



***IMPLEMENTATION AND RESULTS OF THE TEXAS AUTOMATIC ADMISSIONS LAW
(HB 588)
at
THE UNIVERSITY OF TEXAS AT AUSTIN***

***Section 1: DEMOGRAPHIC ANALYSIS OF ENTERING FRESHMEN
FALL 2010***

***Section 2: ACADEMIC PERFORMANCE OF TOP 10% AND NON-TOP 10% STUDENTS
ENTERING FRESHMEN 2009***

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Introduction to Report 13

This is the thirteenth report on the demographic makeup of Top 10% students entering The University of Texas at Austin. It is the final report because the Entering Class of 2010 is the last to include a cohort of automatically-admitted freshmen resulting from HB 588 of the 1997 Regular Session of the Texas Legislature. Future reports will be redesigned to comply with changes in the automatic admissions statutes and reporting requirements of SB 175 of the 2009 Regular Session. Additionally, substantive changes in the use, design, and scales of the ACT Assessment and the SAT: Reasoning Tests required the realignment of score intervals. The Entering Class of 2010 is also the first class in which new race and ethnic methodologies required by the federal government were applied. As in the past it is the intention of this report to provide easy access to understandable data for the press, the general public, policy analysts, political decision-makers, and fellow academicians. In some cases, the changes described above make reporting consistent longitudinal data problematic. In short, the Entering Class of 2010 has become a benchmark cohort for future reports.

For Entering 2009 and 2010 the Texas Top 10% Law (HB 588 of the 1997 Regular Session) required the automatic admission of any student graduating in the top 10% of an accredited Texas high school. Automatic admissions for Entering 2011 will be governed by the provisions of SB 175 of the 2009 Regular Session.

Because of space limitations, in categories not affected by the changes described above, this reports data for the past ten years for demographics (the Entering Classes of 2001 through 2010) and a snapshot of the performance of the Entering Class of 2009. For performance and demographic data of the classes of 1996 through 2003 are posted on "Volume 1" and Reports 10, 11, and 12. These are posted on the Admissions Research Website at:

<http://www.utexas.edu/student/admissions/research/index.html>

This paper and its companions are designed to present simple, descriptive statistics relative to graduates of Texas high schools matriculating as entering freshmen from 1996-2010. This is not a position paper. It is not an evaluation of past or present affirmative action policies. 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 a presentation of demographic and performance information.

In accordance with applicable University of Texas regulations, state and federal laws governing confidentiality, and other regulations, non-directory information and performance and test data in individual table cells with an n-count of <5 have been withheld protect the confidentiality of the students.

Changes in Admissions Testing

The ACT Assessment is published by ACT, Inc and is headquartered in Iowa City, Iowa. It consist of four tests and an optional writing/essay assessment.

Tests of the ACT Assessment ¹			Content
English	75 questions	45 minutes	Measures standard written English and rhetorical skills.
Mathematics	60 questions	60 minutes	Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
Reading	40 questions	35 minutes	Measures reading comprehension.
Science	40 questions	35 minutes	Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.
Optional Writing Test	1 prompt	30 minutes	Measures writing skills emphasized in high school English classes and in entry-level college composition courses.

ACT also provides a score that functions as a combination of the English and Optional Writing Tests. It is generally referred to as the “English/Writing Score” and uses the 1-36 scale. The University of Texas requires its applicants to submit a writing test score. For those using the ACT to satisfy this requirement, the English/Writing score is utilized in the computation of the Academic Index. (See below.)

On its Website, the College Board offers the following description of the SAT Reasoning Tests: “Today, the SAT is the benchmark standardized assessment of the critical reading, mathematical reasoning, and writing skills students have developed over time and that they need to be successful in college. Each year, more than two million students take the SAT. Nearly every college in America uses the test as a common and objective scale for evaluating a student's college readiness.”²

Tests of the SAT Reasoning ³			Content
Critical Reading	3 sections	70 minutes	Includes reading passages and sentence completions.
Mathematics	3 sections	70 minutes	Includes questions on arithmetic operations, algebra, geometry, statistics and probability.
Writing	3 sections	60 minutes	Includes a short essay and multiple-choice questions on identifying errors and improving grammar and usage.
One variable (unscored) section tests critical reading, mathematics, or writing (40 questions)		25 minutes	This section is used by research scientists to study draft questions and responses for possible use in future forms of the SAT.
The SAT includes three kinds of questions: Multiple-choice questions, Student-produced responses (mathematics only), and an Essay question. The responses are machine-scored, except for the essay.			

For both the ACT Assessment and the SAT: Reasoning Tests the major change is the addition of direct measures of writing (essay) skills. The addition of essay components has altered both the scaled scores and how the Admissions Office uses those scores. As a result, the ACT and the SAT cohorts are reported separately, rather than concorded to the SAT scale as in some other HB 588 Reports. The SAT scale has increased from the traditional 1600 to 2400. Some of the students took and submitted scores from both batteries of tests. Since the cohorts are not mingled, both sets of scores are represented in the tables.

An Overview of Freshman Admissions at the University of Texas

The admissions process of any university is an exercise in both selecting qualified students with a high probability of success, and crafting an entering class that also meets the university's mission. In 1996, UT Austin carefully reviewed its admissions process. At the time, merit, when applied to an admission decision, consisted of high standardized test scores and high class rank. In 1997, the Texas State Legislature exerted its own definition of merit through the "Texas Automatic Admissions Law."⁴ From 1998 through 2009, any student graduating in the top 10% of his/her Texas high school class was automatically admissible to any public college or university in the state—including the flagship University of Texas at Austin. In order to enjoy the entitlement, however, applicants must meet certain conditions defined by the Texas Higher Education Coordinating Board.⁵

The UT Austin admissions routine for students *not* automatically admitted is elaborate and entails a broader concept of merit. Beginning with the entering class of 1997, for those not automatically admitted, the idea of merit was expanded from class rank and test scores exclusively to the inclusion of the following factors:

The Academic Index (AI)

High School Record:

- Class rank⁶
- Completion of UT required high school curriculum⁷
- ACT/SAT score⁸

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 ACT/SAT of school attended in relation to student's own ACT/SAT
 - Race (authorized by the UT Board of Regents in 2003 and implemented in 2005)

Thus, merit includes the ambition to tackle rigorous high school coursework, the production of quality prose, and a civic commitment 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.

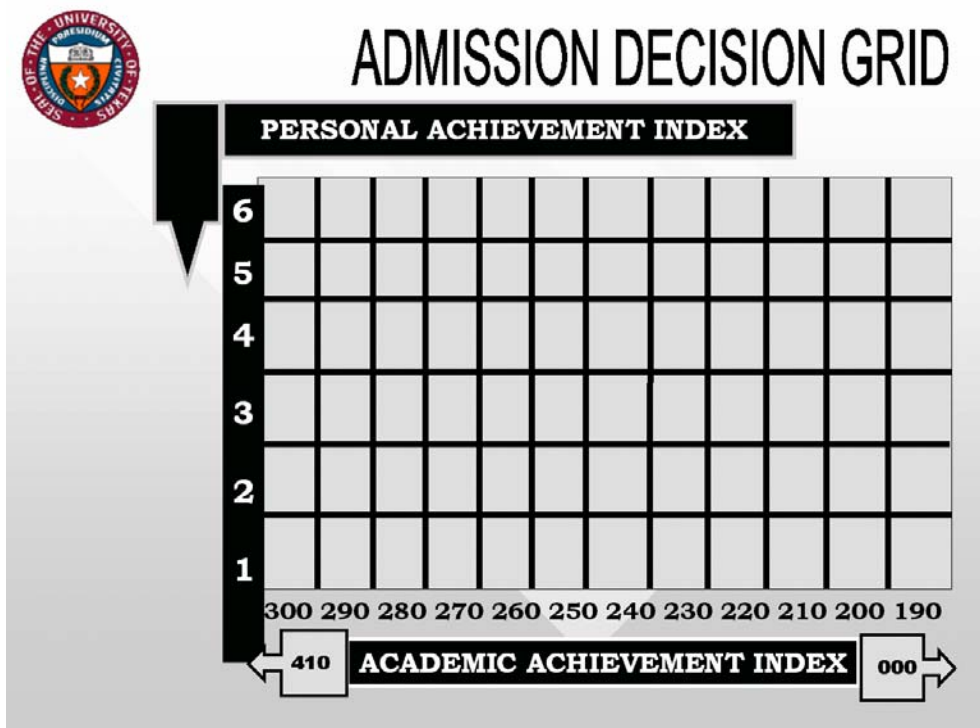
The Academic Index (AI) is determined by a multiple regression equation utilizing a high school percentile derived from an explicit class rank, computed as $[1-(\text{class rank}/\text{class size})]*100$, and test scores from the ACT Assessment or the SAT I: Reasoning Test (as described above). The equation produces a predicted freshman year grade point average.⁹ After a review of the high school transcript, an applicant can be "awarded" a tenth of a point if he/she exceeded UT's required high school curriculum. Thus, AI values range from 4.10-0.00.

The Personal Achievement Index (PAI) is UT Austin's holistic approach to admissions. Admissions officers are trained annually to conduct comprehensive reviews of every application from students not automatically

admitted. All applicants are required to submit two essays. Each are read and scored on a scale of 1-6. The application itself and all attachments an applicant chooses to include are reviewed. A “personal achievement” score on a scale of 1-6 is assigned to the application. From the three scores, two essays and a personal achievement score, a PAI is computed. The equation reflects a 1997 faculty decision to give slightly more weight to the personal achievement score than the essays: $PAI = [(personal\ achievement\ score * 4) + (mean\ essay * 3)] / 7$.

AIs and PAIs of applicants not automatically admitted are then plotted on an admissions decision grid. (See Figure 1 below.) The most-qualified candidates are located in the cells closest to the upper left corner. Admissions liaisons, and/or representatives of Deans’ offices or faculty, then make decisions as to which students to select as admitted students. Texas resident applicants are either admitted, “cascaded” to their second choice of major, offered Summer Freshman Admission if spaces are available, or offered the Coordinated Admission Program (CAP) at a UT System component school. Thus, Texas residents submitting a completed entering freshman application by published deadlines are not permanently denied admission to UT Austin. Non-residents are either admitted or denied.

Figure 1



Section 1: Demographic Analysis for Entering 2010

Table 1 below illustrates the numbers of applicants, admits, and enrolled students from 2007 through 2010. Throughout this report, n-counts include first-time freshmen for the fall plus those entering during the preceding summer and continuing into the fall. Please note that federally-mandated data collection and reporting methodologies affecting race/ethnicity changed dramatically in 2010 and categories are no longer congruent.

This report uses the methodology developed in cooperation with the Texas Higher Education Coordinating Board (THECB). In general, race/ethnicity reporting describes a domestic cohort of U.S. citizens and permanent resident aliens. Consequently, in the citizenship category all non-citizens of the United States are classified as Foreign. (Foreign students are included in this report because some attended Texas high schools and were eligible for HB 588 automatic admission.)

For Entering 2010 the following race/ethnic classifications are used:

Category	Description
American Indian or Alaska Native	Non-Hispanic: Indicated "American Indian or Alaska Native" only
Asian	Non-Hispanic: Indicated "Asian" only
Black	Non-Hispanic: Indicated "Black" or "Black" and at least one other race
Foreign	All who indicated they were "Non-Citizen of the United States"
Hispanic	All who indicated "Hispanic" only or "Hispanic" and at least one other race
Native Hawaiian/Pacific Islander	Non-Hispanic: Indicated "Native Hawaiian/Pacific Islander only
White	Non-Hispanic: Indicated they were "White" only
Multiracial	Non-Hispanic and Non-Black: Indicated two or more races
Not Reported	No answer to any race/ethnic question
Total	The total of the categories above. (No duplications)

Another Important Note: Unless otherwise noted, the tables illustrate a cohort of graduates of Texas high schools only. Graduates of Texas high schools are isolated because HB 588 grants an automatic admission entitlement only to graduates of public and accredited high schools in Texas. For this reason, the n-counts and other data reported here will not match official first-time freshman data reported by the Office of Information Management and Analysis in its Statistical Handbook.

Table 1
Applicants/Admits/First-Time Enrolled Freshmen
Summer/Fall 2007-2010

ALL FRESHMAN APPLICATIONS							Race-Ethnicity-THECB Methodology		
	2007		2008		2009		2010		
	N	%	N	%	N	%	N	%	
Native American	126	<1%	140	<1%	167	1%	American Indian or Alaska Native	83	<1%
Asian American	4159	15%	4344	15%	4694	15%	Asian	4257	14%
African American	1952	7%	2234	8%	2350	7%	Black	2240	7%
International	1969	7%	2620	9%	2884	9%	Foreign	2547	8%
Hispanic	5335	20%	6081	21%	6697	21%	Hispanic	7066	23%
							Native Hawaiian/Pacific Islander	45	<1%
White	13659	50%	14038	48%	14510	46%	White	13928	45%
							Multiracial	776	3%
Not Reported	37	<1%	44	<1%	60	<1%	Not Reported	80	<1%
Total	27237	100%	29501	100%	31362	100%	Total	31022	100%
ALL FRESHMAN ADMITS							Race-Ethnicity-THECB Methodology		
	2007		2008		2009		2010		
	N	%	N	%	N	%	N	%	
Native American	52	<1%	50	<1%	74	1%	American Indian or Alaska Native	29	<1%
Asian American	2498	18%	2309	18%	2625	18%	Asian	2373	16%
African American	747	5%	728	6%	689	5%	Black	729	5%
International	549	4%	536	4%	618	4%	Foreign	640	4%
Hispanic	2632	19%	2621	20%	2928	21%	Hispanic	3209	22%
							Native Hawaiian/Pacific Islander	19	<1%
White	7310	53%	6582	51%	7262	51%	White	7152	49%
							Multiracial	398	3%
Not Reported	12	<1%	17	<1%	17	<1%	Not Reported	34	<1%
Total	13800	100%	12843	100%	14213	100%	Total	14583	100%
ALL ENROLLED FIRST-TIME FRESHMEN							Race-Ethnicity-THECB Methodology		
	2007		2008		2009		2010		
	N	%	N	%	N	%	N	%	
Native American	27	<1%	23	<1%	29	<1%	American Indian or Alaska Native	15	<1%
Asian American	1474	20%	1249	19%	1423	20%	Asian	1260	17%
African American	431	6%	375	6%	356	5%	Black	372	5%
International	236	3%	208	3%	231	3%	Foreign	282	4%
Hispanic	1470	20%	1338	20%	1503	21%	Hispanic	1679	23%
							Native Hawaiian/Pacific Islander	4	<1%
White	3839	51%	3513	52%	3703	51%	White	3463	48%
							Multiracial	190	3%
Not Reported	2	<1%	9	<1%	4	<1%	Not Reported	10	<1%
Total	7479	100%	6715	100%	7249	100%	Total	7275	100%

Table 1a
First-Time Enrolled Freshmen from Texas High Schools
Summer/Fall 2007-2010

HB 588 ENROLLED AUTOMATIC ADMITS FROM TEXAS HIGH SCHOOLS									
	2007		2008		2009		Race-Ethnicity-THCB Methodology	2010	
	N	%	N	%	N	%		N	%
Native American	15	<1%	14	<1%	17	<1%	American Indian or Alaska Native	10	<1%
Asian American	1005	21%	1025	20%	1135	20%	Asian	1027	19%
African American	284	6%	305	6%	307	5%	Black	304	5%
International	98	2%	122	2%	142	3%	Foreign	179	3%
Hispanic	1109	23%	1164	23%	1373	24%	Hispanic	1518	27%
							Native Hawaiian/Pacific Islander	4	<1%
White	2359	48%	2480	48%	2659	47%	White	2361	43%
							Multiracial	139	3%
Not Reported			4	<1%	1	<1%	Not Reported	4	0%
Total	4870	100%	5114	100%	5634	100%	Total	5546	100%
NON-HB 588 ENROLLED AUTOMATIC ADMITS FROM TEXAS HIGH SCHOOLS									
	2007		2008		2009		Race-Ethnicity-THCB Methodology	2010	
	N	%	N	%	N	%		N	%
Native American	11	1%	8	1%	4	<1%	American Indian or Alaska Native	3	<1%
Asian American	378	19%	173	14%	181	19%	Asian	165	17%
African American	138	7%	58	5%	34	4%	Black	49	5%
International	48	2%	18	1%	20	2%	Foreign	10	1%
Hispanic	343	17%	158	13%	93	10%	Hispanic	117	12%
							Native Hawaiian/Pacific Islander		
White	1112	55%	790	65%	614	65%	White	615	62%
							Multiracial	27	3%
Not Reported			3	<1%			Not Reported	3	<1%
Total	2030	100%	1208	100%	946	100%	Total	989	100%
ALL ENROLLED FIRST-TIME FRESHMEN FROM TEXAS HIGH SCHOOLS									
	2007		2008		2009		Race-Ethnicity-THCB Methodology	2010	
	N	%	N	%	N	%		N	%
Native American	26	<1%	22	<1%	21	<1%	American Indian or Alaska Native	13	<1%
Asian American	1383	20%	1198	19%	1316	20%	Asian	1192	18%
African American	422	6%	363	6%	341	5%	Black	353	5%
International	146	2%	140	2%	162	2%	Foreign	189	3%
Hispanic	1452	21%	1322	21%	1466	22%	Hispanic	1635	25%
							Native Hawaiian/Pacific Islander	4	<1%
White	3471	50%	3270	52%	3273	50%	White	2976	46%
							Multiracial	166	3%
Not Reported			7	<1%	1	<1%	Not Reported	7	<1%
Total	6900	100%	6322	100%	6580	100%	Total	6535	100%

Table 2
HB 588 STUDENTS ADMITTED TO UT AUSTIN BY RACIAL/ETHNIC BACKGROUND
HB 588 Automatic Admits divided by (" /") Total Admits
Summer/Fall 2007-2010

	2007		2008		2009		Race-Ethnicity THECB Methodology	2010	
	N	%	N	%	N	%		N	%
Asian American	1571/2498	63%	1744/2309	76%	1891/2625	72%	Asian	1757/2373	74%
African American	485/747	65%	582/728	80%	571/689	83%	Black	597/729	82%
Hispanic	1974/2632	75%	2218/2621	85%	2617/2928	89%	Hispanic	2857/3209	89%
White	4244/7310	58%	4440/6582	67%	4816/7262	66%	White	4534/7152	63%
All Admits	8476/13800	61%	9253/12843	72%	10205/14213	72%	All Admits	10364/14583	71%

Table 2a
HB 588 STUDENTS ADMITTED TO UT AUSTIN BY RACIAL/ETHNIC BACKGROUND
HB 588 Automatic Admits divided by (" /") Admits from Texas High Schools
Summer/Fall 2007-2010

	2007		2008		2009		Race-Ethnicity THECB Methodology	2010	
	N	%	N	%	N	%		N	%
Asian American	1571/2163	73%	1744/2079	84%	1891/2186	87%	Asian	1757/2022	87%
African American	485/707	69%	582/700	83%	571/630	91%	Black	597/672	89%
Hispanic	1974/2550	77%	2218/2553	87%	2617/2787	94%	Hispanic	2857/3047	94%
White	4244/6196	68%	4440/5854	76%	4816/5797	83%	White	4534/5531	82%
All TX HS Admits	8476/11907	71%	9253/11513	80%	10205/11741	87%	All TX HS Admits	10364/11963	87%

Table 3
MEAN COLLEGE ADMISSION TEST SCORES¹⁰ OF ENROLLED HB 588 AND NON-HB 588 STUDENTS
Enrolled Students from Texas High Schools
Summer/Fall 2009-2010

	2009			
	Sending SAT		Sending ACT	
	N	Mean	N	Mean
Among Enrolled				
HB 588 Admit	5318	1791	2254	26
Non HB 588 Admit	854	1901	518	29
All TX HS Scores	6172	1806	2772	27
	2010			
	Sending SAT		Sending ACT	
	N	Mean	N	Mean
Among Enrolled				
HB 588 Admit	5081	1796	2505	27
Non HB 588 Admit	842	1909	646	29
All TX HS Scores	5923	1812	3151	27

Table 4
ACT/SAT SCORE RANGES FOR ENROLLED FRESHMEN
Graduates of Texas High Schools
Summer/Fall 2010

HB 588 ENROLLED FRESHMEN						
Sending SATs				Sending ACTs		
Interval	N	%		Interval	N	%
<900			<15	11	<1%	
900-1190	33	1%	15-19	165	7%	
1200-1490	620	12%	20-23	435	17%	
1500-1790	1789	35%	24-27	726	29%	
1800-2090	2025	40%	28-31	779	31%	
2100-2400	614	12%	32-36	389	16%	
Total	5081	100%	Total	2505	100%	
NON-HB 588 ENROLLED FRESHMEN						
Sending SATs				Sending ACTs		
Interval	N	%		Interval	N	%
<900	*	<1%	<15	*	<1%	
900-1190	9	1%	15-19	17	3%	
1200-1490	39	5%	20-23	46	7%	
1500-1790	161	19%	24-27	137	21%	
1800-2090	460	55%	28-31	279	43%	
2100-2400	171	20%	32-36	164	25%	
Total	842	100%	Total	646	100%	
ALL ENROLLED FRESHMEN FROM TEXAS HIGH SCHOOLS						
Sending SATs				Sending ACTs		
Interval	N	%		Interval	N	%
<900	*	<1%	<15	14	<1%	
900-1190	42	1%	15-19	182	6%	
1200-1490	659	11%	20-23	481	15%	
1500-1790	1950	33%	24-27	863	27%	
1800-2090	2485	42%	28-31	1058	34%	
2100-2400	785	13%	32-36	553	18%	
Total	5923	100%	Total	3151	100%	

Table 5
TASP/TSI Results for HB 588 and Non-HB 588 Enrolled Students
2001-2010

	Exempt (%)		Passed (%)		Remediation (%)		Total (n-count)	
	Top 10%	Other	Top 10%	Other	Top 10%	Other	Top 10%	Other
2001	91	91	8	8	1	1	3423	3255
2002	96	95	4	5	<1	1	3932	3302
2003	97	97	2	3	<1	<1	4289	1804
2004	94	96	4	3	2	1	4241	2157
2005	87	93	11	5	2	2	4391	1997
2006	90	92	9	6	1	2	4902	1962
2007	92	92	7	7	1	2	4870	2030
2008	94	95	5	4	1	1	5114	1208
2009	95	97	4	1	1	1	5634	946
2010	95	96	4	3	1	2	5546	989

**Section 2: ACADEMIC PERFORMANCE OF TOP 10% AND NON-TOP 10% STUDENTS
ENTERING FRESHMEN 2009**

Table 6
Mean Freshman Year GPA of Top 10% and Non-Top 10% Students from Texas High Schools
Entering 2000-2009

	Top 10%	Top 10%	Non-Top 10%
	% of Class	FYGPA	FYGPA
2000	47%	3.26	2.86
2001	51%	3.24	2.85
2002	54%	3.24	2.90
2003	70%	3.24	3.05
2004	66%	3.21	3.00
2005	69%	3.18	3.02
2006	71%	3.14	2.96
2007	71%	3.08	2.83
2008	81%	3.09	3.06
2009	86%	3.01	3.03

Table 6a
Freshman Year Performance by Admission Test Score Ranges
Graduates of Texas High Schools
Entering 2009

HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15	13	2.23
900-1190	37	1.71	15-19	161	2.29
1200-1490	631	2.36	20-23	446	2.62
1500-1790	1967	2.80	24-27	654	2.93
1800-2090	2082	3.27	28-31	658	3.34
2100-2400	601	3.57	32-36	322	3.57
Total	5318	3.01	Total	2254	3.03
NON-HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900	*	*	<15		
900-1190	*	*	15-19	13	2.65
1200-1490	29	2.61	20-23	29	2.93
1500-1790	204	2.88	24-27	137	2.99
1800-2090	474	3.02	28-31	240	3.10
2100-2400	142	3.27	32-36	99	3.01
Total	854	3.01	Total	518	3.04

Table 6b
Freshman Year Performance by Admission Test Score Ranges
White Students
Entering 2009

Note: N-counts represent the number of test scores.

HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15		
900-1190	*	*	15-19	15	2.44
1200-1490	96	2.55	20-23	113	2.73
1500-1790	836	2.90	24-27	354	3.00
1800-2090	1240	3.30	28-31	420	3.35
2100-2400	335	3.58	32-36	201	3.61
Total	2508	3.17	Total	1103	3.21
NON-HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15		
900-1190			15-19	5	2.57
1200-1490	8	2.42	20-23	13	2.87
1500-1790	124	2.90	24-27	94	3.06
1800-2090	320	3.03	28-31	174	3.15
2100-2400	84	3.34	32-36	64	3.02
Total	536	3.04	Total	350	3.08

Table 6c
Freshman Year Performance by Admission Test Score Ranges
African American Students
Entering 2009

Note: N-counts represent the number of test scores.

HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15	*	*
900-1190	8	1.34	15-19	31	2.27
1200-1490	103	2.22	20-23	32	2.65
1500-1790	126	2.74	24-27	24	3.00
1800-2090	55	3.01	28-31	9	2.47
2100-2400	5	3.58	32-36	*	*
Total	297	2.59	Total	100	2.60
NON-HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900	*	*	<15		
900-1190	*	*	15-19	7	2.83
1200-1490	10	2.49	20-23		
1500-1790	10	2.69	24-27	*	*
1800-2090	6	2.20	28-31		
2100-2400			32-36		
Total	31	2.57	Total	11	2.73

Table 6d
Freshman Year Performance by Admission Test Score Ranges
Asian American Students
Entering 2009

Note: N-counts represent the number of test scores.

HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15		
900-1190	*	*	15-19	11	2.36
1200-1490	89	2.49	20-23	52	2.79
1500-1790	307	2.85	24-27	83	2.94
1800-2090	470	3.32	28-31	148	3.43
2100-2400	233	3.56	32-36	95	3.51
Total	1101	3.17	Total	389	3.23
NON-HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15		
900-1190			15-19		
1200-1490	*	*	20-23	*	*
1500-1790	23	2.95	24-27	15	2.97
1800-2090	100	3.03	28-31	50	2.92
2100-2400	51	3.21	32-36	24	3.07
Total	175	3.07	Total	93	2.98

Table 6e
Freshman Year Performance by Admission Test Score Ranges
Hispanic Students
Entering 2009

Note: N-counts represent the number of test scores.

HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15	7	2.16
900-1190	18	1.73	15-19	92	2.28
1200-1490	319	2.29	20-23	242	2.51
1500-1790	649	2.67	24-27	174	2.78
1800-2090	256	3.07	28-31	66	3.15
2100-2400	14	3.69	32-36	18	3.41
Total	1256	2.65	Total	599	2.65
NON-HB 588 ENROLLED FRESHMEN					
Sending SATs			Sending ACTs		
Interval	N	GPA	Interval	N	GPA
<900			<15		
900-1190			15-19	*	*
1200-1490	8	2.78	20-23	10	2.88
1500-1790	38	2.75	24-27	21	2.80
1800-2090	37	2.93	28-31	14	3.14
2100-2400	6	2.79	32-36	9	2.87
Total	89	2.83	Total	55	2.90

Table 7-SAT
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
Entering 2009

College/School	HB 588 Enrolled Admits														
	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	1992	3.37	6	1797	2.72				*	*	*	31	1935	3.17
Business	318	1904	3.36	23	1661	2.85	141	1921	3.32	131	1647	2.81	634	1840	3.22
Communication	288	1805	3.27	40	1539	2.75	51	1842	3.21	126	1592	2.85	512	1735	3.12
Education	79	1711	3.18	17	1435	2.02	9	1597	3.08	53	1517	2.75	162	1602	2.88
Engineering	530	1937	3.12	25	1791	2.73	242	1963	3.21	199	1757	2.75	1029	1903	3.06
Fine Arts	63	1864	3.40	5	1734	3.22	7	1857	3.53	21	1624	3.03	99	1795	3.32
Geosciences	15	1843	2.69				*	*	*	11	1604	2.14	29	1768	2.52
Liberal Arts	412	1875	3.30	46	1572	2.75	102	1910	3.34	185	1631	2.69	766	1795	3.11
Natural Science	535	1856	3.05	84	1617	2.60	461	1845	3.12	353	1619	2.53	1479	1781	2.92
Nursing	34	1775	3.25	6	1390	2.34	15	1652	3.32	22	1615	2.61	82	1680	3.03
Social Work	11	1722	3.14	6	1367	2.09	*	*	*	11	1355	2.14	31	1526	2.56
Undergraduate	203	1763	2.90	39	1469	2.19	68	1705	2.79	140	1538	2.42	464	1655	2.68
Total	2508	1864	3.17	297	1584	2.59	1101	1874	3.17	1256	1628	2.65	5318	1791	3.01
College/School	Non-HB 588 Enrolled Admits														
	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	2024	3.18
Business	11	2025	3.52				5	2054	3.34	*	*	*	17	2026	3.46
Communication	22	1949	3.18				*	*	*	*	*	*	25	1958	3.23
Education	66	1798	3.18	5	1208	3.18	11	1844	2.84	7	1521	2.92	91	1752	3.12
Engineering	115	1949	2.71	6	1813	2.27	64	1980	2.83	25	1850	2.32	220	1936	2.71
Fine Arts	83	1830	3.09	*	*	*	13	1820	3.07	21	1726	2.95	120	1805	3.05
Geosciences	22	1927	3.06				*	*	*	*	*	2.96	27	1914	3.06
Liberal Arts	76	1983	3.31	*	*	*	17	2056	3.28	11	1888	3.16	109	1980	3.28
Natural Science	68	2029	3.01	*	*	*	50	2075	3.25	6	2012	3.09	131	2037	3.10
Nursing										*	*	*	*	*	*
Social Work	14	1916	3.26				*	*	*				17	1933	3.32
Undergraduate	55	1818	2.92	13	1405	2.60	*	*	*	12	1666	3.02	84	1729	2.88
Total	536	1914	3.04	31	1524	2.57	175	1991	3.07	89	1794	2.83	854	1901	3.01

Table 7-ACT
ACT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY
Entering 2009

College/School	HB 588 Enrolled Admits														
	White			African American			Asian American			Hispanic			All Students		
	N	ACT	GPA	N	ACT	GPA	N	ACT	GPA	N	ACT	GPA	N	ACT	GPA
Architecture	7	28	3.26	1	25	2.12				*	*	*	10	28	3.15
Business	160	29	3.37	9	22	2.87	51	30	3.38	59	23	2.79	290	27	3.23
Communication	119	27	3.30	15	21	2.76	18	27	3.18	55	22	2.82	211	25	3.13
Education	39	25	3.09	*	*	*	*	*	*	21	21	2.92	70	23	2.94
Engineering	211	29	3.20	11	25	2.52	86	29	3.34	108	26	2.67	432	28	3.07
Fine Arts	25	28	3.44				*	*	*	8	23	3.17	38	26	3.41
Geosciences	11	26	2.86				*	*	*	*	*	*	16	26	2.68
Liberal Arts	179	28	3.36	17	21	2.59	34	29	3.53	85	23	2.64	320	26	3.14
Natural Science	243	28	3.08	31	23	2.70	175	28	3.11	171	23	2.62	635	26	2.95
Nursing	14	26	3.14	*	*	*	*	*	*	10	22	2.40	32	24	2.93
Social Work	5	24	2.89	*	*	*				7	18	2.18	13	21	2.38
Undergraduate	90	27	2.89	9	19	1.97	12	23	2.71	70	21	2.40	187	24	2.63
Total	1103	28	3.21	100	22	2.60	389	28	3.23	599	23	2.65	2254	26	3.03
College/School	Non-HB 588 Enrolled Admits														
	White			African American			Asian American			Hispanic			All Students		
	N	ACT	GPA	N	ACT	GPA	N	ACT	GPA	N	ACT	GPA	N	ACT	GPA
Architecture	*	*	*				*	*	*	*	*	*	5	29	3.27
Business	9	31	3.43				*	*	*	*	*	*	14	31	3.41
Communication	22	30	3.31				*	*	*	*	*	*	25	30	3.35
Education	54	27	3.25	*	*	*	6	28	3.03	5	23	2.88	67	27	3.21
Engineering	59	30	2.76	*	*	*	35	30	2.82	13	29	2.35	112	30	2.72
Fine Arts	36	27	3.15				6	25	3.04	11	25	3.03	54	26	3.10
Geosciences	16	28	3.19				*	*	*				17	28	3.18
Liberal Arts	63	29	3.19	*	*	*	11	31	2.96	9	27	3.00	86	29	3.14
Natural Science	33	31	3.07				22	31	2.98	6	31	3.09	63	31	3.06
Nursing										*	*	*	*	*	*
Social Work	9	28	3.25				*	*	*				12	29	3.24
Undergraduate	47	27	2.89	5	17	2.47	*	*	*	6	22	3.09	61	26	2.86
Total	350	29	3.08	11	20	2.73	93	30	2.98	55	27	2.90	518	29	3.04

Table 8
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE AND GENDER
Entering 2009

HB 588 Enrolled Admits									
Sending SATs					Sending ACTs				
Male		Female			Male		Female		
N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900					<15	*	*	9	2.16
900-1190	9	1.77	28	1.69	15-19	46	2.22	115	2.32
1200-1490	204	2.25	427	2.41	20-23	147	2.52	299	2.66
1500-1790	807	2.69	1160	2.88	24-27	278	2.79	376	3.04
1800-2090	1009	3.16	1073	3.37	28-31	282	3.22	376	3.43
2100-2400	353	3.55	248	3.62	32-36	198	3.53	124	3.63
Total/Mean GPA	2382	2.98	2936	3.04	Total	955	3.00	1299	3.05
Mean Test Score	1831		1758			Mean	27		26
Non-HB 588 Enrolled Admits									
Sending SATs					Sending ACTs				
Male		Female			Male		Female		
N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	*	*			<15				
900-1190	*	*	*	*	15-19	10	2.59	*	*
1200-1490	16	2.52	13	2.72	20-23	14	3	15	2.86
1500-1790	98	2.80	106	2.97	24-27	55	2.81	82	3.11
1800-2090	271	2.91	203	3.16	28-31	130	3	110	3.22
2100-2400	95	3.20	47	3.39	32-36	72	3.04	27	2.94
Total/Mean GPA	484	2.93	370	3.12	Total	281	2.96	237	3.13
Mean Test Score	1926		1869			Mean	29		28

**Table 9-SAT
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
Entering 2009**

College/School	HB 588 Enrolled Admits					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	15	1961	3.29	16	1910	3.06
Business	287	1861	3.21	347	1822	3.22
Communication	119	1755	3.02	393	1728	3.15
Education	42	1610	2.76	120	1599	2.92
Engineering	759	1904	3.02	270	1902	3.18
Fine Arts	28	1745	3.22	71	1814	3.36
Geosciences	14	1754	2.58	15	1781	2.47
Liberal Arts	252	1827	3.03	514	1780	3.16
Natural Science	635	1819	2.92	844	1752	2.92
Nursing	6	1702	2.75	76	1678	3.05
Social Work	*	*	*	30	1522	2.56
Undergraduate	224	1679	2.60	240	1634	2.76
Total	2382	1831	2.98	2936	1758	3.04
College/School	Non-HB 588 Enrolled Admits					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	5	2040	3.47	6	2010	2.99
Business	11	2077	3.45	6	1932	3.47
Communication	8	1956	3.24	17	1959	3.23
Education	20	1670	2.94	71	1775	3.17
Engineering	186	1938	2.69	34	1926	2.80
Fine Arts	44	1825	3.01	76	1793	3.08
Geosciences	12	1910	3.07	15	1918	3.05
Liberal Arts	52	1998	3.26	57	1963	3.30
Natural Science	89	2061	3.10	42	1987	3.09
Nursing	*	*	*	*	*	*
Social Work	6	1927	2.90	11	1936	3.55
Undergraduate	50	1710	2.82	34	1756	2.96
Total	484	1926	2.93	370	1869	3.12

Table 9-ACT
ACT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
Entering 2009

College/School	HB 588 Enrolled Admits					
	Male			Female		
	N	ACT	GPA	N	ACT	GPA
Architecture	6	28	3.19	*	*	3*
Business	123	28	3.22	167	27	3.24
Communication	41	26	2.99	170	25	3.16
Education	21	23	3.05	49	23	2.89
Engineering	319	28	3.02	113	28	3.23
Fine Arts	11	26	3.36	27	26	3.43
Geosciences	8	27	2.98	8	25	2.39
Liberal Arts	100	27	3.03	220	26	3.19
Natural Science	252	27	2.95	383	26	2.94
Nursing	*	*	*	30	24	2.96
Social Work				13	21	2.38
Undergraduate	72	25	2.60	115	23	2.65
Total	955	27	3.00	1299	26	3.05
College/School	Non-HB 588 Enrolled Admits					
	Male			Female		
	N	ACT	GPA	N	ACT	GPA
Architecture	*	*	*	*	*	*
Business	8	32	3.37	6	29	3.47
Communication	10	31	3.27	15	30	3.40
Education	14	25	2.98	53	27	3.27
Engineering	93	30	2.68	19	30	2.93
Fine Arts	15	26	3.04	39	26	3.13
Geosciences	10	28	3.15	7	28	3.21
Liberal Arts	45	30	3.25	41	29	3.03
Natural Science	44	31	3.10	19	29	2.96
Nursing	*	*	*	*	*	*
Social Work	5	29	2.89	7	29	3.48
Undergraduate	33	25	2.81	28	27	2.91
Total	281	29	2.96	237	28	3.13

¹ For a complete description of the ACT Assessment see: <http://www.actstudent.org/testprep/descriptions/index.html>

² See: <http://professionals.collegeboard.com/testing/sat-reasoning>

³ See: <http://professionals.collegeboard.com/testing/sat-reasoning/about>

⁴ The text of the Uniform Admissions Law (HB 588) is posted at: <http://www.utexas.edu/student/admissions/research/HB588Law.html>

⁵ For more information on those conditions see: <http://bealorghorn.utexas.edu/freshmen/after-you-apply/automatic-admission/>

⁶ Class rank is expressed as a high school percentile using the following formula: $(1 - (\text{class rank} / \text{class size})) * 100$. For students from non-ranking schools, a rank is estimated using the student's GPA and grade distributions provided by the schools.

⁷ High school course requirements are described at:

<http://bealorghorn.utexas.edu/freshmen/admission/hs-courses/>

⁸ UT accepts either the SAT 1: Reasoning Test or the ACT Assessment. Students sending more than one set of scores are given the benefit of the best performance from a single test date.

⁹ Multiple Regression Equations—Beginning with Entering Fall 2009

Business – ACT Model

$$-.630 + (\text{HSR} * .015) + (\text{ACT M} * .062) + (\text{ACT EngWrt} * .031)$$

Business – SAT Model

$$-2.668 + (\text{SAT M} * .002) + (\text{SAT W} * .001) + (\text{HSR} * .032) + (\text{SAT CR} * .001)$$

Engineering – ACT Model

$$-1.661 + (\text{ACT EngWrt} * .045) + (\text{HSR} * .020) + (\text{ACT M} * .060)$$

Engineering – SAT Model

$$-2.254 + (\text{SAT W} * .002) + (\text{HSR} * .023) + (\text{SAT M} * .003)$$

The Liberal Arts Group – ACT Model

$$.125 + (\text{ACT EngWrt} * .046) + (\text{ACT M} * .046) + (\text{HSR} * .007)$$

The Liberal Arts Group – SAT Model

$$-.285 + (\text{SAT W} * .002) + (\text{SAT M} * .001) + (\text{HSR} * .009) + (\text{SAT CR} * .001)$$

The Natural Science Group – ACT Model

$$-1.179 + (\text{ACT EngWrt} * .052) + (\text{ACT M} * .051) + (\text{HSR} * .017)$$

The Natural Science Group – SAT Model

$$-1.617 + (\text{SAT Math} * .003) + (\text{HSR} * .020) + (\text{SAT CR} * .001) + (\text{SAT W} * .001)$$

¹⁰ For Table 3 and others illustrating test scores: The n-counts above represent the number of students sending scores from each of the ACT and SAT. For each individual, the best total score from each test date was used in the computation of the means. The sum of the n-counts below is greater than the population because some students sent both ACT and SAT scores. The SAT value reported is the mean of the sum of the Critical Reading, Math, and Writing scores: a perfect score is 2400. The ACT value reported is the mean of the ACT Composite: a perfect score is 36. For 2010 the SAT national average was 1509; for ACT it was 21.