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**Commission on
Higher Education**

Dr. Conrad D. Festa
Executive Director

October 6, 2005

MEMORANDUM

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

From: Dr. Vermelle J. Johnson, Chair, and Members, Committee on Academic Affairs and Licensing *V. J. Johnson*

Report on Admission Standards for First-Time Entering Freshmen
Fall 2004

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.

Attached is the annual report on 2004 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 2004.

The Report is presented in five parts:

- Part I: Fall 2004 Applications, Acceptances, and Actual Enrollments;
- Part II: Fall 2004 Data Related to High School Course Prerequisites;
- Part III: Fall 2004 SAT and ACT Scores;
- Part IV: Fall 2004 Provisionally Admitted Students;
- Part V: Fall 2005 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(3) again directs the Commission to review minimum undergraduate admission standards.

Please review this document and contact Dr. Esther Kramer (e-mail: ekramer@che.sc.gov) with any corrections as soon as possible so that the report may be considered by the Committee on Academic Affairs at its meeting on September 1.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the following:

1. With a decrease in applicable first-time freshmen meeting all the high school course prerequisites for public college admission, the senior institutions whose compliance rate falls below the state average of 95.26 percent should provide to the Committee on Academic Affairs and Licensing a plan of action to increase compliance (Coastal Carolina, Francis Marion, Lander, USC-Aiken, USC-Beaufort, USC-Upstate, and Winthrop), thereby enhancing student preparation for success in college.
2. Staff recommends that Lander University should adjust its admissions process so that provisional acceptances fall within the CHE approved guideline of 15% for comprehensive teaching institutions. The Commission should commend the other four-year public institutions for falling within the CHE guidelines for acceptance of provisional students (10% for research universities; 15% for comprehensive teaching universities).

**ANNUAL REPORT ON ADMISSION STANDARDS FOR
FIRST-TIME ENTERING FRESHMEN, FALL 2004
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 2004 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2004 data related to high school course prerequisites;
- **Part III:** Fall 2004 SAT and ACT scores;
- **Part IV:** Fall 2004 data related to provisional students; and
- **Part V:** Fall 2005 minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 2004, 54,546 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 36,906 or 70 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, 15,079 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 2004**

	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
Clemson	10,620	7,287	68.61%	3,019	41.42%
USC-Columbia	12,379	8,344	67.40%	3,403	40.78%
The Citadel	2,173	1,718	79.06%	569	33.11%
Coastal Carolina	5,059	3,679	72.72%	1,323	35.96%
Coll. Of Charleston	8,076	5,238	64.85%	1,944	37.11%
Francis Marion	2,179	1,658	76.08%	746	44.99%
Lander	1,733	1,471	84.88%	655	44.52%
S.C. State	4,364	2,308	52.88%	960	41.59%
USC-Aiken	1,779	979	55.03%	620	63.32%
USC-Beaufort	318	288	90.56%	178	61.80%
USC-Upstate	2,249	1,484	65.98%	658	44.33%
Winthrop	3,617	2,452	67.79%	1001	40.82%
	54,546	36,906	70.48%	15,079	40.85%

¹Reported manually by the institutions.

USC Beaufort offered admission to the largest percentage of applicants, e.g., approximately 90.56 percent. Lander University, The Citadel and Francis Marion University offered the next largest percentage of applicants admission with approximately 84, 79 and 76 percent, respectively. Coastal Carolina University offered admission to approximately 72 percent of applicants while Clemson University, Winthrop University, USC Columbia, USC Upstate and the College of Charleston offered admission to approximately 64 to 68 percent. USC-Aiken enrolled the largest percentage (63%) of students who were offered admission and USC-Beaufort enrolled 61 percent. The remaining institutions had enrollment percentages that ranged from 33 to 45 percent. The most "selective" institution is South Carolina State University (52.9 percent offered admission). USC-Aiken follows closely with approximately 55% offered admission.

Table 2 provides a five-year overview of applications, acceptances and actual enrollments. The number of applicants has increased nearly 9,386 over the last five years, and the number enrolled has increased by approximately 2,445 students. However, the actual percent who were accepted and enrolled has decreased by approximately 1.35 percent.

TABLE 2
Applications, Acceptances, and Actual Enrollments
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
2000	45,160	29,922	66.3%	12,634	42.2%
2001	47,315	30,984	65.5%	13,048	42.1%
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%

Only 2003 and 2004 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, precalculus, 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. **One unit of United States History:** 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**, the proportion of all applicable first-time freshmen meeting all of the prerequisites **decreased** from 97.16 percent in 2003 to 95.26 percent in 2004. The percent of students meeting all of the prerequisites is still below the 1999 average of 98.15 percent. This decrease is largely attributable to a significant drop at USC-Beaufort from 97.62% to 57.86% when it became a four-year institution and all students rather than merely "baccalaureate ready" students were factored into the data. Other fluctuations in compliance are relatively small at the four year institutions. Two of the regional two-year campuses, USC-Lancaster and USC-Union, also show decreased compliance at 93.94% (-6.06%) and 92.86% (-7.24%) respectively.

TABLE 3
Percent of Applicable¹ First-Time Freshmen Meeting High School Course Prerequisites

Senior Institutions	2002 Applicable Freshmen	2002 Percent Meeting Prerequisites	2003 Applicable Freshmen	2003 Percent Meeting Prerequisites	2004 Applicable Freshmen	2004 Percent Meeting Prerequisites
The Citadel	520	100%	553	100%	569	100%
Clemson	2,474	99.84%	2,767	99.78%	3018	99.73%
Coastal Carolina	1,039	95.28%	1,238	91.20%	1304	90.03%
College of Charleston	1,986	95.37%	1860	97.20%	1940	97.58%
Francis Marion	745	92.08%	768	92.97%	746	94.64%
Lander	529	93.57%	547	90.31%	652	92.79%
SC State	716	100%	810	100%	960	100%
USC-Columbia	3,486	97.19%	3,429	97.52%	3337	96.13%
USC-Aiken	475	85.68%	549	83.32%	599	79.97%
USC-Beaufort**	N/A	N/A	42	97.62%	140	57.86%
USC-Upstate	638	97.02%	667	89.66%	636	88.52%
Winthrop	1,081	91.67%	1,059	92.26%	990	94.44%
Total Sr. Institutions	13,758	92.53%	14,289	94.32%	14,891	95.25%
USC-Lancaster ²	62	100%	63	100%	66	93.94%
USC-Beaufort ²	69	100%	N/A	N/A	N/A	N/A
USC-Salkehatchie ²	10	100%	12	100%	9	100%
USC-Sumter ²	75	100%	61	100%	60	100%
USC-Union ²	15	93.33%	18	100%	14	92.86%
Total USC Two-Year	162**	99.57%**	154	100%	149	96.64%
Grand Total	13,920**	96.36%**	14,443	97.16%	15,040	95.26%

** USC-Beaufort numbers were in USC Two-Year Institutions and Grand Total for 2002 and prior years.

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 CHEMIS data on which course prerequisites students are not meeting indicate 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. However, 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. As the recently released report by ACT shows, course-taking patterns do directly affect student scores on standardized tests, and South Carolina falls below national averages at least in part because the recommended required high school courses are not followed.

The lowest compliance rate is shown by USC-Beaufort (57.86%), which only recently became a four-year institution. USC-Beaufort will need to work closely with the high schools to communicate the importance of compliance since half of accepted freshman lack prerequisite courses in discipline areas represented by the prerequisites. The Commission should expect to see significant improvement in its compliance rates, and USC-Beaufort should target reaching at least a 90% compliance rate with first-time entering freshman in Fall 2008.

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 2004, 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 three institutions with unacceptably low compliance (USC-Beaufort, USC-Aiken and USC-Upstate) shows that non-compliance includes other prerequisite areas as well.

The next lowest compliance rate with the high school course prerequisites is USC-Aiken (79.97%), which displays over the last three years a *downward* trend (85.18% to 83.32% to 79.97%). In response to a staff inquiry, USC-Aiken notes that tech-prep courses in English and math have contributed to the number of exceptions to admissions policies. USC-Aiken data show that students with tech-prep courses in English and math appear to struggle in college-level English and math so these tech-prep courses will be excluded from consideration for admission to USC-Aiken beginning in Fall 2005.

USC-Upstate (88.52%) also shows a downward trend (97.02%; 89.66%; 88.52%); however, a USC-Upstate representative responded to a staff inquiry by identifying the procedure used to record tech-prep courses in the data base as the cause for the decline. Students with tech-prep courses on their record did not appear to fare worse than other students, according to USC-Upstate.

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. 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 or can be found on our web site at <http://www.che.sc.gov/Finance/Fall2004.htm>

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 the ACT. Since 1994 this report has included both ACT and SAT scores, with the SAT combined mean and the ACT composite score 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. 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 4 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 4**.

TABLE 4
SATACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2004
(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 Score
Research Institutions:			
1. Clemson	1199	1203	14.88%
2. USC-Columbia	1147	1151	16.43%
Average Research Institutions:	1171	1176	15.70%
Comprehensive Teaching Institutions:			
1. The Citadel	1071	1078	16.17%
2. Coastal Carolina	1032	1042	23.05%
3. College of Charleston	1162	1195	23.61%
4. Francis Marion University	948	941	46.51%
5. Lander University	961	974	30.38%
6. S.C. State University	830	847	35.63%
7. USC-Aiken	977	995	23.23%
8. USC-Beaufort	954	962	12.36%
9. USC-Upstate	1009	1012	23.50%
10. Winthrop	1051	1068	18.98%
Average Four-Year Comprehensive Institutions:	1024	1042	26.05%
State Average, Senior Institutions:			
1. USC-Sumter	945	982	42.02%
2. USC-Lancaster	890	935	36.82%
3. USC-Union	839	864	38.89%
4. USC-Salkehatchie	871	886	26.67%
Average USC Two-Year Regional Campuses	899	932	36.68%

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 2003 and 2004. This table represents a change in this report which in prior years indicated students reporting ACT scores only. The majority of institutions have indicated that the results reported to CHEMIS are for the highest SAT or ACT scores under which the student is accepted. Eight of the four-year institutions had increases in the percentage of students reporting ACT scores (+.26 to +9.22 percent), and four had decreases (-.75 to -4.39 percent). In general, the overall impact on institutions was minimal (-1.41%) with the research institutions showing a small change (-.07 percent), the comprehensive teaching institutions showing a small increase (+1.24 percent), and the regional two-year campuses having a slight increase (+3.35 percent).

Table 5 Comparison of the Percent of Students Reporting ACT Scores Academic Years 2003 and 2004		
INSTITUTION	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2003	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2004
Research Institutions:		
1. Clemson	13.98%	14.88%
2. USC-Columbia	17.18%	16.43%
Average Research Institutions:	15.77%	15.70%
Comprehensive Teaching Institutions:		
1. The Citadel	15.91%	16.17%
2. College of Charleston	23.10%	23.61%
3. Coastal Carolina University	20.04%	23.05%
4. Lander University	26.50%	30.38%
5. Francis Marion University	45.96%	46.51%
6. S.C. State University	26.41%	35.63%
7. USC-Aiken	20.88%	23.23%
8. USC-Beaufort	16.46%	12.36%
9. USC-Upstate	26.10%	23.50%
10. Winthrop University	23.37%	18.98%
Average Four-Year Comprehensive Institutions	24.81%	26.05%
State Average Four-Year Research and Comprehensive Institutions	20.93%	21.64%
USC Two-Year Regional Campuses		
1. USC-Sumter	37.68%	42.02%
2. USC-Lancaster	36.44%	36.82%
3. USC-Union	37.31%	38.89%
4. USC-Salkehatchie	23.16%	26.67%
Average USC Two Year Regional Campuses	33.33%	36.68%

Table 6 compares the SAT/ACT combined mean for each institution for 2002, 2003, and 2004. Table 6 indicates for the research universities an increase in the average combined SAT/ACT mean for USC-Columbia (5 points) and a two point decrease for Clemson between 2003 and 2004. The four-year comprehensive teaching institution sector shows mixed results. Four of the institutions had increases over 2003 scores and five had decreases. One had no change. Two of the two-year campuses of USC had increases and two had decreases from 2003 SAT/ACT combined scores.

TABLE 6 SAT/ACT Scores of First-Time Entering Freshmen (Including Foreign, Provisional, and Students Age 22 and Above)				
	2002 SAT/ACT Combined Mean	2003 SAT/ACT Combined Mean	2004 SAT/ACT Combined Mean	2003-2004 Change Combined Mean
Senior Institutions				
The Citadel	1072	1100	1071	-29
Clemson	1203	1201	1199	-2
Coastal Carolina	1043	1038	1032	-6
College of Charleston	1139	1159	1162	+3
Francis Marion	955	944	948	+4
Lander	972	981	961	-20
S.C. State	846	821	830	+9
USC-Columbia	1121	1142	1147	+5
USC-Aiken	987	977	977	0
USC-Beaufort	N/A	956	954	-2
USC-Upstate	967	991	1009	+18
Winthrop	1047	1058	1051	-7
USC Two-Year	2002	2003	2004	
USC-Lancaster	865	887	890	+3
USC Beaufort	889	N/A	N/A	NA
USC-Salkehatchie	872	843	871	+28
USC-Sumter	956	949	945	-4
USC-Union	857	863	839	-24

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 7 shows provisional freshmen as a percent of total first-time entering freshmen for Fall 2004 for each institution and overall.

TABLE 7
Provisional Freshmen as a Percent of Total First-Time Freshmen
Fall 2004

Senior Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Clemson	3018	0	0%
USC-Columbia	3403	152	4.47%
Total Research Institutions	6,421	152	2.37%
The Citadel	569	7	1.23%
Coastal Carolina	1323	125	9.45%
Coll. of Charleston	1944	222	11.42%
Francis Marion	746	61	8.18%
Lander	655	118	18.02%
S.C. State	960	0	0%
USC-Aiken	620	2	0.32%
USC-Beaufort	178	22	12.36%
USC-Upstate	668	33	4.94%
Winthrop	1001	53	5.29%
Total Four-Year Comprehensive	8,664	643	7.42%
Total Senior Institutions	15,085	795	5.27%
USC-Lancaster	258	156	60.47%
USC-Salkehatchie	150	114	76%
USC-Sumter	238	157	65.97%
USC-Union	90	63	70%
Total USC Two-Year	736	490	66.58%
Grand Total	15,821	1,285	8.12%

Of the public senior institutions, Lander University enrolled the largest proportion of freshmen admitted on a provisional basis with 18.02 percent. Clemson University and South Carolina State University enrolled no provisional students in 2004 and USC-Aiken enrolled only 0.32 percent (two 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 2004 the two research universities are in compliance with the recommended 10 percent cap. Except for Lander University with 18.01 percent enrollment of freshmen who do not meet regular admission standards, 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 institutions are shown below:

	2000	2001	2002	2003	2004
The Citadel	5.4%	8.6%	8.7%	5.6%	1.23%
Coastal Carolina	18.1%	13.8%	11.9%	8.8%	9.45%
College of Charleston	7.2%	7.0%	8.9%	10.7%	11.42%
Francis Marion	8.9%	19.0%	11.5%	9.6%	8.18%
Lander University	11.3%	10.2%	8.7%	12.8%	18.02%
S.C. State University	0%	0%	0%	0%	0%
USC-Beaufort*	67.2%	58.6%	45.1%	62.8%	12.36%
USC-Aiken	0.0%	0.0%	.2%	.17%	0.32%
USC-Upstate	1.6%	12.8%	6.3%	2.4%	4.94%
Winthrop University	7.7%	4.6%	7.9%	8.3%	5.29%

* USC-Beaufort scores for 2000-2002 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. Coastal Carolina University was able to bring its admission of these students within the recommended levels by 2001 and has continued to reduce the percentage steadily since 1999, until 2004. Francis Marion only exceeded the 15 percent cap in 2001. Lander University exceeded the cap by 3% in 2004. 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.

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. The trend data for five years is presented below and shows a general pattern of approximately 63 percent provisionally admitted students with an increase in 2004 to over 66 percent.

USC Two-Year Campuses Annual Percentage	2000	2001	2002	2003	2004
	64.26%	62.71%	59.55%	65.57%	66.58%

Part V: Fall 2004 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 when 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 more accurately report 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, Lander University, South Carolina State University, USC-Aiken, USC-Beaufort, USC-Upstate and Winthrop University 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 2005 are shown on Table 8.

**TABLE 8
ADMISSION REQUIREMENTS
APPROXIMATE¹ MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
2005**

Institution	High School Class Rank						Predictive Equation ¹	
	Top 20%		Between Top 20% & Top 50%		Between Top 50% & Top 80%		Yes	No
	SAT	ACT	SAT	ACT	SAT	ACT		
The Citadel	920	20	920	20	920	20		X
Clemson	1030	23	1290	30	1580	36	X	
College of Charleston	1080	24	1180	27	1310	28	X	
Lander	900	18	1000	21	1110	24	X	
S.C. State University	830	17	830	17	830	17		X
Winthrop	900	19	1000	22	1100	24		X
USC-Aiken	800	17	800	17	800	17	X	
USC-Beaufort	750	15	750	15	750	15	X	
USC-Upstate	850	18	850	18	900	19	X	

1. 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.

The approximate SAT and ACT score requirements reported by each institution using core GPA for Fall 2005 are shown on Table 9.

TABLE 9
ADMISSION REQUIREMENTS
APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
2005

Institution	SAT/ACT	High School Core GPA and Minimum SAT/ACT score			Predictive Equation ¹	
		Core GPA 2.0	Core GPA 3.0	Core GPA 4.0	Yes	No
Clemson University	SAT/ACT	1580/36	1270/29	940/22	X	

TABLE 9 - continued
ADMISSION REQUIREMENTS
APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
2005

Institution	SAT/ACT	High School Core GPA and Minimum SAT/ACT score			Predictive Equation ¹	
		Core GPA 2.0	Core GPA 3.0	Core GPA 4.0	Yes	No
Francis Marion	SAT/ACT	900	800	800		X
Lander University ²	SAT/ACT	1150/25	750/15	750/15	X	
S.C. State University	SAT/ACT	830/17	830/17	830/17		X
USC Columbia	SAT/ACT	1250/28	950/20	700/15	X	
USC Aiken ³	SAT/ACT	900/19	800/17	800/17	X	
USC Beaufort ⁴	SAT/ACT	750/15	750/15	750/15	X	
USC Upstate	SAT/ACT	900/19	850/18	850/18	X	
Winthrop University	SAT/ACT	NA	1000/22	900/19		X
USC Lancaster	SAT/ACT	1250/28	950/20	700/15	X	
USC Salkehatchie	SAT/ACT	1250/28	950/20	700/15	X	
USC Sumter	SAT/ACT	1250/28	950/20	700/15	X	
USC Union	SAT/ACT	1250/28	950/20	700/15	X	

1. 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.

2. Lander University sets required minimum scores for the admission of students with a 3.0 or 4.0 core GPA at 750 SAT and/or 15 ACT. The change reflects an effort to produce a better, more successful first year freshman.

3. USC-Aiken has instituted a minimum combined SAT/ACT score of 800/17. About three-quarters of students entering with scores below this threshold over the past four years either dropped out within two semesters and/or had earned a GPA of below 2.0.

4. USC-Beaufort is transitioning to a four-year institution and reports that requirements are changing from open admission to admission requiring minimum SAT/ACT scores of 750/15.

Three institutions reporting approximate minimum SAT/ACT scores in **Table 8** had changes since 2004. Clemson University decreased the SAT/ACT score for students ranked in the top 20 percent from 1130 to 1030 and requires an ACT score of 23. It raised the score for those in the top 20 to top 50 percent from 1270 to 1290 and requires an ACT score of 30. UCS-Upstate raised the minimum combined scores for students between the top 50 and top 80 percent from 850/18 to 900/19. USC-Aiken and USC-Beaufort instituted a change to require a minimum combined SAT/ACT score. All other institutions reporting data in **Table 8** kept the same minimum scores as in 2004.

This is the third year that institutions could report on using the core GPA rather than class rank in reporting minimum SAT/ACT scores. Institutions reporting SAT/ACT with core GPA in **Table 9** indicated several changes. Clemson University indicated that a minimum SAT/ACT score for students with a core GPA of 2.0 is 1580/36, the SAT/ACT minimums for students with a core GPA of 3.0 are 1270/29 and the scores for a student with a core GPA of 4.0 are 940/22. USC-Aiken decreased the SAT/ACT minimum score from 1000/21 to 900/19 for students with a core GPA of 2.0. USC-Beaufort has included as new minimum SAT/ACT scores 750/15 for students with a core GPA of 2.0, 3.0 or 4.0. A decrease in the number of provisional freshmen from 62.80% in 2003 to 12.36% in 2004 indicates an increase in the number of first-time freshmen meeting the new requirements. USC-Upstate increased the minimum score for students with a core GPA of 2.0 from 850/18 to 900/19. Lander University has identified minimum SAT/ACT scores for students with a core GPA of 2.0 (1150/25), 3.0 (750/15) and 4.0 (750/15). South Carolina State University has identified 830/17 as the minimum SAT/ACT scores for students with a core GPA of 2.0, 3.0 and 4.0.

The table indicates variability among reports of minimum SAT/ACT scores in conjunction with a core GPA and is attributable to patterns used by institutions for assessing student qualifications. 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, Lander University, USC-Aiken and USC-Upstate use a single minimum SAT/ACT score for

students entering with a 3.0 and 4.0 core GPA. Clemson University, USC-Columbia, 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.