

May 6, 2004

MEMORANDUM

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

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

**Consideration of Admission Standards Report for First-Time Entering Freshmen
FY 2003-4**

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 2002 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 2002.

The Report is presented in five parts:

Part I: Fall 2003 Applications, Acceptances, and Actual Enrollments;

Part II: Fall 2003 Data Related to High School Course Prerequisites;

Part III: Fall 2003 SAT and ACT Scores;

Part IV: Fall 2003 Provisionally Admitted Students;

Part V: Fall 2004 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 on Academic Affairs and Licensing recommends that the Commission approve this report for transmission to the appropriate legislative bodies and the S.C. Department of Education in compliance with Act 629 and Act 359. In addition, the Committee recommends that USC-Beaufort take the appropriate steps as it transitions to four-year status to reduce its high percentage of provisionally accepted students (62.8%) to the Commission's recommended 15% or lower standard.

ANNUAL REPORT ON ADMISSION STANDARDS FOR FIRST-TIME ENTERING FRESHMEN, FALL 2003 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 2003 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2003 data related to high school course prerequisites;
- **Part III:** Fall 2003 SAT and ACT scores;
- **Part IV:** Fall 2003 data related to provisional students; and
- **Part V:** Fall 2004 minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 2003, 52,149 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 34,740 or 66.26 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, 14,586 or 41 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 2003**

	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
Clemson	11,419	6,945	60.82%	2767	39.84%
USC-Columbia	12,815	8,257	64.43%	3491	42.28%
The Citadel	1,919	1,286	67.01%	553	43.00%
Coastal Carolina	4,527	3,208	70.86%	1272	39.65%
Coll. of Charleston	7,006	4,536	64.74%	1874	41.31%
Francis Marion	2,057	1,565	76.08%	768	49.07%
Lander	1,958	1,549	79.11%	547	35.31%
S.C. State	2,558	2,045	79.95%	810	39.61%
USC-Aiken	1,649	1,065	64.59%	565	53.05%
USC-Beaufort	307	273	88.93%	164	60.07%
USC-Spartanburg	1,962	1,379	70.29%	701	50.83%
Winthrop	3,972	2,632	66.26%	1074	40.81%
	52,149	34,740	66.62%	14,586	41.99%

¹Reported manually by the institutions.

USC-Beaufort offered admission to the largest percentage of applicants, e.g., approximately 89 percent. S.C. State University, Lander University, and Francis Marion University offered the next largest percentage of applicants admission with approximately 80, 79, and 76 percent, respectively. USC-Spartanburg and Coastal Carolina University offered admission to approximately 70 percent of applicants while The Citadel, Winthrop University, College of Charleston, USC-Aiken, USC-Columbia and Clemson University offered admission to approximately 61 to 67 percent. USC-Beaufort enrolled the largest percentage (60%) of students who were offered admission, USC-Aiken, USC-Spartanburg, and Francis Marion University enrolled the next highest percentage at approximately 52, 51, and 49 percent, respectively. The remaining institutions had enrollment percentages that ranged from 35 to 43 percent. The most “selective” institution is Clemson (60 percent offered admission). However, USC-Columbia, USC-Aiken and the College of Charleston follow closely with approximately 64% offered admission.

Table 2 provides a five-year overview of applications, acceptances and actual enrollments. The number of applicants has increased nearly 10,000 over the last five years and the number enrolled has increased by approximately 1,800 students. However, the actual percent accepted and enrolled has decreased by approximately 1.8 percent.

TABLE 2 Applications, Acceptances, and Actual Enrollments S.C. Public Senior Institutions Five Year Comparison					
Year¹	Number of Applications	Number of Applicants Offered Admission	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
1999	42,615	29,209	68.54%	12,799	43.82%
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	65.31%	13,893	42.66%
2003¹	52,149	34,740	66.62%	14,586	41.99%

¹ Only 2003 includes USC-Beaufort data.

Part II: Extent to Which 2002 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. 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.

The proportion of applicable first-time freshmen meeting all of the prerequisites **increased** from 96.36 percent in 2002 to 97.16 percent in 2003. However, the percent of students meeting all of the prerequisites is still below the 1999 average of 98.15 percent. Analysis of the CHEMIS data for the four-year institutions indicates that the majority of students not meeting one or more prerequisites failed to do so in laboratory science.

TABLE 3 Percent of Applicable ¹ First-Time Freshmen Meeting High School Course Prerequisites						
Senior Institutions	2001 Applicable Freshmen	2001 Percent Meeting Prerequisites	2002 Applicable Freshmen	2002 Percent Meeting Prerequisites	2003 Applicable Freshmen	2003 Percent Meeting Prerequisites
The Citadel	570	99.82%	520	100%	553	100%
Clemson	2543	99.13%	2,474	99.84%	2,767	99.78%
Coastal Carolina	907	92.06%	1,039	95.28%	1,238	91.20%
College of Charleston	1958	95.18%	1,986	95.37%	1,874	97.20%
Francis Marion	637	83.52%	745	92.08%	768	92.97%
Lander	489	89.78%	529	93.57%	547	90.31%
SC State	615	76.75%	716	100%	810	100%
USC-Columbia	3194	96.38%	3,486	97.19%	3,491	97.52%
USC-Aiken	440	91.48%	475	85.68%	565	83.32%
USC-Beaufort**	N/A	N/A	N/A	N/A	164	97.62%
USC-Spartanburg	559	95.16%	638	97.02%	701	89.66%
Winthrop	929	87.10%	1,081	91.67%	1,074	92.26%
Total Sr. Institutions	12,841	91.48%	13,758	92.53%	14,586	94.32%
USC-Lancaster ²	46	100%	62	100%	214	100%
USC-Beaufort ²	45	88.89%	69	100%	N/A	N/A
USC-Salkehatchie ²	3	100%	10	100%	177	100%
USC-Sumter ²	60	100%	75	100%	199	100%
USC-Union ²	8	87.50%	15	93.33%	67	100%
Total USC Two-Year	162**	96.30%**	162**	99.57%**	657	100%
Grand Total	13,003**	93.89%**	13,920**	96.36%**	15,243	97.16%

** USC-Beaufort numbers were in USC Two-Year Institutions and Grand Total for 2001 and 2002.

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.

Part III: Indicators of Academic Preparation, Fall 2003

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.che400.state.sc.us/web/stats.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 SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2003 (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 Accepted with ACT Score
Research Institutions:			
1. Clemson	1201	1203	13.98%
2. USC-Columbia	1142	1145	17.18%
Average Research Institutions:	1168	1171	15.77%
Comprehensive Teaching Institutions:			
1. The Citadel	1100	1107	15.91
2. Coastal Carolina	1038	1045	20.04
3. College of Charleston	1159	1192	23.10
4. Francis Marion University	944	948	45.96
5. Lander University	981	992	26.50
6. S.C. State University	821	836	26.41
7. USC-Aiken	977	990	20.88
8. USC-Beaufort	956	966	16.46
9. USC-Spartanburg	991	999	26.10
10. Winthrop	1058	1068	23.37
Average Four-Year Comprehensive Institutions:	1031	1045	24.98
State Average, Senior Institutions:			
1. USC-Sumter	949	989	37.68
2. USC-Lancaster	887	932	36.44
3. USC-Union	863	890	37.31
4. USC-Salkehatchie	843	862	23.16
Average USC Two-Year Regional Campuses	1082	1096	29.96%
¹ ACT 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 2002 and 2003. This table represents a change in this report which in prior years indicated students reporting ACT scores only. Institutions have indicated that the results reported to CHEMIS are for the highest SAT or ACT scores under which the student is accepted. Ten of the four-year institutions had increases in the percentage of students reporting ACT scores only (+.28 to +46 percent), and two had decreases (-1.5 to -17 percent). Institutions are now reporting only the score that was used for admission. Prior to this several institutions reported both the ACT and SAT scores of students who were admitted. Francis Marion did not submit ACT score data to CHEMIS in prior years. One of USC's two-year regional campuses, USC-Salkehatchie, reported a decrease (-1.11 percent) and three reported increases (+8.9 to +10.8 percent). In general, the overall impact on institutions was minimal (+1.4%) with the research institutions

showing little change (+.7 percent), the comprehensive teaching institutions showing a larger increase (+13 percent), and the regional two-year campuses having a more modest increase (6.4 percent).

Table 5 Comparison of the Percent of Students Accepted using ACT Scores Academic Years 2002 and 2003		
INSTITUTION	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Accepted Using ACT in 2002	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Accepted Using ACT in 2003
Research Institutions:		
1. Clemson	13.26%	13.98%
2. USC-Columbia	16.90%	17.18%
Average Research Institutions:	15.04%	15.77%
Comprehensive Teaching Institutions:		
1. The Citadel	13.26%	15.91%
2. College of Charleston ¹	40.13%	23.10%
3. Coastal Carolina University	21.52%	20.04%
4. Lander University	25.70%	26.50%
5. Francis Marion University ²	0.00%	45.96%
6. S.C. State University	25.83%	26.41%
7. USC-Aiken	20.28%	20.88%
8. USC-Beaufort*	N/A	16.46%
9. USC-Spartanburg	22.99%	26.10%
10. Winthrop University	22.37%	23.37%
Average Four-Year Comprehensive Institutions	20.35%*	33.37%
State Average, Four-Year Research and Comprehensive Institutions	21.62%*	22.99%
USC Two-Year Regional Campuses		
1. USC-Sumter	28.70%	37.68%
2. USC-Lancaster	26.89%	36.44%
3. USC-Union	26.50%	37.31%
4. USC-Salkehatchie	24.27%	23.16%
5. USC-Beaufort*	11.42%	N/A
Average USC-Two Year Regional Campuses	23.56%**	29.96%

¹ College of Charleston changed the methodology and now reports only the SAT or ACT that student was admitted on rather than both scores that were submitted to the college.

² Francis Marion did not report in previous years the ACT scores.

* Prior years did not include USC-Beaufort numbers in Total Senior Institutions but are included in AY 2003.

Table 6 compares the SAT/ACT combined mean for each institution for 2001, 2002, and 2003. **Table 6** indicates for the research universities an increase in the average combined SAT/ACT mean for USC-Columbia (21 points) and a one point decrease for Clemson between 2002 and 2003. The four-year comprehensive teaching institution sector indicated a mixture of results. Six of the institutions had increases over 2002

scores and four had decreases. Two of the two-year campuses of USC had increases and two had decreases from 2002 SAT/ACT combined scores.

TABLE 6			
SAT/ACT Scores of First-Time Entering Freshmen			
(Including Foreign, Provisional, and Students Age 22 and Above)			
	2001	2002	2003
Senior Institutions	SAT/ACT	SAT/ACT	SAT/ACT
	Combined Mean	Combined Mean	Combined Mean
The Citadel	1070	1072	1100
Clemson	1188	1203	1201
Coastal Carolina	1036	1043	1038
College of Charleston	1121	1139	1159
Francis Marion	971	955	944
Lander	985	972	981
S.C. State	829	846	821
USC-Columbia	1110	1121	1142
USC-Aiken	987	987	977
USC-Beaufort	N/A	N/A	956
USC-Spartanburg	949	967	991
Winthrop	1053	1047	1058
USC Two-Year	2001	2002	2003
USC-Lancaster	890	865	887
USC Beaufort	931	889	N/A
USC-Salkehatchie	845	872	843
USC-Sumter	961	956	949
USC-Union	839	857	863

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 2003 for each institution and overall.

TABLE 7			
Provisional Freshmen as a Percent of Total First-Time Freshmen			
Fall 2003			
Senior Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Clemson	2,767	0	0%
USC-Columbia	3,491	152	4.35%
Total Research Institutions	6,258	152	2.43%
The Citadel	553	31	5.60%
Coastal Carolina	1,272	112	8.81%
Coll. of Charleston	1,874	201	10.73%
Francis Marion	768	74	9.63%
Lander	547	70	12.80%
S.C. State	810	0	0%
USC-Aiken	565	1	0.17%
USC-Beaufort	164	103	62.80%
USC-Spartanburg	701	17	2.43%
Winthrop	1,074	89	8.29%
Total Four-Year Comprehensive	8,328	698	8.38%
Total Senior Institutions	14,586	850	5.83%
USC-Lancaster	214	133	62.15%
USC-Salkehatchie	177	137	77.40%
USC-Sumter	199	122	61.31%
USC-Union	67	40	59.70%
Total USC Two-Year	657	432	65.57%
Grand Total	15,243	1282	8.41%

Of the public senior institutions, USC-Beaufort enrolled the largest proportion of freshmen admitted on a provisional basis with 62.80 percent. The USC-Beaufort percentage is similar to the percentages of its former sister two-year campuses. Clemson and SC State University enrolled no provisional students in 2003 and USC-Aiken enrolled only 0.17 percent (one student).

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 2003 the two research universities are in compliance with the recommended 10 percent cap and all of the four-year institutions are in compliance with the recommended 15 percent cap, except for USC-Beaufort at 62.80 percent enrollment of freshmen who do not meet regular admission standards..

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

	1999	2000	2001	2002	2003
The Citadel	0.0%	5.4%	8.6%	8.7%	5.6%
Coastal Carolina	19.1%	18.1%	13.8%	11.9%	8.8%
College of Charleston	13.4%	7.2%	7.0%	8.9%	10.7%
Francis Marion	11.6%	8.9%	19.0%	11.5%	9.6%
Lander University	12.1%	11.3%	10.2%	8.7%	12.8%
S.C. State University	3.4%	0.0%	0.0%	0%	0%
USC-Beaufort*	38.6%*	67.2%*	58.6%*	45.1%*	62.8%
USC-Aiken	0.4%	0.0%	0.0%	.2%	.17%
USC-Spartanburg	1.8%	1.6%	12.8%	6.3%	2.4%
Winthrop University	9.1%	7.7%	4.6%	7.9%	8.3%

* USC-Beaufort scores for 1999-2002 are for two-year sector status

These data indicate that the percentage of provisional students admitted to the four-year comprehensive institutions has remained relatively stable 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 since 1999. Francis Marion only exceeded the 15 percent cap in 2001. USC-Beaufort has just attained four-year status and will need to reduce 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 60 percent provisionally admitted students with 2003 reaching a maximum of greater than 65 percent.

USC Two-Year Campuses Annual Percentage	1999	2000	2001	2002	2003
	54.12%	64.26%	62.71%	59.55%	65.57%

Part V: Fall 2003 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**). The College of Charleston, USC-Spartanburg, 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 2003 are shown on **Table 8**.

TABLE 8
ADMISSION REQUIREMENTS
APPROXIMATE¹ MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
2004

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	1130		1270		1580		X	
College of Charleston	1080	24	1180	27	1310	28	X	
Lander ²	900	18	1000	21	1110	24	X	
S.C. State University	830	17	830	17	830	17		X
USC-Spartanburg	850	18	850	18	850	18	X	
Winthrop	900	19	1000	22	1100	24		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 has set a minimum score for admission of 700 for SAT and/or 14 ACT. This change reflects an effort to produce a better, more successful first year freshman.

The approximate SAT and ACT score requirements reported by each institution using core GPA for Fall 2003 are shown on **Table 9**.

TABLE 9
ADMISSION REQUIREMENTS
APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
2004

Institution		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		1180	1070	X	
Coastal Carolina	SAT/ACT	920/20	900/19	900/19		X
College of Charleston	SAT/ACT	1310/28	1170/26	1060/23	X	
Francis Marion	SAT/ACT	900	800	800		X
USC Columbia	SAT/ACT	1250/28	950/20	700/15	X	
USC Aiken ³	SAT/ACT	1000/21	800/17	800/17	X	
USC Beaufort	SAT/ACT	--	--	--	X	
USC Spartanburg	SAT/ACT	850/18	850/18	850/18	X	
Winthrop University	SAT/ACT	1110/24	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. S.C. State University indicates it is using a sliding scale in its predictive equation that includes quality of high school, student GPA, rank in school, quality of coursework, and test scores.

3. 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.

4. USC-Beaufort indicates that admission is based on high school courses and SAT and/or ACT scores. The institution noted that there is no cut-off for test scores. Applicants who complete the high school academic units with at least a C average are usually accepted. Higher class rank and grades are used to offset lower SAT and/or ACT scores and these scores are used in the predictive formula.

Three institutions reporting approximate minimum SAT/ACT scores in **Table 8** had changes since 2003. Lander University decreased the SAT/ACT score for students ranked in the top 20 percent from 1042/22 to 900/18. It raised the score for those in the top 20 to top 50 percent from 980/20 to 1000/21 and for those students between the top 50 and top 80 percent from 979/20 to 1110/24. Clemson University raised the minimum SAT score for students in the top 20 percent from 1010 to 1130. The College of Charleston raised the minimum score for students in the top 20 percent from 1060/23 for 1080/24 and for those between the top 20 and 50 percent from 1150/26 to 1180/27. All other institutions reporting data in **Table 8** kept the same minimum scores as in 2002.

This is the second 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 two changes. Clemson University provided data for the first time this year and USC-Spartanburg lowered the minimum SAT/ACT score for students with a core GPA of 2.0 from 900/19 to 850/18.