

1100-97-34

**Bryan Nankervis\*** (bn10@txstate.edu). *Gender Inequities in University Admissions and Scholarships in Texas Due to the Differential Validity of the SAT.*

Previous research has documented sex differences in mathematical skills and abilities across various content areas and suggests these differences are a result of a complex mix of biological, sociological, and psychological factors. Consequently, males significantly outscore females on the SAT I quantitative section, which is designed to predict first-year college success in mathematics. This paper, however, demonstrates that gender gaps in performance on the SAT I have little to do with college readiness, but rather are due to the misaligned content of the instrument as well as the environment in which the exam is administered. Specific examples of gender inequity resulting from criteria based on SAT scores for admissions and scholarships at four-year institutions in Texas are addressed. This analysis informs research on access to post-secondary education and has far-reaching implications for the design and administration of standardized mathematics tests such as the SAT I, which is used for determining admission to many colleges as well as the awarding of scholarships. (Received January 17, 2014)