South Carolina
Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Col. John T. Bowden, Jr.
Douglas R. Forbes, D.M.D.
Dr. Bettie Rose Horne
Dr. Raghu Korrapati
Dr. Louis B. Lynn
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Hood Temple
Mr. Kenneth B. Wingate
Mr. Randy Thomas
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

Dr. Garrison Walters, Executive Director

CAAL
3/20/2008
Agenda Item 5

March 20, 2008

MEMORANDUM

To: Advisory Committee on Academic Programs

From: Dr. Gail M. Morrison, Director of Academic Affairs and Licensing

A draft of the First Time Entering Freshmen Report for Fall 2007 that will be presented to the Committee on Academic Affairs and Licensing on April 3, 2008 is attached. Please review this draft carefully and submit any corrections to Dr. Paula Gregg (pgregg@che.sc.gov) by March 24, 2008.

South Carolina
Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Col. John T. Bowden, Jr.
Douglas R. Forbes, D.M.D.
Dr. Bettie Rose Horne
Dr. Raghu Korrapati
Dr. Louis B. Lynn
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Hood Temple
Mr. Kenneth B. Wingate
Mr. Randy Thomas
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

Dr. Garrison Walters, Executive Director

ACAP
3/20/2008
Agenda Item 5

March 20, 2008

MEMORANDUM

To: Advisory Committee on Academic Programs

From: Dr. Gail M. Morrison, Director of Academic Affairs and Licensing

Report on Admission Standards for First-Time Entering Freshmen
FY 2007-08

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 to report annually on applications, acceptances, and enrollment and to specify the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen.

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

Attached is the annual report on 2007 admission standards for first-time entering freshmen (**Attachment 1**) at South Carolina public senior colleges and universities. This document summarizes the results of five different reports related to admission standards and to measures of achievement of first-time entering freshmen for the fall of 2007.

The Report is presented in five parts:

Part I: Fall 2007 Applications, Acceptances, and Actual Enrollments
Part II: Fall 2007 Data Related to High School Course Prerequisites
Part III: Fall 2007 SAT and ACT Scores
Part IV: Fall 2007 Provisionally Admitted Students
Part V: Fall 2008 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).

Recommendations

The staff recommends that the Committee approve the following:

1. Although there was an increase 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 95.7 percent should provide to the staff a plan of action to increase compliance (The Citadel, Coastal Carolina, Lander, South Carolina State, USC-Aiken, USC-Beaufort, USC-Upstate, and Winthrop), thereby enhancing student preparation for success in college.

2. Francis Marion University (14.6%) should adjust its admissions process to ensure that it does not exceed the CHE-approved guideline of 15% for admission of provisional students at comprehensive teaching institutions. The Committee 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).

3. This report should be transmitted to the South Carolina Department of Education and the chairs of the House and Senate Education Committees.

Attachment 1

ANNUAL REPORT ON ADMISSION STANDARDS FOR FIRST-TIME ENTERING FRESHMEN, FALL 2007 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 2007 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2007 Data related to high school course prerequisites
- **Part III:** Fall 2007 SAT and ACT scores
- **Part IV:** Fall 2007 Data related to provisional students
- **Part V:** Fall 2008 Minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 2007, 65,709 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 40,484 or 61.6% 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, 16,168 or 40% 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.

DRAFT

TABLE 1 APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENTS S.C. PUBLIC SENIOR INSTITUTIONS, FALL 2007					
Institutions	Number of Applications[1]	Number of Applicants Offered Admission[1]	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
Research Institutions					
Clemson	14,254	7,154	50.2%	2,762	38.6%
USC-Columbia	14,994	8,908	59.4%	3,719	41.7%
Sub Total	29,248	16,062	54.9%	6,481	40.3%
Comprehensive Teaching Colleges & Universities					
The Citadel	2,081	1,629	78.3%	621	38.1%
Coastal Carolina	6,618	4,524	68.4%	1,652	36.5%
Coll. Of Charleston	8,939	5,775	64.6%	2,064	35.7%
Francis Marion	2,725	1,760	64.6%	779	44.3%
Lander	2,230	946	42.4%	433	45.8%
S.C. State	3,866	3,403	88.0%	1,318	38.7%
USC-Aiken	2,422	1,257	51.9%	626	49.8%
USC-Beaufort	782	576	73.7%	288	50.0%
USC-Upstate	2,802	1,771	63.2%	832	47.0%
Winthrop	3,996	2,781	69.6%	1,074	38.6%
Sub Total	36,461	24,422	67.0%	9,687	39.7%
Total Sr. Institutions	65,709	40,484	61.6%	16,168	39.9%

[1]Reported manually by the institutions.

South Carolina State University offered admission to the largest percentage of applicants, 88%, followed by The Citadel at 78%, USC-Beaufort at 74%, and Winthrop University at 70%. Coastal Carolina, College of Charleston, Francis Marion, USC-Upstate, and USC-Columbia offered admission ranging from 60% to 68%. USC-Aiken, Clemson University and Lander University offered admission to the lowest percentage of applicants at 42% to 52%. USC-Aiken and USC-Beaufort enrolled the largest percentage (50%) of students who were offered admission. The remaining institutions had enrollment percentages that ranged from 36% to 47%. The most "selective" institution, based on the ratio of applicants offered admission to the number of applications, is Lander University (42.4% offered admission). Clemson University follows with just over 50% offered admission.

Table 2 provides a five-year overview of applications, acceptances and actual enrollments. The number of applicants has increased by 13,560 over the last five years, and the number enrolled has increased by approximately 1,582 students. However, the

percentage of applicants who were accepted and enrolled **has decreased** by approximately 2.1%. This decrease suggests that, as a whole, the public senior institutions are becoming somewhat more selective in offering admissions to students, but that, in turn, students who are offered admission are becoming more selective in choosing where they wish to attend.

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
2003	52,149	34,740	66.6%	14,586	42.0%
2004	54,546	36,906	70.5%	15,079	40.9%
2005	57,938	39,068	67.4%	15,728	40.3%
2006	61,539	38,907	63.2%	15,635	40.2%
2007	65,709	40,484	61.6%	16,168	39.9%

Part II: Extent to Which 2007 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 units include Algebra I (for which Applied Mathematics I and II may count together as a substitute if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course is strongly recommended. The fourth course should be selected from among algebra III/trigonometry, pre-calculus, calculus, statistics, or discrete mathematics.
3. **Three units of Laboratory Science**: Two units must be taken in two different fields and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that

students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in the section.

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

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

As shown in **Table 3**, although the proportion of all applicable first-time freshmen meeting all of the prerequisites increased from 93.9% in 2006 to 95.7% in 2007, the percentage of students meeting all of the prerequisites is still below the 1999 average of 98.15%. This decrease is attributable to the continued low percentages at USC-Beaufort since it became a four-year institution and all students rather than merely "baccalaureate ready" students were factored into the data. Additionally, other fluctuations of concern occur at USC-Aiken and Winthrop University at the four-year institutions.

DRAFT

TABLE 3							
Percent of Applicable[1] First-Time Freshmen Meeting High School Course Prerequisites							
Institutions	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites	2007 Applicable Freshmen	2007 Percent Meeting Prerequisites	Change From 2006 to 2007
Research Institutions							
Clemson	2,903	97.7%	2,812	98.8%	2,762	99.7%	1.0%
USC-Columbia	3,659	96.5%	3,624	95.3%	3,642	96.0%	0.7%
Sub Total	6,562	97.0%	6,436	96.8%	6,404	97.6%	0.8%
Comprehensive Teaching Colleges & Universities							
The Citadel	585	87.9%	538	88.8%	621	89.0%	0.2%
Coastal Carolina	1,494	86.1%	1,459	94.5%	1,645	92.3%	-2.2%
College of Charleston	1,984	97.4%	1,962	99.2%	2,062	99.2%	0.0%
Francis Marion	803	94.6%	797	94.7%	779	95.5%	0.8%
Lander	577	82.5%	580	80.7%	433	91.7%	11.0%
SC State	1,013	87.7%	881	82.5%	1,214	95.3%	12.8%
USC-Aiken	594	84.0%	652	89.6%	617	84.1%	-5.5%
USC-Beaufort	212	68.9%	213	81.7%	276	72.5%	-9.2%
USC-Upstate	709	87.3%	769	87.4%	800	93.9%	6.5%
Winthrop	999	91.0%	1174	93.4%	1,052	90.4%	-3.0%
Sub Total	8,970	89.5%	9,025	91.7%	9,499	90.4%	1.3%
Total Sr. Institutions	15,532	92.7%	15,461	93.9%	15,903	94.1%	1.0%
Two-Year Regional Campuses of USC							
USC-Lancaster[2]	74	90.5%	58	100.0%	91	96.7%	-3.3%
USC-Salkehatchie[2]	1	100.0%	18	94.4%	0	NA	-94.4%
USC-Sumter[2]	58	100.0%	70	98.6%	98	100.0%	1.4%
USC-Union[2]	15	66.7%	17	100.0%	15	100.0%	0.0%
Sub Total USC Two-Year	148	91.9%	163	98.8%	204	98.5%	-0.2%
Grand Total	15,680	92.7%	15,624	93.9%	16,107	94.3%	0.4%

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

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

Institutional Issues

The lowest compliance rate is shown by USC-Beaufort (72.5%). USC-Beaufort has continued to have a low compliance rate, but it steadily increased after becoming a four-year institution in Fall 2004 and showed a 12.8% increase in compliance between 2005 and 2006. However, the compliance decreased 9.2% from 2006 to 2007. In response to a staff inquiry, an official at USC-Beaufort stated that the university shows

some flexibility in the accepting students without the core requirements. For example, the official explained that the high schools require physical science, yet the university cannot accept it. The university also allows flexibility with the electives. According to the official, the university is not going to deny admission to a student simply because the student did not take three different electives. All exceptions are made by judgments of the university's faculty and staff; however, university representatives are communicating with counselors in their area to stress the importance of three laboratory sciences and a variety of electives and will continue to do so. University representatives will also make sure they discuss this issue at all events and private high school visits throughout the state. Furthermore, the official stated that out-of-state students are not held accountable for the South Carolina core requirements if they meet their state's high school graduation requirements. Because of this policy, the compliance rate for out-of-state students in 2007 (**Table 3B**) is 51.9%, whereas the compliance rate for in-state students is 77.5% (**Table 3A**).

USC-Aiken's compliance rate decreased from 89.6% in 2006 to 84.1% in 2007. In response to a staff inquiry, an official at USC-Aiken stated that the analysis of the performance of the 2006 freshmen who did not meet all prerequisites has not been completed at this time. Also, the official stated that last year, the university identified aspects of its coding procedure that need to be modified so it reports in ways consistent with other institutions in the state. The institution has not implemented those modified procedures yet, but is taking steps to do so.

Winthrop University's compliance rate also decreased as it went from 93.4% in 2006 to 90.4% in 2007. In response to a staff inquiry, an official at Winthrop stated the decreased compliance resulted from students not meeting the laboratory sciences and electives requirements.

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 2007, 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.

South Carolina State University (87.8%), displayed a downward trend (100% to 87.7% to 82.5%) from 2004 to 2006, but showed a significantly increased compliance in 2007 (95.3%). In response to a staff inquiry in 2006, South Carolina State University submitted a report on reasons for declining compliance and a plan of action to increase compliance in July 2006. At that time, officials at South Carolina State University stated that of the provisional students, 58% were missing the second foreign language, 39% were taking Math Tech courses instead of the required Algebra I and II, and 21% were taking physical science, earth science, and general science instead of the laboratory sciences. A representative from South Carolina State University responded to a staff inquiry that the strategies in the plan of action submitted in July 2006 were not fully

implemented. The strategies were being revised and were to be implemented in Fall 2007. South Carolina State University hired an Assistant Vice President for Enrollment Management and established a campus-wide committee to ensure the implementation of the plan of action, which may be responsible for the increase in 2007.

Lander University also implemented a plan of action to improve its compliance rate, and like South Carolina State University, Lander University also showed improvement as a result of this plan. Lander University showed a significant improvement, as its compliance increased by 11% between 2006 and 2007. However, Lander University's compliance (91.7%) is still below the average of 95.7% for all institutions.

Similarly, while USC-Upstate's compliance rate is below the average, the institution has shown improvement as its compliance rate increased from 87.4% in 2006 to 93.9% in 2007.

The percent of applicable first-time freshmen meeting high school course prerequisites was broken down further into "In State Only" (**Table 3A**) and "Out-of-State Only" (**Table 3B**) to determine if out-of-state students were responsible for the overall decrease from 1999 in the percentage of first-time freshmen meeting the high school course prerequisites.

DRAFT

TABLE 3A Percent of Applicable[1] First-Time Freshmen Meeting High School Course Prerequisites In State Only (GEO-Origin = SC)						
Institutions	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites	2007 Applicable Freshmen	2007 Percent Meeting Prerequisites
Research Institutions						
Clemson	1,888	98.1%	1,884	99.2%	1,819	99.9%
USC-Columbia	2,464	98.3%	2,252	98.0%	2,115	97.8%
Sub Total	4,352	98.2%	4,136	98.5%	3,934	98.8%
Comprehensive Teaching Colleges & Universities						
The Citadel	244	96.7%	235	96.6%	255	97.6%
Coastal Carolina	726	89.4%	633	97.9%	772	96.1%
College of Charleston	1,092	98.4%	1,008	99.5%	1,191	99.6%
Francis Marion	764	95.3%	747	96.0%	751	96.0%
Lander	554	82.9%	545	81.1%	395	94.2%
SC State	809	86.8%	693	82.8%	955	96.0%
USC-Aiken	541	85.2%	621	90.8%	566	86.2%
USC-Beaufort	194	69.6%	185	83.2%	222	77.5%
USC-Upstate	669	87.6%	728	87.8%	739	94.2%
Winthrop	844	94.1%	1042	95.1%	936	91.7%
Sub Total	6,437	90.5%	6,437	92.1%	6,782	94.4%
Total Sr. Institutions	10,789	93.6%	10,573	94.6%	10,716	96.0%
Two-Year Regional Campuses of USC						
USC-Lancaster[2]	73	90.4%	58	100.0%	87	96.6%
USC-Salkehatchie[2]	1	100.0%	18	94.4%	0	
USC-Sumter[2]	58	100.0%	70	98.6%	93	100.0%
USC-Union[2]	15	66.7%	17	100.0%	15	100.0%
Sub Total USC Two-Year	147	91.8%	163	98.8%	195	98.5%
Grand Total	10,936	93.6%	10,736	94.7%	10,911	96.0%

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

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

TABLE 3B Percent of Applicable[1] First-Time Freshmen Meeting High School Course Prerequisites Out-of-State Only (GEO-Origin not = SC)						
Institutions	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites	2007 Applicable Freshmen	2007 Percent Meeting Prerequisites
Research Institutions						
Clemson	1,015	97.0%	928	98.0%	943	99.5%
USC-Columbia	1,195	92.9%	1,456	85.6%	1,527	93.5%
Sub Total	2,210	94.8%	2,384	90.4%	2,470	95.7%
Comprehensive Teaching Colleges & Universities						
The Citadel	341	81.5%	303	82.8%	365	83.3%
Coastal Carolina	768	83.1%	848	89.5%	873	88.9%
College of Charleston	892	96.2%	964	97.9%	871	98.7%
Francis Marion	39	82.1%	50	76.0%	28	82.1%
Lander	17	70.6%	35	74.3%	28	89.3%
SC State	204	91.2%	188	81.4%	259	92.7%
USC-Aiken	53	71.7%	49	40.8%	51	60.8%
USC-Beaufort	18	61.1%	40	50.0%	54	51.9%
USC-Upstate	40	82.5%	65	50.8%	61	90.2%
Winthrop	155	74.2%	142	73.9%	116	80.2%
Sub Total	2,527	87.1%	2,684	87.5%	2,706	90.0%
Total Sr. Institutions	4,737	90.7%	5,068	88.9%	5,176	92.7%
Two-Year Regional Campuses of USC						
USC-Lancaster[2]	1	100.0%	10	0.0%	4	100.0%
USC-Salkehatchie[2]	0	0.0%	4	0.0%	0	0.0%
USC-Sumter[2]	0	0.0%	4	0.0%	5	100.0%
USC-Union[2]	0	0.0%	0	0.0%	0	0.0%
Sub Total USC Two-Year	1	100.0%	18	0.0%	9	100.0%
Grand Total	4,738	90.7%	5,086	88.6%	5,185	92.7%

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

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

As **Table 3A** and **Table 3B** show, the decrease in compliance reported in **Table 3** for Coastal Carolina University can be attributed to its out-of-state students. At Coastal Carolina, 96.1% of in-state, first-time freshmen meet high school course prerequisites, compared to only 88.9% of out-of-state, first-time freshmen.

Likewise, the low compliance rate demonstrated by The Citadel is also due to its out-of-state students. At The Citadel, 97.6% of in-state, first-time freshmen meet high school course prerequisites, compared to only 83.3% of out-of-state, first-time freshmen.

By contrast, **Table 3A** shows that four institutions (Coastal Carolina University, USC-Aiken, USC-Beaufort and Winthrop University) report a decrease in their compliance rate for in-state, first-time freshmen for 2007 ranging from 1.8 to 5.8%. USC-Columbia had a slight decrease of 0.2%.

As **Table 3B** shows, all but one institution improved their compliance rate for out-of-state students in 2007. Lander University (+15%), South Carolina State University (+11.3%), USC-Aiken (+20%) and USC-Upstate (+39.4%) showed the greatest improvement. However, despite this improvement, eight of the ten comprehensive teaching institutions report a compliance rate for out-of-state students below the average of 92.7% for all institutions, ranging from 51.9% to 90.2%, and seven are below the average of 90.0% for this sector.

Part III: SAT and ACT Scores as Indicators of Academic Preparation, Fall 2007

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 aged 22 and above. Scores are submitted separately for each category of in-state students, out-of-state students, and in-state and out-of-state students combined.

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

The majority of students attending South Carolina institutions take the SAT rather than the ACT as a college entrance examination. However, increasing numbers of students are presenting ACT scores. Since 1994, this report has included both ACT and SAT scores, with the SAT combined mean and the ACT composite score listed in separate columns.

Reporting the ACT and SAT scores separately does not give an accurate picture of the academic preparation of the total freshman class at each institution. Looking at the indicators of academic preparation for the first-time entering freshman class without exclusions allows the Commission to examine all indicators of success in college. An ACT/SAT combined mean is now calculated for the entire entering freshman class. The scores of students who report only ACT scores have been converted to SAT equivalencies using the ACT-SAT concordance tables developed by the Educational Testing Service (ETS). The converted scores are 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 slightly lower than the SAT combined mean excluding ACT scores. In general, this lowered mean results because 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), they could either increase or decrease the combined mean at that institution.

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

DRAFT

TABLE 4 SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2007 (INCLUDING Foreign and Provisional Students and Students Age 22 and Above) SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES			
Institutions	SAT & ACT Combined Mean[1] Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% Reporting ACT Score Including Foreign, Prov. & Age 22 & Above
Research Institutions			
Clemson	1222	1222	17.3%
USC-Columbia	1180	1183	24.2%
Average Research Institutions	**1198**	**1200**	**21.3%**
Comprehensive Teaching Colleges & Universities			
The Citadel	1078	1091	28.3%
Coastal Carolina	1028	1040	27.1%
College of Charleston	1159	1182	44.1%
Francis Marion University	961	968	31.7%
Lander University	989	994	34.2%
S.C. State University	814	823	36.2%
USC-Aiken	995	1005	27.2%
USC-Beaufort	940	945	19.8%
USC-Upstate	1003	1003	34.0%
Winthrop	1051	1054	26.7%
Average Comprehensive Teaching Institutions	**1019**	**1033**	**33.1%**
State Average, Senior Institutions	**1091**	**1105**	**28.4%**
Two-Year Regional Campuses of USC			
USC-Lancaster	878	928	43.9%
USC-Salkehatchie	841	869	27.9%
USC-Sumter	954	971	36.1%
USC-Union	824	881	56.5%
Average Two-Year Regional Campuses of USC	**890**	**927**	**38.8%**

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

DRAFT

Table 5 presents a comparison of the number of students accepted with ACT scores for 2006 and 2007. The majority of institutions indicated that the results reported to CHEMIS are for the highest SAT or ACT scores for the decision on student admission to the institution. All but one of the four-year institutions had increases in the percentage of students reporting ACT scores ranging from +1.4% to +9.9% (South Carolina State University had no change). In general, the impact on senior institutions was 5.4%. Research institutions showed a larger increase (+5.9%) than the comprehensive teaching institutions (+4.7%); and the regional two-year campuses of the University of South Carolina showed only a slight increase (+0.6%).

Table 5
Comparison of the Percent of Students Reporting ACT Scores
Academic Years 2006 and 2007

Institutions	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2006	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2007
Research Institutions		
Clemson	12.3%	17.3%
USC-Columbia	17.9%	24.2%
Average Research Institutions	**15.4%**	**21.3%**
Comprehensive Teaching Colleges & Universities		
The Citadel	18.4%	28.3%
Coastal Carolina University	24.4%	27.1%
College of Charleston	35.8%	44.1%
Francis Marion University	28.2%	31.7%
Lander University	28.5%	34.2%
S.C. State University	36.2%	36.2%
USC-Aiken	23.7%	27.2%
USC-Beaufort	15.5%	19.8%
USC-Upstate	27.9%	34.0%
Winthrop University	25.3%	26.7%
Average Comprehensive Teaching Institutions	**28.4%**	**33.1%**
State Average, Senior Institutions	**23.0%**	**28.4%**
Two-Year Regional Campuses of USC		
USC-Lancaster	41.6%	43.9%
USC-Salkehatchie	33.0%	27.9%
USC-Sumter	37.7%	36.1%
USC-Union	42.7%	56.5%
Average Two Year Regional Campuses of USC	**38.2%**	**38.8%**

Table 6 compares the SAT/ACT combined mean for each institution for 2005, 2006, and 2007. **Table 6** indicates the research universities had an increase in the average combined SAT/ACT mean for USC-Columbia (11 points) and Clemson University (6 points) between 2006 and 2007. The four-year comprehensive teaching institution sector shows mixed results. Five of the institutions had increases over 2006 scores and five had decreases. One of the two-year campuses of USC had a decrease and three had increases from 2006 SAT/ACT combined scores.

TABLE 6
SAT/ACT Scores of First-Time Entering Freshmen
(Including Foreign, Provisional, and Students Age 22 and Above)

Institutions	2005 SAT/ACT Combined Mean	2006 SAT/ACT Combined Mean	2007 SAT/ACT Combined Mean	2006-2007 Change Combined Mean
Research Institutions				
Clemson	1222	1216	1222	6
USC-Columbia	1161	1169	1180	11
Average Research Institutions	**1188**	**1189**	**1198**	**9**
Comprehensive Teaching Colleges & Universities				
The Citadel	1085	1085	1078	-7
Coastal Carolina	1041	1036	1028	-8
College of Charleston	1164	1180	1159	-21
Francis Marion	953	952	961	9
Lander	961	952	989	37
S.C. State	822	832	814	-18
USC-Aiken	992	990	995	5
USC-Beaufort	943	953	940	-13
USC-Upstate	999	1001	1003	2
Winthrop	1071	1050	1051	1
Average Comprehensive Teaching Institutions	**1028**	**1031**	**1019**	**-12**
State Average, Senior Institutions	**1095**	**1097**	**1091**	**-6**
Two-Year Regional Campuses of USC				
USC-Lancaster	883	875	878	3
USC-Salkehatchie	855	840	841	1
USC-Sumter	929	936	954	18
USC-Union	860	828	824	-4
Average Two-Year Regional Campuses of USC	**889**	**882**	**890**	**8**

Part IV: Provisionally Admitted Students

Two types of admission may be offered to a degree-seeking student upon admission to an institution. Applicants who meet the institution's minimum admission criteria and who are offered admission are classified as regular students. Applicants who

do not meet the institution's regular admission requirements but who are offered admission using alternative criteria are classified as provisional students. Several institutions reported a percentage of students who had not met the recommended high school course prerequisites, yet reported 0% provisional students.

Table 7 shows provisional freshmen as a percent of total first-time entering freshmen for Fall 2007 for each institution and overall.

TABLE 7
Provisional Freshmen as a Percent of Total First-Time Freshmen
Fall 2007

Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Research Institutions			
Clemson	2,762	0	0.0%
USC-Columbia	3,719	145	3.9%
Total Research Institutions	6,481	145	2.2%
Comprehensive Teaching Colleges & Universities			
The Citadel	621	0	0.0%
Coastal Carolina	1,652	0	0.0%
College of Charleston	2,064	266	12.9%
Francis Marion University	779	114	14.6%
Lander University	433	0	0.0%
S.C. State University	1,318	97	7.4%
USC-Aiken	626	37	5.9%
USC-Beaufort	288	31	10.8%
USC-Upstate	832	24	2.9%
Winthrop University	1,074	87	8.1%
Total Comprehensive Teaching Institutions	9,687	656	6.8%
Total Senior Institutions	16,168	801	5.0%
Two-Year Regional Campuses of USC			
USC-Lancaster	360	234	65.0%
USC-Salkehatchie	254	218	85.8%
USC-Sumter	285	169	59.3%
USC-Union	92	58	63.0%
Total Two-Year Regional Campuses of USC	991	679	68.5%
Grand Total	17,159	1,480	8.6%

Of the public senior institutions, Francis Marion University enrolled the largest proportion of freshmen admitted on a provisional basis with 14.6%, which is close to the recommended 15% limit for four-year teaching universities. Clemson University, The Citadel, Coastal Carolina and Lander University reported accepting no provisional students in 2007. USC-Columbia admitted 3.9% provisional students.

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

- Research universities should limit provisional admissions to no more than 10% of the first-time entering freshman class.

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

As can be seen from the data presented in **Table 7**, in 2007, the two research universities are in compliance with the recommended 10% guideline. All of the four-year institutions are in compliance with the recommended 15% guideline.

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

Comprehensive Teaching Colleges & Universities	2003	2004	2005	2006	2007
The Citadel	5.6%	1.2%	0.0%	0.0%	0.0%
Coastal Carolina University	8.8%	9.5%	9.7%	0.0%	0.0%
College of Charleston	10.7%	11.4%	10.5%	9.6%	12.9%
Francis Marion University	9.6%	8.2%	7.1%	9.7%	14.6%
Lander University	12.8%	18.0%	0.0%	0.0%	0.0%
S.C. State University	0.0%	0.0%	8.4%	14.2%	7.4%
USC-Aiken	0.2%	0.3%	1.1%	0.3%	5.9%
USC-Beaufort*	62.8%	12.4%	3.7%	6.9%	10.8%
USC-Upstate	2.4%	4.9%	4.9%	4.6%	2.9%
Winthrop University	8.3%	5.3%	5.4%	6.7%	8.1%

These data indicate that the percentage of provisional students admitted to the four-year comprehensive institutions has fluctuated at several institutions over the last five years. USC-Beaufort attained four-year status in 2002 and in 2004 reduced the number of provisional students it accepts to meet the Commission's recommended levels for comprehensive institutions. The Citadel, Coastal Carolina and Lander University report that there were no provisional students admitted in Fall 2007. South Carolina State University reported 0% provisional student from 2003 – 2004, then showed an increase to 8.4% in 2005 and another increase to 14.2% in 2006, but then showed a decrease to 7.4% in 2007.

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, a little more than two-thirds of the entering

freshmen at the USC two-year campuses are classified as provisional students. The trend data for five years is presented below and shows a general pattern of approximately 68% provisionally admitted students with decreases between 2005 and 2006 and 2006 and 2007.

USC Two-Year Campuses	2003	2004	2005	2006	2007
Annual Percentage	65.6%	66.6%	71.3%	69.1%	68.5%

Part V: Fall 2008 Minimum Admission Standards

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

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

During the past few years, institutions have been reporting that they no longer use class rank to set the approximate minimum SAT/ACT score, but instead use the Grade Point Average (GPA) of the core high school college prep curriculum. In order to 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 into two tables indicating institutions that use class rank (**Table 8**) and those that use core GPA (**Table 9**). Clemson University, College of Charleston, Lander University, South Carolina State University, USC-Aiken, USC-Beaufort and USC-Upstate report using both forms in setting their approximate minimum scores.

The approximate SAT and ACT score requirements reported by each institution using class rank for Fall 2008 are shown in **Table 8**.

Table 8 MINIMUM SAT/ACT SCORE REQUIREMENTS FOR FIRST-TIME ENTERING FRESHMEN CLASS RANK METHOD 2008								
	High School Class Rank						Predictive Equation[1]	
	Top 20% of Class		Top 50% of Class		Top 80% of Class		Equation	
Institutions	SAT	ACT	SAT	ACT	SAT	ACT	Yes	No
Research Institutions								
Clemson University	1050	23	1290	30	1580	36	X	
USC-Columbia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Teaching Colleges & Universities								
The Citadel	920	20	920	20	920	20		X
Coastal Carolina University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College of Charleston	1070	22	1140	25	1310	28	X	
Francis Marion University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Lander University	1150	25	1075	23	750	15	X	
S.C. State University	830	17	830	17	830	17		X
USC-Aiken	800	17	800	17	N/A	N/A	X	
USC-Beaufort	800	17	800	17	800	17		X
USC-Upstate	850	18	900	19	900	19	X	
Winthrop University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two-Year Regional Campuses of USC								
USC Lancaster	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Salkehatchie	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Sumter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Union	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

Two institutions (Lander University and USC-Beaufort) reported changes in approximate minimum SAT/ACT scores in **Table 8** for 2008. All other institutions reporting data in **Table 8** kept the same minimum scores as in 2007.

Lander University is **increasing** the required SAT/ACT for students in the top 20% (1027/21 to 1150/25) and for students between the top 20% and top 50% (1075/23) for Fall 2008.

USC-Beaufort is **increasing** the required SAT/ACT for students (750/15 to 800/17) for Fall 2008.

The approximate SAT and ACT score requirements reported by each institution using core GPA for Fall 2008 are shown in **Table 9**.

TABLE 9
ADMISSION REQUIREMENTS
APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND MINIMUM ACT SCORE REQUIREMENTS FOR CORE GPA METHOD FOR FIRST-TIME ENTERING FRESHMEN
2008

	High School Core GPA and Minimum SAT/ACT score						Use Predictive Equation[1]	
	Core GPA 2.0		Core GPA 3.0		Core GPA 4.0			
Institutions	**SAT**	**ACT**	**SAT**	**ACT**	**SAT**	**ACT**	**Yes**	**No**
Research Institutions								
Clemson University	1580	36	1270	29	950	22	X	
USC-Columbia	1250	28	950	20	700	15	X	
Comprehensive Teaching Colleges & Universities								
The Citadel	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Coastal Carolina University	N/A	N/A	960	20	900	19		X
College of Charleston	N/A	N/A	1140	25	1070	22	X	
Francis Marion University	880	19	780	16	780	16		X
Lander University	1025	21	980	20	950	19	X	
S.C. State University	830	17	830	17	830	17		X
USC Aiken	910	19	800	17	800	17	X	
USC Beaufort	800	17	800	17	800	17		X
USC Upstate	900	19	900	19	850	18	X	
Winthrop University	1100	24	900	19	850	17		X
Two-Year Regional Campuses of USC								
USC Lancaster	1250	28	950	20	700	15	X	
USC Salkehatchie	1250	28	950	20	700	15	X	
USC Sumter	1250	28	950	20	700	15	X	
USC Union	1250	28	950	20	700	15	X	

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.

This year is the fifth year that institutions reported the use of the core GPA rather than class rank in reporting minimum SAT/ACT scores. Institutions reporting SAT/ACT with core GPA in **Table 9** indicated some changes for Fall 2008.

Coastal Carolina University is **increasing** the required minimum scores (SAT/ACT) for the admission of students with a 3.0 GPA from 900/19 to 960/20.

Lander University is **decreasing** the required minimum scores for the admission of students with a 2.0 core GPA from 1150/25 to 1025/21 and **increasing** the required minimum scores for students with a 4.0 GPA from 750/15 to 950/19.

USC-Beaufort is **increasing** the required minimum scores (SAT/ACT) for the admission of students from 750/15 to 800/17.

Table 9 indicates variability among reports of minimum SAT/ACT scores in conjunction with a core GPA, which 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 (800/17 and 830/17, respectively). Francis Marion University and USC-Aiken use a single minimum SAT/ACT score for students entering with a 3.0 and 4.0 core GPA. Clemson University, USC-Columbia, Coastal Carolina University, Lander University, and Winthrop University report different minimum SAT/ACT scores required for entering students with a core GPA of 2.0, 3.0 and 4.0.

Conclusion

In general, students are becoming slightly better prepared for postsecondary education as the proportion of applicable overall first-time freshmen meeting all of the prerequisites increased to 95.7% in 2007 although there is considerable variability among institutions; seven four-year institutions show increases for all freshmen, four show decreases, and one remained unchanged. Additionally, as a whole, the public senior institutions are increasing their admission standards and are becoming somewhat more selective in offering admissions to students although South Carolina still does not have any public institution that has "very selective" admission standards, despite gradual increases at various institutions over a period of years in admissions standards. At the same time, it appears that students who are offered admission are also becoming slightly more selective in choosing the institutions they wish to attend.

DRAFT

Degree: **Associate in Public Service Technology**
Major: **HUMAN SERVICES (HUM3)**
Credit Requirements: 68 semester credit hours

This program prepares students to work in a variety of settings in the Human Services field. The curriculum teaches intervention skills needed to work with individuals or groups to prevent dysfunction and support self-sufficiency through role modeling, counseling, crisis intervention, rehabilitation, social support and behavior modification. Graduates will be qualified for employment in mental health centers, group homes, day treatment facilities, sheltered workshops, substance abuse treatment programs and eldercare facilities. Students of the program must: pass a criminal background check prior to the Supervised Field Placement courses. Also, student must meet all the requirements of the sponsoring agency prior to Supervised Field Placement courses.

FIRST SEMESTER (FALL)

ENG 101	English Composition I	3
MAT 155	Contemporary Mathematics	3
	or	
MAT 110	College Algebra	
SOC 101	Introduction to Sociology	3
HUS 101	Introduction to Human Services	3
PSY 201	General Psychology	3
	TOTAL	15

SECOND SEMESTER (SPRING)

CPT 101	Introduction to Computers	3
PHI 110	Ethics	3
SPC 205	Public Speaking	3
HUS 231	Counseling Techniques	3
HUS 230	Interviewing Techniques	3
	TOTAL	15

THIRD SEMESTER (SUMMER)

HUS 250	Supervised Field Placement I	4
HUS 251	Supervised Field Placement II	4
	TOTAL	8

FOURTH SEMESTER (FALL)

HUS 260	Human Services Special Topics	3
SOC 205	Social Problems	3
HUS 208	Alcohol and Drug Abuse	3
HUS 209	Case Management	3
HUS 235	Group Dynamics	3
	TOTAL	15

FIFTH SEMESTER (SPRING)

PSY 203	Human Growth and Development	3
HUS 212	Survey of Disabilities and Disorders	3
HUS 237	Crisis Interventions	3
HUS 216	Behavior Change Techniques	3
HUS 205	Gerontology	3
	TOTAL	15
	TOTAL CREDIT HOURS	**68**