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**Commission on
Higher Education**

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Agenda Item 4.02G

Dr. Gail M. Morrison
Interim Executive Director

May 3, 2007

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *BRH/vlk*

Report on Admission Standards for First-Time Entering Freshmen
FY 2006-07

Act 629 of 1988, *The Cutting Edge*, requires that with respect to admission standards at the public colleges and universities:

- In consultation and coordination with the public institutions of higher learning in this state, the State Commission on Higher Education shall ensure that minimal admissions standards are maintained by the institutions.
- The Commission, with the institutions, shall monitor the effect of compliance with admission prerequisites that are effective in fall, 1988 (Section 59-104-10(A)).

In April 1988, the Advisory Committee on Academic Programs adopted a procedure that requires each institution annually to report on applications, acceptances, and enrollment, and to specify the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen.

In Act 359 of 1996, the General Assembly reiterated the importance of reporting admissions standards. Section 59-103-45(3) again directs the Commission to review minimum undergraduate admission standards.

Attached is the annual report on 2006 admission standards for first-time entering freshmen (Attachment 1) at South Carolina public senior colleges and universities. This document summarizes the results of five different reports related to admission standards and to measures of achievement of first-time entering freshmen for the fall of 2006.

The Report is presented in five parts:

- Part I: Fall 2006 Applications, Acceptances, and Actual Enrollments;
- Part II: Fall 2006 Data Related to High School Course Prerequisites;
- Part III: Fall 2006 SAT and ACT Scores;
- Part IV: Fall 2006 Provisionally Admitted Students;
- Part V: Fall 2007 Minimum Admissions Requirements

The data for Parts II-IV, and the actual enrollment data included in Part I, were electronically supplied by the institutions via the Commission on Higher Education's Management Information System (CHEMIS).

Recommendation

The staff recommends that the Committee approve the following:

1. The senior institutions whose compliance rate fell below the state average of 94% in Fall 2006 shall provide by June 1, 2007, to the Committee on Academic Affairs and Licensing a report on reasons for declining compliance and a plan of action acceptable to the Committee to increase compliance, thereby enhancing student preparation for success in college (Lander University, South Carolina State, USC-Aiken, USC-Beaufort, USC-Upstate, and Winthrop);
2. South Carolina State be reminded that its 2006 plan of action is to be implemented with measurable objectives for 2007; and
3. Each four-year institution present to the Committee its definition of what constitutes a provisional student.

**ANNUAL REPORT ON ADMISSION STANDARDS FOR
FIRST-TIME ENTERING FRESHMEN, FALL 2005
SOUTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES**

This document reviews the results of five different reports related to admission standards and measures of achievement for first-time entering freshmen. The results are presented in five parts:

- **Part I:** Fall 2006 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2006 data related to high school course prerequisites;
- **Part III:** Fall 2006 SAT and ACT scores;
- **Part IV:** Fall 2006 data related to provisional students; and
- **Part V:** Fall 2007 minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 2007, 61,539 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 38,907 or 63 percent met the minimum admission standards at one or more of the public senior institutions and were offered admission to the institution. Of those who were offered admission, 15,635 or 40 percent of applicants actually enrolled.

Table 1, on the following page, shows the number and percent of students who applied, students who were accepted, and students who actually enrolled at each public senior institution.

TABLE 1
APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENTS
S.C. PUBLIC SENIOR INSTITUTIONS, FALL 2006
FIRST TIME ENTERING FRESHMEN

Institutions	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
Research Institutions					
Clemson	12,784	6,990	54.7%	2,812	40.2%
USC-Columbia	13,944	8,780	63.0%	3,697	42.1%
Sub Total	26,728	15,770	59.0%	6,509	41.3%
Comprehensive Teaching Colleges & Universities					
The Citadel	1,999	1,490	74.5%	538	36.1%
Coastal Carolina	6,218	4,238	68.2%	1,474	34.8%
Coll. Of Charleston	8,675	5,332	61.5%	1,968	36.9%
Francis Marion	2,692	1,799	66.8%	797	44.3%
Lander	1,907	1,187	62.2%	580	48.9%
S.C. State ¹	2,592	2,049	79.1%	881	43.0%
USC-Aiken	2,412	1,330	55.1%	674	50.7%
USC-Beaufort	555	407	73.3%	233	57.2%
USC-Upstate	2,433	1,601	65.8%	798	49.8%
Winthrop	5,328	3,704	69.5%	1,183	31.9%
Sub Total	34,811	23,137	66.5%	9,126	39.4%
Total Sr. Institutions	61,539	38,907	63.2%	15,635	40.2%

¹Reported manually by the institutions.

South Carolina State University offered admission to the largest percentage of applicants, e.g., approximately 79%, followed by The Citadel at 75%, USC-Beaufort at 73%, and Winthrop University at 70%. Coastal Carolina, Francis Marion, USC-Upstate, USC-Columbia, Lander, and College of Charleston offered admission ranging from 61-68 percent. USC-Aiken and Clemson University offered admission to the lowest percentage of applicants at 55%. USC-Beaufort enrolled the largest percentage (57%) of students who were offered admission. The remaining institutions had enrollment percentages that ranged from 32 to 51 percent. The most "selective" institution, based on the ratio of applicants offered admission to the number of applications, is Clemson University (54.7% offered admission). USC-Aiken follows with just over 55% offered admission.

Table 2 provides a five-year overview of applications, acceptances and actual enrollments. The number of applicants has increased nearly 11,674 over the last five years, and the number enrolled has increased by approximately 1,742 students. However,

the percentage of applicants who were accepted and enrolled **has decreased** by approximately 2.5%. This data suggest that, as a whole, the public senior institutions of South Carolina are becoming somewhat more selective in offering admission to students, but that, in turn, as students who are offered admission are becoming more selective in choosing where they wish to attend.

Applications, Acceptances, and Actual Enrollments Of First-Time Entering Freshmen S.C. Public Senior Institutions Five Year Comparison					
Year	Number of Applications	Number of Applicants Offered Admission	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
2002	49,865	32,568	65.3%	13,893	42.7%
2003	52,149	34,740	66.6%	14,586	42.0%
2004	54,546	36,906	70.5%	15,079	40.9%
2005	57,938	39,068	67.4%	15,728	40.3%
2006	61,539	38,907	63.2%	15,635	40.2%

2002 does not include USC-Beaufort data.

Part II: Extent to Which 2004 Freshmen Met the High School Course Prerequisites

Since Fall 1988, public senior colleges and universities in South Carolina have required that applicants for freshmen admission (who graduated from high school in 1988 or subsequent years) must have completed certain high school courses before being admitted. The required courses include the following:

- 1. Four units of English:** At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English I, II, III, and IV will meet this criterion.
- 2. Three units of Mathematics:** These include Algebra I (for which Applied Mathematics I and II may count together as a substitute if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course is strongly recommended. The fourth course should be selected from among algebra III/trigonometry, pre-calculus, calculus, statistics, or discrete mathematics.
- 3. Three units of Laboratory Science:** Two units must be taken in two different fields and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics)

or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in the section.

4. **Two units of the same foreign language.**
5. **Three units of social science:** One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.
6. **Four units of electives:** Four college preparatory units must be taken from at least three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Laboratory Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematics above the level of Algebra II, and Social Sciences. It is suggested that one unit be in Computer Science which includes programming (i.e., not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).
7. **One unit of physical education or ROTC.**

NOTE: Each institution may make exceptions in admitting 1) students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student or 2) students who have taken the Tech Prep (Applied Academics) courses rather than the required college preparatory curriculum described above and who meet all other institutional admissions criteria.

As shown on **Table 3**, although the proportion of all applicable first-time freshmen meeting all of the prerequisites increased from 92.7% in 2005 to 93.9% in 2006, the percentage of students meeting all of the prerequisites is still below the 1999 average of 98.15 percent. This decrease is attributable to the continued low percentages at USC-Beaufort from 97.62% in 2003 to 57.86% in 2004, with a slight increase of 68.9% in 2005 when it became a four-year institution and all students rather than merely "baccalaureate ready" students were factored into the data. Additionally, South Carolina State University shows notably decreased compliance at 82.5% (-5.18%). Other fluctuations of concern occur at Lander University (-1.81%) and USC-Columbia (-1.22%) at the four-year institutions.

TABLE 3 Percent of Applicable ¹ First-Time Freshmen Meeting High School Course Prerequisites						
Institutions	2004	2004	2005	2005	2006	2006
	Applicable	Percent	Applicable	Percent	Applicable	Percent
	Freshmen	Meeting	Freshmen	Meeting	Freshmen	Meeting
		Prerequisites		Prerequisites		Prerequisites
Research Institutions						
Clemson	3,018	99.7%	2,903	97.7%	2,812	98.8%
USC-Columbia	3,337	96.1%	3,659	96.5%	3,624	95.3%
Sub Total	6,355	97.8%	6,562	97.0%	6,436	96.8%
Comprehensive Teaching Colleges & Universities						
The Citadel	569	100.0%	585	87.9%	538	88.8%
Coastal Carolina	1,304	90.0%	1,494	86.1%	1,459	94.5%
College of Charleston	1,940	97.6%	1,984	97.4%	1,962	99.2%
Francis Marion	746	94.6%	803	94.6%	797	94.7%
Lander	652	92.8%	577	82.5%	580	80.7%
SC State	960	100.0%	1,013	87.7%	881	82.5%
USC-Aiken	599	80.0%	594	84.0%	652	89.6%
USC-Beaufort	140	57.9%	212	68.9%	213	81.7%
USC-Upstate	636	88.5%	709	87.3%	769	87.4%
Winthrop	990	94.4%	999	91.0%	1,174	93.4%
Sub Total	8,536	93.3%	8,970	89.5%	9,025	91.7%
Total Sr. Institutions	14,891	95.2%	15,532	92.7%	15,461	93.9%
Two-Year Regional Campuses of USC						
USC-Lancaster ²	66	93.9%	74	90.5%	58	100.0%
USC-Salkehatchie ²	9	100.0%	1	100.0%	18	94.4%
USC-Sumter ²	60	100.0%	58	100.0%	70	98.6%
USC-Union ²	14	92.9%	15	66.7%	17	100.0%
Sub Total USC Two-Year	149	96.6%	148	91.9%	163	98.8%
Grand Total	15,040	95.3%	15,680	92.7%	15,624	93.9%

¹Not applicable to foreign students, GED students, and students who graduated prior to 1988.

²At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

Analysis of the course prerequisites which students are not meeting indicates that **laboratory science** has been the predominant area for the last three years. In 2001-02 the implementation of a third science course prerequisite occurred. This increase in an additional science course appears, from the data, to be the primary reason for the percentage of students not meeting the prerequisites for the last three years.

Additionally, 2005 data indicates that elective requirements are a second area of the prescribed curriculum where course prerequisites are not being met. Officials at the institutions have indicated that students arrive with electives outside of the required fields of Computer Science, English, Fine Arts, Foreign Languages, Humanities, Laboratory Science, Mathematics above Algebra II, and Social Studies as prescribed by CHE guidelines. Of particular concern are those institutions whose compliance falls below 90%. The intent of the prerequisites is to enhance the preparation of students to do well in college. The recent report issued by the United States Department of Education, *The Toolbox Revisited*, indicates that the academic intensity of the student's high school curriculum still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor's degree (US DOE, February 2006). As the 2003 report for ACT should regardless what students' initial levels of achievement might have been, students who took the core set of courses in high school were more likely to have higher ACT Composite scores than students who did not take the core. The *Trends in College Admission 2000* report indicates that four-year institutions rate the pattern of high school coursework as important to admission second only to high school GPA or rank and admissions test scores like ACT or SAT. **South Carolina falls below national averages at least in part because the recommended required high school courses are not consistently followed.**

Institutional Issues

The lowest compliance rate is shown by Lander University (80.7%), which has shown a decrease each year since 2004 (92.8% to 82.5% to 80.7%). A Lander University representative responded to a staff inquiry that they are implementing the plan of action that was submitted to CHE in July 2006 to revise the university's high school prerequisite exception policy for students applying for admission in Fall 2007. The revision will discontinue the policy of allowing the admission of students who are missing two CHE required courses, provided the two courses are not in the same subjects.

USC-Beaufort continues to have a low compliance rate (81.7%) but has steadily increased since becoming a four-year institution in Fall 2004 and shows a 12.8% increase in compliance since 2005.

Given the fact that in 2001 institutions agreed to require a third lab science, a dip in the compliance rate was to be expected. By 2006, it is reasonable to expect that students would be improving their compliance with the new prerequisite, and in general that is happening throughout the system. However, an analysis of the data for the six institutions with unacceptably low compliance (The Citadel, Lander, South Carolina State, USC-Aiken, USC-Beaufort, and USC-Upstate) shows that non-compliance includes other prerequisite areas as well.

South Carolina State (82.5%) displays a downward trend (100% to 87.7% to 82.5%) over the past three years. In response to staff inquiry, SCSU submitted a report on reasons for declining compliance and a plan of action to increase compliance in July 2006. Officials at SCSU stated that of the provisional students, 58% were missing the second foreign language, 39% were taking Math Tech courses instead of the required Algebra I and II, and 21% were taking physical science, earth science, and general science instead of the laboratory sciences. A representative from SCSU responded to a staff inquiry that the strategies in the plan of action submitted in July 2006 were not fully implemented. The strategies are currently being revised and will be implemented in Fall 2007. SCSU has hired an Assistant Vice President for Enrollment Management and has established a campus-wide committee to ensure the implementation of the plan of action.

The percentage of applicable first-time freshmen meeting high school course prerequisites was broken down further into "In State Only" (**Table 3A**) and "Out-of-State Only" (**Table 3B**) to determine if out-of-state students produced a decrease in the percentage of first-time freshmen meeting the high school course prerequisites. A comparison between the last column of both **Table 3A** and **Table 3B** indicates that in Fall 2006 the percentage of first-time in-state freshmen meeting high school course prerequisites was lower at every four-year public institution than for out-of-state freshman. This data shows, as measured by completion of high school course prerequisites, that out-of-school freshman are better prepared academically upon entering public four-year institutions in South Carolina than are students entering as freshman from in-state.

TABLE 3A Percent of Applicable ¹ First-Time Freshmen Meeting High School Course Prerequisites In State Only (Geographic Origin of Students = SC)						
Institutions	2004 Applicable Freshmen	2004 Percent Meeting Prerequisites	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites
Research Institutions						
Clemson	1,863	99.6%	1,888	98.1%	1,884	99.2%
USC-Columbia	2,386	97.6%	2,464	98.3%	2,252	98.0%
Sub Total	4,249	98.5%	4,352	98.2%	4,136	98.5%
Comprehensive Teaching Colleges & Universities						
The Citadel	224	100.0%	244	96.7%	235	96.6%
Coastal Carolina	684	93.3%	726	89.4%	633	97.9%
College of Charleston	1,029	98.6%	1,092	98.4%	1,008	99.5%
Francis Marion	699	94.7%	764	95.3%	747	96.0%
Lander	618	93.5%	554	82.9%	545	81.1%
SC State	790	100.0%	809	86.8%	693	82.8%
USC-Aiken	557	81.9%	541	85.2%	621	90.8%
USC-Beaufort	125	60.0%	194	69.6%	185	83.2%
USC-Upstate	596	89.6%	669	87.6%	728	87.8%
Winthrop	879	96.8%	844	94.1%	1,042	95.2%
Sub Total	6,201	93.9%	6,437	90.5%	6,437	92.1%
Total Sr. Institutions	10,450	95.8%	10,789	93.6%	10,573	94.6%
Two-Year Regional Campuses of USC						
USC-Lancaster ²	65	93.8%	73	90.4%	58	100.0%
USC-Salkehatchie ²	9	100.0%	1	100.0%	18	94.4%
USC-Sumter ²	60	100.0%	58	100.0%	70	98.6%
USC-Union ²	14	92.9%	15	66.7%	17	100.0%
Sub Total USC Two-Year	148	96.6%	147	91.8%	163	98.8%
Grand Total	10,598	95.8%	10,936	93.6%	10,736	94.7%

¹Not applicable to foreign students, GED students, and students who graduated prior to 1988.

²At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

TABLE 3B Percent of Applicable ¹ First-Time Freshmen Meeting High School Course Prerequisites Out-of-State Only (Geographic Origin of Students not in SC)						
Institutions	2004 Applicable Freshmen	2004 Percent Meeting Prerequisites	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites
Research Institutions						
Clemson	1,155	100.0%	1,015	97.0%	928	98.0%
USC-Columbia	951	92.4%	1,195	92.9%	1,456	85.6%
Sub Total	2,106	96.6%	2,210	94.8%	2,384	90.4%
Comprehensive Teaching Colleges & Universities						
The Citadel	345	100.0%	341	81.5%	303	82.8%
Coastal Carolina	620	86.5%	768	83.1%	848	89.5%
College of Charleston	911	96.4%	892	96.2%	964	97.9%
Francis Marion	47	93.6%	39	82.1%	50	76.0%
Lander	34	79.4%	17	70.6%	35	74.3%
SC State	170	100.0%	204	91.2%	188	81.4%
USC-Aiken	42	54.8%	53	71.7%	49	40.8%
USC-Beaufort	15	40.0%	18	61.1%	40	50.0%
USC-Upstate	40	72.5%	40	82.5%	65	50.8%
Winthrop	111	75.7%	155	74.2%	142	73.9%
Sub Total	2,335	91.7%	2,527	87.1%	2,684	87.5%
Total Sr. Institutions	4,441	94.0%	4,737	90.7%	5,068	88.9%
Two-Year Regional Campuses of USC						
USC-Lancaster ²	1	100.0%	1	100.0%	10	0.0%
USC-Salkehatchie ²	0	0.0%	0	0.0%	4	0.0%
USC-Sumter ²	0	0.0%	0	0.0%	4	0.0%
USC-Union ²	0	0.0%	0	0.0%	0	0.0%
Sub Total USC Two-Year	1	100.0%	1	100.0%	18	0.0%
Grand Total	4,442	94.0%	4,738	90.7%	5,086	88.6%

¹Not applicable to foreign students, GED students, and students who graduated prior to 1988.

²At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

Part III: Indicators of Academic Preparation, Fall 2004

Act 629 of 1988, *The Cutting Edge*, and Act 359 of 1996 require public senior colleges and universities in South Carolina to report annually to the Commission on the admissions standards for first-time entering freshmen students. Act 359 also requires that the Commission review admissions standards. This report includes the average scores for

all first-time entering freshmen, including those admitted under the regular admission policies of the institution and those who are admitted on a provisional basis (admitted under exceptions to the regular admission policies), foreign students, and students age 22 and above. Scores are submitted separately for each category of in-state students, out-of-state students, and in-state and out-of-state students combined.

Beginning in 1995, the Commission began using a more inclusive standard of comparison for indicators of academic preparation for entering students. The combined mean for college entrance examinations has been calculated based on the scores of the entire entering freshman class including foreign students, provisional students, students age 22 and above, and students taking the ACT.

The majority of students attending South Carolina institutions take the SAT rather than the ACT as a college entrance examination. However, South Carolina institutions are beginning to accept more students who have taken the ACT. Since 1994 this report has included both ACT and SAT scores, with the SAT combined mean and the ACT composite score listed in separate columns. Reporting the ACT and SAT scores separately does not give an accurate picture of the academic preparation of the total freshman class at each institution.

To look at the indicators of academic preparation for the first-time entering freshman class without exclusions allows the Commission to examine all indicators of success in college. An ACT/SAT combined mean is now calculated for the entire entering freshman class. The scores of students who report only ACT scores have been converted to SAT equivalencies using the ACT-SAT concordance tables developed by the Educational Testing Service (ETS). The converted scores were then averaged with the SAT scores to arrive at an SAT/ACT combined mean.

When ACT scores are converted into SAT equivalents and combined into the mean, the SAT/ACT combined mean is in general slightly lower than the SAT combined mean excluding ACT scores. This is because, in general, more than one SAT combined score (verbal and math) converts into the same ACT score, whereas only one ACT composite score converts to an SAT combined score except at the lowest end of the range. Depending on where students' scores fall within a range (including ACT/SAT equivalencies in the calculation of the mean) could either increase or decrease the combined mean at that institution.

Table 4 ranks institutions by institution type and SAT/ACT combined mean. In addition, the combined mean for SAT scores only and the percentage of students reporting ACT scores only is also shown on **Table 4**.

TABLE 4 SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2006 (INCLUDING Foreign and Provisional Students and Students Age 22 and Above) SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES			
Institutions	SAT & ACT Combined Mean ¹ Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% Reporting ACT Score Including Foreign, Prov. & Age 22 & Above
Research Institutions			
Clemson	1216	1217	12.3%
USC-Columbia	1169	1172	17.9%
Average Research Institutions	1189	1192	15.4%
Comprehensive Teaching Colleges & Universities			
The Citadel	1085	1102	18.4%
Coastal Carolina	1036	1047	24.4%
College of Charleston	1180	1194	35.8%
Francis Marion University	952	958	28.2%
Lander University	952	968	28.5%
S.C. State University	832	846	36.2%
USC-Aiken	990	999	23.7%
USC-Beaufort	953	956	15.5%
USC-Upstate	1001	1007	27.9%
Winthrop	1050	1054	25.3%
Average Comprehensive Teaching Institutions	1031	1048	28.4%
State Average, Senior Institutions	1097	1112	23.0%
Two-Year Regional Campuses of USC			
USC-Lancaster	875	901	41.6%
USC-Salkehatchie	840	866	33.0%
USC-Sumter	936	945	37.7%
USC-Union	828	890	42.7%
Average Two-Year Regional Campuses of USC	882	906	38.2%

¹ACT scores converted to SAT equivalencies using the ACT/SAT Concordance Tables.

Table 5 presents a comparison of the number of students accepted with ACT scores for 2005 and 2006. The majority of institutions have indicated that the results reported to CHEMIS are for the highest SAT or ACT scores for the decision on student admission to the institution. Eight of the four-year institutions had increases in the percentage of students reporting ACT scores (ranging from +0.1% to +10.8%), and four had decreases (ranging from -1.5% to -20.7%). In general, the impact on all senior institutions was minimal (+.7%). Research institutions showed a slight decrease

(+0.7%); the comprehensive teaching institutions showed an increase (+1.5%); and the regional two-year campuses of the University of South Carolina showed a slight decrease (-1.0%).

Table 5 Comparison of the Percent of Students Reporting ACT Scores Academic Years 2005 and 2006		
Institutions	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2005	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2006
Research Institutions		
Clemson	13.8%	12.3%
USC-Columbia	17.8%	17.9%
Average Research Institutions	16.1%	15.4%
Comprehensive Teaching Colleges & Universities		
The Citadel	16.8%	18.4%
Coastal Carolina University	19.0%	24.4%
College of Charleston	25.0%	35.8%
Francis Marion University	48.9%	28.2%
Lander University	27.4%	28.5%
S.C. State University	38.5%	36.2%
USC-Aiken	22.6%	23.7%
USC-Beaufort	18.3%	15.5%
USC-Upstate	26.4%	27.9%
Winthrop University	23.8%	25.3%
Average Comprehensive Teaching Institutions	26.9%	28.4%
State Average, Senior Institutions	22.3%	23.0%
Two-Year Regional Campuses of USC		
USC-Lancaster	44.2%	41.6%
USC-Salkehatchie	36.9%	33.0%
USC-Sumter	36.1%	37.7%
USC-Union	36.1%	42.7%
Average Two Year Regional Campuses of USC	39.2%	38.2%

Table 6 compares the SAT/ACT combined mean for each institution for 2004, 2005, and 2006. **Table 6** indicates for the research universities an increase in the average combined SAT/ACT mean for USC-Columbia (8 points) and a 6 point decrease for Clemson between 2005 and 2006. The four-year comprehensive teaching institution sector shows mixed results. Four of the institutions had increases over 2005 scores and

five had decreases. One had no change. One of the two-year campuses of USC had an increase and three had decreases from 2005 SAT/ACT combined scores.

TABLE 6 SAT/ACT Scores of First-Time Entering Freshmen (Including Foreign, Provisional, and Students Age 22 and Above)					
Institutions	2004 SAT/ACT Combined Mean	2005 SAT/ACT Combined Mean	2006 SAT/ACT Combined Mean	2005-2006 Change Combined Mean	
Research Institutions					
Clemson	1199	1222	1216	-6	
USC-Columbia	1147	1161	1169	8	
Average Research Institutions	1171	1188	1189	1	
Comprehensive Teaching Colleges & Universities					
The Citadel	1071	1085	1085	0	
Coastal Carolina	1032	1041	1036	-5	
College of Charleston	1162	1164	1180	16	
Francis Marion	948	953	952	-1	
Lander	961	961	952	-9	
S.C. State	830	822	832	10	
USC-Aiken	977	992	990	-2	
USC-Beaufort	954	943	953	10	
USC-Upstate	1009	999	1001	2	
Winthrop	1051	1071	1050	-21	
Average Comprehensive Teaching Institutions	1024	1028	1031	3	
State Average, Senior Institutions	1087	1095	1097	2	
Two-Year Regional Campuses of USC					
USC-Lancaster	890	883	875	-8	
USC-Salkehatchie	871	855	840	-15	
USC-Sumter	945	929	936	7	
USC-Union	839	860	828	-32	
Average Two-Year Regional Campuses of USC	899	889	882	-7	

Part IV: Provisionally Admitted Students

Two types of admission may be offered to a degree-seeking student upon admission to an institution. Applicants who meet the institution's minimum admission criteria and who are offered admission are classified as regular students. Applicants who do not meet the institution's regular admission requirements but who are offered admission using alternative criteria are classified as provisional students. Several institutions reported a percentage of students who had not met the recommended high school course prerequisites, yet reported 0% provisional students. Given these

contradictions CHE staff recommends a definition of provisional students be requested from each institution.

Table 7 shows provisional freshmen as a percent of total first-time entering freshmen for Fall 2006 for each institution and overall.

TABLE 7 Provisional Freshmen as a Percent of Total First-Time Freshmen Fall 2006			
Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Research Institutions			
Clemson	2,812	0	0.0%
USC-Columbia	3,697	160	4.3%
Total Research Institutions	6,509	160	2.5%
Comprehensive Teaching Colleges & Universities			
The Citadel	538	0	0.0%
Coastal Carolina	1,474	0	0.0%
College of Charleston	1,968	189	9.6%
Francis Marion University	797	77	9.7%
Lander University	580	0	0.0%
S.C. State University	881	125	14.2%
USC-Aiken	674	2	0.3%
USC-Beaufort	233	16	6.9%
USC-Upstate	798	37	4.6%
Winthrop University	1,183	79	6.7%
Total Comprehensive Teaching Institutions	9,126	525	5.8%
Total Senior Institutions	15,635	685	4.4%
Two-Year Regional Campuses of USC			
USC-Lancaster	284	193	68.0%
USC-Salkehatchie	224	176	78.6%
USC-Sumter	255	168	65.9%
USC-Union	82	47	57.3%
Total Two-Year Regional Campuses of USC	845	584	69.1%
Grand Total	16,480	1,269	7.7%

Of the public senior institutions, South Carolina State enrolled the largest proportion of freshmen admitted on a provisional basis with 14.2 percent. Clemson University, The Citadel, Coastal Carolina and Lander University enrolled no provisional students in 2006. USC-Columbia admitted 4.3% provisional students.

At its meeting on August 25, 1997, the Commission approved several recommendations for the institutions to take under consideration regarding provisional students. Among these were two which relate to the data presented in **Table 7**:

- Research universities should limit provisional admissions to no more than 10 percent of the first-time entering freshman class.
- Four-year teaching universities should limit provisional admissions to no more than 15 percent of the first-time entering freshman class.

As can be seen from the data presented in **Table 7**, in 2006 the two research universities are in compliance with the recommended 10 percent cap. All of the four-year institutions are in compliance with the recommended 15 percent cap.

Trend data for provisional admissions for the last five years for the four-year comprehensive teaching institutions are shown below:

Comprehensive Teaching Colleges & Universities	2002	2003	2004	2005	2006
The Citadel	8.7%	5.6%	1.2%	0.0%	0.0%
Coastal Carolina University	11.9%	8.8%	9.5%	9.7%	0.0%
College of Charleston	8.9%	10.7%	11.4%	10.5%	9.6%
Francis Marion University	11.5%	9.6%	8.2%	7.1%	9.7%
Lander University	8.7%	12.8%	18.0%	0.0%	0.0%
S.C. State University	0.0%	0.0%	0.0%	8.4%	14.2%
USC-Aiken	0.2%	0.2%	0.3%	1.1%	0.3%
USC-Beaufort*	45.1%	62.8%	12.4%	3.7%	6.9%
USC-Upstate	6.3%	2.4%	4.9%	4.9%	4.6%
Winthrop University	7.9%	8.3%	5.3%	5.4%	6.7%

** USC-Beaufort scores for 2002 are for two-year sector status*

These data indicate that the percentage of provisional students admitted to the four-year comprehensive institutions has fluctuated at several institutions over the last five years. USC-Beaufort has recently attained four-year status and in 2004 reduced the number of provisional students it accepts to meet the Commission's recommended levels for comprehensive institutions. The Citadel, Coastal Carolina and Lander University report that there were no provisional students admitted in Fall 2006. South Carolina State University reported 0% provisional student from 2002 – 2004, but showed an increase to 8.4% in 2005 and another increase to 14.2% in 2006.

USC applies the same admissions standards used at its main campus to students who apply to a USC two-year campus and who are classified by the institution as baccalaureate-ready students. Because these admissions standards are applicable only to

those baccalaureate-ready freshmen, just under than two-thirds of the entering freshmen at the USC two-year campuses are classified as provisional students. The trend data for five years is presented below and shows a general pattern of approximately 69 percent provisionally admitted students with a decrease in 2006 to over 61 percent.

USC Two-Year Regional Campuses					
	2002	2003	2004	2005	2006
Annual Percentage	59.6%	65.6%	66.6%	71.3%	69.1%

Part V: Fall 2006 Minimum Admission Standards

A component of Act 629 of 1988 requires the Commission to work with public institutions of higher learning in the State to ensure that minimal admission standards are maintained by the institutions. *The publication and dissemination of minimal admission standards was recommended by external consultants who argued that unless students had a clear sense of what institutional expectations are, they could not rise to meet these expectations.* In 1988 each institution was required to specify annually the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen. In 1993 the Commission approved the collection of additional data to include minimum ACT scores if these were submitted in lieu of SAT scores.

It is important to note that these minimum admissions standards are approximate. Some institutions use a predictive equation to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the admissions formula. For this reason, the minimum SAT and ACT scores reported by the institutions as required for admission are to be used as guideposts for students aspiring to admission to any given institution.

During the past few years institutions have been reporting that they no longer use class rank to set the approximate minimum SAT/ACT score but instead use the Grade Point Average (GPA) of the core high school college prep curriculum. In order to report more accurately the approximate minimum SAT/ACT score for the institutions, the Commission requested information on which method an institution used to set the minimum score and to report this information for this report. These data are separated out into two tables indicating institutions that use class rank (Table 8) and those that use core GPA (Table 9). Clemson University, College of Charleston, Lander University, USC-Aiken, and USC-Upstate report using both forms in setting their approximate minimum scores.

The approximate SAT and ACT score requirements reported by each institution using class rank for Fall 2007 are shown on Table 8.

TABLE 8
ADMISSION REQUIREMENTS
APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
BY HIGH SCHOOL CLASS RANK
2007

Institutions	High School Class Rank						Predictive Equation ¹	
	Top 20%		Between Top 20% & Top 50%		Between Top 50% & Top *80%		Equation	
	SAT	ACT	SAT	ACT	SAT	ACT	Yes	No
Research Institutions								
Clemson University	1050	23	1290	30	1580	36	X	
USC-Columbia	N/A	N/A	N/A	N/A	N/A	N/A		
Comprehensive Teaching Colleges & Universities								
The Citadel	920	20	920	20	920	20		X
Coastal Carolina University	N/A	N/A	N/A	N/A	N/A	N/A		
College of Charleston	1070	22	1140	25	1310	28	X	
Francis Marion University	N/A	N/A	N/A	N/A	N/A	N/A		
Lander University	1027	21	983	19	959	19	X	
S.C. State University	830	17	830	17	830	17		X
USC-Aiken	800	17	800	17	N/A	N/A	X	
USC-Beaufort	750	15	750	15	750	15		X
USC-Upstate	850	18	900	19	900	19	X	
Winthrop University	N/A	N/A	N/A	N/A	N/A	N/A		
Two-Year Regional Campuses of USC								
USC Lancaster	N/A	N/A	N/A	N/A	N/A	N/A		
USC Salkehatchie	N/A	N/A	N/A	N/A	N/A	N/A		
USC Sumter	N/A	N/A	N/A	N/A	N/A	N/A		
USC Union	N/A	N/A	N/A	N/A	N/A	N/A		

Some institutions use predictive equations, formulas which combine elements such as high school class rank and/or high school grade point ratios and/or SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula, which are not reported to CHE.

Two institutions (Clemson University and Lander University) reported changes in approximate minimum SAT/ACT scores in **Table 8** for 2007. All other institutions reporting data in Table 8 kept the same minimum scores as in 2006.

Clemson University is **decreasing** the required SAT/ACT for students in the top 20% (1150/24 to 1050/23) and for students between the top 20% and top 50% (1420/23 to 1290/30) for Fall 2007.

Lander University is **increasing** the required SAT/ACT for students in the top 20% (900/18 to 1027/21) and for students between the top 20% and top 50% (100/21 to 983/19) for Fall 2006.

The approximate SAT and ACT score requirements reported by each institution using core GPA for Fall 2006 are shown on **Table 9**.

TABLE 9
ADMISSION REQUIREMENTS
APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
BY HIGH SCHOOL CORE GPA
2007

Institutions	High School Core GPA and Minimum SAT/ACT score						Use Predictive Equation	
	Core GPA 2.0		Core GPA 3.0		Core GPA 4.0		Yes	No
	SAT	ACT	SAT	ACT	SAT	ACT		
Research Institutions								
Clemson University	1580	36	1270	29	950	22	X	
USC-Columbia	1250	28	950	20	700	15	X	
Comprehensive Teaching Colleges & Universities								
The Citadel	N/A		N/A		N/A			
Coastal Carolina University	960	20	900	19	900	19		X
College of Charleston	N/A		1140	25	1070	22	X	
Francis Marion University	900		800		800			X
Lander University	1150	25	1075	23	750	15	X	
S.C. State University	830	17	830	17	830	17		X
USC Aiken	910	19	800	17	800	17	X	
USC Beaufort	750	15	750	15	750	15		X
USC Upstate	900	19	900	19	850	18	X	
Winthrop University	1100	24	900	19	850	17		X
Two-Year Regional Campuses of USC								
USC Lancaster	1250	28	950	20	700	15	X	
USC Salkehatchie	1250	28	950	20	700	15	X	
USC Sumter	1250	28	950	20	700	15	X	
USC Union	1250	28	950	20	700	15	X	

Some institutions use predictive equations, formulas which combine elements such as high school class rank and/or high school grade point ratios and/or SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula, which are not reported to CHE.

This is the fourth year that institutions reported the use of the core GPA rather than class rank in reporting minimum SAT/ACT scores. Institutions reporting SAT/ACT with core GPA in **Table 9** indicated some changes for Fall 2007.

Clemson University is **decreasing** the required minimum scores (SAT/ACT) for the admission of students with a 3.0 GPA from 1400/32 to 1270/29 and with a 4.0 core GPA from 1000/22 to 950/22, respectively.

Lander University is **decreasing** the required minimum scores for the admission of students with a 2.0 core GPA from 1159/25 to 1150/25 and **increasing** the required minimum scores for students with a 4.0 GPA from 750/15 to 1075/23.

USC-Aiken is **increasing** the required minimum scores (SAT/ACT) for the admission of students with 2.0 core GPA from 900/19 to 910/19.

Table 9 indicates variability among institutions of minimum SAT/ACT scores used in conjunction with a core GPA, which is used by institutions as a predictive equation for freshman year success and admission to the institution. USC-Beaufort and South Carolina State University determine eligibility based upon a single minimum SAT/ACT score (750/15 and 830/17, respectively). Coastal Carolina University, Francis Marion University, and USC-Aiken use a single minimum SAT/ACT score for students entering with a 3.0 and 4.0 core GPA. Clemson University, USC-Columbia, Lander University, Winthrop University and the USC regional campuses report different minimum SAT/ACT scores required for entering students with a core GPA of 2.0, 3.0 and 4.0.