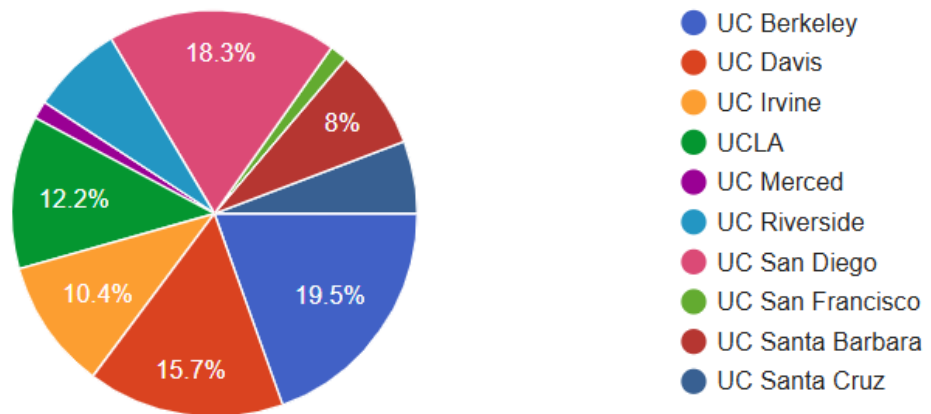


Report on the SAT/ACT Survey

Thank you all for participating in the SAT/ACT survey. Although limited contact information allowed us to reach only about one-third of current UC faculty, approximately one in five of those contacted responded, representing about 7% of the total faculty population. Below are charts presenting the results, an AI-generated executive summary, and a one-page summary of the comments highlighting the major points raised by supporters and opponents of reinstating the testing requirement.

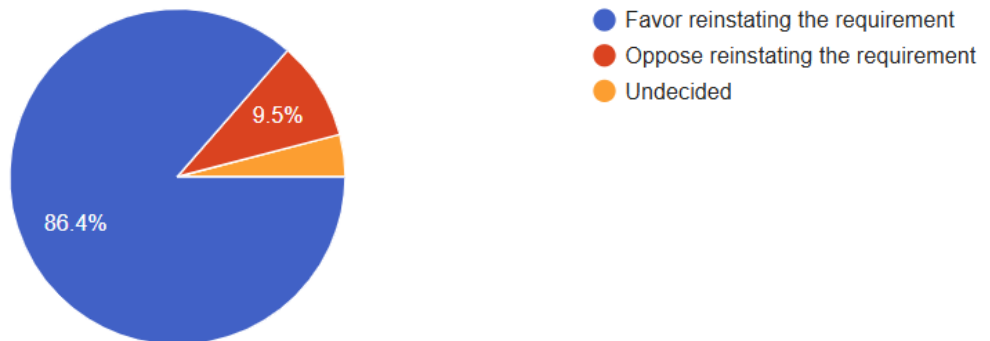
Please let me know your campus

1,059 responses



Do you favor reinstating the SAT/ACT requirement for admission to the University of California, oppose it, or remain undecided?

1,059 responses



(1) Executive summary

The submitted comments predominantly favor reinstating SAT/ACT testing, often as one component of holistic admissions. Supporters emphasize declining student preparation—particularly in mathematics, but also in reading, writing, and analytical reasoning—and argue that grade inflation and AI-assisted essays have weakened other admissions indicators. They view standardized tests as a common benchmark that can identify preparation gaps and recognize talented applicants from under-resourced schools.

Opponents emphasize unequal access to strong schooling, paid preparation, testing centers, and accommodations. They question the tests' predictive value and caution that declining preparedness cannot be attributed to removing testing requirements without accounting for pandemic disruption and broader educational changes. They argue that UC should strengthen instruction and student support rather than restrict access.

Several comments propose intermediate approaches: optional testing, contextual interpretation of scores, readiness thresholds rather than ranking by scores, discipline-specific requirements, or alternative assessments. The central disagreement concerns how UC can maintain academic rigor while advancing access and social mobility, and what evidence should guide that balance.

These are qualitative findings from the submitted comments, not a representative estimate of faculty opinion or an independent verification of respondents' research claims.

(2) One-page summary of the comments and major points raised by both sides

Overall perspective. Support for reinstating SAT/ACT testing is the predominant position in the comments, although support ranges from firm admission thresholds to limited use within holistic review. Opposition and uncertainty center on equity, the interpretation of evidence, and whether reinstatement would address the causes of inadequate preparation. Both sides express concern for students' success but differ over the appropriate response.

Arguments supporting reinstatement. The most recurring concern is inadequate academic preparation. Respondents describe students struggling with fractions, algebra, quantitative reasoning, reading comprehension, and coherent writing, including in upper-division courses. They report spending more time reviewing prerequisites, reducing course content or difficulty, and managing increasingly uneven preparation. Supporters argue that admitting students without essential skills can lead to failure, debt, delayed graduation, or departure from intended majors while limiting instruction for prepared classmates.

A second major argument concerns admissions information. Supporters contend that inflated grades and inconsistent standards across high schools make GPAs difficult to compare, while AI and professional assistance undermine the usefulness of application essays. They regard SAT/ACT scores as an independent, comparable measure that complements other evidence. Many favor contextual use rather than making scores the sole or dominant criterion.

Supporters also frame testing as an equity tool. They argue that strong scores can distinguish talented students from disadvantaged schools who lack advanced coursework, prestigious extracurricular activities, or application coaching. Some invoke California's community college and transfer pathways as ways to provide additional preparation before UC enrollment.

Arguments opposing reinstatement. Opponents argue that scores reflect unequal educational opportunities and family resources, including access to tutoring, preparation courses, testing locations, and accommodations. They fear that reinstatement would discourage applications or reduce access for low-income, first-generation, rural, and racially minoritized students. Some also highlight test anxiety, disability-related barriers, testing costs, and the influence of commercial testing organizations.

Opponents question whether tests adequately capture intellectual potential, creativity, persistence, or success across different disciplines. They challenge causal claims connecting declining preparedness to test-free admissions, pointing to pandemic learning disruption, K–12 underfunding, curriculum changes, and technology use. Some question the validity or comparability of placement-test evidence and request broader analysis of course performance, graduation, and major completion. They emphasize UC's public mission and advocate stronger teaching, tutoring, summer bridge programs, and partnerships with schools.

Intermediate proposals and unresolved issues. Suggested approaches include optional score submission; contextual review; empirically validated readiness thresholds without rewarding progressively higher scores; testing for placement and support; campus- or major-specific policies; and UC-developed or existing statewide assessments. Respondents also propose free preparation, fee waivers, accessible testing, and alternatives for students with disabilities.

The comments leave several questions unresolved: how much tests add to existing admissions information; how their use would affect different groups; whether identified preparation gaps can realistically be addressed; and how any policy change should be evaluated. Some respondents call for clearer faculty consultation, transparent success criteria, and a process for revising the policy if outcomes fall short.