



## **MEMORANDUM**

October 27, 2010

TO: Dr. Meredith Patterson, Chair of Admissions and Readmissions Committee

FROM: Jane H. Dané, Dean of Enrollment Management

RE: Assessment Report of the Test-Optional Admissions Policy Fall 2007-Fall 2010

I am pleased to share the attached Assessment Report of the Test-Optional Admissions Policy for Salisbury University. This report contains results of the performance of the first three classes admitted under SU's five-year pilot program. The fall 2007 freshman class has completed three years, followed by the subsequent classes that entered in 2008 and 2009 that have completed two years and one year, respectively. This report on the pilot program shows that the policy positively influences enrollment and retention goals as these three classes progress.

It is the intention of Salisbury University's Test-Optional Policy to attract successful students who perform as well as students who submit test scores under the traditional admissions policy. Last year's assessment provided solid evidence of success for the first two cohorts admitted under the new policy. The additional data from another year and an additional class further corroborates those findings. Students from the fall 2007, 2008 and 2009 test-optional cohorts continued to perform as well as those admitted with test scores based on the following major indicators: retention, academic performance (GPA) and course completion.

The attached report provides a current picture of the performance of the test-optional admits and the success of the five-year pilot admissions program that began in fall 2007 at Salisbury University. Based on the data, the pilot program will proceed while Salisbury University continues to admit test-optional students as an exception to University System of Maryland *BOR Policy III-4.0 – Policy on Undergraduate Admission*.

# Assessment Report of the Test-Optional Admissions Policy for Salisbury University

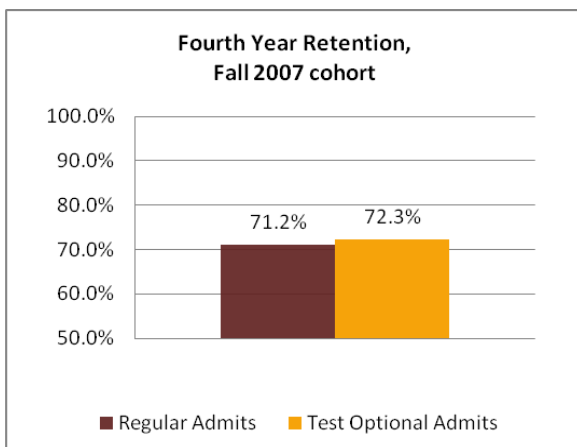
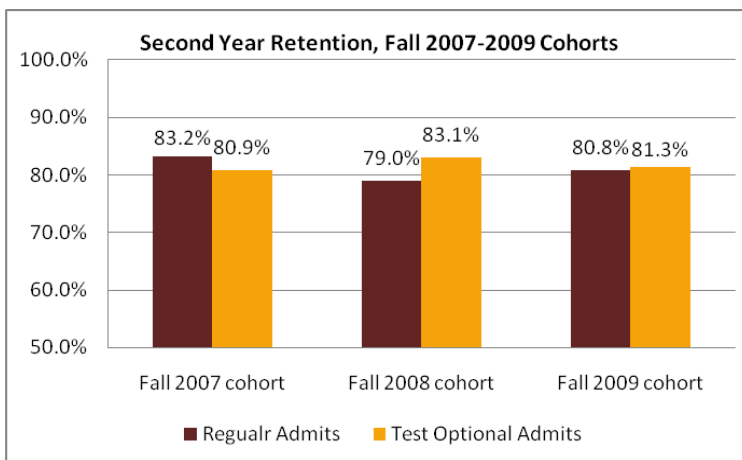
Fall 2007 - Fall 2010

Submitted on Behalf of the Assessment Committee  
October 27, 2010

The Test-Optional Pilot Program at Salisbury University is now entering its fourth year of study, with three years of data available for the 2007 cohort, two years for the 2008 cohort and one-year data for the 2009 cohort. The test-optional policy allows the University to provide access for students whose standardized testing is not indicative of their high school record of performance. The option of submitting test scores for admission was available to freshman applicants with high school minimum grade point averages (GPA) of 3.5 on a 4.0 scale. Major academic indicators such as retention rate, GPA and course completion were analyzed for both groups of test-optional and test-submitted freshmen for the past three years.

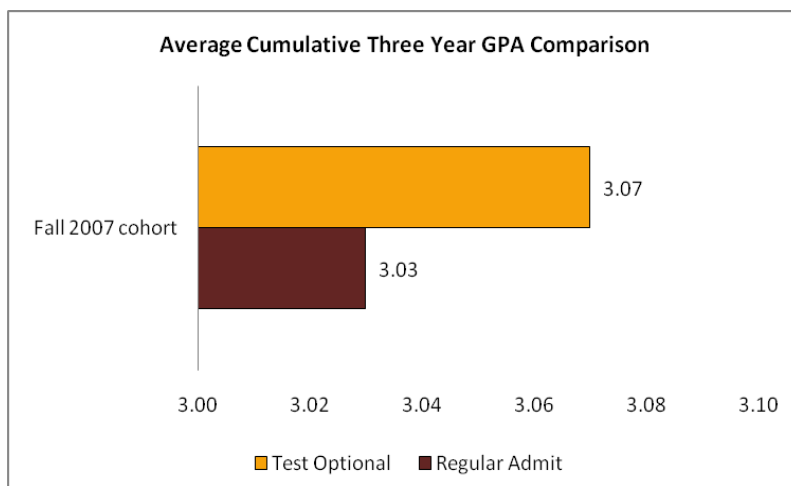
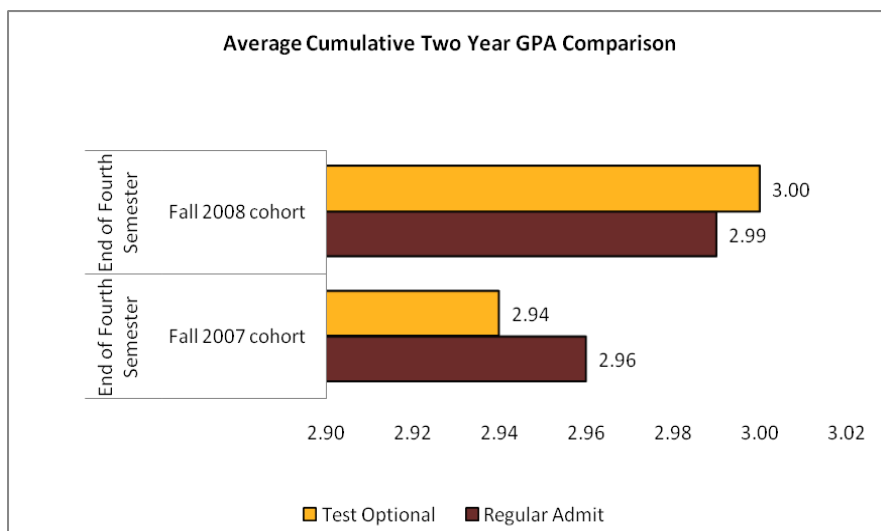
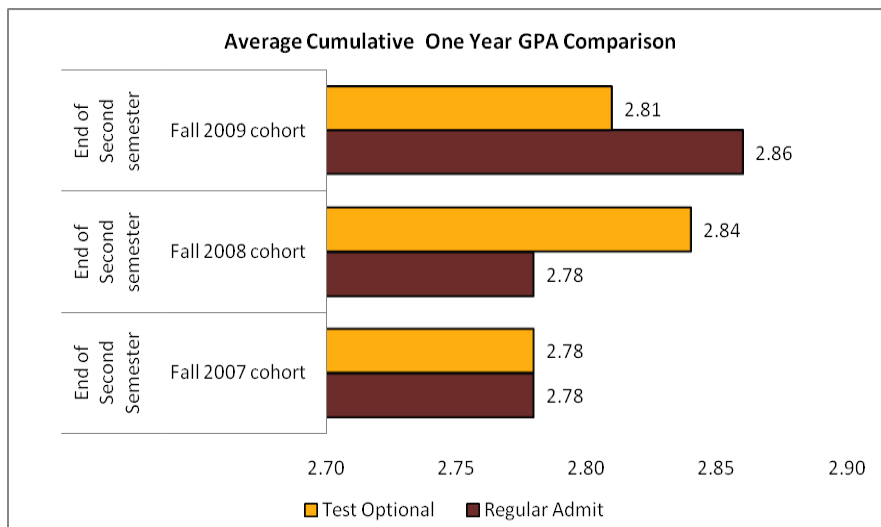
## Retention

Data from the first three years for the 2007 - 2009 cohorts showed test-optional students retaining as well as test-submitted students. The fall 2008 cohort marked a statistically significant gain in retention for the test-optional admits (81.3%) over the regular admits (79%) during the same year. The retention rates for the fall 2007 cohort showed essentially no difference between the test-optional (72.3%) and test-submitted (71.2%) students as they returned for the fourth year.



## Average Salisbury University GPA

Analysis of average SU GPAs for the three cohorts indicated similar performance between the test-optional and regular-admitted groups. For all three years, the test-optional admits and regular admits had similar GPAs after one, two and three years, where applicable.



Course Completion

Course completion rates provided some of the most compelling and consistent evidence that test-optional admits performed as well as their peers. Test-optional students followed through on the courses for which they registered, providing efficient use of resources. Test-optional students in all three of the cohorts outperformed their peers in course completion after one, two and three years. Course completion rates, represented as a percentage of earned hours divided by attempted hours, were cumulative across all semesters included.

