

Comparative Analysis of State Higher Education Admission Standards Policies

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Executive Summary

This report presents a national overview of state higher education admission standards policies, or the lack thereof, for first-time freshmen at four-year colleges and universities. An in-depth comparative analysis is made of six states' policies with Colorado's policy. This analysis includes three states with large student populations (California, Florida, and Texas) and three states that are in the same region as Colorado (Arizona, Idaho, and Wyoming). A state-by-state listing of the sources from which data for this report were retrieved is also provided to facilitate access to information about other states' policies and future developments. Additionally, this report aims to inform Colorado Department of Higher Education (CDHE) staff about three points directly related to Colorado's current admission index: putting more weight on grade point average (GPA)/class rank versus ACT or SAT I test scores, placing greater weight on a higher GPA/class rank because of grade inflation, and using ACT and SAT I composite scores without writing scores.

Nationally, 10 states have statewide standards with assured admission, 22 states have statewide minimum standards with institutional review, 4 states have either statewide standards with assured admission or statewide minimum standards with institutional review, and 22 states have no statewide policy. Types of state admission standards analyzed in this report vary according to use of minimum high school GPA, course requirements, minimum standardized test scores, required submission of test scores, minimum class rank, and admission indexes/tables. A review of the comparative analysis results reveals that there are similarities as well as a significant amount of variety in admission standards policies in the six states analyzed and Colorado. More specifically, these policies are similar in that states require roughly the same

number and types of core classes. However, there is a lot of variety in the use of grades, standardized test scores, and admission indexes/tables that this report describes.

Regarding the three points that involve Colorado's current admission index, first, prominent educational leaders have called for less focus on general aptitude standardized tests such as the ACT or SAT I in the admission process and more focus on high school grades and subject-specific standardized test scores. Additionally, Arizona, California, Texas and some institutions in Florida and Idaho allow alternative standardized testing and enable applicants to qualify for admission based solely on grades; but Colorado does not. Second, this report provides an overview of the use of grades in seven states (Arizona, California, Colorado, Florida, Idaho, Texas, and Wyoming). A limitation of this report is that a direct comparison of the use of grades by states is challenging because there is little analysis of the computation of index scores that Colorado uses. Notably, former University of California President Richard Atkinson has advocated for a more holistic college admission process, with less reliance on rigid, quantitative formulas (2001). Third, submission of the writing section of the ACT or SAT I is required in three states (Arizona, Colorado, and Wyoming) and at California State University (CSU) whereas the University of California (UC), some Florida institutions, and Texas (for the SAT I) do not require submission of writing section scores.

The range of admission standards summarized in this report provides Colorado policymakers with ideas for possible adoption and/or experimentation. Data collection and analysis are key in deciding which standards, if any, to adopt.

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Comparative Analysis of State Higher Education Admission Standards Policies

As required by statute, Colorado will review its statewide Admission Standards Policy in 2013 (B. Bean, personal communication, January 18, 2012). This policy currently applies to the following Colorado higher education institutions: Adams State College, Colorado School of Mines, Colorado State University, Colorado State University at Pueblo, Fort Lewis College, Colorado Mesa University, Metropolitan State College of Denver (for applicants under 20 years of age), University of Colorado at Boulder, University of Colorado at Colorado Springs, University of Colorado Denver, University of Northern Colorado, and Western State College (CDHE, 2006). Colorado's Admission Standards Policy does not apply to community colleges, which have open admission (CDHE, 2006).

According to the Colorado Department of Higher Education (CDHE)'s website, Colorado's Admission Standards Policy has three components: index scores, Higher Education Admission Requirements (HEAR) standards, and transfer admission standards (n.d.b). The index scores vary by institution. They are calculated based on a student's high school grade point average (GPA)/class rank and ACT or SAT I standardized test scores. HEAR standards stipulate high school courses that must be completed. The policy bases transfer admission standards on a student's previous collegiate GPA. While a first-time freshman applicant must meet the minimum index score and satisfy HEAR standards to be eligible for admission to one of the 12 aforementioned Coloradan higher education institutions, admission is not guaranteed. There may be additional specific institutional admission requirements.

Higher college admission standards can have multiple effects. On its website, CDHE lists benefits of having a statewide Admission Standards Policy (2006). For example, with regards to HEAR standards, CDHE reports research showing that completion of a rigorous high

school curriculum leads to better preparation for and success in college courses. Specifically, CDHE cites research showing that students meeting HEAR standards have higher ACT scores, lower probabilities of taking remedial college coursework, higher college GPAs, shorter times to degree completion, and greater persistence rates. Research also shows that better preparation for college results in higher rates of transfer from community colleges to colleges and universities and enables students to complete high school at higher rates and to properly apply to college (Cabrera & La Nasa, 2001; Cabrera, La Nasa, & Burkum, 2001). A stated aim of Oregon's new automatic state admission standards, for example, is to make students work harder in high school as they will hopefully have an even greater incentive to do so (Graves, 2011).

Determining standards for college is another issue. Colorado's current HEAR standards have two phases (CDHE, 2008). Phase 1 requirements went into effect for high school students graduating in 2008 and 2009, and Phase 2 requirements went into effect in 2010. Phase 1 requirements include the following: 4 units of English; 3 units of mathematics, including Algebra I, Geometry, and Algebra II or equivalents; 3 units of natural/physical sciences, 2 units of which are lab-based; 3 units of social sciences, including at least one course in U.S. or world history; and 2 units of academic electives, which may include additional courses in English, mathematics, natural/physical sciences, social sciences, foreign languages, art, music, journalism, drama, and computer science, as well as honors, Advanced Placement (AP), and International Baccalaureate (IB) courses. Phase 2 requirements added a required extra year of mathematics and a year of a foreign language. Individual Colorado colleges and universities determine the courses that satisfy HEAR standards.

Many states have increased the required number of credits in their statewide admission standards and become more specific about the courses that will satisfy each subject area

(AASCU, 2006). Some states also offer an optional college-preparatory diploma; efforts encouraging students to pursue this option have become more common (AASCU, 2006). In order to assist CDHE in revising its Admission Standards Policy, this report provides a national summary of states' higher education admission policies and an in-detail analysis of policies that are in place in six states, including use of minimum high school GPA, course requirements, minimum standardized test scores, required submission of test scores, minimum class rank, and admission indexes/tables. Many states periodically review their admission standards policies in ways that are similar to how this is done in Colorado. For this reason, a listing of the sources from which data for this report were retrieved is provided so that CDHE can more easily check future developments in other states (see Table C1).

Background of Organization

CDHE coordinates state policy and resources for 28 Colorado public institutions and a few hundred proprietary schools (n.d.a). The mission of CDHE, as stated on its website, is to report to the governor, the general assembly, and the public on the effectiveness of Colorado's higher education institutions and the state's goals of quality, access, and diversity (n.d.a). In 1985, CDHE initially developed the Student Unit Record Data System (SURDS) to collect data that would aid the creation of statewide admission standards (2007). SURDS contains individual student-level data from higher education institutions in Colorado, including public, postsecondary education institutions and participating private institutions (CDHE, 2007). CDHE uses these data to evaluate or audit state programs (2007).

According to Dr. Beth Bean, Director of Research and Information for the CDHE Department of Research, Planning, and Performance, CDHE has hired Augenblick, Palaich, and Associates, Incorporated (APA), a research organization, to conduct a study on admission

policies (personal communication, January 18, 2012). Specifically, APA's quantitative analysis will compare admission standards policies of higher education institutions in Colorado with similar institutions in other states. This comparative policy analysis report is needed to supplement the quantitative work that APA is doing (B. Bean, personal communication, January 18, 2012). When reviewing Colorado's Admission Standards Policy, CDHE will compare the current policy in Colorado to those in place in other states and evaluate whether or not Colorado's policies, including HEAR standards, index scores, and transfer and special admission standards, are appropriate. Dr. Bean further stated that the three specific issues CDHE is looking at involving the current admission index are placing more weight on grades versus ACT or SAT I test scores, putting greater weight on higher GPAs because of grade inflation, and using ACT and SAT I composite scores without the writing score. Staff at CDHE would also like to know more about other states' admission practices.

Literature Review

Previous work has explored some aspects of higher education admission standards policies for first-time freshmen at four-year universities. Two notable reports that have compiled a listing of required courses for statewide college admission are the *Alignment of High School Graduation Requirements and State-Set College Admissions Requirements* (Dounay, 2006) published by the Education Commission of the States and *Aligning K-12 and Postsecondary Expectations: State Policy in Transition* (Somerville & Yi, 2002) published by the National Association of System Heads. A list of sources provided by Dounay (2006) is especially helpful in identifying where to find states' admission standards policies. Although these reports include statewide required courses, they do not include additional statewide college admission standards, specifically the use of GPA/class rank, standardized test scores, and indexes/tables. A 1985

report by Educational Testing Services (ETS) presents the most thorough review of admission standards policies (Goertz & Johnson), but it is outdated. This report does, however, serve as a model of information to include. The following discussion addresses literature on grades, standardized testing, high school curriculum, assured admission, and data systems.

Grades

Many states' admission policies set a minimum GPA. Atkinson (2001) notes that high school grades are the most predictive factor of first-year college performance. There are problems, however, with relying too much on grades earned in high school courses. Kirst and Venezia (2006) point out that research has shown that grade inflation may result from educators who are trying to help students get admitted to college.

As Cabrera and Burkum (2001) discuss, some states have admission policies that use a student's class rank as a primary factor in college admission. In Texas and Florida, for example, students who graduate within the top 10% and 20% respectively of their high school class are assured admission to a state college or university. There are some exceptions to these policies, which Table B1 describes. In an attempt to help minorities attend college, Texas and Florida implemented these admission policies based on class rank.

Cabrera and Burkum (2001) also discuss how California has placed heavy importance on high school class rank in admission to state colleges and universities in accordance with its de-emphasis on standardized tests such as the SAT I. In the late 1990s and early 2000s, California's system was a bit different, however, in that it used a two-tier admission system. Students within the top 4% of their class were admitted to any four-year college or university, while those within the top 4% and 12.5% were admitted on the condition that they maintained a minimum 2.4 GPA during two years at a California community college.

The California admission system at that time, however, did not ensure admission for the majority of California high school graduates; only 11% of California high school students finished within the top 12.5% (Cabrera & Burkum, 2001). This system was not viewed as being based on race and affected California ethnic groups differently. Only 2.8% and 3.8% of African Americans and Hispanics respectively graduated within the top 12.5% of their high school classes compared to 12.7% and 30.0% of whites and Asian Americans respectively. The California admission system's aim was to enhance overall quality of the state's high school curriculum.

Standardized Testing

Controversy continues to surround the use of standardized testing in college admission decisions. While research by the College Board continues to support the use of standardized tests, and specifically the SAT I (College Board, 2008), there is also recent work showing that K-12 experiences, academic support in school and at home, and realistic educational expectations are more predictive factors of student success than the SAT I (Cabrera & La Nasa, 2001; Cabrera, La Nasa, & Burkum, 2001; Horn, Kojaku, & Carroll, 2001). For clarification, the SAT I is generally considered to be a general aptitude test while the ACT is considered to be an achievement test (ACT Incorporated, 2012). However, Bowen, Chingos, and McPherson (2009) note that the high correlation among students' performances on the SAT I and ACT provides evidence that there is not much distinction between the two tests. These authors comment that the SAT II subject tests and AP tests are correctly classified as subject-specific achievement tests.

Former University of California President Richard Atkinson asserted that the emphasis on general aptitude standardized tests like the SAT I is "distorting educational priorities"

(Cabrera & Burkum, 2001, p. 9). Instead, he called for the use of subject-specific standardized tests (2001). Developing standardized tests that are based specifically on a California student's high school curriculum would be ideal according to Atkinson. Until such tests are developed, he advocated using SAT II tests. William Bowen and Michael McPherson, former presidents of Princeton University and Macalester College respectively, agree with Atkinson on the use of achievement tests in the admission process. Bowen, Chingos, and McPherson (2009) write, "A judicious combination of cumulative high school grades and content-based achievement tests (including tests of writing ability) seems to be the most rigorous and the fairest way to judge applicants" (p. 131).

Atkinson went further by stating that "narrowly defined quantitative formulas," of which standardized tests have become an integral component, should not be used in admission (2001). He called for a more comprehensive, holistic admission review process, which could include factors such as high school quality, an evaluation of a student's environmental background, and considerations of what an applicant might add to campus life and potentially to society. He deemed this process to be necessary even though it would create a more expensive and labor intensive admission review process.

An increasing amount of research suggests the adoption of alternative methods of standardized testing (Cabrera & Burkum, 2001). In Oregon, for example, steps have been taken to create such tests. More specifically, while students are required to take a standardized test and demonstrate proficient scores, they may choose among the SAT I, ACT, or the Oregon Assessment of Knowledge and Skills exams (Graves, 2011). Hiss (1993) showed that the policy of making SAT I reporting optional at Bates College in Maine failed to result in statistically significant differences in college GPAs for students who provided the college with SAT I results

and those who did not. The University of Texas at Austin and public colleges and universities in North Carolina are investigating the elimination of the SAT I as a requirement for admission (Cabrera & Burkum, 2001). Additionally, other institutions, including Harvard, MIT, and the University of Michigan, are considering using state high school exams in place of the SAT I (Cabrera & Burkum, 2001).

Cabrera and Burkum (2001) reported several arguments in favor of using standardized tests; notably, they can be objective and make it easy to compare students, especially when considering other methods. These authors also commented that the use of standardized tests offers advantages in the promotion of public accountability to state legislators and public officers. Research by the College Board (Burton & Ramist, 2001) shows that using the SAT I in combination with high school performance measures is the most predictive of college performance. As discussed by Atkinson (2001; Cabrera & Burkum, 2001), while supporters of the SAT I do not see viable alternatives to standardized testing (Gose & Selingo, 2001), many believe that college admission should become a more holistic evaluation process.

Critics of standardized tests, however, remain skeptical (Cabrera & Burkum, 2001). Adelman (1999), for example, found that the most predictive factor of success in college was the high school curriculum's quality and intensity and showed that students who had mathematics courses after Algebra II were more prone to enroll in AP courses, to be accepted into college, and to receive a bachelor's degree within 11 years.

Researchers have demonstrated that demographic and socioeconomic characteristics, along with the overall economic status of other students in a particular high school, are related to the level of a high school's academic curriculum (Horn, Kojaku, & Carroll, 2001). To help compensate for demographic and socioeconomic characteristics as well as income, another

proposed admission standard is the strives and merit-aware index. This measurement attempts to account for a student performing higher than expected on standardized tests based on the high school attended. The average scores of a student's high school are used in making this adjustment (St. John, Hu, Simmons, & Musoba, 2001).

High School Curriculum

Bell and Quin (2010) note another issue in college admission is the lack of consensus on the best high school curriculum to prepare students for college and that trying to match various high school curriculums with a more universally recognized curriculum should be a continuous process (Bell & Quin, 2010). Horn, Kojaku, and Carroll (2001) define a core curriculum as consisting of four years of English, three years of mathematics, three years of science, and three years of social studies. Moreover, they define a mid-level curriculum as consisting of the core curriculum as a base with the following specifications and additions: math courses including geometry and Algebra I; three years of science, including at least in two of the following fields: biology, chemistry, or physics; and one year of a foreign language. A rigorous curriculum consists of the mid-level curriculum as a base with the following changes: four years of mathematics, including courses in precalculus or higher; three years of a foreign language, and at least one AP course.

Furthermore, Horn, Kojaku, and Carroll's research (2001) reveals that 71% of students completing a rigorous curriculum went to a selective college while only 40% of students completing a mid-level curriculum and 32% of students completing a core curriculum did so. In addition, students completing a rigorous curriculum were more likely to persist. These researchers concluded that a rigorous high school curriculum can help students from disadvantaged socioeconomic backgrounds to achieve at greater rates. This could include those

from low-income households and those whose parents did not attend college. Horn, Kojaku, and Carroll also note that a rigorous curriculum can help improve the success rates of students who do not begin well in college and those who transfer to a different institution. However, there is the potential of making standards too rigorous. Research by Lillarda & DeCiccab (2001), for example, showed that state-required minimum course requirements can have adverse effects and that more students drop out of high school with such requirements.

Assured Admission

Texas, Florida, California, and Wyoming have assured admission programs, which are explained later in this report. An alternative to affirmative action, a major goal of these programs is to improve access for disadvantaged and minority students; however, these programs are not without controversy. Cullen, Long, and Reback (2011) found that despite policymakers' intent, the assured admission program in Texas resulted in a slight decrease in minority students' qualification for automatic admission based on high school ranking. Some students' decisions to attend an easier high school in order to be in the top percentiles of their graduating classes are part of the explanation for this result. Harris and Tienda (2012) found that White students have benefited more under the Texas guaranteed admission policy and that Hispanic students are less likely to apply to the best public universities in Texas. These researchers concluded that affirmative action would be more effective in diversifying college campuses and that it is crucial to promote programs that help minority and low-income students apply to college.

In 2009, Texas voted to cap the number of students admitted under automatic admission to the University of Texas (UT) at Austin at 75% (McKinley, 2009). UT Austin officials complained that they lacked flexibility in choosing students for admission and that there were not

enough applicants to some departments. Suburban families also complained that it was significantly more difficult to be at the top of their high schools' graduating classes.

Data Systems

Kirst and Venezia (2006) comment that many schools fail to implement data systems to track student progress from high school to college. Data are essential as researchers try to determine the relationships between a student's high school curriculum and college performance. These researchers identified the following important questions that may be addressed by data collection: (a) How do students taking college prep courses perform in college? (b) What percentage of students taking remediation courses in college took a high school college prep curriculum? (c) How well do students who earned proficient state assessment exams scores do in college? (d) Based on college performance, how can high school curriculums, teaching, and grading be improved? (e) How do students perform after having completed college remedial coursework?

Purposes of Research

The purpose of this research is to provide a national overview of state higher education admission standards policies and an in-depth analysis of seven states' policies (Arizona, California, Colorado, Florida, Idaho, Texas, and Wyoming). Additionally, this document aims to inform CDHE on three potential changes it is considering in recalibrating its admission index: putting more weight on grades versus ACT or SAT I test scores, putting more weight on higher GPAs because of grade inflation, and using ACT and SAT I composite scores without the writing score.

Methods

Data in this report were collected by looking at states' higher education, college and university, and state legislative websites. The first step involved searching these sites for a state's higher education admission standards policy. When this information was not found, the second step was to search major state college and university websites to see if admission standards at institutions in the same state were identical or varied. If the standards varied or if no statewide standards were mentioned, states were classified as having no statewide admission standards policy. States were then classified into three categories: statewide standards with assured admission, statewide minimum standards with institutional review, and no statewide policy.

Admission standards policies in the larger states of California, Florida, and Texas as well as in the regional states of Arizona, Idaho, and Wyoming were then analyzed in depth and compared to Colorado's Admission Standards Policy. Variations in types of standards included minimum high school GPA, course requirements, minimum standardized test scores, required submission of test scores, minimum class rank, and use of an admission index/table. States' assured admission policies and major special admission programs were also identified and reported. The following types of admission standards were then broken down and compared: course requirements, grades, use of standardized tests, and use of admission indexes/tables.

Results

Table 1 classifies states' admission standards policies, or lack thereof, into three categories: statewide standards with assured admission, statewide minimum standards with institutional review, and no statewide policy. Figure 1A presents a national map with states color coded by the aforementioned classifications. Table C1 lists sources that provided the data for these classifications.

Table 1

Application of Statewide Policy

State	Statewide standards with assured admission		Statewide min. standards with institutional review	No statewide policy
Alabama				X
Alaska				X
Arizona	X			
Arkansas	X			
California	X ^a	or	X	
Colorado			X	
Connecticut				X
Delaware				X
Florida	X	or	X	
Georgia			X	
Hawaii				X
Idaho			X	
Illinois				X
Indiana			X	
Iowa				X
Kansas	X			
Kentucky			X	
Louisiana			X	
Maine				X
Maryland			X	
Massachusetts			X	
Michigan				X
Minnesota			X	
Mississippi	X			
Missouri	X	or	X	
Montana	X			
Nebraska				X
Nevada			X	
New Hampshire				X
New Jersey				X
New Mexico				X
New York				X
North Carolina			X	
North Dakota			X	
Ohio				X
Oklahoma			X	
Oregon			X	
Pennsylvania				X
Rhode Island				X
South Carolina				X
South Dakota			X	
Tennessee			X	
Texas	X ^a	or	X	
Utah				X
Vermont				X
Virginia				X
Washington			X	
West Virginia			X	
Wisconsin				X
Wyoming	X			

Note. ^aIf institution has space available

Table 2 compares the types of statewide admission standards in the six states being analyzed in this research with the standards in Colorado for first-time freshmen, and Tables 3-6 break down these admission standards by type. Colorado is on the last row in Tables 3-6 for ease of comparison. Also, since there are two major state higher educational systems in California, the University of California (UC) and California State University (CSU) are listed separately. Table B1 provides a detailed state-by-state compilation of these specific admission standards policies and the data on which the tables are based.

Table 2 classifies admission standards into seven categories: use of minimum high school GPA, course requirements, minimum standardized test scores, required submission of test scores, minimum class rank, and admission indexes/tables. This table indicates instances in which an applicant may meet admission standards in multiple ways. In Arizona, for example, a high school student may qualify for assured admission through satisfactory completion of required courses with a designated GPA; Arizona high school students may also substitute designated ACT, SAT I, or SAT II scores for required courses. In contrast, while CSU applicants may meet minimum admission requirements by completing course requirement and having a minimum 3.00 GPA, applicants may also qualify based on an admission index score comprised of GPA and an ACT or SAT I score. The table indicates standards that may qualify an applicant for assured admission and makes note of several major special admission programs in California.

Table 2

Comparison of Types of Statewide Admission Standards for First-Time Freshmen

State	Min. h.s. GPA		Course requirements		Min. standardized test scores	Required submission of test scores	Min. class rank	Index/table
Arizona	x	and	x	or	x	x	x ^a	
California								
UC	x	and	x	or	x	x	x ^b	x ^c
CSU	x ^d	and	x	or		x ^e		x ^e
Florida			x			x	x ^a	
Idaho	x		x			x		
Texas			x	or	x		x ^a	
Wyoming	x		x		x	x		
Colorado			x		x	x		x

Note. ^aApplicants may qualify for assured admission. ^bOnly used to determine qualification for Eligibility in the Local Context (ELC) program. ^cTables are used to determine qualification for admission by standardized test scores. Index used to determine top 9% of all California applicants who qualify for assured admission. ^dLocal Admission Guarantee applicants may also qualify for assured admission. ^eIndex used only for resident applicants not qualifying for admission based on grades and nonresidents.

Table 3 lists the number of required courses in Carnegie units for each state. Table B1 provides a state-by-state listing of course requirements by subject area.

Table 3

Comparison of course requirements

State	Required units
Arizona	16
California	15
Florida	18
Idaho	15
Texas	26
Wyoming	13
Colorado	17

Table 4 compares states' use of grades, minimum GPA, and class rank. This table also gives an explanation of other uses of grades, which includes assured admission policies in Arizona, California, Florida, Texas, and Wyoming. In Colorado, GPA or class rank is used in calculating an applicant's index score.

Table 4

Comparison of Grades

State	Minimum GPA	Other use of grades
Arizona	2.00 in each subject area of core	Assured admission for top 25% in h.s. class
California ^a UC	3.00 in core ^{a, b} for residents, 3.40 for nonresidents	Component of index that determines assured admission for top 9% in state ELC program. Top 9% of students in h.s. class may qualify for admission. Other requirements must be met (see Table B1).
CSU	2.00 in core ^{a, b} for residents, 2.45 for nonresidents. For applicants with a GPA below 3.00 in core (3.61 for nonresidents), index is used, with GPA being a component.	
Florida		Assured admission for top 20% in h.s. class
Idaho	2.00 in core	
Texas		Assured admission for top 10% in h.s. class
Wyoming	2.75 overall, 3.00 for nonresidents. Will increase to 3.00 for residents in fall 2013.	
Colorado		GPA/Class rank is part of index score.

Note. ^aStudents may earn a maximum of 8 extra GPA points for taking honors courses. ^bOnly courses completed after the 9th grade are counted. Students must earn a minimum grade of C in each course.

Table 5 gives an overview of the use of standardized tests among states and also indicates whether or not each state requires submission of the ACT or SAT I writing score.

Table 5

Comparison of Use of Standardized Tests

State	Overview	ACT/SAT I writing test required
Arizona	Minimum ACT, SAT I, and/or SAT II scores may exempt students from core courses.	No
California	Minimum ACT, SAT I, SAT II, AP, and/or IB scores may exempt students from core courses.	
UC	Must submit ACT or SAT I scores. Applicants may qualify for admission with minimum scores calculated from performance on ACT or SAT I and two SAT II subject tests. There are minimum scores for each of these tests.	Yes
CSU	ACT or SAT I required for students not meeting minimum GPA requirement (and for some impacted campuses and majors).	No
Florida	Must submit ACT or SAT I scores.	Varies by institution
Idaho	Must submit ACT, SAT I, or other standardized test chosen by institution.	Varies by institution
Texas	Minimum ACT or SAT I scores may qualify applicants for admission.	Yes for SAT I, No for ACT
Wyoming	Minimum ACT or SAT I scores required for non-Wyoming h.s. graduates. Minimum ACT score required for residents beginning in fall 2013.	No
Colorado	Must submit ACT or SAT I score, which is a component of the admission index.	No

Note. ^aAn impacted campus or major is one for which there are more applicants than there are available places.

Table 6 explains the use and components of admission indexes/tables in California and Colorado, the only two of the states analyzed in-depth for this report that use admission indexes/tables.

Table 6

Comparison of Admission Indexes/Tables

State	Use	Component
California UC	Assured admission for top 9% in state	Index: SAT I or ACT (with writing) and GPA ^a
	Qualification for admission based on standardized test scores	Tables: SAT I or ACT (with writing) and 2 SAT II subject test scores
CSU	Minimum admission if not eligible based on grades and core courses	Index: SAT I or ACT (without writing) and GPA ^a (min. 2.00) ^b
Colorado	Minimum admission	Index: GPA/Class rank and SAT I or ACT (without writing) ^c

Note. ^aMaximum of 8 extra points may be earned for taking honors courses. ^b16 campuses are impacted and set higher minimum index scores. ^cColorado sets minimum index scores for different institutions.

Conclusions

National Overview

This report has provided a national overview of statewide admission standards policies. Ten states have statewide standards with assured admission, 22 states have statewide minimum standards with institutional review, 4 states have either a statewide standards with assured admission or statewide minimum standards with institutional review, and 22 states have no statewide policy. As seen in Figure 1, all Western states have a statewide admission standards

policy with the exceptions of Alaska, Hawaii, New Mexico, and Utah. The Northeast and Midwest are the regions of the country in which states are less likely to have a statewide policy. Western states are also well represented in assured admission policies. A state-by-state listing of the sources from which data for this report were retrieved is provided so that one can readily find information about other states' policies as well as check future developments.

Interpretation of Comparative Analysis of Statewide Admission Standards

There are similarities as well as significant differences in admission standards policies in Arizona, California, Colorado, Florida, Idaho, Texas, and Wyoming. Policies in these states are most similar in that there are many of the same number and types of core classes required. However, there is a lot of variety in the use of grades, standardized test scores, and admission indexes/tables as explained below.

Course requirements. The required number and types of high school courses are similar in the seven states examined. Notable differences are as follows. All states, except for Idaho and Colorado, require 2 units of the same foreign language. Texas requires more units than any other state analyzed, but these units are in the form of electives and are not in the main subject areas of English, mathematics, science, and social sciences.

Grades. Variety in state admission standards policies can also be seen when comparing the use of grades. California and Idaho base qualification for admission on a minimum GPA in required courses; Arizona bases assured admission on a minimum GPA in each subject area of the core; Wyoming bases assured admission on overall cumulative GPA; and California and Wyoming set different minimum GPA requirements for residents and nonresidents. As seen in Table 4, the levels of minimum GPAs also vary by state, ranging from 2.00-3.00. There are no minimum GPAs required for admission in Florida and Texas. Florida and Texas are two of the

four states with assured admission policies; Arizona and California are the other two. In Arizona, Florida, and Texas, the upper high school class percentiles that a student must finish in to qualify for assured admission varies from 10-25%. UC institutions also allow applicants to meet minimum standards if they finish in the top 9% of their high school class and their high school participates in the ELC program. Additionally, grades are integral components of admission indexes in California and Colorado. Of the states analyzed, California is the only one that adds additional points to the GPA for the completion of more advanced classes. Moreover, California only counts college preparatory coursework that a student completes after the 9th grade in the GPA calculation.

Standardized testing. There is also variety in the use of standardized test scores. California and Texas make the submission of ACT or SAT I scores optional. However, California and Texas require submission of ACT or SAT I scores and minimal scores for students not qualifying based on grades. Policies in California and Texas also note that in instances in which an applicant may meet minimum admission requirements without the submission of test scores, an applicant may be more competitive by submitting their test scores. Submission of ACT or SAT I scores is required for impacted campuses and majors in the CSU system and in Florida, but there are no minimal required statewide scores. Idaho requires submission of ACT, SAT I, or another standardized test chosen by an individual institution but sets no minimal statewide scores. Wyoming requires submission of ACT or SAT I scores along with minimal scores for nonresidents (and for residents beginning in fall 2013). Colorado requires submission of ACT or SAT I scores and uses an applicant's scores in the admission index. Standardized test scores are part of the admission indexes/tables in California, too.

There is also variety involving whether applicants must submit their highest composite score on one administration of the ACT or SAT I, which is done in California, or whether they may submit their highest subscores from multiple test administrations, which is done at some institutions in Florida. ACT and SAT I scores as well as scores from SAT II subject tests may exempt students from required high school coursework in Arizona, California, and Texas. AP and IB scores may also exempt students from course requirements at UC institutions.

Indexes/tables. Only two of the states analyzed in-depth use admission indexes/tables (California and Colorado). The admission eligibility index for CSU is the most similar to the index that Colorado uses. The writing sections of the ACT and SAT I are not computed into either state's index. UC's indexes/tables do include the writing section of the ACT or SAT I. However, CSU's index is not applicable for California residents and high school graduates who have above a 3.00 or below a 2.00 GPA. (These numbers are 3.61 and 2.45 for nonresidents.) None of CU's or CSU's indexes/tables use an applicant's class rank. UC's formula for qualification for admission based on standardized tests scores, which uses tables to convert raw scores into a UC score, also requires submission of two SAT II subject test scores.

Admission Flexibility

As presented in this report, several of the states analyzed allow students to qualify for admission in multiple ways. For example, Arizona and UC institutions allow students to satisfy course requirements either through completion of courses with a designated GPA or through submission of subject-specific ACT, SAT I, or SAT II test scores. UC institutions also accept AP or IB test scores as substitutes. Students at Texas institutions may satisfy course requirements through submission of subject-specific ACT, SAT I, or SAT II test scores. Students at CSU institutions do not have to submit standardized test scores and may qualify for

admission based on completion of course requirements with a designated GPA unless they are at an impacted campus or in an impacted major, in which case they would have to submit ACT or SAT I test scores. Arizona, Florida, and Texas rewards students finishing at the top of their high school classes with the possibility of assured admission to state colleges and universities without the need to earn minimum ACT or SAT I test scores. At UC institutions, even though students may qualify for admission based solely on standardized test scores, they must also submit scores on two SAT II tests in addition to ACT or SAT I scores. While Idaho requires submission of standardized test scores, some institutions allow applicants to submit scores from other standardized tests besides the ACT or SAT I. Wyoming has created the Synergy program that provides academic support for admitted students not meeting regular admission standards.

As mentioned earlier in this report, former UC President Richard Atkinson argues that the college admission process should have greater flexibility (2001). Atkinson (2001) and Bowen, Chingos, and McPherson (2009) advocate that grades and subject-specific standardized test scores should have greater weight than aptitude standardized test scores. The multiple avenues for admission that states have developed are steps toward following these educational leaders' advice. Atkinson also believes that standardized tests based on a state's actual high school curriculum are ideal (2001). Such tests are being developed, and the Oregon Assessment of Knowledge and Skills is an example (Graves, 2011). Atkinson (2001) goes further and suggests that college admission should be a more holistic evaluation process and include such factors about the applicant as the quality of the high school attended, environmental background, and a judgment of future potential. Additional research could investigate the use of these factors in college admission and on student outcomes.

Three Points Involving CDHE's Admission Index

Making recommendations for Colorado's current admission index is difficult without quantitative data analysis. However, this report notes the following three points. First, regarding placing more weight on grades versus ACT or SAT I test scores, as noted in Table 2, Arizona, California, Texas and some Florida and Idaho institutions allow applicants to qualify for admission based solely on grades, whereas Colorado does not. A limitation of this report is that there is no analysis of the computation of admission index scores, which makes comparison of the weight of grades and standardized test scores in California and Colorado difficult. Second, to address the issue of putting greater weight on higher GPAs because of grade inflation, this report provides an overview of the use of grades in seven states. Notably, former UC President Richard Atkinson cautions against using rigid quantitative data in college admission (Cabrera & Burkum, 2001). Third, regarding the use of ACT and SAT I composite scores without the writing score, this report reveals that three states (Arizona, Colorado, and Wyoming) and CSU institutions do not require submission of the writing section of the ACT or SAT I. However, UC institutions, Texas (for the SAT I), and some Florida institutions do require submission of scores on the writing section.

As previously mentioned, this report should be combined with the quantitative research currently being conducted by APA. Analysis of data, including admission criteria as well as applicant and student outcomes, can combine with possible experimentation to help determine which standards from other states, if any, that Colorado should adopt.

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Appendix B

Detailed Summary of Policies for Six States

Table B1 provides a detailed summary of statewide admission standards policies for first-time freshmen in six states: Arizona, California, Florida, Idaho, Texas, and Wyoming. Unless otherwise noted, courses are reported in Carnegie units, with one unit the equivalent of one year of study (Dounay, 2006).

Table B1

State Profiles of Higher Education Admission Standards

State	Statewide admission standards policy
Arizona	<p>Assured admission is granted to Arizona residents meeting the following standards:</p> <ol style="list-style-type: none"> 1. Applicant must graduate in the top 25% of one's Arizona high school graduating class (Arizona Board of Regents, 2012). 2. Required coursework, for which students must have a cumulative GPA of 2.00 (unweighted) in each subject area, includes the following 16 units (Arizona Board of Regents, 2012): <ul style="list-style-type: none"> • English (4 units), with an emphasis on literature, grammar, and composition; or one 3-credit college course in English composition; or minimum scores of 21 on the ACT English or 530 on the SAT I Verbal. • Mathematics (4 units), including Algebra I and II, Geometry, and 1 credit that has Algebra II as a prerequisite; or one 3-credit college course that has Algebra II as a prerequisite; or minimum scores of 24 on the ACT Mathematics or 540 on the SAT I Mathematics. Students are recommended to take math in their last year of high school. • Laboratory Science (3 units), which will consist of 1 unit in three different laboratory sciences, with the following as options: Chemistry, Physics, Earth Science, or Biology¹; or three 4-credit college courses in three different laboratory sciences; or minimum test scores on any of the following: SAT II subject tests (Chemistry Achievement score of 600, Biology Achievement score of 590, and Physics Achievement score of 620) and the ACT (Natural Science score of 20). Individual test scores may be applied for credit toward only one science course.

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¹ An integrated laboratory-based science course may substitute for 1 of the 3 courses. During the last 2 high school years, an advanced placement, higher level international baccalaureate, or other honors course in the same subject may count as one of the three courses.

State Statewide Admission Standards Policy

- Social Science (2 units), including 1 unit in American History; or two 3-credit college courses, with at least one in American History; or minimum scores on SAT II subject test as follows: 560 on American History and Social Studies and 580 in World History.
- Foreign Language (2 units in the same language); or two 3-credit college courses in the same language; or a minimum score, as reported in the university general catalog, on a national standardized foreign language test; or certification based on an institution's test results for placement into at least the third semester college-level foreign language course.
- Fine arts (1 unit). One 3-credit college course in this area may exempt student.

- California 1. California has two higher educational systems: the University of California (UC) and California State University (CSU). UC and CSU applicants must complete 15 required units as described below (University of California, 2011). UC in-state applicants must complete this curriculum with a cumulative GPA of 3.0 (University of California, 2010). The GPA minimum is 3.4 for nonresidents. CSU in-state applicants must complete a similar curriculum of 15 units with a GPA of 3.0 (California State University Mentor, 2012). The GPA minimum is 3.61 for nonresidents. Both systems only count college-preparatory courses (i.e. courses that are the subject areas listed below) completed in the 10th and 11th grades in the GPA calculation (University of California, 2011).² A grade of at least a C must be earned in each of these courses.³ 11 of these units must be finished before the senior year for UC applicants.
2. UC applicants must take the ACT with writing or the SAT I (University of California, 2010). UC applicants may be admitted based on satisfactory test scores even if they do not meet the minimum course requirements.⁴ Scores on the ACT with writing or the SAT I and two SAT II subject tests are used to calculate a UC Score total. Additionally, applicants must have minimum scores on each part of the ACT or SAT I and SAT II subject tests. In-state applicants meeting the GPA requirements for admission to CSU institutions do not have to submit standardized test scores, although doing so may help their application (California State University, 2012). This is particularly true for impacted campuses and majors (i.e. campus and majors for which there are more applicants than spaces available). Some impacted programs may require ACT or SAT I score submission even though an applicant meets the

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² Pluses and minuses are not included in the GPA calculation. Honors level and above courses earn 1 extra point, with a maximum of 8 extra points potentially earned (except for grades of D or lower). For a complete explanation, please see University of California (2011) and University of California (2010).

³ See University of California (2011) for an explanation of the repetition of courses in which a C is not earned as well as validation of grades below a C in certain instances.

⁴ Scores from one sitting must be used.

State Statewide Admission Standards Policy

aforementioned minimum test scores. For CSU applicants who do not meet the minimum GPA requirements, an eligibility index is used to determine if an applicant meets the minimum qualifications for admission. CSU states on its website that grades are the most important factor in meeting minimum admission standards. However, the index is comprised of a student's GPA in core classes as well as ACT or SAT I scores. The writing component of each exam is not used. Students' best subscores on these exams are used in the calculations. In-state applicants may not have below a 2.0 GPA, while out-of-state applicants may not have below a 2.45.

3. Alternatively, UC and CSU applicants may satisfy the minimum requirements for admission by earning designated scores on SAT I or II, AP, or IB exams as well as successfully completing college courses as explained below.
 4. The required minimum high school curriculum for UC and CSU applicants is as follows (California State University Mentor, 2012; University of California, 2010; University of California 2011):⁵
 - English (4 units). Courses should have significant writing and literature components. 3-credit college courses, with a minimum grade of C, may count for 1 unit. Only one year of English as a Second Language (ESL) courses may count. A SAT I writing score of 560 exempts student from 3 units and a score of 680 from 4 units. A SAT II Literature score of 560 exempts students from 3 units. An AP English Language and Composition or English Literature and Composition Exam score of 3, 4, or 5 exempts student from 4 units. An IB Language A1 English HL exam score of 5, 6, or 7 exempts students from 4 units.
 - Mathematics (3 units), including algebra and geometry. One 3-credit college course that has a prerequisite of intermediate algebra, with a minimum grade of a C, may count for all 3 units. Three-credit college courses in elementary algebra, geometry, intermediate algebra or trigonometry, with a minimum grade of a C, count for 1 unit each. A SAT II Mathematics 1C score of 570 or Mathematics Level 2 score of 480 exempts student from all 3 units. An AP Statistics exam score of 3, 4, or 5 exempts students from elementary and intermediate algebra. An IB Mathematics HL exam score of 5, 6, or 7 exempts student from all 3 units.
 - Laboratory science (2 units), including (for UC applicants) two of the following three courses: biology, chemistry, and physics. Students are recommended to take 3 units. A 3-year integrated science program teaching biology, chemistry, and physics may count. CSU applicants are required to take 1 unit of physical sciences and 1 unit of biology. SAT II Biology, Chemistry, and Physics scores of 540, 530, and 540, respectively, may exempt students from 1 unit each. AP Biology, Chemistry, Physics B or Physics C, and Environmental Science exam scores of 3, 4, or 5 exempt
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⁵ Career and Technical education (CTE) courses may also satisfy CSU's requirements. Please see California State University Mentor, 2012 for detailed information.

State Statewide Admission Standards Policy

students from required units as do IB HL Biology, Chemistry, or Physics exam scores of 5, 6, or 7. For UC applicants, college courses in the natural sciences that have a minimum of 30 hours of laboratory work, with a minimum grade of a C, exempt students from units.

- History/Social science (2 units), including (for UC applicants) 1 unit of world history, cultures, and geography and 1 unit of U.S. history or .5 units of U.S. history and .5 units of civics or American government. CSU applicants do not have to take courses in world history, cultures, and geography. Three-credit college courses in U.S. history, civics or American government and world history, cultures and geography, with a minimum grade of C, may exempt students from coursework. A SAT II U.S. History score of 550 and a World History score of 540 exempt students from 1 unit each. An AP U.S. History exam score of 3, 4, or 5 exempts students from a U.S. history unit; a U.S. Government exam score of 3, 4, or 5 exempts students from a U.S. government unit; and a European History, World History, or Human Geography exam score of 3, 4, or 5 exempts students from a world history, cultures, and geography unit. An IB History of the Americas HL exam score of 5, 6, or 7 exempts students from a U.S. history unit; and an IB History HL or Geography HL exam score of 5, 6, or 7 exempts students from a world history, cultures, and geography unit.
 - Foreign language (2 units). Units must be in the same language. Any college course deemed the equivalent of 2 years of a foreign language in high school, with a minimum grade of C, may exempt students. UC applicants are recommended to take 3 units. SAT II, AP, and IB exam scores may exempt students from units.
 - Visual and performing arts (1 unit), chosen from dance, drama/theater, music, or visual art. AP History of Art, Studio Art, or Music Theory exam scores of 3, 4, or 5 exempt students from this course requirement as do IB HL exam scores in Dance, Film, Music, Theatre Arts, or Visual Arts of 5, 6, or 7. A 3-credit college course in dance, drama/theater, music, or visual art, with a minimum grade of C, exempts students.
 - College-preparatory elective (1 unit). SAT II, AP, and IB exam scores, as well as college courses in which a student receives a minimum grade of C, may exempt students.
5. The top 9% of in-state high school graduates will be granted acceptance at another UC campus, given space availability, if they are not admitted to the UC campus to which they apply (University of California, 2010). An admission index, based on grades as well as scores on either the ACT or the SAT I with writing, is used to determine the top 9%.
 6. Eligibility in the Local Context (ELC). Students who are in the top 9% of their high school graduation class and whose high school is part of the ELC program may also be eligible for admission at a UC institution (University of

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State	<p>Statewide admission standards policy</p> <p>California, 2010). Students must also have a minimum GPA of 3.0 and take the following courses before their last year of high school.</p> <ul style="list-style-type: none"> • English (2 units) • Mathematics (2 units) • Laboratory science (1 unit) • History/Social science (1 unit) • Foreign language (1 unit) • College-preparatory elective (4 units) <p>Students' GPA will be compared to a school's historic GPA. Students with the same or higher GPA than the historic GPA will qualify for admission.</p> <p>7. Local Admission Guarantee. CSU applicants who graduate from a high school district that has a historically large number of students attending the regional CSU campus are assured admission to that institution (California State University Mentor, 2012). Students may not, however, be assured admission to a certain major if it is impacted.</p>
Florida	<p>1. Applicants must have a high school diploma, submit ACT or SAT I scores (with highest subscores on multiple exams counted), and complete the following required minimum high school curriculum of 18 units (Florida Department of Education and the Florida Center for Advising & Academic Support, n.d.; Florida State University, 2012):</p> <ul style="list-style-type: none"> • English (4 units). Three must involve a significant writing component. • Mathematics (4 units) at the Algebra I level and above. • Science (3 units), including 2 laboratory-based courses. • Social sciences (3 units). • Foreign Language (2 units). Units must be in the same language. • Academic electives (2 units). <p>2. Talented 20 Program. The top 20% of each in-state public high school's graduation class is guaranteed admission to a state university but not necessarily the one they choose (Florida Department of Education and the Florida Center for Advising & Academic Support, n.d.; Florida State University, 2012).</p>
Idaho	<p>Policy is for new first-year students and students who have fewer than 14 transferable semester college credit hours (Idaho State Board of Education, n.d.).⁶</p>

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⁶ Policy not applicable to Eastern Idaho Technical College as well as the professional-technical schools at Lewis-Clark State College, Boise State University, and Idaho State University. Specific admission policies are in place at The College of Southern Idaho, The College of Western Idaho, and North Idaho College.

State	<p>Statewide admission standards policy</p> <ol style="list-style-type: none"> 1. Applicants must graduate and have a cumulative 2.0 GPA in the required high school courses (Idaho State Board of Education, n.d.). Credits⁷ counting in one subject area may not count in another. Credits in the same subject that exceed the minimum number of credits for a subject area may be applied to another subject area if applicable. Students must also submit standardized test scores. 2. Required coursework includes the following 15 units (Idaho State Board of Education, n.d.). <ul style="list-style-type: none"> • English (8 credits or 4 Carnegie units). Courses must emphasize composition, literature, and language. • Mathematics (6 credits or 3 Carnegie units), including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. Students are strongly recommended to take 8 credits. Four of the 6 mathematics credits must be taken in the 10th, 11th, and 12th grades. • Social Science (5 credits or 2.5 Carnegie units). Choices include American Government (state and local), Geography, U.S. History, World History, Economics, Psychology, and Sociology. • Natural Science (6 credits or 3 Carnegie units). Up to 2 credits may be professional-technical science courses, Applied Biology, or Applied Chemistry if approved by the State Department of Education and the State Division of Professional-Technical Education. A minimum of 2 credits must be laboratory-based courses. • Humanities/Foreign Language (2 credits or 1 Carnegie unit). Students are strongly recommended to take a foreign language. • Other college preparation (3 credits or 1.5 Carnegie units). May include Speech or Debate (maximum 1 credit). Maximum of 2 credits in State Division of Professional-Technical Education-approved classes may be counted.
Texas	<ol style="list-style-type: none"> 1. Under Texas's Uniform Admission Policy, to be considered for admission to a Texas four-year public institution, students must meet at least one of the following requirements (Texas A&M, 2012b): <ul style="list-style-type: none"> • Successful completion of the Texas recommended or advanced/distinguished high school curriculum. • Minimum score on the ACT that meets the ACT's College Readiness Benchmarks (18 English, 21 Reading, 22 Mathematics and 24 Science) or a score of 1500 (composite) on the SAT I.

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⁷ Seventy hours of instruction are the minimum for a student to receive 1 credit for a course. Two credits roughly are the equivalent of 1 Carnegie unit.

State	<p>Statewide Admission Standards Policy</p> <ol style="list-style-type: none"> 2. To complete the Recommended High School Program, students must earn the following 26 units (Texas Education Agency, 2010): <ul style="list-style-type: none"> • English (4 units). • Mathematics (4 units). Three of the credits must consist of Algebra I, Algebra II, and Geometry. • Science (4 units). Three of the units must be in biology, chemistry, and physics. • Social Studies (3.5 units). The credits must consist of World History Studies (1 unit), World Geography Studies (1 unit), United States History Studies since Reconstruction (1 unit), and U.S. Government (.5 units). • Economics (.5 units). The unit must be Economics with Emphasis on the Free Enterprise System and Its Benefits. • Foreign language (2 units). Units must be in the same language. • Physical education (1 unit). • Speech (.5 units). • Elective courses (5.5 units). 3. Top 10% program (Texas A&M, 2012b). Students qualify for automatic admission to a Texas state university of choice if they finish in the top 10% of their high school graduation class (public or private). Students must also satisfy the Texas Uniform Admission Policy (see above) and apply within two years of high school graduation (Texas Office of the Secretary of State, 2010). Students graduating within the top 25% of their high school graduation class will qualify for automatic admission if an institution has adopted such a policy. The following exception may apply in both programs: An institution may limit the number of students receiving automatic admission if the number of students qualifying and applying to an institution is greater than 10% of the average number of admittances of first-year students in the prior two years. In this case, specific guidelines apply. 4. The University of Texas at Austin, from the 2011 through 2015 academic year, is not required to have more than 75% of its' first-year student body made up of residents qualifying under the top 10% plan (Texas Office of the Secretary of State, 2010). Specific guidelines are in place.
Wyoming	<p>Assured admission policy is for new first-year students and students who have less than 30 transferable semester college credit hours and is valid through the summer of 2013 (University of Wyoming, 2012a).</p> <ol style="list-style-type: none"> 1. Wyoming high school graduates must have a cumulative GPA of 2.75 (unweighted) and submit ACT or SAT I scores (University of Wyoming, 2012a). Non-Wyoming high school graduates must have a cumulative GPA of 3.0 (unweighted) and a minimum composite ACT score of 20 or SAT I

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State Statewide Admission Standards Policy

- composite score of 960. High school graduates who have less than 30
2. transferable semester college credit hours must have a cumulative college GPA of 2.0 in addition to the regular requirements.
 3. Required coursework includes the following 13 units (University of Wyoming, 2012a):
 - English/Communication/Language Arts (4 units). Three of the credits must emphasize writing.⁸
 - Mathematics (3 units). At a minimum, students must take Algebra I, Algebra II, and Geometry. Students are recommended to take Algebra II, Geometry, or a higher-level math course in their senior year.
 - Science (3 units). Minimum of 1 unit in the physical sciences (physics, chemistry, or a college preparatory physical science course). Two other units may be from biological, life, physical, or earth/space science courses.
 - Cultural context (3 units), which may be from behavioral or social sciences, visual or performing arts, humanities, or foreign languages.
 4. Beginning in fall 2013, the following new admission standards will apply (University of Wyoming, 2012b).
 - Foreign language (2 units) requirement of the same language.
 - Additional required coursework (2 units) in fine and performing arts, social and behavioral studies, humanities, additional foreign language, or career-technical courses.
 - Minimum requirements for assured admission will change to a 3.0 GPA and an ACT score of 21.
 - Admission with support may be offered to applicants with a minimum high school GPA of 2.25 and ACT score of 20. No high school curriculum is required. These students have the option of participating in the Synergy program or additional programs for academic transition. The Synergy program matches students with faculty and staff mentors, offers help on time management and study skills, and forms groups of 20 students who are in classes together in the 1st semester.

⁸ Speech and communication-base courses that emphasize writing may be counted. Completing 3 credits of English/communication/language arts as well as 2 credits of the same foreign language is acceptable.

Appendix C

Sources for 50 States

Table C1 provides a state-by-state listing of the sources from which data on statewide higher education admission standards policies were retrieved for this report.

Table C1

Sources for 50 States

State	Source
Alabama	University of Alabama Undergraduate Admissions: http://gobama.ua.edu/steps/freshmanreq.html Auburn University Office of Admissions: http://www.auburn.edu/admissions/apply/requirements.html
Alaska	University of Alaska Anchorage Admissions: http://www.uaa.alaska.edu/admissions/requirements/admis_first_time_bac.cfm University of Alaska Fairbanks Office of Admissions: http://www.uaf.edu/admissions/undergrad/freshmen/
Arizona	Arizona Board of Regents: http://azregents.asu.edu/rrc/Policy%20Manual/2-102-Undergraduate%20Admission.pdf
Arkansas	Arkansas Department of Higher Education: http://www.adhe.edu/divisions/academicaffairs/Pages/aa_curriculum.aspx
California	California State University: http://www.csumentor.edu/planning/high_school/ University of California: http://www.universityofcalifornia.edu/admissions/freshman/requirements/index.html CSU-UC Comparison of Admission Requirements: http://www.universityofcalifornia.edu/admissions/counselors/files/CC11_CSU_UCa_g_ComparisonMatrix_final.pdf
Colorado	Colorado Department of Higher Education http://highered.colorado.gov/Publications/Policies/Current/i-partf.pdf
Connecticut	Southern Connecticut State University Admissions: http://www.southernct.edu/admissions/Requirements/

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State	Source
	University of Connecticut Undergraduate Admissions: http://admissions.uconn.edu/apply/apprequirements.php
Delaware	University of Delaware Admissions: http://www.udel.edu/admissions/for/freshmen.html
Florida	Florida Department of Education and the Florida Center for Advising & Academic Support: http://facts23.facts.org/florida/facts/Home_Page/High_School_Students/High_School_101/State_University_Admission_Requirements!/ut/p/c5/04_SB8K8xLLM9MSSzPy8xBz9CP0os3iDEEtPfx9TQwN3Sz8DA093C38_M19_A4MAM30v_aj0nPwkoMpwkF7cag3N8MuHGqPJWwS4GAL3T28DLydDT2NYfpxAEcDfT-P_NxU_YLs4CDXNEdFABd6wM0!/dl3/d3/L2dJQSEvUUt3QS9ZQnZ3LzZfMFQ5SU9MNTEwRzlOMDBJRzhPTjZNTzAwOTc!/
Georgia	University System of Georgia: http://www.usg.edu/policymanual/section4/policy/4.2_undergraduate_admissions
Hawaii	University of Hawaii Manoa Undergraduate Admissions: http://manoa.hawaii.edu/admissions/undergrad/apply/freshman.html University of Hawaii Hilo: http://hilo.hawaii.edu/studentaffairs/admissions/adm_reqts_hs.php
Idaho	Idaho State Board of Education: http://www.boardofed.idaho.gov/public_col_univ/documents/admission_brochure_10.pdf
Illinois	Northern Illinois University Undergraduate Admissions: http://www.niu.edu/admissions/apply/deadlines/freshman.shtml Illinois State University Office of Admissions: http://admissions.illinoisstate.edu/freshman/requirements/ University of Illinois at Urbana-Champaign Undergraduate Admissions: http://admissions.illinois.edu/apply/requirements_freshman.html#coursework
Indiana	Admission Requirements for State Educational Institutions: http://www.in.gov/legislative/ic/2004/title20/ar12/ch17.5.pdf
Iowa	University of Iowa Undergraduate Admissions: http://www.uiowa.edu/admissions/undergrad/requirements/fy-clas-hsreqs.htm Iowa State University Admissions http://www.admissions.iastate.edu/freshman/requirements.php

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State	Source
Kansas	Kansas Board of Regents QU Requirements: http://www.kansasregents.org/qa_requirements
Kentucky	Guidelines for admission to the state-supported postsecondary education institutions in Kentucky (Section 3): http://www.lrc.state.ky.us/kar/013/002/020.htm
Louisiana	Louisiana Board of Regents: http://www.regents.doa.louisiana.gov/assets/docs/Data/Publications/MinimumAdmissionStandards-Approved_2011_1027.pdf
Maine	University of Maine Undergraduate Admissions: http://go.umaine.edu/applyinfo/ University of Southern Maine Office of Undergraduate Admission: http://usm.maine.edu/admit/test
Maryland	University of Maryland Undergraduate Admissions: http://www.admissions.umd.edu/apply/freshmanapplication.cfm
Massachusetts	Massachusetts Department of Higher Education: http://www.mass.edu/forstudents/admissions/admissionsstandards.asp
Michigan	University of Michigan Undergraduate Admissions: http://www.admissions.umich.edu/application-requirements
Minnesota	Minnesota State Colleges and Universities system: http://www.mnscu.edu/admissions/requirements.html
Mississippi	Institutions of Higher Learning Board of Trustees (Section 601): http://www.ihl.state.ms.us/board/downloads/policiesandbylaws.pdf
Missouri	Missouri Department of Higher Education: http://www.dhe.mo.gov/policies/admissions-selectivity.php
Montana	Montana University System: http://mus.edu/Prepare/Prepare/MUS_Admission_Standards.asp
Nebraska	University of Nebraska-Lincoln Undergraduate Office of Admissions: http://admissions.unl.edu/become/requirements/freshman.aspx Wayne State College Office of Admissions: http://www.wsc.edu/admission/freshman/ University of Nebraska-Omaha Admissions: http://admissions.unl.edu/become/requirements/freshman.aspx

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State	Source
Nevada	Nevada System of Higher Education (Section 2): http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH16_-_Student_Admission_Registration_Grades_and_Examinations.pdf
New Hampshire	University of New Hampshire Undergraduate Admissions: http://admissions.unh.edu/apply/first-year/ Plymouth State University Admissions: http://www.plymouth.edu/admissions/application-requirements-instructions/new-students/
New Jersey	The College of New Jersey Office of Admissions: http://admissions.pages.tcnj.edu/resources-for/freshmenapplicants/
New Mexico	University of New Mexico: http://admissions.unm.edu/undergraduate/index.html New Mexico State University: http://prospective.nmsu.edu/freshmen/qualifying.html
New York	State University of New York University at Albany Admissions Requirements: http://www.albany.edu/admissions/step_freshrequirements.php
North Carolina	University of North Carolina at Chapel Hill Minimum Course Requirements: http://admissions.uncc.edu/freshmen/admission-requirements University of North Carolina Charlotte Admissions: http://admissions.uncc.edu/freshmen/admission-requirements
North Dakota	North Dakota State University Office of Admission: http://www.ndsu.edu/admission/admission_information/requirements/ North Dakota University System: http://www.ndus.nodak.edu/
Ohio	Ohio State University Freshmen Admissions: http://undergrad.osu.edu/admissions/freshman/index.html University of Akron Admission Requirements: http://www.uakron.edu/admissions/undergraduate/admission_procedures/admission_requirements/
Oklahoma	Oklahoma State Regents for Higher Education (Section 3.9): http://www.okhighered.org/state-system/policy-procedures/2011/AA%20Procedures%20Handbook%20December%202011.pdf

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State	Source
Oregon	Oregon University System: http://www.ous.edu/sites/default/files/stucoun/prospstu/files/Admissionpolicy2012-13FINAL.pdf
Pennsylvania	Penn State Undergraduate Admissions: http://admissions.psu.edu/academics/majors/4year/index.cfm University of Pittsburgh Admissions: http://www.oafa.pitt.edu/lookfor.aspx
Rhode Island	University of Rhode Island Undergraduate Admissions: http://www.uri.edu/admission/freshmanrequirements.html#Requirements
South Carolina	Clemson University Undergraduate Admissions: http://www.clemson.edu/admissions/undergraduate/requirements/freshmen.html University of South Carolina Admissions: http://www.sc.edu/admissions/apply/first_year_students/freshmanrequirements.html
South Dakota	South Dakota Board of Regents: http://www.sdbor.edu/policy/2-Academic_Affairs/documents/2-3.pdf
Tennessee	University of Memphis Admissions: http://www.memphis.edu/admissions/req_freshman.php University of Tennessee Knoxville Undergraduate Admissions: http://admissions.utk.edu/undergraduate/apply/requirements.shtml#click Tennessee State University Application for Admission: http://www.electroniccampus.org/applications/Tennessee_State_University/apply.html?application_id=2909
Texas	Texas Education Agency: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074f.html Texas Office of the Secretary of State: http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=5
Utah	University of Utah Office of Admissions: http://admissions.utah.edu/undergraduate/admission-standards.php Weber State University Admissions Office: http://www.weber.edu/admissions/studentapplication.html

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State	Source
Vermont	Castleton Admissions: http://www.castleton.edu/admissions/first_year.htm University of Vermont Admissions: http://www.uvm.edu/admissions/undergraduate/applying/?Page=firstyear.html&SM=criteriasubmenu.html
Virginia	University of Virginia Office of Undergraduate Admission: http://www.admission.virginia.edu/highschool
Washington	Washington Higher Education Coordinating Board: http://www.hecb.wa.gov/sites/default/files/MCASMarch2011Revised_1.pdf
West Virginia	Marshall University Undergraduate Admissions: http://www.marshall.edu/admissions/content.asp#freshmen West Virginia University Office of Admissions: http://adm.wvu.edu/freshman/university_admissions_requirements
Wisconsin	University of Wisconsin Madison Office of Admissions: http://www.admissions.wisc.edu/freshman/requirements.php
Wyoming	University of Wyoming: http://www.uwyo.edu/admissions/freshman/requirements.html