

A Resolution to Dismantle Standardized Testing from the UCLA Admissions Process

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Internship Class 2018, Academic Affairs Commission

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WHEREAS, “College Board” has admitted that “college readiness is a continuum,” meaning the SAT and other standardized tests cannot fully define a student’s college readiness,¹ and

WHEREAS, more than 1,000 accredited colleges throughout the US have completely dismantled the standardized testing requirement, or have made standardized test scores an optional component of the application process,² and

WHEREAS, a study of approximately 80,000 University of California students by Saul Geiser and Roger Studley found that high school grade point average (GPA) has consistently been a better indicator of four-year college grades,³ and

WHEREAS, another study conducted by Saul Geiser at the University of California, Berkeley states that “factors outside of students’ control, including family income, parental education, and race/ethnicity, account for 33% of the variance in scores between test takers [on SAT and ACT performance], putting students of low socioeconomic status at a huge disadvantage in this area,”⁴ and

¹ Cantor, David. “New SAT Doesn’t Change Link Between Achievement Gap and Weak College Readiness.” *The 74*, 27 Sept. 2017, goo.gl/TRkFQm

² The National Center for Fair and Open Testing. “More Than 1000 Accredited Colleges and Universities That Do Not Use ACT/SAT Scores to Admit Substantial Numbers of Students Into Bachelor-Degree Programs.” *Fairtest*, 2018, goo.gl/NNDefj

³ Geiser, Saul and Santelices, Maria Veronica. *Validity of High School Grades in Predicting Student Success Beyond the Freshman Year: High School Record vs. Standardized Tests as Indicators of Four-Year College Outcomes*. University of California, Berkeley, 2007.

⁴ Kornicker, Canyon. “Impacts of Lower Socioeconomic Status on College Admissions.” *Penn Wharton Public Policy Initiative*, 24 Jan. 2018, <https://goo.gl/9bj1Mv>

WHEREAS, differences in socioeconomic status, race, ethnicity and age can implicitly and explicitly influence a student's readiness to be successful on these tests,

WHEREAS, the College Board president profits \$900,000 with 12 Executive Members that accumulate \$300,000 each year off of the administration, dissemination and grading of these standardized tests ; and

WHEREAS, a separate study led by William Hiss and Valerie Franks of 122,916 students and alumni across 33 institutions found only a difference of 0.5 in GPA and 0.6% in graduation rate between submitters and non-submitters at test-optional universities, concluding that testing results may hurt applicants who would otherwise succeed⁵ and

WHEREAS, neither the SAT or ACT measures the full range of abilities that are needed to succeed in college; important attributes not measured include: persistence, intellectual curiosity, writing ability and⁶

WHEREAS, standardized testing procedures “artificially truncate the pools of applicants who would succeed if they could be encouraged to apply”⁷ such as on racial and ethnic lines where, as of September 2017, “fifty-nine percent of white students, 54 percent of multiracial students, and 31 percent of Hispanic students met the College Board threshold”⁸ and

WHEREAS, Bob Schaeffer, education director of Fairtest, said in an email that his group has worked for years to push the testing organizations to be more transparent, saying that “There is more government oversight over the food you feed your pets than over the test administered to your children”⁹ and

LET IT BE RESOLVED, that the Undergraduate Students Association Council (USAC) is firmly opposed to the use of SAT and ACT standardized tests as holistic review criteria in the UCLA admissions process and,

⁵ Hiss, William and Franks, Valerie. Defining Promise: Optional Standardized Testing Policies in American College and University Admissions. 5 Feb. 2014. <https://goo.gl/cBU9oA>

⁶ Beatty, Greenwood, Linn. (1999). *Myths and Tradeoffs: The Role of Tests in Undergraduate Admissions*. Washington D.C: National Academy Press.

⁷ Hiss, William and Franks, Valerie. Defining Promise: Optional Standardized Testing Policies in American College and University Admissions. 5 Feb. 2014. <https://goo.gl/cBU9oA>

⁸ Cantor, David. “New SAT Doesn’t Change Link Between Achievement Gap and Weak College Readiness.” *The 74*, 27 Sept. 2017, goo.gl/TRkFQm

⁹ Strauss, Valerie. “International counselors blast ACT and College Board, citing ‘lack of confidence’ over testing.” *The Washington Post*, 4 Oct. 2017. goo.gl/S9KP9N

LET IT BE RESOLVED, that USAC supports efforts to dismantle standardized testing as holistic review criteria in the UCLA admissions process and,

LET IT BE RESOLVED, that the USAC will work in tandem with the Committee on Admissions and Relations with Schools (CUARS) within the Academic Senate to ensure standardized testing is removed from the holistic review criteria in the UCLA admissions process and,

LET IT BE FURTHER RESOLVED, that the Undergraduate Students Association will continue to support educational and service projects, financially and collectively as best it can to ensure students looking into higher education can have barriers like standardized testing removed.