Increasing SAT Participation

Getting a larger slice of the pie

Problem Statement

The new format of SAT was introduced in March 2016, and was followed with changing legislative decisions, affecting participation rates.

This project aims to:

- 1. Explore trends in SAT participation for the period of 2016 to 2021
- 2. Identify opportunities in market segments
- 3. Advice College Board on targeted methods to increase SAT participation

Agenda

01

Data Used

Mix of internal sources and external data



Trends and Analysis

Plots and Patterns



Recommendations

Targeted methods to achieve higher participation



Recommendations

Data Used

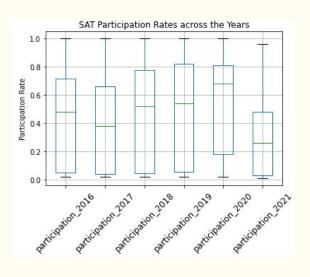
SAT and ACT Participation Rates retrieved from:

Internal data:

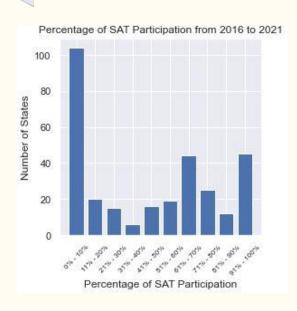
- 2017 SAT Scores by State
- 2018 SAT Scores by State
- 2019 SAT Scores by State
- 2019 ACT Scores by State

External data:

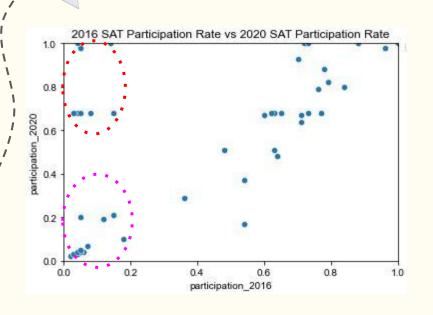
- 2016 SAT Participation by State
- 2020 SAT Participation by State
- 2021 SAT Participation by State



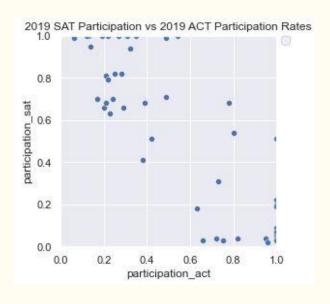
- 2021 COVID-19 disruptions producing an outlier
- Increasing participation rates
- More states having higher participation rates
- Indication that College Board's existing strategy have worked



- Polar observations
- Not normally distributed
- Increasing number of states with >50% participation



- Relatively strong positive relationship
- Suggests the long-lasting effect of strategy
- Top left points likely due to switch in official standardized test
- Points on bottom left are huge potential market



- Inversely related
- Students taking both exams
- Fine-tune marketing efforts to students and parents





For states with high SAT participation rates: Maintain, and extend other offerings such as PSAT through the holding of University Day



For states with moderate SAT participation rates: Target parents and students, work with universities, and lobby to regulators



For states with low SAT participation rates: Similar to recommendations for states with moderate SAT participate rates, but need to outcompete ACT Inc.

4 Conclusion

- Recommendations are not mutually exclusive, need to prioritize base on College Board's strategy.
- For deeper analysis, need more information such as costs to set up and implement exam administration and reporting systems to avoid seemingly profitable endeavours that might actually be loss making.