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Executive Director

October 5, 2000

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

From: Ms. Dianne Chinnes, Chairman, *DC/gmm*
Committee on Academic Affairs and Licensing

**Consideration of Annual Report on Admission Standards
for First-Time Entering Freshmen, Fall 1999**

Background

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 598-104-10(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.

Attached is the annual report on 1999 admission standards for first-time entering freshmen 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 1999.

The Report is presented in five parts:

- ◆ Part I: Fall 1999 Applications, Acceptances, and Actual Enrollments;
- ◆ Part II: Fall 1999 Data Related to High School Course Prerequisites;
- ◆ Part III: Fall 1999 SAT and ACT Scores;
- ◆ Part IV: Provisionally Admitted Students;
- ◆ Part V: Fall 2000 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).

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

Recommendation

The Committee recommends that the Commission accept and approve this report as meeting the stipulations of Act 629 of 1988 and Act 359 of 1996 with respect to reviewing admissions standards and transmit it accordingly to the appropriate legislative bodies, to the State Board of Education, and to the State Department of Education.

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**ANNUAL REPORT ON ADMISSION STANDARDS FOR
FIRST-TIME ENTERING FRESHMEN, FALL 1999
SOUTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES**

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

- **Part I:** Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 1999 data related to high school course prerequisites;
- **Part III:** Fall 1999 SAT and ACT scores;
- **Part IV:** Fall 1999 data related to provisional students; and
- **Part V:** Fall 2000 minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 1999, a total of 42,615 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 29,209 or 68.54 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, 12,799 applicants actually enrolled.

Table 1 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 1999**

	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled ²	Percent Accepted and Enrolled
Clemson	9,501	6,484	68.25%	2,891	44.59%
USC-Columbia	10,162	6,844	67.35%	2,668	38.98%
The Citadel	1,507	1,198	79.50%	517	43.16%
Coastal Carolina	2,420	1,753	72.43%	766	43.70%
College of Charleston	7,208	4,779	66.30%	2,074	43.40%
Francis Marion	1,520	1,216	80.00%	571	46.96%
Lander	1,438	1,227	85.33%	497	40.51%
S.C. State	3,420	1,708	49.94%	680	39.81%
USC-Aiken	1,193	696	58.34%	473	67.96%
USC-Spartanburg	1,232	1,043	84.66%	691	66.25%
Winthrop	3,014	2,261	75.02%	971	42.95%
Total	42,615	29,209	68.54%	12,799	43.82%

¹Reported manually by the institutions.

²Reported electronically through the Commission on Higher Education Management Information system (CHEMIS).

Lander, USC-Spartanburg, Francis Marion, and The Citadel offered admission to the largest percentage of applicants. Lander and USC-Spartanburg offered admission to approximately 85 percent of those students who applied and Francis Marion and The Citadel offered admission to approximately 80 percent of their applicants. USC-Aiken and USC-Spartanburg enrolled the largest percentage of students who were offered admission. At USC-Aiken, 68 percent of the applicants who were offered admission enrolled. At USC-Spartanburg, approximately 66 percent of those offered admission enrolled, and at Francis Marion, 47 percent of the applicants offered admission enrolled. The remaining institutions had percentages that ranged between 40 and 47 percent.

Part II: Extent to Which 1999 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 must have strong grammar and composition components, and at least one must be in **English literature** and at least one must be in **American literature**.
2. **Three units of mathematics.** These include **algebra 1** (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 mathematics course is strongly recommended. This fourth course should be selected from among **precalculus, calculus, statistics, or discrete mathematics**.
3. **Two units of laboratory science.** At least one unit each of two laboratory sciences should be chosen from **biology, chemistry, or physics**. Two units of the same science will not meet this requirement, but taking one from all three will be helpful. Courses in earth science or physical science will not meet this requirement.
4. **Two units of the same foreign language.**
5. **One unit of advanced math or computer science or a combination of these; or one unit of world history, world geography, or western civilization.**
6. **One unit of U.S. history.**
7. **Two units of additional social studies.** A **half unit** in **economics** and a **half unit** in **government** are **strongly recommended**.
8. **One unit of physical education or ROTC.**

Effective academic year 2001-02 the public senior colleges and universities will require that applicants for freshmen admission must have completed 20 college preparatory courses consistent with the new high school graduation requirements of 24 Carnegie units. These will include:

- four units of English

- three units of mathematics
- three units of laboratory science
- two units of the same foreign language
- three units of social science
- four units of electives (from at least three different fields)
- one unit of physical education for ROTC

Specific details about the new requirements can be found on the Commission's web site located at <http://www.che400.state.sc.us> (under Academic Affairs).

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 applied academics (Tech Prep) courses rather than the required college preparatory curriculum and who meet all other institutional admissions criteria. The prerequisites are not applicable to foreign students, students who receive the high school General Equivalency Diploma (GED), or students who do not enroll in baccalaureate degree programs.

The proportion of applicable first-time freshmen meeting all of the prerequisites increased from 97.40 percent in 1997 to 98.15 percent in 1999.

TABLE 2
Percent of Applicable¹ First-Time Freshmen Meeting High School Course Prerequisites

Senior Institutions	1997 Applicable Freshmen	1997 Percent Meeting Prerequisites	1998 Applicable Freshmen	1998 Percent Meeting Prerequisites	1999 Applicable Freshmen	1999 Percent Meeting Prerequisites
The Citadel	441	97.73%	484	98.76%	517	96.90%
Clemson	2,589	98.84%	2709	97.15%	2891	99.48%
Coastal Carolina	801	98.12%	835	99.40%	726	98.48%
College of Charleston	1,551	98.90%	1908	99.37%	2042	99.36%
Francis Marion	601	94.84%	657	97.10%	571	96.49%
Lander	454	95.59%	491	95.92%	497	95.37%
SC State	602	95.95%	739	96.48%	680	95.73%
USC-Columbia	2,908	98.31%	2738	98.50%	2571	98.52%
USC-Aiken	477	87.0%	513	91.81%	467	92.71%
USC-Spartanburg	551	93.28%	553	90.95%	565	96.28%
Winthrop	903	98.22%	817	97.06%	949	98.73%
Total Sr. Institutions	11,878	97.35%	12,444	97.41%	12,476	98.14%
USC-Beaufort ²	53	100%	68	94.11%	93	95.69%
USC-Lancaster ²	47	100%	56	100.00%	61	100.00%
USC-Salkehatchie ²	24	100%	9	88.88%	19	100.00%
USC-Sumter ²	76	98.68%	59	100.00%	78	100.00%
USC-Union ²	13	100%	20	100.00%	17	100.00%
Total USC Two-Year	212	99.52%	212	97.64%	268	98.51%
Grand Total	12,090	97.40%	12,656	97.42%	12,744	98.15%

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 1999

Act 629 of 1988, *The Cutting Edge*, requires 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. However, for this report, only the combined data are displayed. Separate data tables for in-state and out-of-state students in all categories are available upon request.

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.

Most 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 only the ACT. In 1994 and prior years this report has included both ACT and SAT scores, with the SAT combined mean and the ACT combined mean listed separately. The combined means reported separately do not give a true picture of the academic preparation of the total freshman class at each institution.

Because the Commission believes it is important to look at the indicators of academic preparation for the first-time entering freshman class without exclusions, an ACT/SAT combined mean is now calculated for the entire entering freshman class. 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. For 1999 combined scores for four-year institutions, six are higher (1 to 27 points) and five are lower (-1 to -15). For the two-year campuses of USC, the 1999 combined mean scores indicate that two are higher (+5 and +7) and three are lower (-1 and -7). The SAT/ACT combined mean for South Carolina institutions will be lower, in most cases, than the SAT combined mean, depending on the percentage of students who report only ACT scores at a particular institution. 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 increase or decrease the combined mean at that institution.

Table 3 ranks institutions by institution type and SAT/ACT combined mean. The combined mean including only SAT scores and the percentage of students reporting ACT scores only is also shown on **Table 3**.

TABLE 3 SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 1999 (INCLUDING Foreign and Provisional Students and Students Age 22 and Above) SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES			
INSTITUTION	SAT & ACT Combined Mean ¹ Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only
Research Institutions:			
1. Clemson	1156	1157	9.02%
2. USC-Columbia	1096	1098	11.09%
Average Research Institutions:	1127	1129	10.01%
Comprehensive Teaching Institutions:			
1. College of Charleston	1106	1125	12.68%
2. The Citadel	1063	1063	16.24%
3. Winthrop	1043	1042	14.21%
4. Coastal Carolina	1022	1032	21.41%
5. USC-Aiken	980	984	10.14%
6. Lander University	968	974	14.88%
7. Francis Marion University	959	959	0.00%
8. USC-Spartanburg	939	942	12.64%
9. S.C. State	857	865	12.20%
Average Four-Year Comprehensive Institutions:	1018	1025	7.62%
USC Two-Year Regional Campuses			
1. USC-Sumter	938	960	26.66%
2. USC-Beaufort	925	931	9.23%
3. USC-Lancaster	892	895	3.38%
4. USC-Union	883	887	12.82%
5. USC-Salkehatchie	848	854	6.59%
Average USC Two-Year Regional Campuses	903	909	11.84%

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

Table 4 presents a comparison of the number of students reporting ACT scores only for 1997 and 1998.

Table 4 Comparison of the Percent of Students Reporting ACT Scores Only Academic Years 1998 and 1999		
INSTITUTION	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 1998	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 1999
Research Institutions:		
1. Clemson	8.37%	9.02%
2. USC-Columbia	8.50%	11.09%
Average Research Institutions:	8.44%	10.01%
Comprehensive Teaching Institutions:		
1. College of Charleston	7.27%	12.68%
2. The Citadel	11.98%	16.24%
3. Winthrop University	10.04%	14.21%
4. Coastal Carolina University	18.70%	21.41%
5. USC-Aiken	8.76%	10.14%
6. Lander University	10.18%	14.88%
7. Francis Marion University	0.00%	0.00%
8. USC-Spartanburg	9.04%	12.64%
9. S.C. State University	11.50%	12.20%
Average Four-Year Comprehensive Institutions	9.55%	7.62%
USC Two-Year Regional Campuses		
1. USC-Sumter	15.30%	26.66%
2. USC-Beaufort	11.64%	9.23%
3. USC-Lancaster	1.97%	3.38%
4. USC-Union	10.44%	12.82%
5. USC-Salkehatchie	5.26%	6.59%
Average USC-Two Year Regional Campuses	8.63%	11.84%

When compared to data for 1998, Table 4 data indicate an increase in the percentage of students who are taking the ACT for two of the three sectors included. In 1998, 8.44% of the students entering the research institutions took the ACT compared to 10.01% in 1999. The 1999 percentage does not reach the high level of 12.33% of 1997 for this sector. For the comprehensive teaching institutions, 11.44% took the ACT in 1998 while only 7.62% did so in 1999. By contrast, USC's two-year regional campuses saw another increase with 8.09% reporting only ACT scores in 1997; 8.63% in 1998; and 11.84% in 1999.

Table 5 compares the SAT/ACT combined mean for each institution for 1997, 1998, and 1999. **Table 5** indicates an increase in the average combined SAT/ACT mean for both the research institution sector and the four-year comprehensive institution sector. These two sectors have shown a steady increase during the last three years. The two-year campuses of USC had an average decrease of two points in 1999 but the average is still greater than that of 1997 when the SAT/ACT combined mean was 891.

TABLE 5
SAT/ACT Scores of First-Time Entering Freshmen
(Including Foreign, Provisional, and Students Age 22 and Above)

	1997 SAT/ACT Combined Mean	1998 SAT/ACT Combined Mean	1998 SAT/ACT Combined Mean
Research Institutions:			
Clemson	1139	1145	1156
USC-Columbia	1079	1092	1096
Four-Year Comprehensive Institutions:			
College of Charleston	1109	1109	1106
The Citadel	1060	1069	1063
Winthrop University	1029	1038	1043
Coastal Carolina University	996	995	1022
USC-Aiken	957	976	980
Lander University	979	967	968
Francis Marion University	963	961	959
USC-Spartanburg	940	940	939
S.C. State University	871	872	857
USC Two-Year Regional Campuses			
USC-Beaufort	905	920	925
USC-Lancaster	871	899	892
USC-Salkehatchie	851	855	848
USC-Sumter	932	939	938
USC-Union	862	878	883
Average Combined Mean for Research Institutions	1107	1118	1127
Average Combined Mean for Four-Year Comprehensive Institutions	1009	1013	1018
Average Combined Mean for USC Two-Year Institutions	891	905	903

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.

Table 6 shows provisional freshmen as a percent of total first-time entering freshmen for Fall 1998 for each institution and overall.

TABLE 6
Provisional Freshmen as a Percent of Total First-Time Freshmen
Fall 1999

Senior Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Clemson	2891	10	.35%
USC-Columbia	2668	175	6.56%
Total Research Institutions	5559	185	3.33%
The Citadel	517	19	3.68%
Coastal Carolina	766	146	19.06%
Coll. of Charleston	2074	277	13.36%
Francis Marion	571	66	11.56%
Lander	497	60	12.07%
S.C. State	680	23	3.38%
USC-Aiken	473	2	0.42%
USC-Spartanburg	601	11	1.83%
Winthrop	971	88	9.06%
Total Four-Year Comprehensive	7150	692	9.68%
Total Senior Institutions	12709	877	6.90%
USC-Beaufort	184	71	38.59%
USC-Lancaster	207	95	45.89%
USC-Salkehatchie	182	142	78.02%
USC-Sumter	210	111	52.86%
USC-Union	78	47	60.26%
Total USC Two-Year	861	466	54.12%
Grand Total	13570	1343	9.90%

Of the public senior institutions, Coastal Carolina and the College of Charleston enrolled the largest proportion of freshmen admitted on a provisional basis: 19.06 and 13.36 percent, respectively. Lander, Francis Marion, Winthrop, USC-Columbia, South Carolina State, and USC-Spartanburg follow in that order. Of those institutions reporting provisional enrollments, Clemson (0.35%) and USC-Aiken (0.42%) reported the smallest number of provisional students. The Citadel enrolled no provisional students in 1999.

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 6:

- ♦ 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 admission to no more than 15 percent of the first-time entering freshman class.

As can be seen from the data presented in Table 6, the research universities are now in compliance with the recommended 10% cap. Trend data for the last three years for the four-year comprehensive institutions are shown below in:

	1997	1998	1999
College of Charleston	11.7%	16.9%	13.4%
The Citadel	0.0%	7.2%	0.0%
Winthrop University	19.3%	12.9%	9.1%
Coastal Carolina	19.5%	18.7%	19.1%
USC-Aiken	15.9%	7.8%	0.4%
Lander University	13.7%	14.1%	12.1%
Francis Marion	7.3%	8.9%	11.6%
USC-Spartanburg	4.6%	4.6%	1.8%
S.C. State University	2.8%	1.6%	3.4%

Coastal Carolina was the only four-year comprehensive institution admitting more than the recommended 15% cap on provisional student admissions.

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, more than one-half of the entering freshmen at the USC two-year campuses are classified as provisional students with the percentage increasing from 52.66 percent in 1997 to 56.15 percent in 1998 and decreasing in 1999 to 54.12 percent.

Part V: Fall 1999 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." 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 when these were submitted in lieu of SAT scores. Some institutions use a predictive equation¹ 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. For this reason, the minimum SAT and ACT scores reported by the institutions as required for admission are approximate. The approximate SAT and ACT score requirements reported by each institution for Fall 2000 are shown on Table 7.

¹ A predictive equation is a formula combining several elements such as high school class rank and/or high school grade point ratio, and SAT or ACT scores, to determine which students to admit. It "predicts" who should be successful based on prior years' experience.

TABLE 7

**FALL 2000 ADMISSION REQUIREMENTS
APPROXIMATE* MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN**

	<u>High School Class Rank</u>		<u>Predictive Equation</u>	
	Top 20%	Between Top 20% & Top 50%	Between Top 50% & Top 80%	
	SAT	ACT	SAT	ACT
The Citadel	920	20	920	20
Clemson	910	19	1250	28
Coastal Carolina	960	20	960	20
College of Charleston	1020	22	1140	54
Francis Marion	800	16	850	18
Lander	900	18	1000	21
S.C. State	830	17	830	17
USC-Columbia	1000	24	1200	29
USC-Aiken***	1000	21	1000	21
USC-Spartanburg	850	18	900	19
Winthrop	900	19	1000	22
USC-Beaufort**	1000	24	1200	29
USC-Lancaster**	1000	24	1200	29
USC-Salkehatchie**	1000	24	1200	29
USC-Sumter**	1000	24	1200	29
USC-Union**	1000	24	1200	29

* 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.

**Minimum scores reflect requirements for those qualified by the institution to access baccalaureate programs at USC-Columbia. Students with lower SAT scores and high school rank may qualify for other non-baccalaureate admission categories. Regardless of admission category, all students must meet system four-year campus progression requirements in order to change campuses.

***USC-Aiken has identified two significant variables that are utilized in a regression formula which establishes a Predicted Grade Point Average (PGPA), for entering freshmen. These variables are SAT scores and the high school GPA of college prep courses. Of these two variables, the high school GPA of college prep courses is the most important and has more weight in the formula. A student who scores as high as 1100 on the SAT may not be admitted if his/her high school GPA on college prep courses is very low. However, all students who score at least 1000 on the SAT or 21 on the ACT and have a C average on the required college prep courses would be admitted.

Three institutions reported changes in their admissions standards from Fall 1999 to Fall 2000. These institutions and brief descriptions of the changes are listed below:

1. Clemson University raised its minimum SAT score from 820 to 910 for the top 20 percent and from 1220 to 1250 for between top 20 percent. For students falling between top 50 percent and top 80 percent the minimum score remained the same at 1580. The ACT score was changed for the two categories as follows: 17 to 19 and 27 to 28; The third category remained at 36.
2. The College of Charleston requires the same minimum SAT score for students in the top 20 percent category but raised its minimum SAT and ACT scores for the between top 20 percent and top 50 percent from 1120 to 1140 and from 19 to 20, respectively. The between top 50 percent and top 80 percent category raised the required SAT from 1270 to 1310 with no change in the required ACT for this category.
3. Francis Marion University changed the required SAT/ACT scores in all three categories: top 20 percent lowered the SAT from 900 to 800 and the ACT from 19 to 16; between top 20 percent and top 50 percent lowered the SAT from 900 to 850 and the ACT from 19 to 18; between top 50 percent of top 80 percent raised the SAT from 900 to 950 and the ACT from 19 to 20.

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