

March 10, 2004

MEMORANDUM

To: Mr. Dalton J. 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 2002-03**

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 2002 Applications, Acceptances, and Actual Enrollments;

Part II: Fall 2002 Data Related to High School Course Prerequisites;

Part III: Fall 2002 SAT and ACT Scores;

Part IV: Fall 2002 Provisionally Admitted Students;

Part V: Fall 2003 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.

**ANNUAL REPORT ON ADMISSION STANDARDS FOR
FIRST-TIME ENTERING FRESHMEN, FALL 2002
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 2002 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2002 data related to high school course prerequisites;
- **Part III:** Fall 2002 SAT and ACT scores;
- **Part IV:** Fall 2002 data related to provisional students; and
- **Part V:** Fall 2003 minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 2002, 49,865 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 32,568 or 65.3 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, 13,893 applicants actually enrolled.

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

TABLE 1 APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENTS S.C. PUBLIC SENIOR INSTITUTIONS, FALL 2002					
	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled ¹	Percent Accepted and Enrolled
Clemson	11,315	5,864	51.83%	2,475	42.21%
USC-Columbia	12,016	8,446	70.29%	3,561	42.16%
The Citadel	1,922	1,296	64.43%	520	40.12%
Coastal Carolina	3,603	2,580	71.61%	1,078	41.78%
Coll. of Charleston	8,635	5,144	59.57%	2,003	38.94%
Francis Marion	1,939	1,465	75.55%	740	50.51%
Lander	1,603	1,295	80.79%	529	40.85%
S.C. State	2,346	2,018	86.02%	716	35.48%
USC-Aiken	1,315	912	69.35%	498	54.60%
USC-Spartanburg	1,567	969	61.84%	687	70.89%
Winthrop	3,604	2,579	71.56%	1,086	42.11%
Total	49,865	32,568	65.31%	13,893	42.66%

¹Reported manually by the institutions.

S.C. State University and Lander University offered admission to the largest percentage of applicants, e.g., to approximately 86 and 80 percent, respectively, of those students who applied. USC-Columbia, Winthrop, Coastal Carolina, and Francis Marion offered admission to approximately 70 to 75 percent. USC-Spartanburg enrolled the largest percentage (71%) of students who were offered admission. USC-Aiken and Francis Marion enrolled the next highest percentage at approximately 55 and 51 percent, respectively of those offered admission enrolled. The remaining institutions had enrollment percentages that ranged from 35 to 43 percent. The most “selective” institution is Clemson, followed by the College of Charleston.

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 must have strong grammar and composition components, and at least one must be in **English literature** and at least one must be in **American literature**. **Completion of College Preparatory English I,II,III, and IV will meet this criterion.**
2. **Three units of mathematics.** These include **Algebra 1** (for which **Applied Mathematics I and II** may count together as a substitute, if a student successfully completes **Algebra II**), **Algebra II**, and **Geometry**. **A fourth higher-level mathematics course is strongly recommended.** This 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**. Course 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.
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.**

* The three units of laboratory science will be modified beginning with Academic Year 2007-08 to include the following statement: "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 this section. This means that potentially large number of high school graduates who matriculate as first-year students to the public universities in Fall 2007 will have taken physical science as high school freshmen.

Each institution may make exceptions in admitting 1) students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student or 2) students who have taken the applied academics (Tech Prep) courses rather than the required college preparatory curriculum and who meet all other institutional admissions criteria. The prerequisites are not applicable to foreign students, students who receive the high school General Equivalency Diploma (GED), or students who do not enroll in baccalaureate degree programs.

The proportion of applicable first-time freshmen meeting all of the prerequisites increased from 93.89 percent in 2001 to 96.36 percent in 2002. 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 2 Percent of Applicable¹ First-Time Freshmen Meeting High School Course Prerequisites						
Senior Institutions	2000 Applicable Freshmen	2000 Percent Meeting Prerequisites	2001 Applicable Freshmen	2001 Percent Meeting Prerequisites	2002 Applicable Freshmen	2002 Percent Meeting Prerequisites
The Citadel	553	98.19%	570	99.82%	520	100%
Clemson	3034	99.70%	2543	99.13%	2,474	99.84%
Coastal Carolina	763	97.11%	907	92.06%	1,039	95.28%
College of Charleston	1961	99.33%	1958	95.18%	1,986	95.37%
Francis Marion	609	99.17%	637	83.52%	745	92.08%
Lander	515	95.72%	489	89.78%	529	93.57%
SC State	569	100%	615	76.75%	716	100%
USC-Columbia	2450	98.04%	3194	96.38%	3,486	97.19%
USC-Aiken	521	91.36%	440	91.48%	475	85.68%
USC-Spartanburg	531	95.85%	559	95.16%	638	97.02%
Winthrop	881	97.61%	929	87.10%	1,081	91.67%
Total Sr. Institutions	12,387	98.25%	12,841	91.48%	13,689	96.30%
USC-Beaufort ²	49	85.71%	45	88.89%	69	100%
USC-Lancaster ²	45	97.77%	46	100%	62	100%
USC-Salkehatchie ²	17	100.00%	3	100%	10	100%
USC-Sumter ²	64	100.00%	60	100%	75	100%
USC-Union ²	14	100.00%	8	87.50%	15	93.33%
Total USC Two-Year	189	95.77%	162	96.30%	231	99.57%
Grand Total	12,576	96.11%	13,003	93.89%	13,920	96.36%

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.

A comparison of the percentage of students not meeting the prerequisites for 2001 and 2002 is shown below in **Table 3**. In 2001 and 2002, laboratory science was the predominant area (73 and 74 percent) of those not meeting the prerequisites. Laboratory science could be the result of the new science prerequisite requirement that began implementation in FY 2001-02. The new science prerequisite requires that students complete a minimum of three units of laboratory science rather than two units. This increase in the additional science course appears, from the data, to be the primary reason for the decrease in the percentage of students not meeting the prerequisites in 2001 and 2002.

Year	Lab Science	Foreign Languages	Math	English	Social Studies	Physical Education
2001	73%	11%	3%	1%	2%	5%
2002	35%	6%	4%	6%	3%	7%

Part III: Indicators of Academic Preparation, Fall 2002

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 only 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 2002			
(INCLUDING Foreign and Provisional Students and Students Age 22 and Above)			
SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES			
INSTITUTION	SAT & ACT Combined Mean ¹ Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only
Research Institutions:			
1. Clemson	1203	1204	12.36%
2. USC-Columbia	1121	1123	16.90%
Average Research Institutions:	1155	1157	15.04%
Comprehensive Teaching Institutions:			
1. College of Charleston	1139	1170	23.96%
2. The Citadel	1072	1072	13.26%
3. Winthrop	1047	1055	22.37%
4. Coastal Carolina	1043	1043	20.77%
5. USC-Aiken	987	1006	20.28%
6. Lander University	972	976	25.70%
7. Francis Marion University	955	955	0.00%
8. USC-Spartanburg	967	976	22.99%
9. S.C. State University	846	864	25.83%
Average Four-Year Comprehensive Institutions:	1029	1040	20.30%
State Average, Senior Institutions:	1084	1094	18.01%
USC Two-Year Regional Campuses			
1. USC-Beaufort	889	890	11.42%
2. USC-Sumter	956	972	28.70%
3. USC-Lancaster	865	897	26.89%
4. USC-Union	857	881	26.50%
5. USC-Salkehatchie	872	899	24.27%
Average USC Two-Year Regional Campuses	895	914	23.72%
¹ ACT scores converted to SAT equivalencies using the ACT/SAT Concordance Tables.			

Table 5 presents a comparison of the number of students reporting ACT scores only for 2001 and 2002. Two four-year institutions had approximately the same percentage of students reporting ACT scores only, six had an increase (+.76 to +3.5 percent), and three had a decrease (-0.6 to -1.1 percent). Two of USC's two-year regional campuses reported decreases (-2.7 to -4.4 percent) and three reported increases (+8.8 to +16.5 percent). In general, the overall impact on institutions was minimal with the research institutions showing little change, the comprehensive teaching institutions showing a slight increase of 1.43 percent, and the regional two-year campuses having an increase (3.31 percent).

Table 5 Comparison of the Percent of Students Reporting ACT Scores Only Academic Years 2001 and 2002		
INSTITUTION	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 2001	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 2002
Research Institutions:		
1. Clemson	13.05%	12.36%
2. USC-Columbia	16.30%	16.90%
Average Research Institutions:	14.88%	15.04%
Comprehensive Teaching Institutions:		
1. College of Charleston	21.93%	23.96%
2. The Citadel	14.38%	13.26%
3. Winthrop University	18.81%	22.37%
4. Coastal Carolina University	19.87%	20.77%
5. USC-Aiken	18.12%	20.28%
6. Lander University	25.97%	25.70%
7. Francis Marion University	0.00%	0.00%
8. USC-Spartanburg	22.24%	22.99%
9. S.C. State University	22.92%	25.83%
Average Four-Year Comprehensive Institutions	18.87%	20.30%
State Average, Four-Year Research and Comprehensive Institutions	17.10%	18.01%
USC Two-Year Regional Campuses		
1. USC-Beaufort	15.78%	11.42%
2. USC-Sumter	31.42%	28.70%
3. USC-Lancaster	10.43%	26.89%
4. USC-Union	40.84%	26.50%
5. USC-Salkehatchie	15.48%	24.27%
Average USC-Two Year Regional Campuses	20.41%	23.72%

Table 6 compares the SAT/ACT combined mean for each institution for 2000, 2001, and 2002. **Table 6** indicates an increase in the average combined SAT/ACT mean for the two research institutions. The four-year comprehensive teaching institution sector indicated a mixture

of results. Five of the institutions had increases over 2001 scores, four had decreases, and one remained the same. Two of the two-year campuses of USC had increases and two had decreases from 2001 SAT/ACT combined scores.

TABLE 6 SAT/ACT Scores of First-Time Entering Freshmen (Including Foreign, Provisional, and Students Age 22 and Above)			
Senior Institutions	2000 SAT/ACT Combined Mean	2001 SAT/ACT Combined Mean	2002 SAT/ACT Combined Mean
The Citadel	1071	1070	1072
Clemson	1168	1188	1203
Coastal Carolina	1020	1036	1043
College of Charleston	1126	1121	1139
Francis Marion	957	971	955
Lander	986	985	972
S.C. State	867	829	846
USC-Columbia	1112	1110	1121
USC-Aiken	978	987	987
USC-Spartanburg	959	949	967
Winthrop	1052	1053	1047
USC Two-Year	2000	2001	2002
USC-Beaufort	927	931	889
USC-Lancaster	888	890	865
USC-Salkehatchie	840	845	872
USC-Sumter	936	961	956
USC-Union	878	839	857

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 2002 for each institution and overall.

TABLE 7 Provisional Freshmen as a Percent of Total First-Time Freshmen Fall 2002			
Senior Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Clemson	2,474	0	0%
USC-Columbia	3,561	296	8.31%
Total Research Institutions	6,035	296	4.90%
The Citadel	520	45	8.65%
Coastal Carolina	1,078	129	11.96%
Coll. of Charleston	2,003	180	8.98%
Francis Marion ¹	745	86	11.54%
Lander	529	46	8.69%
S.C. State	716	0	0%
USC-Aiken	498	1	0.20%
USC-Spartanburg	687	43	6.26%
Winthrop	1,086	86	7.92%
Total Four-Year Comprehensive	7,862	616	7.84%
Total Senior Institutions	13,897	912	6.56%
USC-Beaufort	175	79	45.14%
USC-Lancaster	238	147	61.76%
USC-Salkehatchie	173	131	75.72%
USC-Sumter	216	122	56.48%
USC-Union	83	48	57.83%
Total USC Two-Year	885	527	59.55%
Grand Total	14,782	1,439	9.74%

Of the public senior institutions, Coastal Carolina and Francis Marion enrolled the largest proportion of freshmen admitted on a provisional basis: 11.96 and 11.54 percent, respectively. College of Charleston, Lander, The Citadel, Winthrop, and USC-Spartanburg follow in that order. Clemson and SC State University enrolled no provisional students in 2002 and USC-Aiken enrolled only 0.20 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 2002 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.

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

	1998	1999	2000	2001	2002
The Citadel	7.2%	0.0%	5.4%	8.6%	8.7%
Coastal Carolina	18.7%	19.1%	18.1%	13.8%	11.9%
College of Charleston	16.9%	13.4%	7.2%	7.0%	8.9%
Francis Marion	8.9%	11.6%	8.9%	19.0%	11.5%
Lander University	14.1%	12.1%	11.3%	10.2%	8.7%
S.C. State University	1.6%	3.4%	0.0%	0.0%	0%
USC-Aiken	7.8%	0.4%	0.0%	0.0%	.2%
USC-Spartanburg	4.6%	1.8%	1.6%	12.8%	6.3%
Winthrop University	12.9%	9.1%	7.7%	4.6%	7.9%

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.

USC Two-Year Campuses	1998	1999	2000	2001	2002
Annual Percentage	56.15%	54.12%	64.26%	62.71%	59.55%

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 2003								
	High School Class Rank						Predictive Equation ¹	
	Top 20%		Between Top 20% & Top 50%		Between Top 50% & Top 80%			
Institution	SAT	ACT	SAT	ACT	SAT	ACT	Yes	No
The Citadel	920	20	920	20	920	20		X
Clemson	1010	22	1270	29	1580	36	X	
College of Charleston	1060	23	1170	26	1310	28	X	
Lander	1042	22	980	20	979	20	X	
USC-Spartanburg	850	18	850	18	850	18	X	
Winthrop	900	19	1000	22	1100	25		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 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 2003									
Institution	High School Core GPA with Minimum SAT/ACT score	Predictive Equation ¹							
		Yes	No						
Coastal Carolina	GPA	2.75		NA		NA			X
	SAT/ACT	960	20	NA	NA	NA	NA		
College of Charleston	GPA	2.0		3.0		4.0		X	
	SAT/ACT	1310	28	1170	26	1060	23		
Francis Marion	GPA	2.0		2.5		3.0			X
	SAT/ACT	900	19	850	18	800	17		
S.C. State University ²	GPA	2.0		2.0		2.0		X	
	SAT/ACT	830	17	830	17	830	17		
USC Columbia	GPA	2.0		3.0		4.0		X	
	SAT/ACT	1250	28	950	20	700	15		
USC Aiken ³	GPA	2.0		3.0		4.0		X	
	SAT/ACT	1000	NA	900	NA	700	NA		
USC Spartanburg	GPA	2.0		3.0		4.0		X	
	SAT/ACT	900	19	850	18	850	18		
Winthrop University	GPA	2.75		3.0		3.75			X
	SAT/ACT	1100	24	1000	22	900	19		
USC Beaufort	GPA	2.0		3.0		4.0			
	SAT/ACT	1250	28	950	20	700	15	X	
USC Lancaster	GPA	2.0		3.0		4.0		X	
	SAT/ACT	1250	28	950	20	700	15		
USC Salkehatchie	GPA	2.0		3.0		4.0		X	
	SAT/ACT	1250	28	950	20	700	15		
USC Sumter	GPA	2.0		3.0		4.0		X	
	SAT/ACT	1250	28	950	20	700	15		
USC Union	GPA	2.0		3.0		4.0		X	
	SAT/ACT	1250	28	950	20	700	15		

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.

Only two institutions reporting approximate minimum SAT/ACT score in **Table 8** had changes since 2002. 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. Winthrop University decreased the SAT/ACT for students between the top 50 and top 80 percent from 1150/25 to 1100/24. All other institutions reporting data in **Table 8** kept the same minimum scores as in 2002. As institutions transition to using core GPA rather than class rank, we will track changes in minimum scores in later annual reports.