

**IMPLEMENTATION AND RESULTS OF THE TEXAS AUTOMATIC ADMISSIONS LAW
(HB 588)**

**at
THE UNIVERSITY OF TEXAS AT AUSTIN**

**DEMOGRAPHIC ANALYSIS
FALL 2002**

**ACADEMIC PERFORMANCE OF TOP 10% AND NON-TOP 10% STUDENTS (Revised)
ACADEMIC YEARS 1996-2001**

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Introduction

This is the fifth in a series of reports on the demographic makeup of Top 10% students entering The University of Texas at Austin. These reports were developed to provide easy access to data for the general public, policy analysts, political decision-makers, and fellow academicians. It documents the University's progress towards achieving diversity after the *Cheryl J. Hopwood, et.al. v State of Texas*¹ decision in 1996.

This report also documents the performance of students admitted through a process fashioned by the passage of HB 588, a legislative response to *Hopwood* which requires the automatic admission of any student graduating in the top 10% of his/her high school graduating class, and compares them to fall 1996, the last year in which students were admitted under a classic admissions model using affirmative action to assure the accomplishment of the University's diversity goals.² Past reports included persistence of these students. Beginning this year, separate reports will be issued illustrating continuance and graduation rates.

This year marks the fifth year in which performance data are collected on entering classes in which affirmative action was not an option for UT admissions staff. Performance data focus on GPAs of the entering classes of 1997-2001 and are disaggregated by college, gender, racial/ethnic groups and college admission test score intervals. This report also includes demographic data for fall 2002 entering freshmen.

Important technical note: Five years of performance is also an appropriate point in which to review and revise data previously illustrated in Reports 1 through 4. Specifically, the 2001 internal development of a new concordance between the ACT Assessment and the SAT I: Reasoning Test, and the Admissions business decision to replace all older concordances, allows for more a precise translation of the ACT to the SAT score scale. (This is done in order to have a test score value on a common scale for all entering freshmen.) The utilization of a new concordance also allows for the application of a more current and appropriate "common yardstick" for future reports. Demographic data are unchanged. The resulting revisions are limited *only* to mean SAT scores (generally revised upward by 5-15 points), and n-counts reported in SAT score intervals. Mean GPAs for SAT score intervals have been revised, but actual differences are negligible and none of the major observations of the previous reports have changed as a result of these revisions.³

As stated in earlier reports, this is but another chapter of a larger social and educational story. It is not an evaluation of past affirmative action policies. It is not a statement of the success or failure of policies using or not using affirmative action. It is not a proposed blueprint for other universities or public institutions seeking diversity. It is not representative of the higher education experience in all of Texas. It is merely another chapter about what has happened at The University of Texas at Austin the year before and since the end of the use of affirmative action in admissions.

Because of the technical note above, and the large number of requests for data, this report is expanded as well as revised.

Admissions at The University of Texas at Austin

Throughout the U.S., many recent assaults on the use of affirmative action took the form of referenda or changes in administrative and legislative codes. These processes generally included public input and debate. *Hopwood*, on the other hand, was a judicial fiat. In 1996, the US Fifth Circuit Court of Appeals removed affirmative action as a tool available to the admissions offices of public universities in the states of Texas, Mississippi, and Louisiana. For UT Austin officials there was neither choice nor debate. If the university family was to bear any resemblance to the state's general population, a wholesale re-evaluation and re-structuring of student affairs processes (especially admissions) had to take place.⁴

The Texas Legislature responded with the passage of HB 588, more commonly known as the "Top 10% Law." The law is often misinterpreted as an assault on affirmative action. In reality, it was legislation generated by the advocates of diversity, led by African American and Latino legislators, to increase the chances of enrolling a diverse class, especially at the flagship universities—The University of Texas at Austin and Texas A&M University at College Station. Governor George W. Bush signed the bill into law in the spring of 1997.

During the years immediately preceding *Hopwood*, The University of Texas used what has been described as a "Classic Model" for making admissions decisions. The model included factors that allowed for the easy and efficient processing of very large numbers of applications. Decisions were made after distributing students in descending order based on a predicted freshman grade point average. The prediction formula, a multiple regression equation, relied on the combined SAT score (or a concorded ACT score) and high school class rank. For a variety of reasons, strict adherence to such a policy could not, by itself, produce diverse classes. The ACT/SAT, like virtually all standardized tests at all levels of education, has a well-documented history of differential performance gaps among socio-economic, gender, and racial-ethnic groups.⁵ To meet its long-cherished diversity goals, and in order to enroll a freshman class bearing some resemblance to the state itself, the University used affirmative action. This policy was in place until *Hopwood* forced its removal. The last freshman class admitted to UT Austin under such a classic model was during the summer/fall of 1996.

With the entering class of 1997, the University's admission policy expanded to include the following factors:

1. The Academic Index (AI)

High School Record:

- Class rank
- Completion of UT required high school curriculum
- Extent to which students exceed the UT required units
- SAT/ACT score

2. The Personal Achievement Index (PAI)

- Scores on two essays
- Leadership
- Extracurricular Activities
- Awards/honors
- Work experience
- Service to school or community
- Special circumstances:
 - Socio-economic status of family
 - Single parent home
 - Language spoken at home
 - Family responsibilities
 - Socio-economic status of school attended
 - Average SAT/ACT of school attended in relation to student's own SAT/ACT

Test scores and class rank are still considered, but the ambition to tackle rigorous high school coursework, the production of quality prose, the desire to make a difference in one's school, home, or community, evidence of employability (work), and some sense of having excelled in any number of areas are also considered. Moreover, admissions officials place these attributes in the context of the circumstances under which the student lived. Since 1997, the rational, thoughtful, and reasoned judgments of people complemented prediction formulas. Throughout the United States, many social scientists, educators, and reformers, chief among them the University of California System President Richard Atkinson, called for this "holistic approach" and advocated reducing the emphasis on

test scores. The University of Texas implemented such an admissions routine in 1997 and since then has analyzed the qualities each applicant would bring to an entering freshman class. Furthermore, retention rates and performance have remained stable or increased since that reform.⁶

For purposes of comparison, however, the entering class of 1997 does not provide a good contrast with 1996 (the last year of affirmative action). 1997 was a transition year not directly affected by HB 588.

Executive Summary – Year 2002 Highlights

- ✍✍ The University of Texas at Austin received more freshman applications, and admitted and enrolled more students during the summer/fall of 2002 than any other cohort in its history.
- ✍✍ While the percentage of non-white entering freshmen steadily increased from 1996 to 2001 (from 35% to 39%), the percentage decreased slightly from 2001 to 2002 (39% to 38%). This was due to a slight decrease in the percentage of Asian-Americans (from 19% to 18%).
- ✍✍ The major underrepresented populations, African Americans and Hispanics, were unchanged from 2001 at 3% and 14%, respectively.
- ✍✍ The percentages of automatically-admitted students among enrolled students graduating from Texas high schools continue to increase and are highest among non-whites, especially Hispanics.
- ✍✍ Standardized admissions test scores showed an increase for top 10% students for the first time since 1996. The difference in mean scores between Top 10% and Non-Top 10% has narrowed to only 4 points on the SAT score scale (Top 10% = 1226; Non-Top 10% = 1222), but the Top 10% students still outperform their Non-Top 10% classmates.

But as stated above, this is a small part of a larger social and educational story. The rest of this report will focus on longer trends, i.e., seven years of demographics (1996-2002) and five years of performance (1997-2001) under an admissions model focused on the automatic admission of top 10% Texas high school graduates, the combination of classic admissions, holistic reviews, and *sans* affirmative action. The five years of performance will be compared to 1996, the last year in which affirmative action was available to UT admissions officers. (Note: This report does not presume 1996 to be an ideal or representative year for illustrating or evaluating affirmative action policies. 1996 is used because of a fair assumption that the latest data are preferred.)

Demographic Analysis—1996-2002

Table 1 below illustrates the numbers of applicants, admits, and enrolled students from 1996 through 2002. Throughout this report, n-counts for each year include the combination of summer and fall students. For enrolled, the n-count includes the first-time freshmen for the fall plus those entering during the preceding summer and continuing into the fall. Since the size of the entering classes have increased significantly, it is appropriate to focus on percentages.

Important note: Table 1 is the only table illustrating all first-time freshmen. Table 2 and those that follow include only graduates of Texas high schools. Graduates of Texas high schools are isolated because HB 588 grants an automatic admission entitlement only to graduates of public and accredited non-public high schools in Texas.

As stated in the Executive Summary above, the percentages of Non-White representation in the applied/admitted/enrolled categories were lowest in 1997. Generally, pre-*Hopwood* diversity levels were restored by 1998 or 1999 in the admitted and enrolled populations and have held steady. Since 1996, among the enrolled, Whites experienced the greatest decrease (-3%); Asian-Americans showed the greatest increase (+3%); while African-American and Hispanics fluctuated slightly (+/- 1%).

Table 1
Applicants/Admits/First-Time Freshmen
Summers and Falls Combined
1996-2002

	Applicants													
	1996		1997		1998		1999		2000		2001		2002	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	10584	61	9134	61	10138	60	11051	58	12737	59	11723	56	12603	57
Native American	119	1	67	<1	94	1	87	<1	107	<1	127	1	110	<1
African American	809	5	639	4	660	4	1030	5	1186	6	1053	5	1159	5
Asian American	2363	14	2184	15	2491	15	2668	14	2939	14	3123	15	3259	15
Hispanic	2492	14	1955	13	2338	14	2831	15	3087	14	3164	15	3487	16
International	896	5	946	6	958	6	1199	6	1404	7	1673	8	1447	7
Unknown	0	0	57	<1	118	1	64	<1	79	<1	123	1	114	1
Total	17263	100	14982	100	16797	100	18930	100	21539	100	20986	100	22179	100
	Admits													
	1996		1997		1998		1999		2000		2001		2002	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	7167	63	7964	65	7659	64	7421	62	8162	62	7787	61	8258	61
Native American	63	1	54	<1	59	<1	47	<1	59	<1	68	1	61	<1
African American	501	4	419	3	401	3	517	4	562	4	445	3	494	4
Asian American	1654	14	1938	16	1942	16	1970	16	2151	16	2198	17	2298	17
Hispanic	1761	15	1592	13	1620	14	1705	14	1823	14	1815	14	1945	14
International	310	3	312	3	252	2	248	2	471	4	355	3	379	3
Unknown	0	0	10	<1	42	<1	41	<1	28	<1	65	1	41	<1
Total	11456	100	12289	100	11975	100	11949	100	13256	100	12733	100	13476	100
	Enrolled													
	1996		1997		1998		1999		2000		2001		2002	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	4159	65	4730	67	4399	65	4447	63	4801	63	4447	61	4882	62
Native American	34	<1	36	1	37	<1	28	<1	32	<1	34	<1	35	<1
African American	266	4	190	3	199	3	286	4	296	4	242	3	272	3
Asian American	942	15	1130	16	1133	17	1221	17	1325	17	1413	19	1452	18
Hispanic	932	14	892	13	891	13	976	14	1011	13	1024	14	1137	14
International	97	2	107	2	83	1	82	1	217	3	139	2	157	2
Unknown	0	0	0	0	2	<1	0	0	4	<1	38	<1	0	0
Total	6430	100	7085	100	6744	100	7040	100	7686	100	7337	100	7935	100

Source: The University of Texas at Austin, Office of Institutional Studies, *Statistical Handbook*, 1996-2002 editions.

Table 2
TOP 10% STUDENTS ADMITTED TO UT-AUSTIN BY RACIAL/ETHNIC BACKGROUND
Admits from Texas High Schools (HB 588 Automatic Admits)
Summer/Fall Combined

ETHNICITY	1997		1998		1999		2000		2001		2002	
	N	% of Admits*	N	% of Admits*	N	% of Admits*	N	% of Admits*	N	% of Admits*	N	% of Admits*
White	2262	28	2561	33	2753	37	3182	39	3213	41	3527	43
African American	118	28	143	36	268	52	291	52	245	55	278	56
Asian American	803	41	863	44	998	51	1034	48	1081	49	1211	53
Hispanic	613	39	734	45	911	53	1020	56	1012	56	1177	61

* "% of Admits" refers to the percentage of a racial/ethnic group automatically admitted under the provisions of HB 588. For example, in 1997, 2262 of 7964 (see Table 1) Whites were automatically admitted. That is 28%.

Figure 2

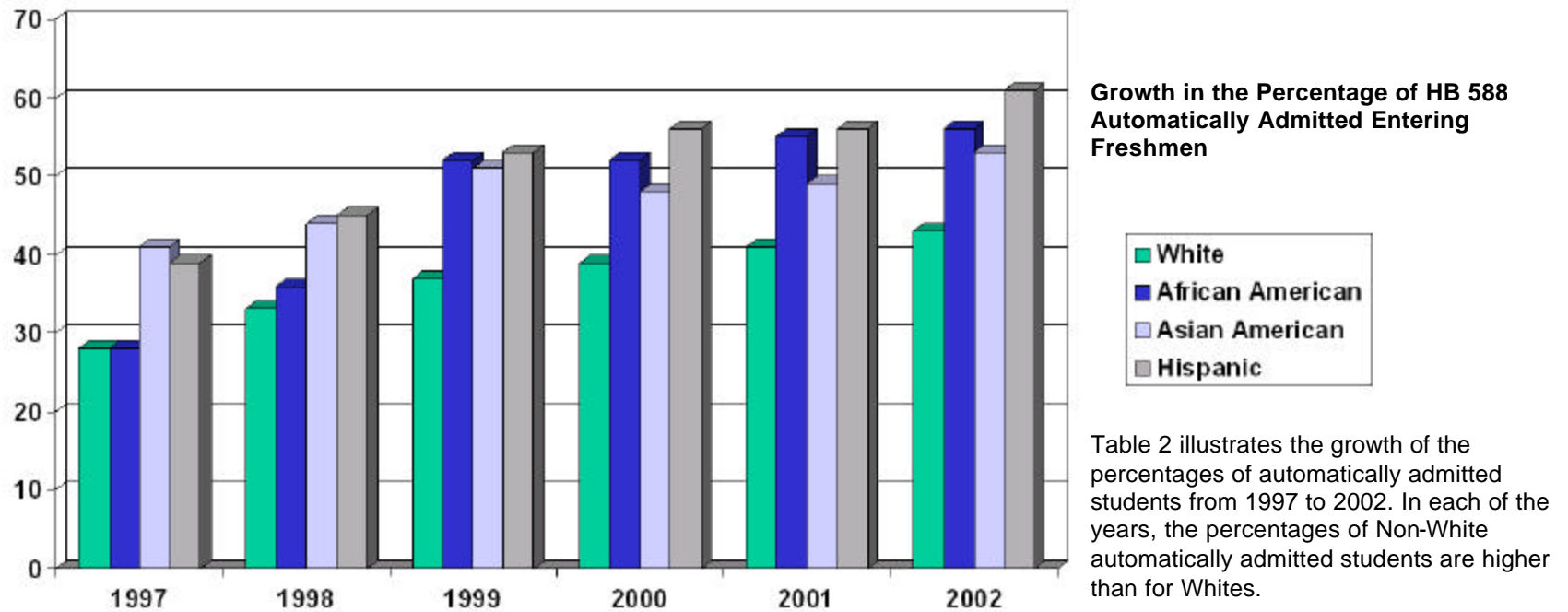


Table 3
MEAN COLLEGE ADMISSION TEST SCORES OF ENROLLED TOP 10% AND NON-TOP 10% STUDENTS
Graduates of Texas High Schools

Note: The numbers below, and throughout this report, represent SAT combined scores and concorded ACT scores. These values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date.

	1996	1997	1998	1999	2000	2001	2002
Top 10%	1253	1249	1243	1231	1226	1225	1226
Non-Top 10%	1197	1180	1193	1193	1205	1215	1222
Total	1220	1205	1214	1210	1215	1220	1224

Figure 3

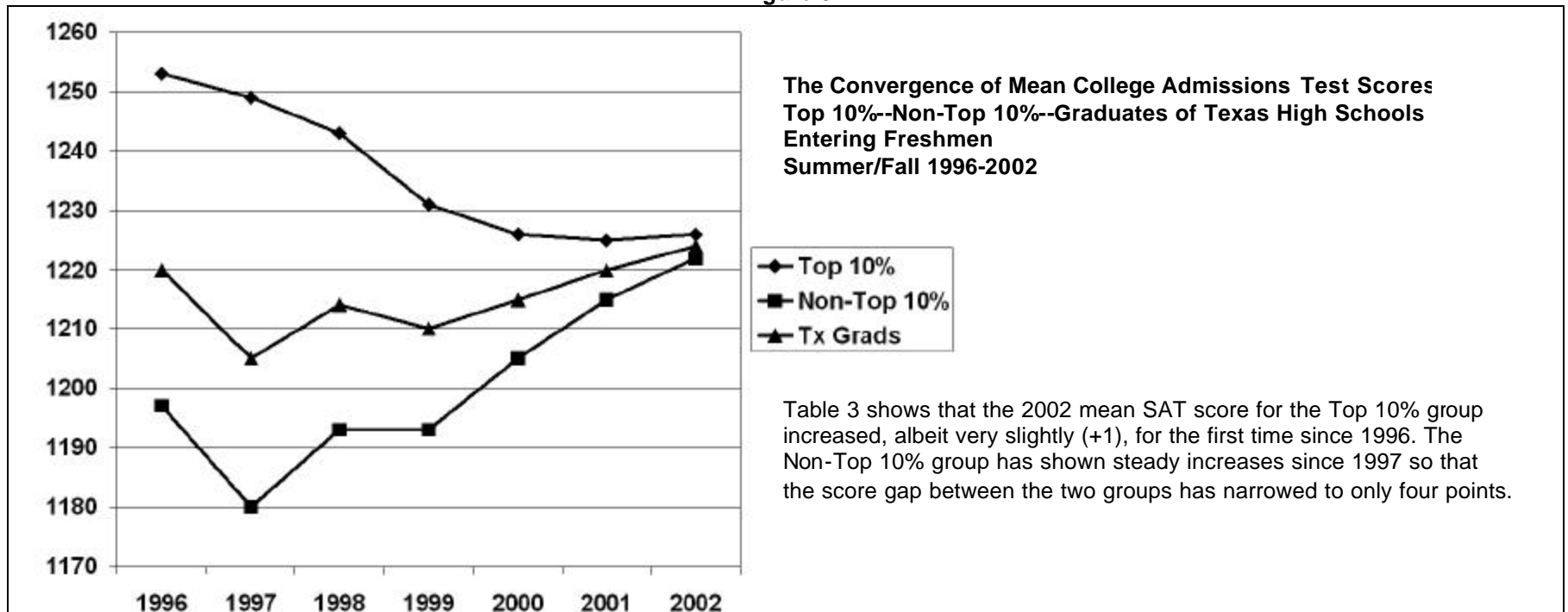


Table 4 (a)
SAT SCORE RANGES FOR ENROLLED FRESHMEN TOP 10% STUDENTS
Graduates of Texas High Schools
FALL 1996-2002

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. N-counts and percentages are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date.

SAT Ranges (ACT Values)	1996		1997		1998		1999		2000		2001		2002	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<900 (<18)	15	1	16	1	27	1	68	2	82	2	81	2	98	3
900-990 (18-21)	54	2	76	3	89	4	122	4	176	5	190	6	223	6
1000-1090 (21-23)	297	12	251	11	309	12	375	13	439	13	440	13	522	13
1100-1190 (23-26)	475	20	439	19	473	19	540	18	669	20	692	20	728	19
1200-1290 (26-28)	622	26	632	27	664	26	762	26	810	24	811	24	933	24
1300-1390 (29-31)	557	23	546	23	557	22	636	22	675	20	704	21	848	22
1400-1490 (31-33)	305	13	300	13	300	12	324	11	381	11	393	11	461	12
1500+ (34-36)	103	4	72	3	94	4	98	3	114	3	112	3	119	3
Total	2428	100	2332	100	2513	100	2925	100	3346	100	3423	100	3932	100
SAT Mean	1253		1249		1243		1231		1226		1225		1226	

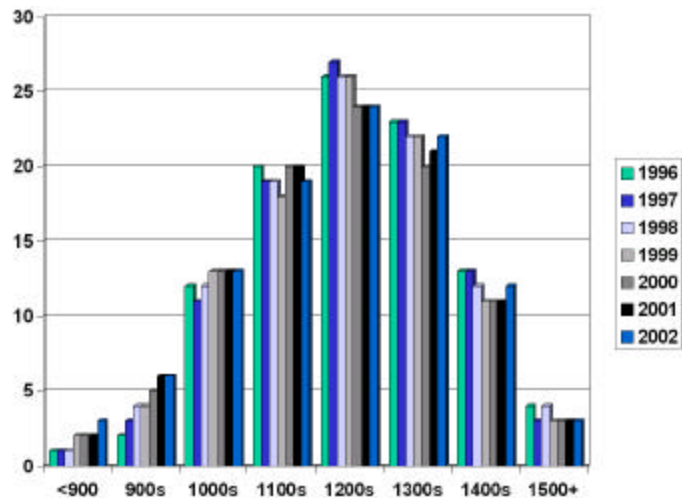


Figure 4 (a)

Distribution by SAT Score Ranges
Top 10% Enrolled Graduates of Texas High Schools
Summer/Fall 1996-2002

Since 1996, the percentages of Top 10% students in the three lower score ranges have increased, while the mid-ranges have decreased. The upper ranges have remained fairly stable.

Table 4 (b)
SAT SCORE RANGES FOR ENROLLED FRESHMEN NON-TOP 10% STUDENTS
Graduates of Texas High Schools
FALL 1996-2002

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. N-counts and percentages are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date.

SAT Ranges (ACT Values)	1996		1997		1998		1999		2000		2001		2002	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<900 (<18)	40	1	77	2	52	1	47	1	45	1	19	1	43	1
900-990 (18-21)	151	4	226	6	169	5	181	5	117	3	96	3	96	3
1000-1090 (21-23)	482	14	741	18	560	16	602	17	531	14	439	13	374	11
1100-1190 (23-26)	948	28	1118	28	1009	28	965	27	1005	27	806	25	776	24
1200-1290 (26-28)	1046	31	1105	27	1009	28	1018	28	1155	31	1072	33	1074	33
1300-1390 (29-31)	513	15	552	14	591	16	544	15	611	16	572	18	655	20
1400-1490 (31-33)	166	5	181	4	178	5	202	6	193	5	206	6	239	7
1500+ (34-36)	29	1	33	1	29	1	37	1	56	2	45	1	45	1
Total	3375	100	4033	100	3597	100	3596	100	3713	100	3255	100	3302	100
SAT Mean	1197		1180		1193		1193		1205		1215		1222	

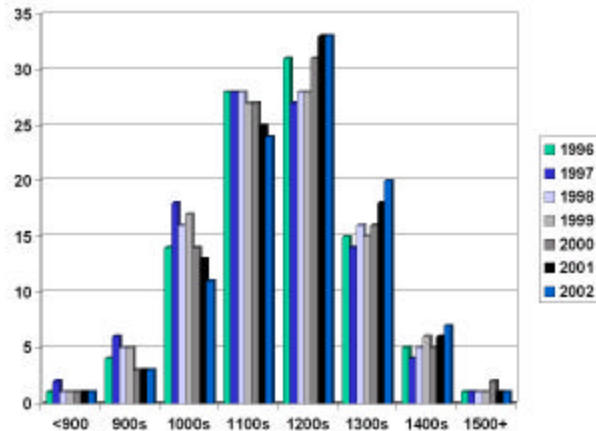


Figure 4 (b)

Distribution by SAT Score Ranges
Non-Top 10% Enrolled Graduates of Texas High Schools
Summer/Fall 1996-2002

Unlike the top-10% group, since 1996, the percentages of Top 10% students in the four lower score ranges decreased, while the next three higher score ranges increased.

Since 1998, SAT means have been steadily increasing to a high of 1222 in 2002.

THE TEXAS ACADEMIC SKILLS PROGRAM (TASP) RESULTS

The State of Texas mandates that its colleges and universities measure student readiness for college-level study through the use of the Texas Academic Skills Program (TASP) test. TASP consists of three achievement tests: reading, mathematics, and writing. Students can be exempt from TASP by an acceptable performance on either the SAT, ACT or the Texas Assessment of Academic Skills (TAAS—Texas' state high school exit test). Table 5 outlines TASP results for top 10% and non-top 10% students entering the University during the summer/fall 1997 through 2002. Students are classified as "exempt" (had high enough TAAS or ACT/SAT scores), "passed" (not exempt but made passing scores on TASP), or "remediation" (scored too low on TASP and participated in required remedial activities). Because of its readiness mission, TASP focuses on minimal skills, as evidenced by the very low percentages of UT students needing remediation even among non-top 10% students. For the past four years only 1% (or less) of both top 10% and non-top 10% UT entering freshmen have required remediation, and on any given year 79% to 96% of freshman groups have exempted, and thus, never took TASP.

Table 5
TASP RESULTS FOR TOP 10% AND NON-TOP 10% STUDENTS
1998-2002

TASP Status	1997		1998		1999		2000		2001		2002	
	Top 10%	Non-Top 10%	Top 10%	Non-Top 10%	Top 10%	Non-Top 10%	Top 10%	Non-Top 10%	Top 10%	Non-Top 10%	Top 10%	Non-Top 10%
Exempt (%)	79	79	89	82	90	85	90	88	91	91	96	95
Passed (%)	19	18	10	15	9	14	8	10	8	8	4	5
Remediation (%)	2	3	1	3	1	1	1	1	1	1	<1	1
Total (N-count)	2332	4003	2513	3597	2925	3596	3346	3713	3423	3255	3932	3302

Table 6
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
1996-2001
Graduates of Texas High Schools

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. GPAs and n-counts are revised from previous reports.

SAT Ranges (ACT Values)	1996				1997				1998				1999				2000				2001			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900 (<18)	15	2.61	40	2.11	16	2.08	77	2.14	27	2.34	52	2.28	68	2.62	47	2.40	82	2.52	45	2.49	81	2.32	19	2.46
900-990 (18-21)	54	2.58	151	2.46	76	2.86	226	2.32	89	2.68	169	2.37	122	2.85	181	2.49	176	2.86	117	2.61	190	2.75	96	2.59
1000-1090 (21-23)	297	2.83	482	2.50	251	2.72	741	2.47	309	2.88	560	2.60	375	2.90	602	2.58	439	2.94	531	2.69	440	2.87	439	2.57
1100-1190 (23-26)	475	3.04	948	2.62	439	3.07	1118	2.59	473	2.97	1009	2.67	540	3.09	965	2.63	669	3.09	1005	2.76	692	3.08	806	2.70
1200-1290 (26-28)	622	3.19	1046	2.67	632	3.24	1105	2.66	664	3.22	1009	2.76	762	3.23	1018	2.84	810	3.28	1155	2.87	811	3.28	1072	2.87
1300-1390 (29-31)	557	3.39	513	2.76	546	3.41	552	2.93	557	3.46	591	2.86	636	3.47	544	2.98	675	3.50	611	3.06	704	3.50	572	3.10
1400-1490 (31-33)	305	3.56	166	3.07	300	3.59	181	3.08	300	3.66	178	3.15	324	3.66	202	3.11	381	3.67	193	3.27	393	3.67	206	3.24
1500+ (34-36)	103	3.66	29	3.05	72	3.67	33	3.04	94	3.74	29	3.20	98	3.81	37	3.45	114	3.78	56	3.13	112	3.79	45	3.27
Total/Mean	2428	3.21	3375	2.65	2332	3.23	4033	2.64	2513	3.23	3597	2.72	2925	3.25	3596	2.76	3346	3.26	3713	2.86	3423	3.24	3255	2.85
SAT Mean	1253		1197		1249		1180		1243		1193		1231		1193		1226		1205		1225		1215	

Table 6 above provides powerful validation of the predictive power of class rank. With only two exceptions at the lowest SAT score range (in 1997 and 2001), when top 10% students are compared to non-top 10% students, top 10% freshmen significantly out-performed their classmates. Indeed, at the mid-ranges where most students are located, top 10% students performed as well as non-top 10% students scoring 200-300 points higher on the SAT scale.

The mean GPA of the top 10% group has remained remarkably consistent since 1996 (from a low of 3.21 in 1996 to a high of 3.26 in 2000). The range of the mean GPA of the non-top 10% group is somewhat wider (from 2.64 in 1997 to 2.86 in 2000). There is a noticeable trend of increasing mean GPAs for the non-top 10% group.

Performance gaps between top 10% and non-top 10% students reached its height in 1997 (-0.59) and slowly narrowed (-0.39) by 2001 as the mean SAT gaps closed (from -69 in 1997 to only -10 in 2001).

Table 6 (a)
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
1996-2001
Graduates of Texas High Schools
White Students

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. GPAs and n-counts are revised from previous reports.

SAT Ranges (ACT Values)	1996				1997				1998				1999				2000				2001			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900 (<18)			13	2.03	2	1.79	27	2.28	5	2.49	11	2.01	7	2.72	16	2.48	9	2.52	15	2.49	7	1.91	6	2.28
900-990 (18-21)	5	2.89	62	2.34	17	3.00	97	2.36	23	2.63	77	2.44	25	2.86	76	2.51	33	2.87	63	2.55	50	2.61	39	2.55
1000-1090 (21-23)	119	2.79	253	2.50	114	2.75	484	2.49	120	2.85	340	2.60	141	2.95	386	2.61	180	2.88	328	2.69	169	2.90	244	2.58
1100-1190 (23-26)	280	3.04	608	2.65	240	3.09	777	2.56	280	2.97	720	2.67	271	3.13	679	2.65	372	3.08	705	2.76	398	3.05	510	2.75
1200-1290 (26-28)	397	3.14	764	2.67	414	3.25	823	2.66	427	3.22	712	2.76	483	3.25	744	2.82	540	3.29	814	2.86	537	3.26	726	2.85
1300-1390 (29-31)	400	3.40	371	2.75	350	3.39	417	2.92	381	3.44	450	2.82	409	3.46	405	2.97	450	3.47	439	3.05	460	3.47	388	3.12
1400-1490 (31-33)	219	3.51	121	3.09	217	3.57	130	3.07	196	3.63	124	3.16	220	3.63	141	3.10	261	3.65	130	3.25	255	3.66	137	3.30
1500+ (34-36)	77	3.66	23	3.10	54	3.64	26	2.86	65	3.72	23	3.36	64	3.80	25	3.39	76	3.79	35	3.25	66	3.81	26	3.26
Total/Mean	1497	3.24	2215	2.68	1408	3.28	2781	2.65	1497	3.26	2457	2.73	1620	3.32	2472	2.77	1921	3.31	2529	2.86	1942	3.28	2076	2.87
SAT Mean	1280		1214		1275		1194		1267		1206		1267		1205		1262		1212		1257		1223	

Table 6 (a) illustrates differences in performance of White students. The predictive power of class rank is evident with this group. When top 10% students are compared to non-top 10% students at every SAT score range, top 10% freshmen significantly out-performed their classmates except in rare instances at the lowest SAT range and with very few students. At the mid-ranges where most students are located, top 10% students performed as well as non-top 10% students scoring 200-300 points higher on the SAT scale.

The mean GPA of the top 10% group has remained consistent since 1996 (from a low of 3.24 in 1996 to a high of 3.32 in 1999). The range of the mean GPA of the non-top 10% group is wider (from 2.65 in 1997 to 2.87 in 2001). There is a clear trend of increasing mean GPAs for the non-top 10% group.

Performance gaps between top 10% and non-top 10% students reached its height in 1997 (-0.63) and slowly narrowed (-0.41) by 2001 as the mean SAT gaps closed (from -81 in 1997 to -34 in 2001).

Table 6 (b)
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
1996-2001
Graduates of Texas High Schools
African American Students

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. GPAs and n-counts are revised from previous reports.

SAT Ranges (ACT Values)	1996				1997				1998				1999				2000				2001			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900 (<18)	2	2.83	12	2.20	3	2.37	23	2.02	2	2.50	18	2.25	23	2.40	13	2.30	25	2.40	11	2.29	22	2.20	6	2.37
900-990 (18-21)	5	1.94	16	2.48	5	2.96	29	2.27	9	2.76	18	2.47	30	2.96	18	2.46	29	2.83	15	2.67	19	2.60	8	2.45
1000-1090 (21-23)	27	2.69	51	2.50	11	2.79	31	2.33	22	2.65	25	2.63	40	3.02	30	2.49	36	2.99	25	2.64	38	2.74	22	2.52
1100-1190 (23-26)	29	2.71	50	2.65	12	3.01	34	2.40	19	3.12	25	2.75	36	2.93	26	2.52	27	3.02	39	2.82	29	2.92	22	2.68
1200-1290 (26-28)	23	3.24	26	2.29	14	3.36	15	2.47	11	3.07	22	2.89	22	3.18	18	2.99	27	3.05	25	2.58	23	3.31	31	2.78
1300-1390 (29-31)	5	3.24	7	2.23	4	3.54	3	2.77	3	3.56	8	3.10	9	3.34	5	2.51	11	3.36	11	3.02	5	3.81	9	3.06
1400-1490 (31-33)			2	2.97	1	3.97			3	3.93	3	3.16			2	3.27	1	4.00	2	3.84	1	3.64		
1500+ (34-36)															1	3.68			1	2.29				
Total/Mean	91	2.84	164	2.48	50	3.08	135	2.31	69	2.95	119	2.66	160	2.94	113	2.58	156	2.91	129	2.70	137	2.81	98	2.68
SAT Mean	1139		1100		1139		1038		1111		1091		1058		1080		1068		1122		1059		1137	

Table 6 (b) illustrates differences in performance of African American students. Trends for this group, however, are not as easily identifiable because of small n-counts in some of the cells, but the predictive power of class rank is still evident with this group. When Top 10% students are compared to Non-Top 10% students at every SAT score range, top 10% freshmen out-performed their classmates except in rare instances. At the mid-ranges where most students are located, top 10% students generally performed as well as non-top 10% students scoring 200-300 points higher on the SAT scale.

The mean GPA of the top 10% group is not as consistent as with other groups, but this is likely the result of the small n-counts. Unlike the other groups, the mean GPA for the top 10% group hit a six year low with the entering class of 2001. Since 1997, the mean GPA of the non-top 10% group noticeably increased (from a low of 2.31 in 1997 to 2.70 and 2.68 in 2000 and 2001, respectively).

Performance gaps between top 10% and non-top 10% students reached its height in 1997 (-0.77) and narrowed by 2001 (-0.13). This generally corresponded to increasing mean SAT scores for non-top 10% students. Indeed, beginning with 1999 non-top 10% students posted higher mean SAT scores than their top 10% classmates.

Table 6 (c)
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
1996-2001
Graduates of Texas High Schools
Asian American Students

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. GPAs and n-counts are revised from previous reports.

SAT Ranges (ACT Values)	1996				1997				1998				1999				2000				2001			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900 (<18)	2	2.36	3	2.11	2	1.80	6	2.31			4	1.98	4	3.14	3	2.43	10	2.56	5	2.29	9	2.03	1	1.13
900-990 (18-21)	7	2.80	18	2.62	13	2.73	33	2.58	13	2.83	25	2.39	17	3.00	28	2.63	22	3.00	19	2.78	34	2.69	12	2.62
1000-1090 (21-23)	44	3.11	52	2.67	37	2.57	94	2.33	50	3.00	90	2.67	61	2.98	80	2.57	78	3.02	78	2.78	76	2.89	61	2.56
1100-1190 (23-26)	77	3.12	135	2.59	97	3.09	153	2.75	78	3.12	139	2.75	105	3.05	146	2.58	118	3.25	139	2.74	116	3.14	144	2.60
1200-1290 (26-28)	113	3.39	133	2.72	131	3.26	157	2.70	137	3.32	161	2.84	133	3.22	154	2.90	133	3.32	189	2.96	144	3.30	187	2.99
1300-1390 (29-31)	98	3.46	86	2.88	139	3.49	82	3.05	129	3.49	86	3.00	165	3.56	91	3.01	156	3.58	115	3.15	185	3.58	129	3.08
1400-1490 (31-33)	66	3.72	31	3.24	70	3.69	36	3.15	86	3.71	33	2.97	92	3.70	47	3.11	103	3.72	48	3.26	114	3.73	57	3.14
1500+ (34-36)	23	3.68	3	3.69	16	3.72	6	3.74	26	3.78	4	2.87	32	3.85	10	3.53	33	3.78	13	3.04	40	3.78	16	3.32
Total/Mean	430	3.38	461	2.74	505	3.29	567	2.73	519	3.38	542	2.79	609	3.36	559	2.80	653	3.40	606	2.94	718	3.35	607	2.89
SAT Mean	1272		1213		1263		1193		1277		1201		1268		1210		1257		1225		1262		1242	

Table 6 (c) illustrates differences in performance of Asian American students. The predictive power of class rank is especially evident with this group. With only two exceptions in 1997, when top 10% students are compared to non-top 10% students in every year at every SAT score range, top 10% freshmen significantly outperformed their classmates. At the mid-ranges where most students are located, top 10% students performed as well as non-top 10% students scoring 200-300 points higher on the SAT scale.

The mean GPAs of the top 10% group have remained consistent since 1996 (from a low of 3.29 in 1997 to a high of 3.40 in 2000). The range of the mean GPAs of the non-top 10% group is slightly wider (from 2.73 in 1997 to 2.94 in 2000). The trend of increasing mean GPAs for the non-top 10% group is not as evident for Asian Americans, possibly because those GPAs are the highest among all of the racial/ethnic groups.

Performance gaps between top 10% and non-top 10% students reached its height in 1996 (-0.64) and narrowed by 2001 and 2002 to -0.46 as the mean SAT gaps closed (from -76 in 1998 to -20 in 2001).

Table 6 (d)
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
1996-2001
Graduates of Texas High Schools
Hispanic Students

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. GPAs and n-counts are revised from previous reports.

SAT Ranges (ACT Values)	1996				1997				1998				1999				2000				2001			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900 (<18)	11	2.61	12	2.11	9	2.11	21	2.05	20	2.29	19	2.52	32	2.75	15	2.40	38	2.57	14	2.73	43	2.51	6	2.94
900-990 (18-21)	36	2.54	54	2.54	41	2.83	67	2.17	44	2.66	49	2.23	50	2.71	58	2.41	90	2.83	19	2.60	86	2.90	36	2.64
1000-1090 (21-23)	105	2.80	124	2.43	89	2.74	126	2.55	113	2.94	100	2.54	130	2.78	103	2.51	144	2.96	95	2.58	149	2.87	107	2.55
1100-1190 (23-26)	88	3.05	149	2.51	85	3.01	146	2.62	95	2.83	114	2.54	126	3.09	110	2.60	150	3.01	109	2.80	143	3.13	116	2.60
1200-1290 (26-28)	84	3.15	112	2.68	71	3.16	97	2.61	86	3.10	102	2.64	116	3.16	92	2.81	102	3.22	109	2.86	93	3.29	111	2.83
1300-1390 (29-31)	51	3.26	43	2.63	51	3.35	47	2.82	39	3.43	39	2.93	47	3.26	34	2.92	51	3.47	41	2.92	41	3.32	37	2.96
1400-1490 (31-33)	18	3.60	10	2.31	10	3.33	14	2.97	14	3.60	16	3.45	10	3.78	11	3.35	14	3.60	9	3.38	15	3.55	11	3.09
1500+ (34-36)	3	3.50	2	1.34	2	4.00	1	3.35	3	3.71	2	2.02	2	3.66	1	3.91	2	3.27	5	3.42	5	3.74	2	3.60
Total/Mean	396	3.00	506	2.52	358	2.99	519	2.55	414	2.96	441	2.59	513	3.00	424	2.64	591	3.04	401	2.78	575	3.04	426	2.71
SAT Mean	1158		1136		1147		1128		1134		1140		1129		1128		1114		1158		1109		1149	

Table 6 (d) illustrates differences in performance of Hispanic students. The predictive power of class rank is evident with this group. With the exception of a few instances with low n-counts, when top 10% students are compared to non-top 10% students at every SAT score range, top 10% freshmen out-performed their classmates. At the mid-ranges where most students are located, top 10% students performed as well as non-top 10% students scoring 200-300 points higher on the SAT scale.

The mean GPAs of the top 10% group have remained remarkably consistent since 1996 (from a low of 2.96 in 1998 to a high of 3.04 in 2000 and 2001). The range of the mean GPAs of the non-top 10% group is slightly wider (from 2.52 in 1996 to 2.78 in 2000). The trend of increasing mean GPAs for the non-top 10% group is from 1996 to 2000 stalled in 2001, but is still improved over mean GPAs from 1996-1999.

Performance gaps between top 10% and non-top 10% students reached its height in 1996 (-0.48) and narrowed by 2000 to -0.26 as the mean SAT for the non-top 10% students overtook their top 10% classmates in 1998, and again in 2000 and 2001.

Performance by College/School

Tables 7 (a-f) provide analyses of differences in performance between top 10% and non-top 10% students by racial/ethnic group and college/schools. Previous top 10% reports focused only on Engineering, Business, and Natural Sciences because of concerns voiced about the academic preparedness of automatically admitted top 10% students in those schools. This report expands those analyses to all colleges/schools. Given results reported above, it is not surprising that the results below consistently show, again with rare exceptions usually involving comparisons with very small n-counts, top 10% students outperform their non-top 10% classmates in every college/school in every racial/ethnic group.

Table 7 (a)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
1996

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	27	1296	3.16				4	1160	3.54	7	1236	3.42	38	1270	3.24
Business	318	1277	3.36	20	1183	3.02	97	1276	3.43	58	1178	3.23	495	1261	3.34
Communication	129	1223	3.10	13	1110	2.59	16	1211	3.20	27	1155	3.13	187	1206	3.08
Education	43	1184	3.08	4	1145	2.84	8	1230	3.50	9	1096	3.10	65	1171	3.13
Engineering	208	1335	3.35	13	1122	2.50	83	1346	3.44	68	1221	2.98	374	1309	3.28
Fine Arts	48	1259	3.40				4	1260	3.51	17	1118	2.97	69	1224	3.30
Liberal Arts	371	1293	3.27	17	1132	3.02	55	1288	3.37	104	1134	2.89	548	1258	3.20
Natural Science	333	1274	3.11	19	1150	2.87	157	1241	3.34	99	1142	2.96	613	1240	3.14
Nursing	19	1184	3.01	4	1020	2.60	4	1083	3.05	7	1083	2.56	35	1131	2.88
Social Work	1	1210	4.00	1	1200	3.74	1	1300	2.88				3	1237	3.54
Total	1497	1280	3.24	91	1139	2.84	430	1272	3.38	396	1158	3.00	2428	1253	3.21
College/School	Non-Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	17	1312	2.92							2	1330	3.47	19	1314	2.97
Business	219	1279	2.99	14	1166	3.02	62	1284	3.34	40	1170	2.95	337	1262	3.05
Communication	282	1199	2.72	19	1093	2.52	27	1224	2.77	45	1124	2.52	373	1186	2.69
Education	71	1140	2.71	8	1011	2.76	8	1229	2.51	18	1146	2.46	105	1138	2.66
Engineering	196	1261	2.75	14	1172	2.63	69	1252	2.76	56	1171	2.65	339	1241	2.74
Fine Arts	132	1208	2.86	9	1167	2.50	6	1208	3.04	16	1151	2.86	164	1198	2.84
Liberal Arts	897	1190	2.58	55	1041	2.34	128	1159	2.55	216	1103	2.46	1308	1167	2.55
Natural Science	369	1239	2.55	41	1137	2.35	156	1211	2.63	103	1167	2.39	679	1215	2.53
Nursing	27	1157	2.89	1	1050	1.86	4	1115	2.97	8	1224	2.15	40	1164	2.73
Social Work	5	1194	2.82	3	1150	2.83				2	1000	2.86	10	1142	2.83
Total	2215	1214	2.68	164	1100	2.48	461	1213	2.74	506	1136	2.52	3375	1197	2.65

Table 7 (b)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
1997

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	16	1254	3.56				3	1373	3.49	2	1095	3.59	21	1256	3.55
Business	307	1272	3.38	5	1156	3.03	120	1298	3.47	45	1211	3.33	479	1272	3.39
Communication	121	1248	3.27	6	1223	3.56	13	1235	3.43	32	1127	3.16	172	1223	3.27
Education	34	1169	3.13				7	1106	3.13	12	1113	3.05	54	1149	3.12
Engineering	217	1329	3.28	8	1185	3.26	109	1311	3.26	70	1142	2.70	406	1289	3.18
Fine Arts	44	1238	3.30	1	1230	3.49	4	1298	3.59	8	1160	3.21	57	1231	3.31
Liberal Arts	351	1281	3.28	11	1098	3.08	56	1263	3.29	77	1158	3.04	497	1256	3.24
Natural Science	302	1264	3.18	19	1106	2.84	188	1221	3.19	94	1144	2.93	607	1227	3.13
Nursing	15	1169	2.95				4	1163	3.20	15	1013	2.84	34	1099	2.93
Social Work	1	1250	4.00							3	1097	3.13	4	1135	3.35
Total	1408	1275	3.28	50	1139	3.08	505	1263	3.29	358	1147	2.99	2332	1249	3.23
College/School	Non-Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	30	1244	2.92				4	1328	3.32				34	1254	2.96
Business	286	1267	3.06	4	1258	2.80	85	1256	3.26	33	1214	3.14	411	1260	3.11
Communication	274	1177	2.87	8	1126	2.42	16	1188	2.88	48	1138	2.62	348	1171	2.83
Education	134	1094	2.49	12	976	2.36	14	1096	2.66	27	1041	2.60	188	1079	2.50
Engineering	246	1273	2.71	11	1155	2.53	78	1264	2.89	55	1217	2.52	395	1259	2.72
Fine Arts	131	1162	2.68	8	994	2.85	10	1131	2.73	18	1114	2.82	171	1148	2.70
Liberal Arts	1076	1175	2.54	59	1003	2.12	147	1150	2.43	203	1108	2.47	1496	1157	2.50
Natural Science	543	1203	2.54	30	1043	2.31	209	1176	2.64	123	1118	2.42	910	1181	2.54
Nursing	48	1107	2.47	3	1073	2.45	2	1240	3.17	9	1109	2.89	62	1110	2.56
Social Work	13	1151	2.78							3	980	2.97	16	1119	2.81
Total	2781	1194	2.65	135	1038	2.31	567	1193	2.73	519	1128	2.55	4033	1180	2.64

**Table 7 (c)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
1998**

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	24	1296	3.38				3	1303	3.04	2	1320	3.34	29	1298	3.34
Business	382	1264	3.28	21	1106	3.09	141	1282	3.49	78	1111	2.90	625	1243	3.27
Communication	121	1227	3.33	7	1110	2.84	19	1268	3.26	31	1103	2.94	178	1205	3.24
Education	28	1184	3.17	2	990	2.90	4	1125	3.43	16	1021	2.89	50	1120	3.09
Engineering	281	1329	3.31	5	1080	2.94	126	1318	3.36	84	1168	2.98	497	1296	3.27
Fine Arts	42	1252	3.42				1	1110	4.00	4	1033	2.69	48	1233	3.38
Liberal Arts	284	1263	3.26	17	1114	2.79	54	1288	3.42	74	1126	3.01	432	1237	3.22
Natural Science	314	1253	3.17	16	1161	3.04	167	1248	3.29	118	1157	2.99	621	1230	3.17
Nursing	19	1107	3.01				4	1143	3.66	6	1065	2.73	29	1103	3.04
Social Work	2	1205	2.19	1	800	2.34				1	1160	3.10	4	1093	2.45
Total	1497	1267	3.26	69	1111	2.95	519	1277	3.38	414	1134	2.96	2513	1243	3.23
College/School	Non-Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	18	1324	2.86							3	1240	3.02	21	1312	2.89
Business	125	1290	3.06	7	1163	2.84	25	1288	3.10	12	1192	2.97	170	1278	3.05
Communication	135	1240	2.93	3	1217	3.19	9	1284	3.35	27	1143	2.63	177	1226	2.91
Education	91	1142	2.92	1	940	3.11	6	1080	2.85	10	1152	2.86	111	1137	2.88
Engineering	281	1284	2.67	15	1228	2.94	95	1257	2.83	49	1226	2.66	447	1270	2.71
Fine Arts	106	1186	2.91	3	1053	3.04	8	1171	3.37	16	1132	2.54	135	1177	2.89
Liberal Arts	1165	1180	2.73	60	1031	2.51	174	1169	2.72	212	1110	2.63	1623	1164	2.71
Natural Science	490	1212	2.56	22	1149	2.76	217	1196	2.77	105	1151	2.40	844	1199	2.60
Nursing	31	1121	2.81	5	1032	2.42	6	1107	2.75	1	930	2.88	43	1104	2.76
Social Work	15	1139	2.53	3	1083	2.62	2	1105	2.12	6	1163	2.57	26	1136	2.52
Total	2457	1206	2.73	119	1091	2.66	542	1201	2.79	441	1140	2.59	3597	1193	2.72

Table 7 (d)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
1999

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	20	1358	3.32				1	1380	3.50	2	1275	2.73	23	1352	3.27
Business	400	1252	3.40	38	1095	2.99	173	1269	3.43	99	1145	3.09	715	1233	3.34
Communication	164	1239	3.31	10	1126	3.19	18	1250	3.29	41	1121	3.15	234	1214	3.28
Education	39	1133	3.20	8	901	2.73				15	1012	3.08	62	1074	3.11
Engineering	274	1314	3.28	28	1089	2.75	142	1319	3.36	116	1153	2.90	566	1271	3.20
Fine Arts	53	1273	3.52	3	1040	3.44	4	1128	3.17	12	1164	3.23	72	1237	3.45
Liberal Arts	314	1274	3.33	28	1014	2.96	54	1264	3.40	88	1119	3.11	490	1230	3.27
Natural Science	332	1268	3.26	40	1060	2.97	211	1240	3.30	137	1115	2.89	725	1219	3.19
Nursing	24	1182	3.11	4	953	2.63	6	1185	2.94	3	1117	3.11	37	1152	3.03
Social Work				1	930	3.00							1	930	3.00
Total	1620	1267	3.32	160	1058	2.94	609	1268	3.36	513	1129	3.00	2925	1231	3.25
College/School	Non-Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	11	1345	2.83				1	1350	4.00	1	1200	3.70	13	1335	3.00
Business	94	1294	2.98	6	1145	2.64	21	1344	3.23	13	1247	2.95	139	1290	3.00
Communication	171	1250	3.07	2	1100	2.05	11	1294	3.38	21	1250	2.96	206	1252	3.07
Education	120	1114	2.76	5	1036	2.90	8	1104	2.82	12	1082	2.58	147	1108	2.75
Engineering	307	1253	2.61	13	1145	2.81	116	1271	2.73	59	1157	2.43	500	1244	2.63
Fine Arts	110	1178	2.90	4	1093	1.95	5	1104	2.74	14	1085	2.51	133	1163	2.82
Liberal Arts	1038	1184	2.80	58	1035	2.53	178	1158	2.81	189	1098	2.72	1470	1163	2.78
Natural Science	585	1217	2.69	22	1148	2.63	212	1209	2.75	108	1139	2.55	935	1205	2.69
Nursing	25	1123	2.75	1	1090	2.42	4	1208	2.76	4	1108	2.76	34	1130	2.74
Social Work	11	1136	2.63	2	1065	2.57	3	1240	2.94	3	1093	1.95	19	1138	2.56
Total	2472	1205	2.77	113	1080	2.58	559	1210	2.80	424	1128	2.64	3596	1193	2.76

Table 7 (e)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
2000

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	19	1343	3.61	1	1030	3.28	2	1390	3.86	2	1305	3.60	24	1330	3.61
Business	517	1251	3.29	39	1055	2.78	207	1257	3.48	132	1126	3.05	901	1226	3.27
Communication	214	1221	3.34	9	1071	2.90	18	1184	3.28	49	1094	3.32	290	1192	3.32
Education	35	1151	3.22	9	1010	3.29	7	1117	3.47	18	1016	2.98	69	1094	3.20
Engineering	291	1304	3.27	22	1162	3.27	153	1293	3.35	129	1143	2.93	600	1262	3.23
Fine Arts	53	1235	3.44	3	1163	3.33	7	1246	3.45	22	1126	2.97	87	1205	3.31
Liberal Arts	369	1279	3.38	26	1068	2.94	60	1263	3.40	96	1090	2.94	554	1235	3.29
Natural Science	402	1265	3.26	39	1069	2.81	193	1240	3.36	133	1112	3.10	776	1223	3.24
Nursing	20	1162	3.40	7	890	2.35	6	1122	2.98	8	1079	2.89	41	1093	3.06
Social Work	1	1160	2.20	1	990	2.88				2	1035	3.27	4	1055	2.91
Total	1921	1262	3.31	156	1068	2.91	653	1257	3.40	591	1114	3.04	3346	1226	3.26
College/School	Non-Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	10	1385	3.02				4	1370	3.57	2	1425	3.09	16	1386	3.17
Business	58	1244	2.98	2	1075	2.85	17	1261	3.00	8	1195	3.47	87	1238	3.03
Communication	64	1281	3.27	1	1050	2.86	8	1255	3.34	9	1178	2.97	85	1264	3.24
Education	105	1142	2.91	1	870	1.77	10	1181	2.99	10	1040	2.60	126	1135	2.89
Engineering	209	1302	2.89	16	1254	3.11	72	1312	3.02	41	1235	2.74	351	1294	2.91
Fine Arts	133	1182	2.83	1	1030	2.92	7	1187	2.75	17	1161	2.60	159	1178	2.80
Liberal Arts	1403	1188	2.86	82	1085	2.65	262	1177	2.93	209	1139	2.84	1968	1177	2.86
Natural Science	517	1246	2.76	25	1177	2.63	223	1251	2.89	98	1168	2.67	879	1236	2.78
Nursing	17	1179	2.66	1	1200	2.79	2	1180	3.03	6	1160	2.32	26	1176	2.61
Social Work	13	1193	2.79				1	1340	3.24	1	1240	3.00	16	1204	2.83
Total	2529	1212	2.86	129	1122	2.70	606	1225	2.94	401	1158	2.78	3713	1205	2.86

Table 7 (f)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
2001

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	31	1384	3.40	1	1120	3.00	4	1358	3.55	4	1388	3.60	40	1375	3.42
Business	373	1290	3.41	20	1094	2.86	183	1304	3.52	77	1140	3.25	662	1270	3.41
Communication	270	1203	3.35	15	1038	3.15	42	1165	3.18	70	1091	3.15	400	1174	3.29
Education	45	1149	3.32	6	910	2.55	4	1125	3.56	13	975	2.92	68	1093	3.19
Engineering	329	1307	3.25	16	1119	2.98	167	1304	3.36	120	1141	2.94	646	1270	3.22
Fine Arts	56	1224	3.50	2	1130	2.78	9	1322	3.71	13	1148	3.29	80	1220	3.47
Liberal Arts	405	1238	3.27	29	1035	2.96	80	1203	3.26	130	1100	3.10	658	1197	3.23
Natural Science	406	1252	3.13	40	1059	2.58	225	1237	3.27	132	1093	2.87	814	1213	3.10
Nursing	24	1152	2.99	7	1074	2.55	4	1123	2.89	13	1024	2.80	48	1103	2.86
Social Work	3	1297	3.22	1	1070	3.00				3	1033	2.57	7	1151	2.91
Total	1942	1257	3.28	137	1059	2.81	718	1262	3.35	575	1109	3.04	3423	1225	3.24
College/School	Non-Top 10%														
	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	8	1336	2.97	2	1280	2.32				2	1245	3.52	12	1312	2.95
Business	63	1375	3.32	1	880		35	1375	3.38	3	1287	3.12	104	1364	3.34
Communication	39	1212	3.24	2	1150	2.76	1	1070	3.93	11	1088	3.06	54	1183	3.21
Education	96	1136	2.98				11	1185	2.79	10	1103	3.13	118	1138	2.98
Engineering	224	1273	2.85	11	1184	2.36	94	1325	2.98	52	1190	2.77	387	1271	2.86
Fine Arts	119	1190	2.89	2	1110	3.15	13	1132	2.59	17	1098	2.46	155	1174	2.84
Liberal Arts	978	1220	2.91	47	1101	2.69	177	1233	2.92	177	1152	2.73	1401	1209	2.88
Natural Science	484	1224	2.68	30	1171	2.65	258	1219	2.78	138	1153	2.60	920	1211	2.70
Nursing	41	1137	2.78	2	1195	3.85	16	1103	2.97	9	1053	2.73	69	1119	2.85
Social Work	24	1115	2.76	1	1120	3.69	2	1035	2.50	7	1026	2.79	35	1091	2.77
Total	2076	1223	2.87	98	1137	2.68	607	1242	2.89	426	1149	2.71	3255	1215	2.85

Performance By Gender

Analyses of differences between top 10% and non-top 10% students focusing on gender show results similar to all of the data reported above. Tables 8 and 9 (a-f) clearly show that top 10% students outperform their non-top 10% classmates except in rare instances with small n-counts. This is true of breakouts by test score intervals and college/school.

**Table 8
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE AND GENDER
1996-2001**

SAT Ranges (ACT Values)	Top 10%																							
	1996				1997				1998				1999				2000				2001			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900 (<18)	4	2.33	11	2.72	5	2.07	11	2.08	9	2.64	18	2.19	19	2.43	49	2.69	23	2.63	59	2.47	27	2.32	54	2.33
900-990 (18-21)	17	2.46	37	2.64	22	2.77	54	2.90	28	2.59	61	2.73	30	2.72	92	2.89	43	2.69	133	2.91	54	2.56	136	2.83
1000-1090 (21-23)	88	2.78	209	2.85	86	2.62	165	2.77	80	2.80	229	2.91	118	2.92	257	2.89	145	2.81	294	3.00	133	2.74	307	2.93
1100-1190 (23-26)	152	2.91	323	3.10	168	2.95	271	3.14	174	2.89	299	3.02	194	3.01	346	3.14	259	2.96	410	3.18	255	2.92	437	3.17
1200-1290 (26-28)	270	3.08	352	3.28	241	3.06	391	3.36	261	3.11	403	3.29	327	3.11	435	3.32	342	3.16	468	3.37	333	3.11	478	3.39
1300-1390 (29-31)	298	3.33	259	3.47	263	3.32	283	3.50	279	3.44	278	3.48	319	3.40	317	3.54	334	3.43	341	3.56	362	3.40	342	3.60
1400-1490 (31-33)	181	3.48	124	3.69	165	3.53	135	3.67	171	3.63	129	3.70	198	3.61	126	3.73	208	3.60	173	3.75	233	3.62	160	3.74
1500+ (34-36)	73	3.59	30	3.84	48	3.63	24	3.75	65	3.69	29	3.83	68	3.81	30	3.82	79	3.75	35	3.85	79	3.77	33	3.85
Total/ Mean GPA	1083	3.19	1345	3.24	998	3.17	1334	3.28	1067	3.24	1446	3.22	1273	3.25	1652	3.26	1433	3.22	1913	3.29	1476	3.19	1947	3.28
Mean Test Score	1290		1223		1275		1231		1279		1216		1269		1202		1260		1200		1263		1197	
SAT Ranges (ACT Values)	Non-Top 10%																							
	1996				1997				1998				1999				2000				2001			
	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900 (<18)	20	2.00	20	2.22	28	2.00	49	2.23	26	2.25	26	2.30	25	2.39	22	2.41	21	2.44	24	2.54	14	2.34	5	2.91
900-990 (18-21)	59	2.33	92	2.54	84	2.31	142	2.33	54	2.36	115	2.38	74	2.44	107	2.53	47	2.65	70	2.59	34	2.69	62	2.53
1000-1090 (21-23)	195	2.39	287	2.57	293	2.36	448	2.54	215	2.51	345	2.66	233	2.40	369	2.70	208	2.61	323	2.73	148	2.45	291	2.63
1100-1190 (23-26)	471	2.49	477	2.75	532	2.49	586	2.68	460	2.55	549	2.77	482	2.51	483	2.75	465	2.64	540	2.86	368	2.59	438	2.80
1200-1290 (26-28)	606	2.54	440	2.84	630	2.57	475	2.79	561	2.60	448	2.97	568	2.68	450	3.03	655	2.75	500	3.03	598	2.74	474	3.04
1300-1390 (29-31)	351	2.71	162	2.86	365	2.82	187	3.14	409	2.76	182	3.07	377	2.89	167	3.16	409	2.97	202	3.24	361	3.00	211	3.28
1400-1490 (31-33)	133	3.01	33	3.30	123	2.89	58	3.48	132	3.09	46	3.33	143	2.98	59	3.44	132	3.21	61	3.41	161	3.19	45	3.42
1500+ (34-36)	23	2.96	6	3.39	27	3.00	6	3.19	21	2.98	8	3.77	30	3.38	7	3.76	46	3.05	10	3.47	40	3.31	5	2.98
Total/ Mean GPA	1858	2.57	1517	2.75	2082	2.57	1951	2.71	1878	2.64	1719	2.82	1932	2.67	1664	2.87	1983	2.79	1730	2.94	1724	2.79	1531	2.92
Mean Test Score	1220		1168		1206		1152		1222		1162		1217		1166		1229		1178		1243		1183	

Table 9 (a)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
1996

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	22	1275	3.02	16	1263	3.55
Business	229	1286	3.27	266	1241	3.41
Communication	47	1259	2.84	140	1188	3.16
Education	11	1163	2.91	54	1173	3.18
Engineering	277	1320	3.29	97	1279	3.24
Fine Arts	26	1244	3.27	43	1212	3.32
Liberal Arts	182	1308	3.17	366	1233	3.22
Natural Science	287	1269	3.10	326	1214	3.17
Nursing	2	1110	2.81	33	1132	2.89
Social Work				3	1237	3.54
Total	1083	1290	3.19	1345	1223	3.24
College/School	Non-Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	13	1318	2.82	6	1305	3.31
Business	215	1275	2.96	122	1240	3.21
Communication	153	1217	2.56	220	1165	2.78
Education	24	1094	2.43	81	1151	2.72
Engineering	291	1245	2.74	48	1218	2.75
Fine Arts	66	1223	2.82	98	1181	2.86
Liberal Arts	669	1183	2.44	639	1150	2.66
Natural Science	420	1239	2.45	259	1176	2.66
Nursing	6	1253	2.10	34	1148	2.84
Social Work	1	1120	1.90	9	1144	2.94
Total	1858	1220	2.57	1517	1168	2.75

Table 9 (b)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
1997

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	8	1241	3.61	13	1265	3.52
Business	209	1286	3.33	270	1261	3.44
Communication	48	1270	3.19	124	1205	3.30
Education	7	1201	3.12	47	1141	3.12
Engineering	289	1291	3.14	117	1282	3.28
Fine Arts	22	1261	3.37	35	1212	3.28
Liberal Arts	145	1278	3.08	352	1248	3.31
Natural Science	268	1252	3.08	339	1207	3.17
Nursing	1	1030	2.54	33	1102	2.94
Social Work	1	1200	3.54	3	1113	3.29
Total	998	1275	3.17	1334	1231	3.28
College/School	Non-Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	17	1276	2.88	17	1231	3.05
Business	240	1273	3.06	171	1242	3.19
Communication	116	1198	2.58	232	1157	2.95
Education	45	1076	2.39	143	1079	2.54
Engineering	343	1268	2.72	52	1202	2.68
Fine Arts	74	1180	2.57	97	1124	2.79
Liberal Arts	751	1167	2.42	745	1146	2.58
Natural Science	488	1207	2.46	422	1150	2.63
Nursing	8	1100	2.69	54	1111	2.54
Social Work				16	1119	2.81
Total	2082	1206	2.57	1951	1152	2.71

Table 9 (c)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
1998

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	6	1318	3.18	23	1293	3.38
Business	258	1267	3.26	367	1227	3.28
Communication	34	1279	3.29	144	1188	3.22
Education	8	1065	2.69	42	1130	3.17
Engineering	347	1304	3.26	150	1277	3.27
Fine Arts	21	1212	3.41	27	1249	3.35
Liberal Arts	133	1295	3.29	299	1212	3.20
Natural Science	257	1263	3.15	364	1207	3.18
Nursing	3	1040	3.40	26	1111	3.00
Social Work				4	1093	2.45
Total	1067	1279	3.24	1446	1216	3.22
College/School	Non-Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	11	1327	2.68	10	1295	3.12
Business	92	1312	3.03	78	1239	3.08
Communication	69	1240	2.83	108	1217	2.97
Education	15	1141	2.25	96	1136	2.98
Engineering	380	1276	2.70	67	1241	2.76
Fine Arts	54	1207	2.86	81	1156	2.91
Liberal Arts	794	1181	2.62	829	1148	2.80
Natural Science	460	1230	2.50	384	1161	2.72
Nursing	2	1135	2.53	41	1103	2.77
Social Work	1	1100	1.00	25	1137	2.58
Total	1878	1222	2.64	1719	1162	2.82

Table 9 (d)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
1999

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	10	1387	3.30	13	1325	3.25
Business	315	1258	3.35	400	1212	3.33
Communication	68	1260	3.28	166	1196	3.28
Education	6	1112	3.07	56	1069	3.11
Engineering	406	1290	3.20	160	1220	3.21
Fine Arts	17	1265	3.37	55	1228	3.48
Liberal Arts	141	1263	3.26	349	1216	3.28
Natural Science	310	1256	3.18	415	1191	3.19
Nursing				37	1152	3.03
Social Work				1	930	3.00
Total	1273	1269	3.25	1652	1202	3.26
College/School	Non-Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	6	1383	2.80	7	1293	3.20
Business	81	1313	2.89	58	1257	3.16
Communication	89	1292	2.92	117	1222	3.18
Education	31	1117	2.58	116	1106	2.79
Engineering	426	1246	2.58	74	1233	2.91
Fine Arts	47	1154	2.69	86	1167	2.90
Liberal Arts	717	1178	2.68	753	1150	2.87
Natural Science	529	1229	2.63	406	1174	2.76
Nursing	2	1080	2.58	32	1133	2.75
Social Work	4	1140	3.12	15	1138	2.42
Total	1932	1217	2.67	1664	1166	2.87

Table 9 (e)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
2000

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	9	1279	3.48	15	1361	3.69
Business	389	1249	3.25	512	1207	3.29
Communication	62	1238	3.30	228	1180	3.33
Education	12	1078	2.76	57	1097	3.29
Engineering	433	1268	3.21	167	1244	3.27
Fine Arts	28	1216	3.16	59	1199	3.38
Liberal Arts	178	1271	3.23	376	1217	3.31
Natural Science	320	1272	3.20	456	1189	3.26
Nursing	2	1085	2.63	39	1094	3.08
Social Work				4	1055	2.91
Total	1433	1260	3.22	1913	1200	3.29
College/School	Non-Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	7	1387	2.72	9	1386	3.52
Business	48	1244	3.04	39	1232	3.03
Communication	31	1330	3.13	54	1226	3.30
Education	24	1144	2.76	102	1133	2.92
Engineering	299	1296	2.90	52	1286	2.98
Fine Arts	58	1218	2.69	101	1154	2.87
Liberal Arts	1015	1191	2.79	953	1162	2.93
Natural Science	495	1260	2.69	384	1206	2.90
Nursing	3	1233	1.62	23	1168	2.74
Social Work	3	1223	2.53	13	1199	2.90
Total	1983	1229	2.79	1730	1178	2.94

Table 9 (f)
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
2001

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. The SAT values are revised from previous reports. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

College/School	Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	16	1418	3.34	24	1346	3.48
Business	300	1295	3.39	362	1249	3.42
Communication	86	1170	3.19	314	1176	3.32
Education	8	1140	3.07	60	1087	3.20
Engineering	469	1275	3.18	177	1259	3.33
Fine Arts	26	1255	3.48	54	1203	3.47
Liberal Arts	212	1241	3.15	446	1177	3.27
Natural Science	356	1251	3.05	458	1182	3.14
Nursing	2	1040	3.23	46	1106	2.85
Social Work	1	1280	3.78	6	1130	2.76
Total	1476	1263	3.19	1947	1197	3.28
College/School	Non-Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	7	1334	2.74	5	1280	3.25
Business	72	1379	3.28	32	1329	3.48
Communication	24	1233	3.15	30	1143	3.25
Education	16	1170	2.73	102	1132	3.02
Engineering	325	1274	2.82	62	1257	3.07
Fine Arts	58	1222	2.87	97	1145	2.82
Liberal Arts	673	1231	2.81	728	1190	2.95
Natural Science	541	1225	2.65	379	1190	2.77
Nursing	6	1153	2.77	63	1116	2.86
Social Work	2	1150	2.77	33	1087	2.77
Total	1724	1243	2.79	1531	1183	2.92

For more information:

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¹ See *Hopwood v State of Texas*, 78 F.3d 932 (5th Cir.). In March 1996, the U.S. Court of Appeals for the Fifth Circuit ruled on the appeal of the initial *Hopwood* decision: "In summary, we hold that the University of Texas School of Law may not use race as a factor in deciding which applicants to admit in order to achieve a diverse student body, to combat the perceived effects of a hostile environment at the law school, to alleviate the law school's poor reputation in the minority community, or to eliminate any present effects of past discrimination by actors other than the law school."

² See the text of HB 588 on the University of Texas Admissions Research website at: <http://www.utexas.edu/student/research/reports/admissions/HB588Law.htm>. For a more in depth discussion of the Classic Model of Admissions see Bruce Walker and Gary Lavergne, "Affirmative Action and Percentage Plans", *College Board Review*, May 2001 no. 193, p. 18-23.

³ Revising data in this way is a common industry practice. For example, test companies are expected to provide revised trend data whenever they change the score scales of their instruments. ACT did so for the ACT Assessment and PLAN in 1989 when the mean Composite for the ACT was set at 18; the College Board did the same in 1995 for the SAT and PSAT when the SAT combined score was "recentered" to 1000. Both companies provided schools and colleges with revised data for the previous five years. Documentation for the development of the new concordance and its role in the UT Admissions process can be found at: <http://www.utexas.edu/student/research/reports/admissions/ACT-SATConcordance.htm>.

⁴ At the time of this writing, the United States Supreme Court has granted *certiorari* to hear an affirmative action case from the University of Michigan. The case is *Gratz v Bollinger*. A ruling is expected in mid-2003.

⁵ Throughout their histories, both the SAT and the ACT have recorded gaps in mean scores among different racial/ethnic groups and by household incomes. The annual report for the SAT is called the *College-Bound Senior Report* and the ACT is called the *ACT Profile*. These reports are issued nationally and by state.

⁶ Dr. Atkinson called for less emphasis on standardized tests and more "holistic procedures" with "processes that look at the full range of [student] accomplishments within the context of the opportunities they enjoyed and the obstacles they faced." See Richard C. Atkinson, *Standardized Tests and Access to American Universities*, The 2001 Robert H. Atwell Distinguished Lecture, delivered at the 83rd Annual Meeting of the American Council on Education, Washington, DC, February 18, 2001, pgs. 2, 7-8. For a detailed discussion of the role of standardized test scores in the University of Texas admissions process, see Walker, et.al., *A REVIEW OF THE USE OF STANDARDIZED TEST SCORES IN THE UNDERGRADUATE ADMISSIONS PROCESS AT THE UNIVERSITY OF TEXAS AT AUSTIN* at <http://www.utexas.edu/student/research/reports/admissions/taskforce.htm>.