57%	45%	5%	78%	53%	31%	0%	91%	48%	40%	2%	84%	63%	47%	0%
75,001-100,000	89%	54%	46%	3%	75%	67%	46%	4%	90%	64%	54%	0%	86%		36%	0%
100,000+	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Admitted																
Fall 2010								Fall 2011								
In-State				Out-State				In-State				Out-State				
SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	
0	68%	43%	22%	11%	74%	50%	27%	2%	77%	41%	22%	5%	76%	48%	24%	1%
1 - 25,000	77%	43%	27%	7%	75%	50%	30%	4%	82%	41%	26%	3%	83%	49%	33%	1%
25,001-50,000	83%	48%	32%	2%	83%	53%	35%	0%	84%	44%	30%	2%	86%	48%	34%	0%
50,001-75,000	85%	57%	46%	4%	79%	52%	31%	0%	93%	44%	37%	0%	91%	55%	46%	0%
75,001-100,000	91%	56%	47%	0%	73%	73%	50%	5%	86%	59%	46%	0%	88%	50%	38%	0%
100,000+	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Enrolled																
Fall 2010								Fall 2011								
In-State				Out-State				In-State				Out-State				
SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	
0	72%	42%	23%	8%	76%	49%	27%	2%	79%	40%	23%	4%	70%	55%	26%	0%
1 - 25,000	77%	41%	24%	5%	78%	48%	29%	3%	83%	41%	26%	3%	80%	50%	31%	1%
25,001-50,000	82%	46%	31%	3%	83%	40%	23%	0%	87%	44%	32%	1%	83%	53%	36%	0%
50,001-75,000	84%	57%	46%	5%	75%	33%	8%	0%	93%	44%	37%	0%	85%	54%	39%	0%
75,001-100,000	89%	46%	39%	4%	100%	100%	100%	0%	94%	53%	47%	0%	86%	43%	29%	0%
100,000+	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

# ETHNIC DISTRIBUTION OF TEST-TAKING BY PERCENTAGE

Ethnicity																
Applied																
	Fall 2010								Fall 2011							
	In-State				Out-State				In-State				Out-State			
	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %
Asian	81%	34%	22%	7%	83%	37%	28%	8%	87%	32%	23%	3%	83%	39%	28%	6%
Black	63%	45%	23%	15%	65%	39%	20%	16%	70%	44%	27%	12%	75%	51%	30%	5%
Hispanic	62%	43%	22%	17%	67%	40%	21%	14%	68%	42%	23%	13%	70%	41%	25%	14%
Multi-Race	74%	39%	22%	9%	73%	44%	26%	9%	78%	39%	25%	8%	83%	40%	27%	5%
Native American/Alaskan	82%	47%	35%	6%	50%	58%	17%	8%	73%	47%	20%	0%	50%	63%	13%	0%
Pacific Islander	68%	38%	17%	11%	86%	30%	25%	9%	80%	26%	11%	5%	91%	28%	23%	5%
White	73%	43%	25%	9%	58%	51%	20%	11%	78%	44%	27%	5%	67%	54%	27%	5%
Undisclosed	64%	39%	21%	18%	48%	55%	26%	23%	75%	36%	25%	15%	72%	40%	16%	4%
Admitted																
	Fall 2010								Fall 2011							
	In-State				Out-State				In-State				Out-State			
	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %
Asian	83%	35%	24%	7%	88%	41%	32%	3%	87%	32%	22%	2%	84%	48%	33%	1%
Black	69%	47%	26%	10%	77%	46%	27%	3%	73%	46%	26%	7%	76%	63%	39%	0%
Hispanic	66%	44%	23%	13%	74%	47%	26%	5%	73%	43%	23%	7%	85%	42%	30%	3%
Multi-Race	76%	39%	23%	8%	79%	48%	30%	3%	82%	40%	26%	4%	90%	38%	28%	0%
Native American/Alaskan	80%	50%	40%	10%	57%	43%	14%	14%	73%	45%	18%	0%	50%	50%	0%	0%
Pacific Islander	72%	41%	19%	7%	93%	30%	22%	0%	82%	24%	12%	6%	94%	35%	35%	6%
White	76%	45%	26%	5%	64%	56%	25%	4%	80%	43%	25%	2%	71%	54%	26%	1%
Undisclosed	67%	42%	23%	14%	47%	87%	33%	0%	71%	45%	31%	14%	67%	33%	0%	0%
Enrolled																
	Fall 2010								Fall 2011							
	In-State				Out-State				In-State				Out-State			
	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %	SAT %	ACT %	Both %	None %
Asian	83%	32%	20%	5%	87%	46%	35%	2%	87%	32%	21%	2%	80%	52%	32%	0%
Black	72%	45%	25%	8%	78%	44%	22%	0%	75%	43%	27%	8%	74%	62%	36%	0%
Hispanic	68%	46%	24%	10%	76%	40%	20%	4%	76%	41%	23%	6%	89%	28%	22%	6%
Multi-Race	79%	38%	22%	6%	85%	41%	28%	2%	85%	41%	28%	3%	86%	47%	33%	0%
Native American/Alaskan	100%	25%	25%	0%	67%	33%	0%	0%	80%	40%	20%	0%	50%	50%	0%	0%
Pacific Islander	72%	38%	18%	8%	75%	38%	25%	13%	85%	22%	10%	2%	89%	11%	11%	11%
White	78%	43%	24%	4%	68%	57%	27%	2%	92%	49%	29%	2%	70%	57%	27%	0%
Undisclosed	67%	38%	22%	18%	100%	100%	100%	0%	73%	43%	30%	14%	67%	33%	0%	0%

# FIRST-GENERATION TEST-TAKING BY HEADCOUNT

First Time First Year																			
First generation																			
Applied																			
In-State										Out-State									
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl 1st-gen	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl 1st-gen	
<b>Fall 2010</b>	834	64%	515	40%	256	20%	202	16%	1295	244	57%	182	43%	82	19%	82	19%	426	
<b>Fall 2011</b>	923	70%	530	40%	293	22%	155	12%	1315	243	71%	151	44%	92	27%	42	12%	344	
Admitted																			
In-State										Out-State									
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl 1st-gen	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl 1st-gen	
<b>Fall 2010</b>	770	69%	460	41%	239	21%	127	11%	1118	171	71%	123	51%	60	25%	8	3%	242	
<b>Fall 2011</b>	676	75%	379	42%	210	23%	53	6%	898	102	82%	52	42%	34	27%	4	3%	124	
Enrolled																			
In-State										Out-State									
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl 1st-gen	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl 1st-gen	
<b>Fall 2010</b>	585	71%	332	40%	166	20%	71	9%	822	42	72%	31	53%	15	26%	0	0%	58	
<b>Fall 2011</b>	606	78%	316	41%	187	24%	39	5%	774	55	82%	30	45%	19	28%	1	1%	67	

# MILLENNIUM SCHOLARS TEST-TAKING BY HEADCOUNT

First Time First Year									
Millennium									
Applied									
In-State									
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Mill
<i>Fall 2010</i>	1093	80%	563	41%	385	28%	97	7%	1368
<i>Fall 2011</i>	1199	82%	622	43%	423	29%	64	4%	1462
Admitted									
In-State									
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Mill
<i>Fall 2010</i>	1060	80%	553	42%	377	29%	81	6%	1317
<i>Fall 2011</i>	971	83%	494	42%	329	28%	34	3%	1170
Enrolled									
In-State									
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Mill
<i>Fall 2010</i>	848	83%	414	41%	283	28%	38	4%	1017
<i>Fall 2011</i>	889	85%	441	42%	305	29%	21	2%	1046



# FALL 2010 PELL INDEX (INCOME LEVEL) TEST-TAKING BY HEADCOUNT

First time first year									
Pell index Fall 2010									
Applied									
	In-State				Out-State				
	Took SAT	Took ACT	Both	None	Took SAT	Took ACT	Both	None	
0	65%	42%	21%	14%	65%	43%	22%	14%	
1 - 25,000	74%	43%	26%	8%	71%	48%	28%	8%	
25,001-50,000	82%	48%	32%	2%	84%	51%	35%	0%	
50,001-75,000	82%	57%	45%	5%	78%	53%	31%	0%	
75,001-100,000	89%	54%	46%	3%	75%	67%	46%	4%	
100,000+	0%	0%	0%	0%	0%	0%	0%	0%	
Admitted									
	In-State				Out-State				
	Took SAT	Took ACT	Both	None	Took SAT	Took ACT	Both	None	
0	68%	43%	22%	11%	74%	50%	27%	2%	
1 - 25,000	77%	43%	27%	7%	75%	50%	30%	4%	
25,001-50,000	83%	48%	32%	2%	83%	53%	35%	0%	
50,001-75,000	85%	57%	46%	4%	79%	52%	31%	0%	
75,001-100,000	91%	56%	47%	0%	73%	73%	50%	5%	
100,000+	0%	0%	0%	0%	0%	0%	0%	0%	
Enrolled									
	In-State				Out-State				
	Took SAT	Took ACT	Both	None	Took SAT	Took ACT	Both	None	
0	72%	42%	23%	8%	76%	49%	27%	2%	
1 - 25,000	77%	41%	24%	5%	78%	48%	29%	3%	
25,001-50,000	82%	46%	31%	3%	83%	40%	23%	0%	
50,001-75,000	84%	57%	46%	5%	75%	33%	8%	0%	
75,001-100,000	89%	46%	39%	4%	100%	100%	100%	0%	
100,000+	0%	0%	0%	0%	0%	0%	0%	0%	

Applied: total count				
TERM	STATUS	PELL_INDEX	COUNT	
2108	IS	0	839	
2108	IS	1_25k	1651	
2108	IS	25k_50k	264	
2108	IS	50k_75k	56	
2108	IS	75K_100k	37	
2108	OS	0	301	
2108	OS	1_25k	675	
2108	OS	25k_50k	144	
2108	OS	50k_75k	45	
2108	OS	75K_100k	24	

Admitted: total count				
TERM	STATUS	PELL_INDEX	COUNT	
2108	IS	0	749	
2108	IS	1_25k	1517	
2108	IS	25k_50k	256	
2108	IS	50k_75k	54	
2108	IS	75K_100k	34	
2108	OS	0	191	
2108	OS	1_25k	526	
2108	OS	25k_50k	133	
2108	OS	50k_75k	42	
2108	OS	75K_100k	22	

Enrolled: total count				
TERM	STATUS	PELL_INDEX	COUNT	
2108	IS	0	534	
2108	IS	1_25k	1201	
2108	IS	25k_50k	204	
2108	IS	50k_75k	37	
2108	IS	75K_100k	28	
2108	OS	0	63	
2108	OS	1_25k	161	
2108	OS	25k_50k	47	
2108	OS	50k_75k	12	
2108	OS	75K_100k	4	

# FALL 2011 PELL INDEX (INCOME LEVEL) TEST-TAKING BY HEADCOUNT

First time first year										
Pell index Fall 2011										
Applied										
	In-State				Out-State					
	Took SAT	Took ACT	Took both	AT or ACT	Took SAT	Took ACT	Took both	AT or ACT		
0	72%	40%	22%	9%	75%	41%	23%	7%		
1 - 25,000	81%	42%	28%	5%	78%	48%	31%	5%		
25,001-50,000	85%	46%	34%	3%	84%	54%	38%	1%		
50,001-75,000	91%	48%	40%	2%	84%	63%	47%	0%		
75,001-100,000	90%	64%	54%	0%	86%		36%	0%		
100,000+	0%	0%	0%	0%	0%	0%	0%	0%		
Applied: total count										
	TERM	STATUS	PELL_INDEX	COUNT						
	2118	IS	0	972						
	2118	IS	1_25k	1588						
	2118	IS	25k_50k	231						
	2118	IS	50k_75k	63						
	2118	IS	75K_100k	39						
	2118	OS	0	282						
	2118	OS	1_25k	554						
	2118	OS	25k_50k	157						
	2118	OS	50k_75k	49						
	2118	OS	75K_100k	22						
Admitted										
	In-State				Out-State					
	Took SAT	Took ACT	Took both	AT or ACT	Took SAT	Took ACT	Took both	AT or ACT		
0	77%	41%	22%	5%	76%	48%	24%	1%		
1 - 25,000	82%	41%	26%	3%	83%	49%	33%	1%		
25,001-50,000	84%	44%	30%	2%	86%	48%	34%	0%		
50,001-75,000	93%	44%	37%	0%	91%	55%	46%	0%		
75,001-100,000	86%	59%	46%	0%	88%	50%	38%	0%		
100,000+	0%	0%	0%	0%	0%	0%	0%	0%		
Applied: total count										
	TERM	STATUS	PELL_INDEX	COUNT						
	2118	IS	0	721						
	2118	IS	1_25k	1204						
	2118	IS	25k_50k	165						
	2118	IS	50k_75k	43						
	2118	IS	75K_100k	22						
	2118	OS	0	127						
	2118	OS	1_25k	255						
	2118	OS	25k_50k	65						
	2118	OS	50k_75k	22						
	2118	OS	75K_100k	8						
Enrolled										
	In-State				Out-State					
	Took SAT	Took ACT	Took both	AT or ACT	Took SAT	Took ACT	Took both	AT or ACT		
0	79%	40%	23%	4%	70%	55%	26%	0%		
1 - 25,000	83%	41%	26%	3%	80%	50%	31%	1%		
25,001-50,000	87%	44%	32%	1%	83%	53%	36%	0%		
50,001-75,000	93%	44%	37%	0%	85%	54%	39%	0%		
75,001-100,000	94%	53%	47%	0%	86%	43%	29%	0%		
100,000+	0%	0%	0%	0%	0%	0%	0%	0%		
Enrolled: total count										
	TERM	STATUS	PELL_INDEX	COUNT						
	2118	IS	0	655						
	2118	IS	1_25k	1093						
	2118	IS	25k_50k	153						
	2118	IS	50k_75k	41						
	2118	IS	75K_100k	17						
	2118	OS	0	74						
	2118	OS	1_25k	173						
	2118	OS	25k_50k	47						
	2118	OS	50k_75k	13						
	2118	OS	75K_100k	7						



# FALL 2010 ETHNIC DISTRIBUTION OF TEST-TAKING BY HEADCOUNT

First Time First Year																			
Ethnicity																			
Applied																			
	In-State										Out-State								
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	
Asian	458	81%	189	34%	126	22%	42	7%	563	248	83%	111	37%	83	28%	24	8%	300	
Black	239	63%	172	45%	88	23%	59	15%	382	167	65%	101	39%	51	20%	40	16%	257	
Hispanic	404	62%	277	43%	141	22%	109	17%	649	103	67%	62	40%	32	21%	21	14%	154	
Multi-Race	470	74%	247	39%	140	22%	58	9%	635	259	73%	157	44%	94	26%	33	9%	355	
Native American/Alaskan	14	82%	8	47%	6	35%	1	6%	17	6	50%	7	58%	2	17%	1	8%	12	
Pacific Islander	55	68%	31	38%	14	17%	9	11%	81	38	86%	13	30%	11	25%	4	9%	44	
White	1212	73%	725	43%	416	25%	150	9%	1671	520	58%	464	51%	184	20%	103	11%	903	
Undisclosed	43	64%	26	39%	14	21%	12	18%	67	15	48%	17	55%	8	26%	7	23%	31	
Admitted																			
	In-State										Out-State								
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	
Asian	435	83%	182	35%	126	24%	35	7%	526	200	88%	93	41%	72	32%	6	3%	227	
Black	216	69%	149	47%	83	26%	32	10%	314	119	77%	71	46%	41	27%	5	3%	154	
Hispanic	376	66%	249	44%	132	23%	75	13%	568	63	74%	40	47%	22	26%	4	5%	85	
Multi-Race	434	76%	224	39%	131	23%	43	8%	570	208	79%	126	48%	79	30%	7	3%	262	
Native American/Alaskan	8	80%	5	50%	4	40%	1	10%	10	4	57%	3	43%	1	14%	1	14%	7	
Pacific Islander	53	72%	30	41%	14	19%	5	7%	74	25	93%	8	30%	6	22%	0	0%	27	
White	1123	76%	659	45%	387	26%	77	5%	1472	402	64%	349	56%	153	25%	26	4%	624	
Undisclosed	38	67%	24	42%	13	23%	8	14%	57	7	47%	13	87%	5	33%	0	0%	15	
Enrolled																			
	In-State										Out-State								
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	
Asian	339	83%	132	32%	82	20%	20	5%	409	55	87%	29	46%	22	35%	1	2%	63	
Black	156	72%	99	45%	55	25%	18	8%	218	43	78%	24	44%	12	22%	0	0%	55	
Hispanic	281	68%	192	46%	98	24%	40	10%	415	19	76%	10	40%	5	20%	1	4%	25	
Multi-Race	337	79%	162	38%	96	22%	26	6%	429	46	85%	22	41%	15	28%	1	2%	54	
Native American/Alaskan	4	100%	1	25%	1	25%	0	0%	4	2	67%	1	33%	0	0%	0	0%	3	
Pacific Islander	47	72%	25	38%	12	18%	5	8%	65	6	75%	3	38%	2	25%	1	13%	8	
White	829	78%	455	43%	258	24%	40	4%	1066	94	68%	79	57%	37	27%	3	2%	139	
Undisclosed	30	67%	17	38%	10	22%	8	18%	45	1	100%	1	100%	1	100%	0	0%	1	

# FALL 2011 ETHNIC DISTRIBUTION OF TEST-TAKING BY HEADCOUNT

First Time First Year																		
Ethnicity																		
Applied																		
	In-State									Out-State								
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count
Asian	473	87%	176	32%	125	23%	19	3%	543	185	83%	87	39%	63	28%	13	6%	222
Black	231	70%	147	44%	88	27%	41	12%	331	179	75%	122	51%	73	30%	12	5%	240
Hispanic	429	68%	262	42%	143	23%	80	13%	628	64	70%	38	41%	23	25%	13	14%	92
Multi-Race	585	78%	292	39%	187	25%	64	8%	754	275	83%	132	40%	91	27%	16	5%	332
Native American/Alaskan	11	73%	7	47%	3	20%	0	0%	15	4	50%	5	63%	1	13%	0	0%	8
Pacific Islander	53	80%	17	26%	7	11%	3	5%	66	39	91%	12	28%	10	23%	2	5%	43
White	1128	78%	633	44%	392	27%	76	5%	1445	493	67%	394	54%	195	27%	40	5%	732
Undisclosed	44	75%	21	36%	15	25%	9	15%	59	18	72%	10	40%	4	16%	1	4%	25
Admitted																		
	In-State									Out-State								
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count
Asian	364	87%	136	32%	91	22%	10	2%	419	67	84%	38	48%	26	33%	1	1%	80
Black	150	73%	95	46%	54	26%	15	7%	206	57	76%	47	63%	29	39%	0	0%	75
Hispanic	314	73%	185	43%	98	23%	28	7%	429	28	85%	14	42%	10	30%	1	3%	33
Multi-Race	434	82%	211	40%	138	26%	20	4%	527	125	90%	53	38%	39	28%	0	0%	139
Native American/Alaskan	8	73%	5	45%	2	18%	0	0%	11	1	50%	1	50%	0	0%	0	0%	2
Pacific Islander	42	82%	12	24%	6	12%	3	6%	51	16	94%	6	35%	6	35%	1	6%	17
White	790	80%	419	43%	245	25%	18	2%	982	162	71%	124	54%	60	26%	3	1%	229
Undisclosed	30	71%	19	45%	13	31%	6	14%	42	4	67%	2	33%	0	0%	0	0%	6
Enrolled																		
	In-State									Out-State								
	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count	Took SAT	SAT %	Took ACT	ACT %	Took Both	Both %	None	None %	Ttl Count
Asian	344	87%	127	32%	84	21%	7	2%	394	35	80%	23	52%	14	32%	0	0%	44
Black	132	75%	76	43%	47	27%	14	8%	175	37	74%	31	62%	18	36%	0	0%	50
Hispanic	283	76%	154	41%	86	23%	21	6%	372	16	89%	5	28%	4	22%	1	6%	18
Multi-Race	400	85%	192	41%	132	28%	12	3%	472	76	86%	41	47%	29	33%	0	0%	88
Native American/Alaskan	8	80%	4	40%	2	20%	0	0%	10	1	50%	1	50%	0	0%	0	0%	2
Pacific Islander	35	85%	9	22%	4	10%	1	2%	41	8	89%	1	11%	1	11%	1	11%	9
White	715	92%	378	49%	223	29%	14	2%	774	111	70%	91	57%	43	27%	0	0%	159
Undisclosed	27	73%	15	43%	11	20%	5	14%	37	2	67%	1	33%	0	0%	0	0%	3



**UNR**  
Minority Impact Study  
for University Admissions  
ACT/SAT Requirement Proposal

## **UNR – IMPACT ON MINORITY STUDENTS**

The University of Nevada, Reno, in compliance with Board policy, reviewed data regarding the potential disproportionate impact on minority students of requiring the ACT or SAT exam for admission purposes. The results of the impact study follow:

*UNR data show that ACT/SAT test takers are retained and graduated at a higher rate than those without scores. Of the 5,601 new full-time freshmen that entered over a three-year period (in fall 2008-10) and were successfully retained, only 65 who were Black or Hispanic entered without test scores. Given this low number, the institution should easily be able to mitigate any impact with a proactive awareness campaign that includes information on ways to afford the test if affordability is a barrier.*

**Fall-to-Fall Retention Rates of New, Full-Time Freshmen With Regard to Having Taken a Standardized Test  
By Ethnicity**

	Fall 2008			Fall 2009			Fall 2010		
	N	Retained	Rate	N	Retained	Rate	N	Retained	Rate
<b>Took standardized test</b>									
American Indian	27	24	88.9%	22	11	50.0%	34	23	67.6%
Asian*	162	137	84.6%	141	121	85.8%	216	189	87.5%
Black	88	57	64.8%	73	48	65.8%	120	93	77.5%
Hispanic	213	165	77.5%	282	220	78.0%	348	280	80.5%
Pacific Islander	n/a	n/a	n/a	23	18	78.3%	9	4	44.4%
Multi-ethnic	n/a	n/a	n/a	50	42	84.0%	86	66	76.7%
<i>Minority</i>	490	383	78.2%	591	460	77.8%	813	655	80.6%
White	1464	1175	80.3%	1424	1147	80.5%	1735	1358	78.3%
Unknown	192	158	82.3%	3	3	100.0%	2	2	100.0%
Non Resident Alien	5	3	60.0%	11	8	72.7%	10	6	60.0%
<i>Overall</i>	2151	1719	79.9%	2029	1618	79.7%	2560	2021	78.9%
<b>Did not take test</b>									
American Indian	1	0	0.0%	2	2	100.0%	2	0	0.0%
Asian*	6	3	50.0%	6	4	66.7%	12	9	75.0%
Black	10	6	60.0%	9	4	44.4%	4	1	25.0%
Hispanic	12	9	75.0%	16	11	68.8%	54	34	63.0%
Pacific Islander	n/a	n/a	n/a	0	n/a	n/a	2	0	0.0%
Multi-ethnic	n/a	n/a	n/a	2	2	100.0%	4	3	75.0%
<i>Minority</i>	29	18	62.1%	35	23	65.7%	78	47	60.3%
White	49	39	79.6%	62	42	67.7%	58	35	60.3%
Unknown	7	5	71.4%	0	n/a	n/a	0	n/a	n/a
Non Resident Alien	25	19	76.0%	5	4	80.0%	11	11	100.0%
<i>Overall</i>	110	81	73.6%	102	69	67.6%	147	93	63.3%

\* Includes Pacific Islanders in Fall 2008.

**Six Year Graduation Rates of New, Full-Time Freshmen With Regard to Having Taken a Standardized Test  
By Ethnicity**

	Fall 2005 Cohort		
	N	Retained	Rate
<b>Took standardized test</b>			
American Indian	23	5	21.7%
Asian / Pac Islander	157	89	56.7%
Black	62	33	53.2%
Hispanic	197	98	49.7%
<i>Minority</i>	439	225	51.3%
White	1552	807	52.0%
Unknown	272	143	52.6%
Non Resident Alien	6	5	83.3%
<i>Overall</i>	2269	1180	52.0%
<b>Did not take test</b>			
American Indian	0	n/a	n/a
Asian / Pac Islander	3	1	33.3%
Black	3	0	0.0%
Hispanic	11	3	27.3%
<i>Minority</i>	17	4	23.5%
White	45	17	37.8%
Unknown	11	1	9.1%
Non Resident Alien	19	12	63.2%
<i>Overall</i>	92	34	37.0%

**Time-to-Degree Graduated Cohorts 2001-2010**

	<i>Took Test</i>	<i>Years</i>
Non-Minority*	no	4.89
	yes	4.94
Black, Hisp., Native Am.	no	4.90
	yes	5.05
<i>Total</i>	no	4.89
	yes	4.95

\*Whites, Asian, Foreign Students



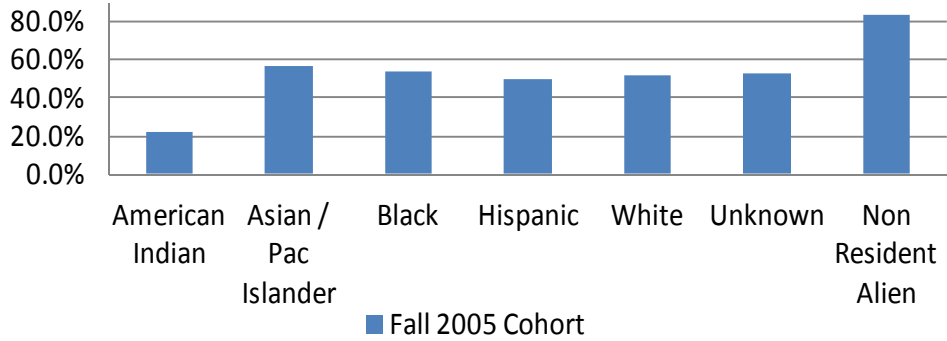
**Fall-to-Fall Retention Rates of New, Full-Time Freshmen With Regard to Having Taken a Standardized Test  
By Pell Status**

	Fall 2008			Fall 2009			Fall 2010		
	N	Retained	Rate	N	Retained	Rate	N	Retained	Rate
<b>Took standardized test</b>									
Received Pell Grant	286	229	80.1%	447	327	73.2%	712	561	78.8%
Did not receive Pell	1865	1490	79.9%	1582	1291	81.6%	1848	1460	79.0%
Overall	2151	1719	79.9%	2029	1618	79.7%	2560	2021	78.9%
<b>Did not take test</b>									
Received Pell Grant	10	4	40.0%	36	22	61.1%	65	39	60.0%
Did not receive Pell	100	77	77.0%	66	47	71.2%	82	54	65.9%
Overall	110	81	73.6%	102	69	67.6%	147	93	63.3%

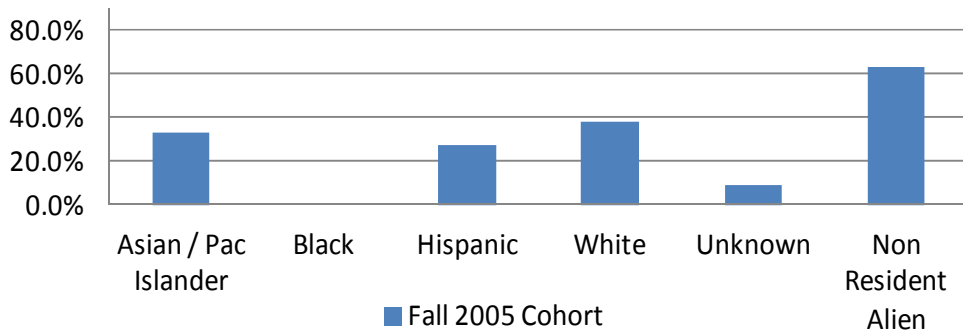
**Six Year Graduation Rates of New, Full-Time Freshmen With Regard to Having Taken a Standardized Test  
By Pell Status**

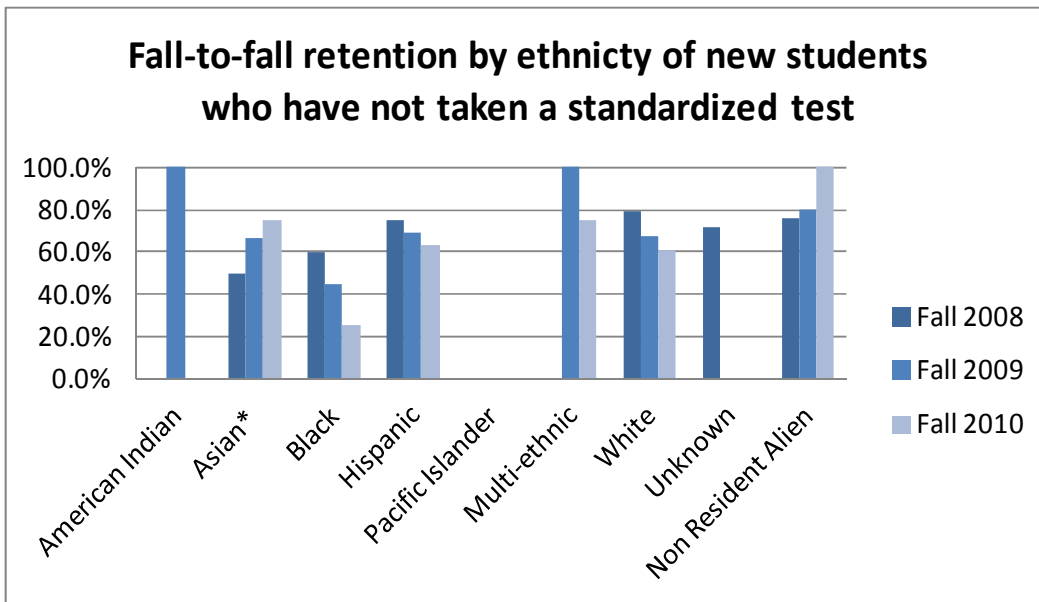
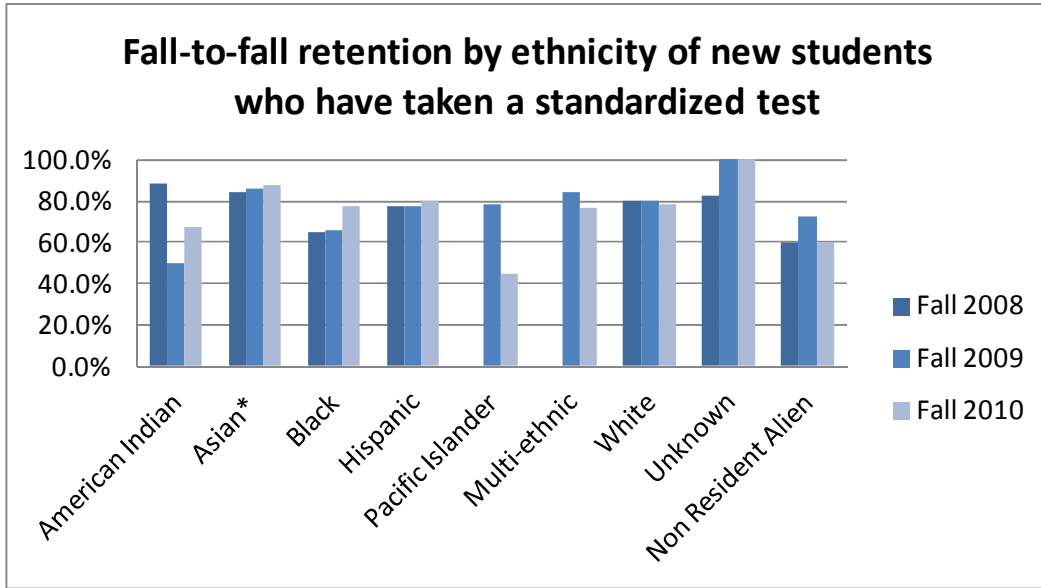
	Fall 2005 Cohort		
	N	Graduated	Rate
<b>Took standardized test</b>			
Received Pell Grant	127	102	80.3%
Did not receive Pell	2142	1073	50.1%
Overall	2269	1175	51.8%
<b>Did not take test</b>			
Received Pell Grant	6	5	83.3%
Did not receive Pell	86	29	33.7%
Overall	92	34	37.0%

**6-year graduation rate by ethnicity of new students who have taken a standardized test**

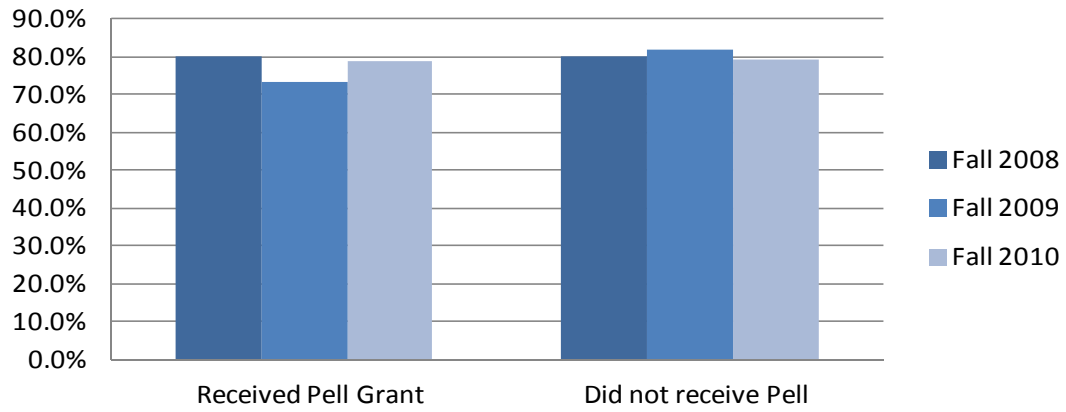


**6-year graduation rate by ethnicity of new students who have not taken a standardized test**





**Fall-to-fall retention rates by Pell status of new freshmen who have taken a standardized test**



**Fall-to-fall retention rates by Pell status of new freshmen who have not taken a standardized test**

