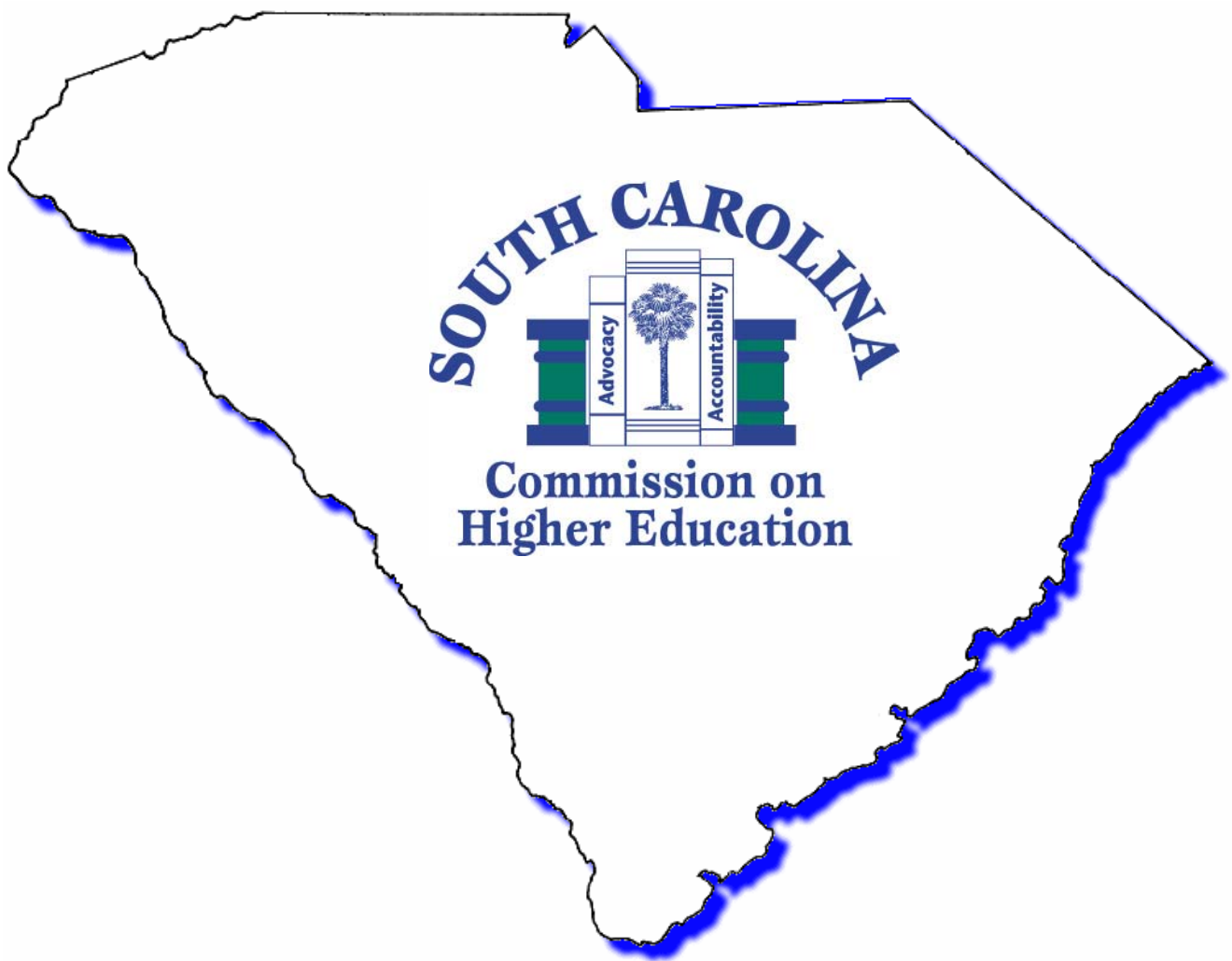


THE SOUTH CAROLINA HIGHER EDUCATION ACCESS & EQUITY PROGRAM 2004

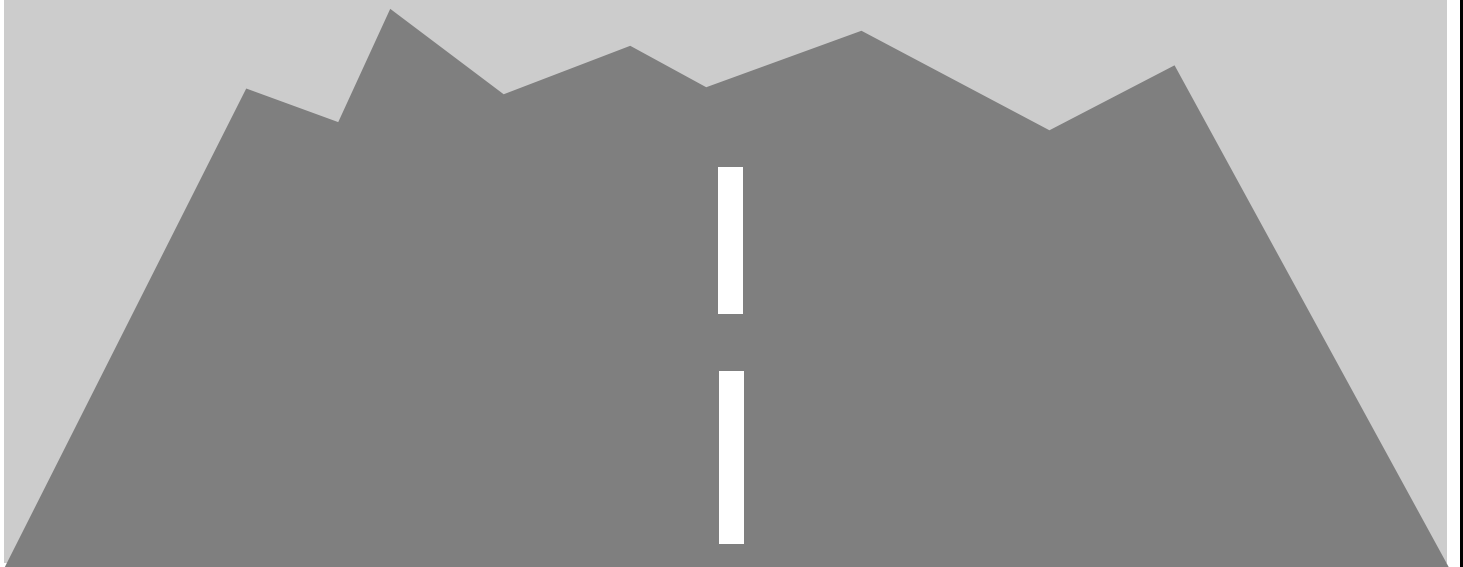


**1333 MAIN STREET, SUITE 200
COLUMBIA, SOUTH CAROLINA 29201**

ACCESS & EQUITY DIVERSITY IN HIGHER EDUCATION

“We have miles to go before we reach our goal of equity in higher education. The road ahead will without doubt continue to be difficult. Navigating it successfully will require both a heightened sense of urgency about the importance of our pursuit and an abiding patience to persist in it. For the South – and for the nation – there can be no turning back.”

“Miles to Go” Report





Dr. Conrad Festa
Executive Director

COMMITMENT TO ACCESS AND EQUITY

South Carolina and the nation must continue to renew and strengthen their commitment to the full participation of all citizens in higher education on an equitable basis. While tremendous progress has been made here and elsewhere, the status of minorities in higher education still reflects a condition where minorities are underrepresented on campuses, in enrollment and in professional positions of employment.

Responsible states in the Southeast and throughout the country have recognized that the task of providing full access and equity has yet to be completed, and have integrated programs designed to achieve those goals into their systems of higher learning.

South Carolina recognizes that the contributions of its minority citizens are essential in order to avoid future compromises in the quality of life and lower standards of living for South Carolinians and other Americans. Effective higher education efforts to achieve full participation of minorities in the life and prosperity of our society are critical to support economic progress, technological advancements, and other improvements in society that are necessary for future growth and success of our state and nation.

Notable progress has been made in South Carolina to improve educational outcomes for minorities in higher education, thanks to the commitment and efforts of governing authorities, higher education officials, and others who support programs and activities that foster minority progress and educational equality. Yet, much remains to be done to achieve educational parity for minorities:

- We need to continue efforts to close the gaps that persist in minority and white undergraduate and graduate enrollments and graduation rates.
- We need to continue to work to make college and university environments more conducive to fostering minority student success.
- We need to ensure that college and university campuses will be places where cultural diversity and the presence of minorities are valued aspects of institutional life.
- We need to persist in efforts to develop and recruit minority candidates for faculty and professional staff positions in higher education.
- Finally, but not least important, we need to work with educators at secondary and elementary school levels to improve the education and the college aspirations of minority students.

Commission Members

As of July 1, 2004

		Congressional District
** Floyd, Dalton B., Jr., <i>Chairman</i>	<i>Surfside Beach</i>	●●●
* Byerly, Rosemary H.	<i>Inman</i>	4
*** Durham, Larry	<i>Lancaster</i>	●●●
** Forbes, Douglas R.,	<i>Columbia</i>	●●●
* Horne, Bettie R.	<i>Greenwood</i>	3
* Johnson, Vermelle J.	<i>Orangeburg</i>	6
* Konduros, James S.	<i>Columbia</i>	2
*** Loadholt, Miles	<i>Barnwell</i>	●●●
** Mosteller, Cynthia C.	<i>Mt. Pleasant</i>	●●●
*** Oliver, DeLoris H.	<i>Spartanburg</i>	●●●
* Olsen, Thomas R., Sr.	<i>Sumter</i>	5
* Ravenel, Daniel	<i>Charleston</i>	1
+ Zais, Mitchell	<i>Newberry</i>	●●●

* Appointed by the Governor upon the recommendation of the respective Legislative Delegation.

** Appointed by the Governor at Large.

*** Appointed by the Governor Ex-Officio-Institutional

+ Appointed by the Governor President, Ex-Officio-Private Sector without vote.

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HISTORY OF THE ACCESS AND EQUITY PROGRAM

From 1981 to 1986 South Carolina implemented a federally mandated desegregation plan designed to:

- (1) enhance the State's public historically black colleges,
- (2) desegregate student enrollment at the State's baccalaureate degree granting public colleges and universities, and
- (3) desegregate faculties, staffs, and governing bodies of all public colleges and universities in South Carolina.

In 1985, the Commission on Higher Education adopted the "*South Carolina Plan for Equity and Equal Opportunity in Public Institutions of Higher Education 1986 - 87 and Beyond*" which over a three year period, provided funds to support:

- (1) a Graduate Incentive Fellowship Program,
- (2) an Other Race Grants Program (now called Access & Equity Undergraduate Scholars Program),
- (3) a Minority Recruitment and Retention Grants Program, and
- (4) programs to enhance the State's two public historically black institutions.

In February 1988, the Commission approved guidelines for the Access and Equity Program. Implementation of the Program began on July 1, 1989 allowing funds to be awarded to institutions with well-planned activities that:

- (1) flow from the institution's mission and address the recruitment and retention of minority students and employees,
- (2) meet specific institutional requirements related to the characteristics of students and faculty,
- (3) are carefully conceptualized, and
- (4) are linked to efforts for improving quality.

In May 1991, the Commission amended the guidelines to emphasize the need to achieve campus climates and academic settings that encourage participation and achievement by African-American students.

ACCESS AND EQUITY PROGRAM GOALS

The Access and Equity program vision is to achieve educational equity for all students and faculty in higher education. Success in college should not be affected by a student's race. Minority enrollment should be at least proportional to the minority population in South Carolina and minority graduation rates should be comparable to the graduation rates of other students. Progress in the recruitment and retention of minority faculty should be made to enhance diversity among those who convey knowledge to our students.

The Access and Equity Program has 7 goals developed to achieve its vision:

- (1) Develop and maintain institutional environments where cultural diversity and the presence of minorities are valued aspects of campus life.
- (2) Achieve parity in black and white graduation rates at undergraduate, professional, and graduate levels.
- (3) Make additional progress in hiring minority faculty, professional staff, and other employees.
- (4) Encourage the transfer of minority students from two-year to baccalaureate degree granting institutions.
- (5) Address financial needs and provide incentives for minority students by structuring and maintaining State aid programs for undergraduate, professional, and graduate students.
- (6) Address the problem of under-representation of black males in higher education in South Carolina.
- (7) Continue to strengthen historically black colleges to ensure that they will be able to fulfill their missions as full partners in the higher education system and provide quality education programs.

OBJECTIVES FOR 2004 AND BEYOND

The following broad objectives place priority on new and continuing concerns to be emphasized in the Access and Equity Program in 2004 and beyond:

1. Ensure the efficient and prudent use of Access and Equity Program funds.
2. Achieve more positive outcomes in expanding the pool of minority students who will be academically prepared and motivated to succeed in college, in increasing minority enrollments and graduation rates, hiring of African American faculty and professional staff and improving campus climates.
3. To challenge public and private institutions of higher learning to broaden their reach into every high school in South Carolina through coordinated efforts and implement programs that identify, motivate, prepare, and provide assistance to minority students in efforts to expand the pool of qualified applicants for college.
4. Two-year and baccalaureate degree granting institutions are expected to engage in partnership activities to encourage more students in associate degree programs to pursue baccalaureate degrees after earning the associate degree.
5. Collaborate with other campus projects that have similar goals and objectives to advance achievement of minorities in higher education. These include such programs as:

The Higher Education Awareness Program (HEAP)

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

TRIO PROGRAMS (Upward Bound, Educational Opportunity Centers, and Talent Search)

The SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT)

The SC Alliance for Minority Participation (SCAMP)

GUIDELINES FOR THE USE OF ACCESS AND EQUITY FUNDS

Era of Commitment: In February 1988, the Commission approved guidelines for the Access and Equity Program. Implementation of the Program began on July 1, 1989 allowing funds to be awarded to institutions with well-planned activities that (1) flow from the institution's mission and address the recruitment and retention of minority students and employees, (2) meet specific institutional requirements related to the characteristics of students and faculty, (3) are carefully conceptualized, and (4) are linked to guidelines to emphasize the need to achieve campus climates and academic settings that encourage participation and achievement by African American students.

The South Carolina Commission on Higher Education (CHE) has over-sight responsibility and serves as the administrative entity for the Access and Equity program for the State of South Carolina. The South Carolina Commission on Higher Education (CHE) has the responsibility of ensuring that all funds awarded to the institutions are in concert with the mission and goals of the State Access and Equity Program.

Funding expenditures should be for programs that will have a direct influence on a student having access to and obtaining a higher education and programs that foster equity and equal opportunity on the institution's campus.

Below, as adopted by the Commission on Higher Education August 24, 2005, are the Guidelines/Criteria for the Use of Access and Equity Funds.

The criteria that are used in viewing program expenditures for Access and Equity are:

- Student and Faculty Recruitment and Retention
- Scholarships
- Unique Programmatic Efforts: programs that help increase the number of students who are prepared to enter and succeed in college (Examples would be SAT preparation courses, summer camps, high school to college programs, and institutional and program enhancements).

Funding/Expenditure Guidelines

1. Budgets/Expenditures should include only direct activity costs.
2. All personnel costs should be justified in a budget narrative as essential to the successful implementation of the activity. Do not include fringe benefits for consultants or fringe benefits for student employees.
3. Do not include equipment costs unless they are essential to the implementation of the program/activity.
4. Do not include travel unless it is essential to the implementation of the activity or for activities that will directly benefit the student (i.e. student recruitment).
5. Include Budgets/Expenditures that relate to faculty recruitment and faculty/staff development.

The South Carolina Commission on Higher Education (CHE) will audit via campus visit once a year. CHE reserves the right to conduct a non-scheduled audit (with sufficient notification) if evidence is provided to the CHE which substantiates that the institution has not complied with program rules, regulations, or guidelines above.

Allocation Methodology for FY 2004-2005 A & E State Appropriation

Background

FY 2004-05 Proviso Language Section 5A-H03 Commission on Higher Education

5A.4. (CHE: Access & Equity Programs) Of the funds appropriated herein for Access & Equity Programs, the Commission on higher education shall distribute at least \$98,313 to South Carolina State University and \$24,559 to Denmark Technical College, and \$630,696 to the Access & Equity Program. With funds appropriated herein colleges and universities shall supplement their Access & Equity Program so as to provide, at a minimum, the same level of minority recruitment activities as provided during the previous fiscal year.

S.C. State University	\$ 98,313
Denmark Technical College	\$ 24,559
Access & Equity Program	\$588,741*

Total	\$711,613
-------	-----------

* Of the \$588,741, \$32,812 was set aside for Competitive Grants.

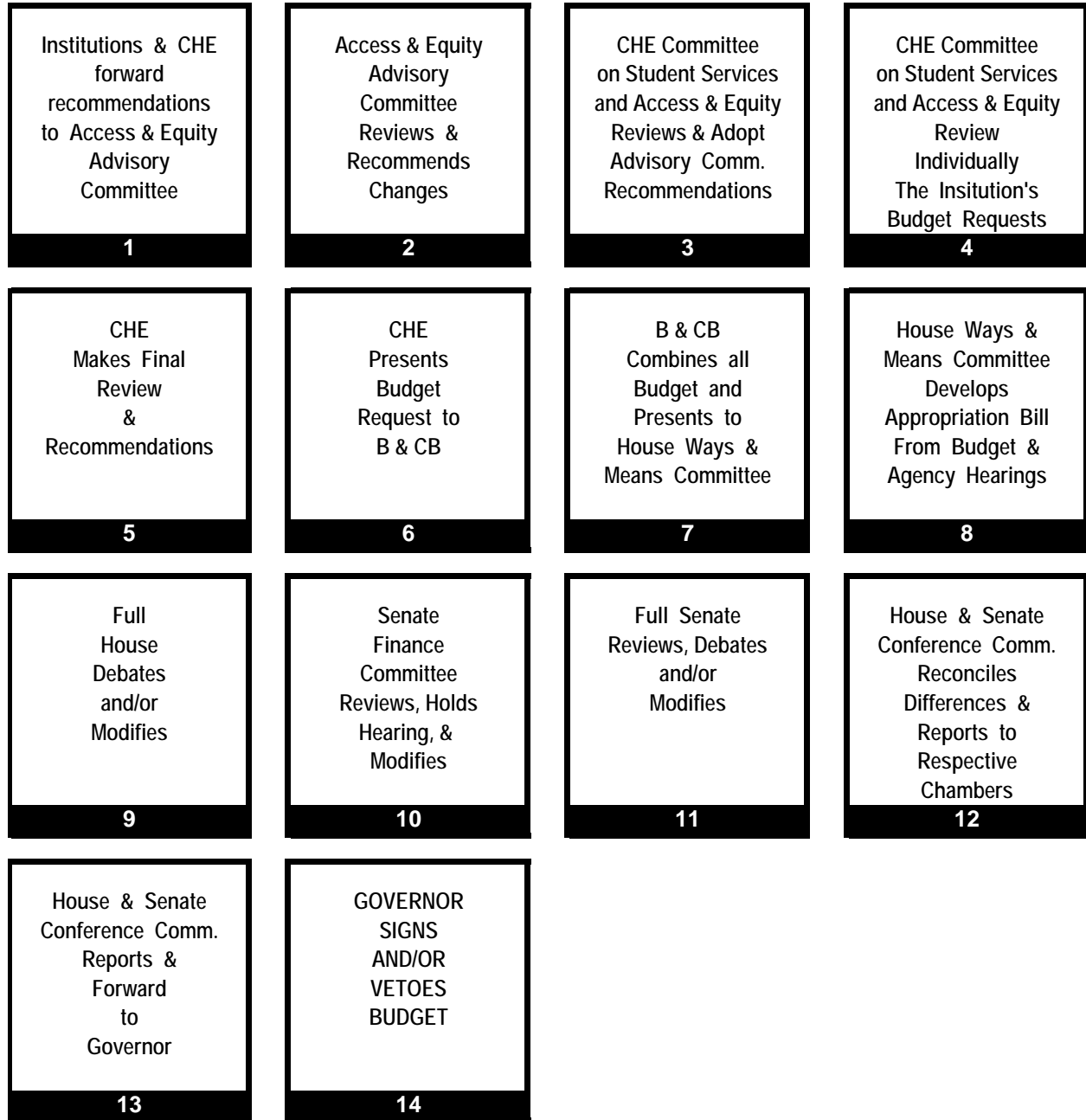
Current Allocation Plan

- Step 1. Each institution's receiving their base appropriation. Base appropriation for all institutions totals \$395,034.
- Step 2. Determine each institution Fall 2003 Total FTE's (derived from CHEMIS).
- Step 3. Calculate each institution FTE as a percent of Total FTE's. (Institution's total FTE divided by total FTE's for all institutions)
- Step 4. Calculate each institution share of new appropriation. Which is the result from Step 3 times new appropriation. New appropriation (\$283,767) is the amount above the \$395,034 base.
- Step 5. Final Appropriation for each institution is Step 1 (Base Appropriation) plus Step 4 (Amount of new appropriation).

**S.C. Higher Education Institutions
Access & Equity Allocation and Disbursement
FY 2004-05**

	FY 2004-05 Base Appropriation	Fall 2003 Headcount	Institution's Headcount as a % of Total	Allocation Of New \$ \$283,767 (Column 3 times \$283,767)	FY 2004-05 Total Appropriation (Column 1 plus Column 4)
	(1)	(2)	(3)	(4)	(5)
<u>Research Universities</u>					
Clemson	\$41,360	17,016	9.90%	\$28,091	\$69,451
USC - Columbia	44,345	24,901	14.49%	41,107	85,452
USC - Medical School	15,040	387	0.23%	639	15,679
Medical University of SC	<u>34,292</u>	<u>2,303</u>	1.34%	<u>3,802</u>	<u>38,094</u>
Subtotal	135,037	44,607	25.95%	73,639	208,676
<u>Teaching Universities</u>					
The Citadel	4,287	3,695	2.15%	6,100	10,387
Coastal Carolina Univ.	4,287	6,780	3.94%	11,193	15,480
College of Charleston	7,520	11,536	6.71%	19,044	26,564
Francis Marion Univ.	6,016	3,590	2.09%	5,926	11,942
Lander Univ.	4,425	2,950	1.72%	4,870	9,295
S.C. State Univ.	105,319	4,466	2.60%	7,373	112,692
U.S.C. - Beaufort	4,287	1,209	0.70%	1,996	6,283
U.S.C. - Aiken	4,287	3,350	1.95%	5,530	9,817
U.S.C. - Spartanburg	4,287	4,507	2.62%	7,440	11,727
Winthrop Univ.	<u>7,520</u>	<u>6,558</u>	3.82%	<u>10,826</u>	<u>18,346</u>
Subtotal	152,235	48,641	28.30%	80,298	232,533
<u>U.S.C. Regional Campuses</u>					
U.S.C. - Lancaster	4,287	935	0.54%	1,544	5,831
U.S.C. - Salkehatchie	4,287	789	0.46%	1,303	5,590
U.S.C. - Sumter	4,287	1,184	0.69%	1,955	6,242
U.S.C. - Union	<u>4,287</u>	<u>313</u>	0.18%	<u>517</u>	<u>4,804</u>
Subtotal	17,148	3,221	1.87%	5,317	22,465
<u>Technical Colleges Sector</u>					
Aiken	4,287	2,503	1.46%	4,132	8,419
Central Carolina	4,287	3,191	1.86%	5,268	9,555
Denmark	26,309	1,464	0.85%	2,417	28,726
Florence-Darlington	4,287	4,009	2.33%	6,618	10,905
Greenville	4,287	12,516	7.28%	20,662	24,949
Horry-Georgetown	4,287	5,172	3.01%	8,538	12,825
Midlands	4,287	10,925	6.36%	18,035	22,322
Northeastern	4,287	1,098	0.64%	1,813	6,100
Orangeburg-Calhoun	4,287	2,491	1.45%	4,112	8,399
Piedmont	4,287	5,031	2.93%	8,305	12,592
Spartanburg	4,287	4,123	2.40%	6,806	11,093
Technical Coll. of the Lowcou	4,287	1,796	1.04%	2,965	7,252
Tri-County	4,287	4,548	2.65%	7,508	11,795
Trident	4,287	11,791	6.86%	19,465	23,752
Williamsburg	4,287	595	0.35%	982	5,269
York	<u>4,287</u>	<u>4,171</u>	2.43%	<u>6,886</u>	<u>11,173</u>
Subtotal	90,614	75,424	43.88%	124,513	215,127
SUBTOTAL of INST.	<u>\$395,034</u>	<u>171,893</u>	100.00%	<u>\$283,767</u>	<u>\$678,801</u>
Competitive Grants					\$32,812
Grand Total					\$711,613

Annual Budget Cycle



Institution	
A&E Representative Name	
A&E Representative Title	
Phone	
Fax	
E-mail	

Budget Form Summary Page for FY XXXX-XXXX
(To include Measurable Goals for FY XXXX-XXXX)

DUE DATE: JULY 30, XXXX

Name of Programs/Projects

- 1.
- 2.
- 3.
- 4.
- 5.

Requested Funding

- 1.
- 2.
- 3.
- 4.
- 5.

Total Amount Requested for FY XXXX-XXXX:\$ _____

President's Signature/Sign-off: _____

Institutional Access & Equity Officer's Sign-off: _____

“Sample”

Line Item Expenditure Report for FY 2003-2004

Name of Program/Project: _____

	<u>FY 2003-04 Funding</u>		<u>FY 2003-04 Expenditures</u>	
	#	\$ Amount	#	\$ Amount
Items	(1)	(2)	(3)	(4)
Personnel:				
Faculty				
Other Personnel				
Support				
Equipment				
Other: (list)				
Total		\$		\$

Note:

1. Expenditures should include only direct activity costs.
 2. All personnel costs should be explained in an expenditure narrative. Do not include fringe benefits for consultants or fringe benefits for student employees.
 3. Do not include equipment costs unless they were essential to the implementation of the activity.
-

“Sample”

Line Item Budget Format

Name of Program/Project: _____

	<u>FY 2004-05 Funding</u>		<u>FY 2004-05 Budget</u>		<u>FY 2005-06 Request</u>	
	#	\$ Amount	#	\$ Amount	#	\$ Amount
Items ¹	(1)	(2)	(3)	(4)	(5)	(6)
Personnel: Faculty Other Personnel Support						
Equipment						
Other: (list)						
Total		\$		\$		\$

¹ Complete Column 3 & 4 only if request was funded previously

Note:

1. Budgets should include only direct activity costs. Please explain budget items in the Measure Goals section.
2. All personnel costs should be justified in a budget narrative as essential to the successful implementation of the activity. Do not include fringe benefits for consultants or fringe benefits for student employees.
3. Do not include equipment costs unless they are essential to success implementation of the activity.

Please categorize personnel by faculty, other professionals and support; include detailed information on any equipment included in request; if other funds are to be used for funding this project, please identify the other funding sources and the amounts involved.

“Sample”

FY 2004-2005 MEASURABLE GOALS FORM

Please Complete and Return with Budget Form

Institution:

Name of Program/Project: _____

FY 2003-2004 Current State Funding: \$ _____

FY 2004-2005 Requested Funding \$ _____

-
-
1. What was the actual amount the project was funded for FY 2003-2004?

Please Check Box:	State	<input type="checkbox"/>	\$ _____
	Institutional	<input type="checkbox"/>	\$ _____
	Federal	<input type="checkbox"/>	\$ _____
	Other	<input type="checkbox"/>	\$ _____
	Total		\$ _____

Description of Program/Project:

Program Goal/Objective:

(Be specific i.e. – Increase undergraduate minority enrollment by 5%)

Program Anticipated Outcome:

Additional Information:

2. The program/project is housed (School, Dept., etc.) where at the institution?
3. If the project received no or modest funding in state appropriation, in FY 2003-2004, was the project still implemented by the institution? If the project is new, state "New".
Yes _____ No _____ New _____
4. If the project received modest funding and the project was still implemented by the institution, what was the source of additional funding to implement the project?
5. How many years has this project been funded? (State whether 1st year request) _____
6. Why should the state support/fund or continue to support/fund this project?
7. Who is the audience/consumer/beneficiary of this program/project?
8. How many faculty and other personnel will be required for this project/program?
Faculty _____ Other Personnel _____ Total _____
9. Has there been a change in the direction of the program/project? Explain?
10. Are significant future changes expected in the project's program? If so, what is expected?
11. What is the (Action) Steps/Program Implementation taken to accomplish goal/s?
12. What are the Measurement Tools used?
13. What changes are proposed to address negative outcomes?

Summary of Prior Year Accomplishments

i.e. Did the program/project accomplish its goal?

SCHOLARSHIPS & AID PROGRAMS

SCHOLARSHIPS & AID

Financial Aid is intended to make up the difference between what your family can afford to pay and what college costs. Over half of the students currently enrolled in college receive some sort of financial aid to help pay college costs. The three main kinds of college financial aid are: ***scholarships and grants; loans; and student employment or work study aid.***



WHAT IS FINANCIAL AID?

Financial Aid is money supplied by some source outside of the family to help pay for the cost of a student's education beyond high school, commonly referred to as postsecondary education. Postsecondary education includes college and universities, postsecondary vocational schools and technical, trade, and business schools.

There are two basic categories of aid: need-based and non need-based. Non need-based aid may also be referred to as merit-based aid and is generally given to students in recognition of special skills, talent, or academic ability. Qualifications for merit-based aid are usually competitive in nature, and recipients are chosen because of their superiority in whatever criteria used for selection. Non need-based aid may also be awarded based on other criteria such as field of study, community service, or leadership abilities.

Access & Equity Undergraduate Scholars Program

Description and Goals

The Access & Equity Undergraduate Scholars Program is an optional method of pursuing any or all of the following Access and Equity Program goals:

1. Address financial needs of traditional underrepresented students by structuring and maintaining state program for undergraduate students.
2. Remove barriers that inhibit transfer from two-year to baccalaureate degree granting institutions.
3. Continue to strengthen historically black colleges to ensure that they will be able to fulfill their missions as full partners in the higher education system and provide quality education programs.

Senior institutions, regional campuses of the University of South Carolina, and SC technical colleges may utilize a portion of their access and equity funds to provide scholarships to underrepresented students to diversify the educational enterprise.

The program is designed to serve “underrepresented” South Carolina resident students who have proven their ability to do college-level work. Therefore, grantees who maintain a cumulative grade point average (GPA) of at least 2.0 will be eligible to receive additional grants in subsequent years if funds are available.

Priority should be given to applications of full-time students when making Access & Equity Undergraduate Scholar awards. Remaining available funds may be awarded to part-time learners enrolled in baccalaureate degree programs at the public institutions defined in Chapter 113 of Title 59.

Eligibility Requirements – Full-time Students

The amount authorized for each “Access & Equity Undergraduate Scholars Program” grantee is any amount up to \$1,000 for the academic year with no guarantee that “Access & Equity Undergraduate Scholars” funds will be provided for the student in subsequent years.

A. Eligibility Requirements – Full-time Students

In order to be eligible to receive an “Access & Equity Undergraduate Scholars” award, the applicant must:

- a. be a United States citizen;

Eligibility Requirements – Full-time Students Continued

- b. be a South Carolina resident; who satisfies the requirements of residing in accordance with state statutes for tuition and fees, statute 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education.
- c. Have completed at least 60 semester hours in an academic program in which the institution offers a baccalaureate degree, or have completed the requirements for the Associate of Arts, the Associate of Science degree or any other associate degree at an institution which is regionally accredited;
- d. have a cumulative GPA of at least 2.0 or the minimum required for the degree program of study;
- e. enroll as a full-time, degree-seeking student.

A. First-time Entering Freshmen Students

In order to be eligible to receive an “Access & Equity Undergraduate Scholars” award, the applicant must:

- a. be a United States citizen;
- b. be a South Carolina resident; who satisfies the requirements of residing in accordance with state statutes for tuition and fees, statute 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education.
- c. have a high school GPA of at least 3.0;
- d. enroll as a full-time, degree-seeking student.

B. Sophomore Students

In order to be eligible to receive an “Access & Equity Undergraduate Scholars” award, the applicant must:

- a. be a United States citizen;
- b. be a South Carolina resident; who satisfies the requirements of residing in accordance with state statutes for tuition and fees, statute 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education.
- c. have completed at least 30 semester hours in an academic program in which the institution offers a baccalaureate degree, or have completed at least 30 semester hours towards the requirements for the Associate in Arts, the Associate in Science, or any other associate degree at an institution which is regionally accredited;
- d. have a cumulative GPA of at least 2.0;
- e. have received an “Access & Equity Undergraduate Scholars” award as a first-time entering freshmen.

Eligibility Requirements - Part - time Students

The amount authorized for “Access & Equity Undergraduate Scholars” awards for students in this category will be prorated based on the number of credit hours for which the student is enrolled.

To be eligible to receive an “Access & Equity Undergraduate Scholars” award, the applicant must:

- a. be a United States citizen;
- b. be a South Carolina resident; who satisfies the requirements of residing in accordance with state statutes for tuition and fees, statute 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education.
- c. be at least 21 years old as a first-time freshman or have been out of school at least two years prior to re-enrolling;
- d. have a high school diploma or equivalent (G.E.D. Certificate)
- e. have completed at least 12 hours in an academic program in which the institution offers a baccalaureate degree;
- f. have a cumulative GPA of at least 2.0;
- g. enroll at least half-time as a degree-seeking student.

Administrative Responsibilities

The South Carolina Commission on Higher Education will have overall administrative responsibility to include:

- 1. requesting Access and Equity Program funding through the Budget and Control Board;
- 2. biannual evaluation notifying eligible institutions in timely fashion concerning steps required on their parts in the application, awarding and reporting procedures;
- 3. receiving and processing requests from institutions for funding;
- C. recommending allocation of funds to institutions in equitable fashion on the basis of available funds and institutional estimates of eligible students;
- 5. gathering and analyzing pertinent information regarding grant recipients from institutions.

Eligible public postsecondary institutions will have the following responsibilities:

1. providing matching funds on a dollar for dollar basis for the Access & Equity Undergraduate Scholars program;
2. receiving and screening scholarship applications, and selecting recipients;
3. utilizing other available financial aid funds in conjunction with these awards to recruit and assist as many “underrepresented” students as possible;
4. submitting to the Commission on Higher Education any information concerning recipients needed and requested by the Commission for reporting and accounting purposes. Such information shall include certification that all students receiving “Access & Equity Undergraduate Scholars” awards are South Carolina residents.

Graduate Incentive Scholars Program

Description

The Graduate Incentive Scholars (GIS) Program will provide forgivable loans to “underrepresented” students in master’s, first professional, and doctoral program at public higher education institutions where such programs are offered. The GIS program is implemented annually at the institutions: Clemson University, University of South Carolina, University of South Carolina School of Medicine, Medical University of South Carolina, College of Charleston, The Citadel, Winthrop University, S.C. State University, and Francis Marion University.

Objectives

The Graduate Incentive Scholars Program has five major objectives:

1. to increase the number of “other race” students in graduate and professional programs of study at public postsecondary institutions in the state;
2. to reduce any disparity that exists between the proportion of black state residents and white state residents completing graduate and professional programs at South Carolina’s public postsecondary institutions;
3. to increase the pool from which “other race” faculty and administrative staff members are chosen by South Carolina public postsecondary institutions;
4. to increase, at South Carolina public institutions, the number of “other race” students studying at the master’s and first professional level in “shortage” academic/professional areas in the state;
5. to increase the number of outstanding “other race” students, remaining in the state following completion of their graduate/professional studies.

1. “Other race” students are African-American students at traditionally white institutions and white students at traditionally black institutions.

2 “Shortage” academic/professional areas are areas in which overall shortages exist in South Carolina, or areas in which black state residents are underrepresented. The definition also applies to manpower needs in South Carolina.

Student Eligibility Criteria

Doctoral Level

1. United States citizen;
2. accepted for admission to or enrolled in a doctoral program, or terminal degree program in the fine or applied arts, at a South Carolina public postsecondary institution;
3. member of “other race” at institution to be attended;
4. outstanding student;
5. for annual renewal, satisfactory academic standing and continued enrollment in an eligible program.

NOTE: In instances where there are equally qualified applicants who are South Carolina residents and nonresidents, preference will be given to applicants who are South Carolina residents. Priority will be given to applications of full-time students when making awards. Remaining available funds may be awarded to part-time students.

Master’s and First Professional Level

At the master’s level, priority will be given to full-time students with strong academic records whose ultimate intent is to pursue a terminal degree program which would qualify them for a college teaching position.

1. United States citizen;
2. accepted for admission to, or enrolled as, a full-time student in an eligible master’s or first professional program at a South Carolina public postsecondary institution;
3. bona fide resident of South Carolina;
4. member of “other race” at institution to be attended;
5. outstanding student;
6. for annual renewal, satisfactory academic standing, and continued enrollment in an eligible program.

¹ Outstanding student as defined by the participating institution on the basis of previous academic record and scores on any tests required by the institution.

² Satisfactory academic standing as defined by the institution.

Limitation of Awards

The maximum annual amount of a Graduate Incentive Scholars Loan will be \$15,000 for a full-time student at the doctoral level and certain first professional levels; \$10,000 for full-time students at the master's level and other first professional levels. The amount authorized for part-time students will be pro-rated, based on the full-time equivalency at the level.

Administrative Responsibilities

The South Carolina Commission on Higher Education will have overall administrative responsibility, to include:

1. requesting program funding;
2. determining the eligible shortage areas in graduate/professional academic programs and in manpower needs in South Carolina, with the assistance of an ad hoc group formed for the purpose, giving priority to the areas represented by eligible fellowship renewal applicants;
3. notifying eligible institutions in timely fashion concerning steps required on their part in the application, awarding and reporting procedures;
4. receiving and processing requests from institutions for funding;
5. determining allocation of funds to institutions in equitable fashion on the basis of eligible programs and institutional estimates of number of eligible students;
6. gathering and analyzing pertinent information from institutions regarding fellowship recipients;
7. making final decisions on forgiveness of loans to recipients.

Eligible public postsecondary institutions will have the following responsibilities:

1. Submitting to the Commission a report which states (verifies): a) that the institution did not supplant any institutional funds with Graduate Incentive Scholars funds; b) that institutional graduate funds have been awarded at not less than the level of the preceding year; and c) that the amount of scholarships to "underrepresented" students has not been reduced. These reports will provide data, by race, on the number and level of scholarships and/or fellowships that have been awarded;
2. Development of an annual publication showcasing the current students in the GIS pipeline and submission to the Commission on Higher Education appropriate information to be placed in the GIS data base for the state of South Carolina.;

3. receiving and screening scholarship applications, and selecting recipients with priority being given to recipients eligible for renewal;
4. utilizing other available fellowships and assistantships in conjunction with GIS funds allocated to the institutions to recruit and assist as many “underrepresented” students as possible;
5. submitting to the Commission on Higher Education any information concerning recipients needed and requested by the Commission for reporting and accounting purposes. Such information shall include:
 - a. certification that copies of completed “Agreements” are on file for all students receiving GIS and, for masters and first professional students, that all residency requirements have been met;
 - b. a report indicating the status of students who have received GIS in past years. Once a former recipient has fulfilled his/her obligation and that has been reported, no further reporting on that student is required.

Each recipient is required to sign a legal obligation to maintain normal progress toward degree attainment in their educational program and encouraged to maintain employment in the State of SC as a deferment to the scholarship funds received.

Forgiveness of Loan in Return for Professional Work in South Carolina

A Graduate Incentive Scholarship is given with an expectation that the student will maintain employment status within the State of SC for the same duration of time the scholarship was received.

SREB Doctoral Scholars Program Award

The Doctoral Scholars Program Award offers students a five-year package of support. For the first three years, each scholar is awarded a waiver of tuition and fees (in-state or out-of-state); an annual stipend and expenses associated with the Doctoral Scholars Program annual meeting. Support in the final two years of the award is negotiated on an individual basis. Awardees also receive professional development support.

Eligibility Guidelines

Please note, these are general program eligibility guidelines. Final selection criteria are determined by the participating state and/or institution.

Racial/ethnic minority students who are U.S. citizens (including Native Americans, Hispanic Americans, Asian-Americans and African-Americans) and who hold or will receive a bachelor's degree from a regionally accredited college or university are eligible to apply. Because minorities have been particularly under-represented in science, mathematics, math or science education, and engineering, the program particularly encourages applicants who seek Ph.D. degrees in these fields.

All applicants must be accepted into an eligible traditional, on-campus Ph.D. program in a participating state or institution. Because this program is intended to increase minority enrollment at the participating universities, students currently enrolled in doctoral programs are not eligible. However, they may qualify for the SREB Dissertation-Year Fellowship.

The Doctoral Scholars Program is not designed to support students pursuing professional degrees such as the M.D., D.D.S., J.D. and D.V.M. Also, graduate study in education leading to an Ed.D. is not supported.

Participation Requirements

Scholars agree:

- To enroll (or work on dissertation) full-time, as defined by the university, each semester/quarter, including summer.
- Not to be employed outside the department, either part or full-time.
- Not to receive other financial support (fellowships, scholarships, etc.).
- To make satisfactory progress toward degree completion.
- To submit regular documentation of grades or dissertation progress.
- To attend the Doctoral Scholars Program annual Institute.

Application requirements for the Doctoral Scholars Award:

1. Apply to at least one Ph.D.-granting institution within a participating state.
2. Submit to the SREB a letter of interest, listing all graduate institutions to which you have applied. Include a statement of your teaching goals.
3. Submit to the SREB a complete copy of the graduate school application from your first choice institution to which you applied. This will serve as your application to the SREB Doctoral Scholars Program. Be sure the application includes:
 - the name of the graduate department you plan to enter;
 - the specific field of study you plan to pursue;
 - three letters of recommendation;
 - graduate admission test scores (GRE, GMAT, etc.).
4. Submit a copy of your undergraduate and graduate transcript to the SREB.

Application requirements for the Dissertation-Year Fellowship:

1. Letter of interest with statement of teaching goals
2. One- to two-page summary of the dissertation topic
3. Full *curriculum vitae*
4. Graduate transcript
5. Three letters of recommendation (One must be from your department chair confirming successful defense of your dissertation prospectus.)

Timetable for Applicants

Applications received by April 1 will be given first consideration.

Fall-Winter

Apply to eligible Ph.D. programs.

Winter-Spring

Apply to the SREB Doctoral Scholars Program.

Spring

Applicants are accepted into eligible Ph.D. programs.

Spring-Summer

Applicants are notified of the SREB's selection of Doctoral Scholars.

Fall

- Doctoral Scholars begin their graduate study.
- Doctoral Scholars attend the program's annual meeting.

All applications should be submitted to:

Southern Regional Education Board
Doctoral Scholars Program
592 10th St. N.W.
Atlanta, GA 30318-5790

Participating States and Institutions

The Doctoral Scholars Program is funded in part by participating states and depends upon a university's support. Only universities committed to the program's goals sponsor Doctoral Scholars. In return, some participating states require that Doctoral Scholars teach in-state after completing their degrees.

The SREB member states are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. Some states do not participate in the Doctoral Scholars Program.



The following list shows SREB states and institutions that have participated in the program. Special arrangements can be made with additional institutions and with institutions in other states. Please contact the program director for more information.

Alabama

- Auburn University
- Troy State University
- University of Alabama
- University of Alabama at Birmingham
- University of South Alabama

Arkansas

- University of Arkansas at Fayetteville
- University of Arkansas at Little Rock
- University of Arkansas for Medical Services

Delaware *

Florida *

Georgia

- Georgia State University
- Georgia Institute of Technology
- Medical College of Georgia
- University of Georgia

Kentucky

- University of Kentucky
- University of Louisville

Louisiana

- Louisiana State University
- University of Louisiana at Monroe
- University of New Orleans

Maryland

- Johns Hopkins University
- University of Maryland at Baltimore County
- University of Maryland at College Park

Mississippi *

North Carolina *

Oklahoma *

South Carolina

- Clemson University
- Medical University of South Carolina
- University of South Carolina at Columbia

Tennessee

- Meharry Medical College
- Tennessee State University
- University of Memphis
- University of Tennessee, Knoxville
- University of Tennessee, Memphis
- Vanderbilt University

Texas *

Virginia *

West Virginia

- West Virginia University

*** State level funding not available.**

For more information, please contact doctoral.scholars@sreb.org.

SREB Doctoral Scholars Program

Total Scholars Served Through December 2003

SOUTH CAROLINA

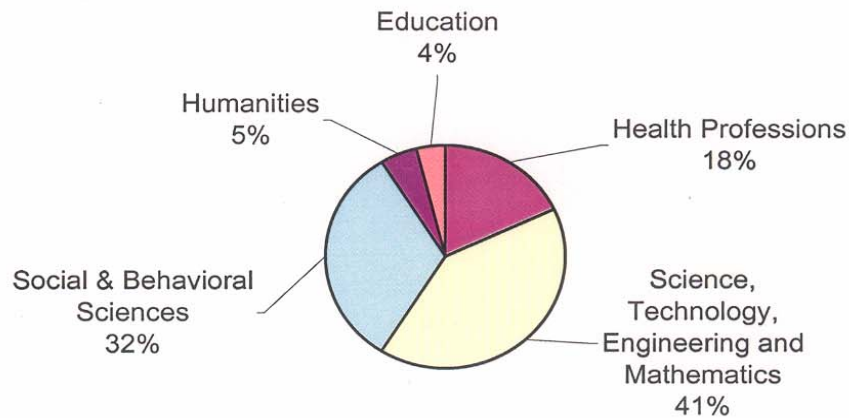
Total Scholars Served	22
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Scholarship Type	
Doctoral	18
Dissertation	4

Funding Source	
Full State	14
Matching	8
Other	0

Race / Ethnicity	
African American	20
Asian American	1
Hispanic American	0
American Indian/Alaskan Native	0
Other	1

Gender	
Female	19
Male	3



ACADEMIC FIELDS

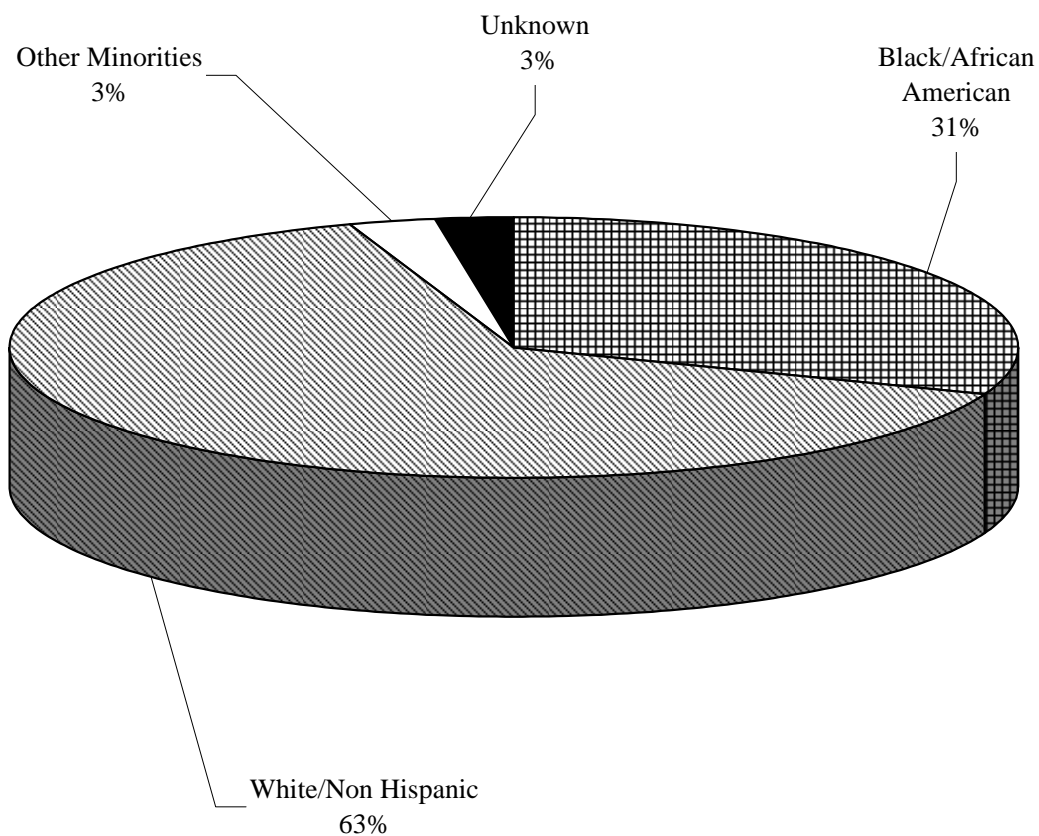
Currently Matriculating	7
Graduates	12

Graduates by Category	
Doctoral Scholars	8
Dissertation Scholars	4

Institutions	Totals
Clemson University	4
Medical University of South Carolina	3
University of South Carolina	15

States	1
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**SC Hope Recipients
SC Public Institutions
Fall 2003**



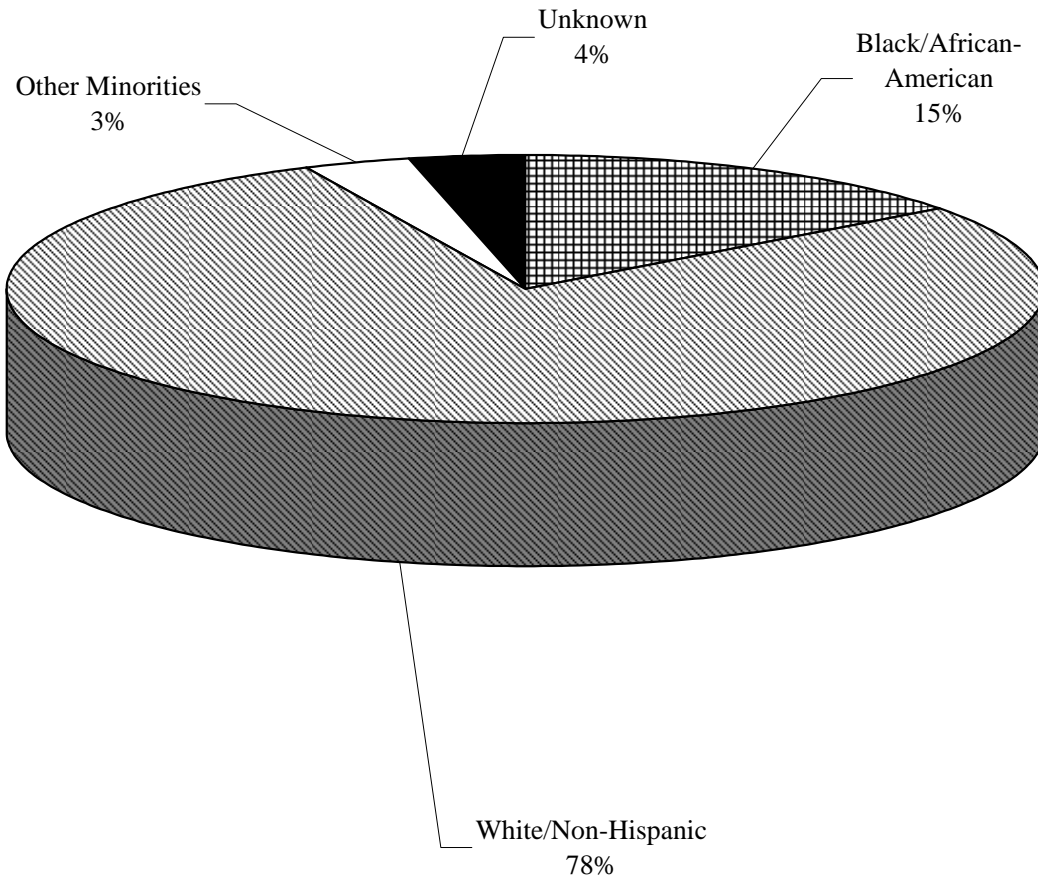
South Carolina HOPE Scholarship

The South Carolina HOPE Scholarship Program was established under the S.C. Education Lottery Act in 2001. The SC HOPE Scholarship will provide funding in the amount of up to \$2,650 (not to exceed the cost of attendance), plus a \$150 book allowance to first-time entering freshman for the first year of attendance only. The scholarship may only be awarded to students attending an eligible four-year public or private institution.

In order to be eligible for a SC HOPE Scholarship, a student must meet the following minimum requirements:

- Earn a cumulative 3.0 grade point ratio on the Uniform Grading Scale upon high school graduation;
- Be a U.S. citizen or a permanent resident (green card);
- Be a South Carolina resident as defined in applicable State statutes governing the determination of residency for tuition and fee purposes at the time of high school graduation and at the time of college enrollment;
- Attend an eligible South Carolina four-year public or private institution as a full-time degree-seeking student;
- Have never been convicted of any felonies and not have been convicted of any alcohol or drug-related misdemeanor offenses within the past academic year;
- Cannot owe a refund or repayment on a State Grant, Pell Grant or a Supplemental Educational Opportunity Grant and not in default on any Federal Programs; and
- Cannot be a recipient of the LIFE Scholarship, Palmetto Fellows Scholarship or Lottery Tuition Assistance.

**Life Scholarship Recipients by Race
SC Public Institutions
Fall 2003**



Legislative Incentives for Future Excellence (LIFE) Scholarship

The Legislative for Future Excellence (LIFE) Scholarship Program is a merit-based scholarship program approved by the General Assembly in 1998. The purpose of the LIFE Scholarship program is to increase access to higher education; improve employability of South Carolina students; provide incentives for students to be better prepared for college; and to encourage students to graduate from college on time. Students may receive the scholarship for up to four consecutive terms if attending an eligible two-year or technical college, up to eight consecutive terms if attending an eligible four-year institution, or up to ten consecutive terms if enrolled in an approved five-year baccalaureate degree program.

In order to be eligible for a LIFE Scholarship as a first-time entering freshman at an eligible four-year institution, a student must meet 2 of 3 of the following criteria:

- 3.0 grade point ratio (GPR) based on the Uniform Grading Scale (UGS) upon high school graduation
- 1100 SAT or 24 ACT
- Top 30% of graduating class

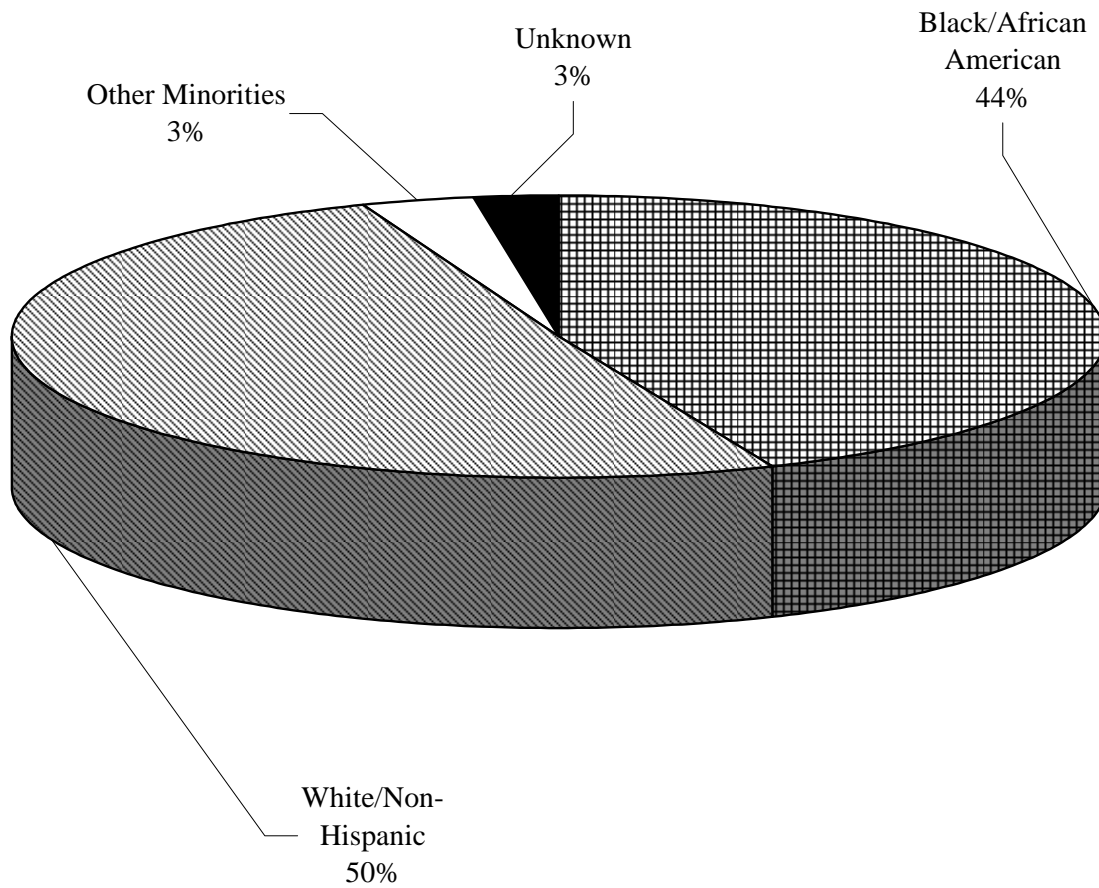
Students may receive up to \$5,000 (including a \$300) book allowance each academic year towards the cost-of-attendance if attending an eligible four-year institution.

In order to be eligible for a LIFE Scholarship as a first-time entering freshman at an eligible two-year institution, a student must earn a cumulative 3.0 GPR based on the UGS. The test score and class rank requirements are waived. Students may receive up to the cost-of-tuition plus a \$300 book allowance each academic year towards the cost-of-attendance if attending an eligible two-year public institution. Students attending a two-year independent institution may receive up to the maximum cost-of-tuition at the USC-Regional campuses plus a \$300 book allowance each academic year towards the cost-of-attendance.

In addition, all students must meet the following general eligibility criteria:

- Be a U.S. citizen or a permanent resident (green card);
- Be a South Carolina resident as defined in applicable State statutes governing the determination of residency for tuition and fee purposes at the time of high school graduation and at the time of college enrollment;
- Attend an eligible South Carolina public or private institution as a full-time degree-seeking student;
- Have never been convicted of any felonies and not been convicted of any alcohol or drug-related misdemeanor offenses within the past academic year;
- Cannot owe a refund or repayment on a State Grant, Pell Grant or a Supplemental; Educational Opportunity Grant and is not in default on any Federal Programs; and
- Cannot be a recipient of the HOPE Scholarship, Palmetto Fellows Scholarship or Lottery Tuition Assistance.

**Need-based Grant Recipients by Race
SC Public Institutions
Fall 2003**



South

Carolina Need-based Grants Program

South Carolina Need-based Grants are available to students who are determined to be “needy” based on the results of the Free Application for Federal Student Aid (FAFSA) Form. Need-based Grant funds for private colleges and universities in the State are transferred to the S.C. Tuition Grants Commission and incorporated into the Tuition Grants Program. For students attending public colleges and universities in the State, the Need-based Grant Program is campus-administered.

A student may receive up to \$2,500 annually if enrolled full-time and up to \$1,250 annually if enrolled part-time. The public college at which the student is enrolled determines the exact award amount, less any other gift aid received. The grant must be applied directly towards the cost of attendance at the college for a maximum of eight full-time equivalent terms. Students must be enrolled in their first one-year program, first associate degree, first two-year program leading to a baccalaureate degree, first baccalaureate degree, or first professional degree.

In order to qualify for consideration for a South Carolina Need-based Grant, a student must meet the following minimum requirements:

- Be a needy student as defined by Title IV for determining eligibility for Federal student financial aid. The student must complete a Free Application for Federal Student Aid (FAFSA) Form;
- Be a U.S. citizen or permanent resident (green card);
- Be a legal resident of South Carolina as defined in applicable State statutes governing the determination of residency for tuition and fee purposes;
- Be enrolled at the time of the grant disbursement in a minimum of twelve credit hours if full-time or six credit hours if part-time for the term at an eligible public institution;
- Have never been convicted of any felonies and not been convicted of any alcohol or drug-related misdemeanor offenses within the past academic year by submitting a signed affidavit to the financial aid office at the institution at which the student is enrolled; and
- Cannot owe a refund or repayment on a State Grant, Pell Grant or a Supplemental Educational Opportunity Grant and is not in default on a loan under the Federal Perkins Loan or Federal Stafford Loan Programs.

Palmetto Fellows Scholarship

The Palmetto Fellows Scholarship Program is a merit-based scholarship program administered by the South Carolina Commission on Higher Education. The annual award amount for each Palmetto Fellow shall not exceed \$6700 per academic year. Half of the scholarship is disbursed in the fall term and half in the spring. The scholarship must be applied towards the cost of attendance, less any other gift aid received. Palmetto Fellows may be supported for a maximum of eight full-time semesters of study toward the first baccalaureate degree at a participating college or university.

For early awards, students must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by **December 15, 2004**. High school seniors must meet the following three academic criteria in order to be eligible to apply for the early awards:

1. Score at least 1200 on the SAT or 27 on the ACT. In order to determine the highest combined score, the score on the SAT must be calculated by using the highest Math score combined with the highest Critical Reading score (formerly known as the Verbal score). Students cannot use the Writing subsection score to meet the minimum 1200 SAT score. The ACT composite score must be at one test sitting. Test scores must be submitted to the Commission on Higher Education by no later than the **December 15, 2004**;
2. Earn a cumulative 3.50 GPR on the Uniform Grading Scale at the end of the junior year. Grade point ratios must be reported to two decimal places (minimum) and cannot be rounded; and
3. Rank in the top six percent of the class at the end of either the sophomore or the junior year based on the UGS. Rank percentages must be reported to two decimal places (minimum) and cannot be rounded.

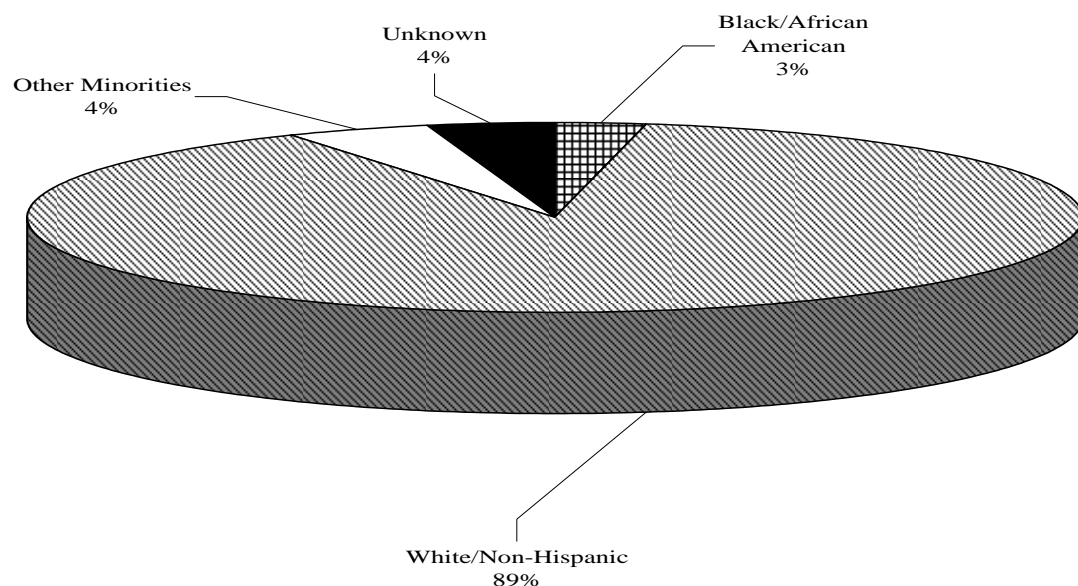
For final awards, students must submit applications to the Commission on Higher Education for the Palmetto Fellows Scholarship by the **June 15, 2005**. High school seniors must meet the following three academic criteria in order to be eligible to apply for the final awards:

1. Score at least 1200 on the SAT or 27 on the ACT. Test scores will be accepted through the June national test administration of the senior year;
2. Earn a cumulative 3.50 GPR on the UGS at the end of the senior year; and
3. Rank in the top six percent of the class at the end of the senior year based on the UGS.

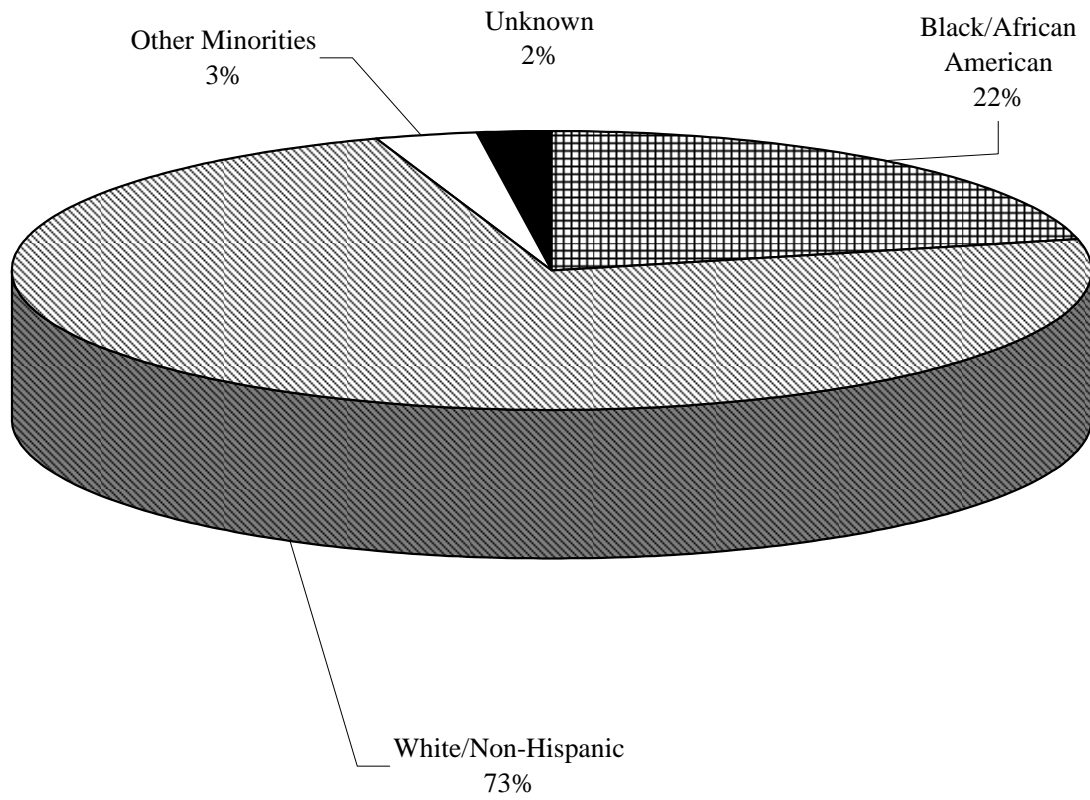
In order to be eligible to apply for a Palmetto Fellows Scholarship, a high school senior must also meet all of the following general eligibility requirements:

- Be enrolled in a public or private high school or an approved home-school program of study;
 - Be a legal resident of South Carolina as defined in applicable State statutes governing the determination of residency for tuition and fee purposes;
 - Be a U.S. citizen or permanent resident (green card);
 - Be seriously considering attending, have applied, or have been accepted for admission to an eligible senior institution in South Carolina;
 - Have never been convicted of any felonies and not been convicted of any alcohol or drug-related misdemeanor offenses within the past academic year by submitting a signed affidavit to the financial aid office at the institution at which the student is enrolled; and
 - Cannot be a recipient of the LIFE Scholarship, SC HOPE Scholarship or Lottery Tuition Assistance.
-

**Palmetto Fellows Recipients by Race
SC Public Institutions
Fall 2003**



**Lottery Tuition Assistance Recipients
SC Public 2-Year Institutions
Fall 2003**



Lottery Tuition Assistance Program

(USC Two-year Regional Campuses and Spartanburg Methodist College)

The purpose of the Lottery Tuition Assistance Program is to provide tuition assistance to South Carolina residents attending a two-year public or independent institution of higher learning. The financial aid office on each two-year college campus administers the Lottery Tuition Assistance Program. The Technical College System administers the Lottery Tuition Assistance Program for technical colleges.

A student may receive up to the cost-of-tuition. At Spartanburg Methodist College, the award amount is limited to the highest in-state tuition rate at a two-year public institution. In calculating the amount awarded in Lottery Tuition Assistance, all federal grants and Need-based Grants must be awarded first before determining the amount eligible in Lottery Tuition Assistance to be used for payment towards cost-of-tuition. The college at which the student is enrolled will notify each student of the exact award amount based upon the number of eligible recipients and available funding each academic year. For Fall 2004, eligible full-time students may receive up to \$924 per term and eligible part-time students may receive \$77 per credit hour.

In order to qualify for Lottery Tuition Assistance, a student must meet the following minimum requirements before being awarded:

- File the Free Application for Federal Student Aid (FAFSA) form and complete the process to determine eligibility for federal student aid each academic year;
- Be a U.S. citizen or a permanent resident (green card);
- Be a legal resident of South Carolina as defined in applicable State statutes governing the determination of residency for tuition and fee purposes;
- Be enrolled at the time of the grant disbursement as a degree-seeking student in a minimum of six credit hours for the term and be making satisfactory academic progress;
- Cannot owe a refund or repayment on a State Grant, Pell Grant or a Supplemental Educational Opportunity Grant and not be in default on a loan under the Federal Perkins Loan or Federal Stafford Loan program;
- Cannot be eligible to receive Lottery Tuition Assistance for more than one certificate, diploma, or degree earned within any five-year period unless the additional certificate, diploma, or degree constitutes progress in the same field of study. A certificate or diploma earned that relates to the associate's degree constitutes the same field of study; and
- Cannot be a recipient of the HOPE, LIFE or Palmetto Fellows Scholarships.

South Carolina Commission on Higher Education

Scholarship Disbursements

Fall 2003

	LIFE		Palmetto Fellows		Need-based Grants		HOPE		Lottery Tuition Assistance		Total	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
Senior Public Institutions												
The Citadel	249	\$ 611,272	20	\$ 59,732	54	\$ 53,701	35	\$ 46,375			336	\$ 771,080
Clemson University	3824	9,553,905	1162	3,873,550	717	667,256	43	56,975			5630	14,151,686
Coastal Carolina University	718	1,791,613	27	90,450	307	165,035	148	196,100			1103	2,243,198
College of Charleston	2181	5,447,397	328	1,095,073	532	426,386	105	139,125			2995	7,107,981
Francis Marion University	695	1,736,113	42	139,522	410	202,846	196	259,700			1147	2,338,181
Lander University	586	1,463,614	22	73,267	234	142,676	176	233,200			939	1,912,757
South Carolina State Univ.	349	865,449	2	6,700	355	176,251	117	155,013			806	1,203,413
U.S.C. - Columbia	5584	13,928,794	822	2,651,815	1465	895,840	304	402,800			7417	17,879,249
U.S.C. - Aiken	627	1,560,782	21	66,153	219	155,378	147	194,775			970	1,977,088
U.S.C. - Beaufort	86	188,810			34	29,332	191	251,949	70	\$ 55,046	184	273,188
U.S.C. - Spartanburg	707	1,763,990	39	129,022	372	251,808	193	255,725			1305	2,396,769
Winthrop University	1514	3,780,292	129	419,933	399	343,359					2235	4,799,309
Medical University of S.C.	52	<u>130,000</u>	7	<u>22,333</u>	22	<u>14,625</u>					76	<u>166,958</u>
Sub-Total	17,172	42,822,029	2,621	8,627,550	5,120	3,524,493	1,655	2,191,737	70	55,046	25,143	57,220,854
Regional Campuses of U.S.C												
U.S.C. - Lancaster	197	387,976			45	35,899			170	118,578	400	542,453
U.S.C. - Salkehatchie	76	150,032			38	28,292			181	118,619	293	296,944
U.S.C. - Sumter	171	338,238			43	34,246			245	171,692	439	544,176
U.S.C. - Union	52	<u>102,568</u>			13	<u>10,468</u>			66	<u>41,328</u>	129	<u>154,364</u>
Sub-Total	496	978,814	0	0	139	108,905	0	0	662	450,217	1261	1,537,936
Technical Colleges												
Aiken Tech	44	63,800			342	85,125			614	420,727	938	569,652
Central Carolina Tech	61	71,894			156	71,491			894	491,456	1033	634,841
Denmark Tech	30	37,320			99	78,525			113	77,445	240	193,290
Florence-Darlington Tech	150	206,014			118	73,750			878	586,956	1091	866,720
Greenville Tech	319	478,195			105	81,117			3611	2,376,353	3997	2,935,665
Horry-Georgetown Tech	178	219,750			230	141,387			1322	837,116	1669	1,198,253
Midlands Tech	438	699,091			366	261,231			2721	1,788,663	3476	2,748,985
Northeastern Tech	104	137,643			140	42,000			318	165,823	562	345,466
Orangeburg-Calhoun Tech	100	149,400			113	69,221			601	378,152	801	596,773
Piedmont Tech	188	284,526			375	167,202			1464	771,137	1854	1,222,865
Spartanburg Tech	258	400,425			154	128,991			1120	654,413	1387	1,183,829
Tech Coll. of the Low Country	14	20,300			120	46,755			518	300,534	549	367,589
Tri-County Tech	414	572,539			263	131,825			1579	1,057,020	2220	1,761,384
Trident Tech	205	282,987			586	232,504			4162	2,757,437	4880	3,272,928
Williamsburg Tech	10	14,850			39	17,750			133	52,498	180	85,098
York Tech	180	<u>281,112</u>			188	<u>127,250</u>			1049	<u>716,208</u>	1381	<u>1,124,570</u>
Sub-Total	2,693	3,919,846	0	0	3,394	1,756,124	0	0	21,097	13,431,937	26,258	19,107,908
Senior Independent Institutions												
Allen University	26	65,000					5	6,625			31	71,625
Anderson College	430	1,074,000	32	107,200			78	103,350			540	1,284,550
Benedict College	226	565,000					48	63,600			274	628,600
Bob Jones University	364	906,000					33	43,725			397	949,725
Charleston Southern University	450	1,124,000	19	63,650			120	158,338			586	1,345,988
Clafin College	305	762,500	3	10,050			46	60,950			354	833,500
Coker College	164	408,750	6	20,100			34	44,388			204	473,238
Columbia College	267	667,500	16	53,600			35	46,375			318	767,475
Columbia International Univ.	74	185,000	3	10,050			9	11,925			86	206,975
Converse College	199	497,500	34	108,286			18	23,850			251	629,636
Erskine College	192	480,000	47	157,450			12	15,900			251	654,350
Furman University	292	545,812	282	708,666			4	3,976			578	1,258,454
Johnson and Wales University	105	149,631									105	149,631
Limestone College	70	175,000	2	6,700			24	31,800			96	213,500
Morris College	58	140,120					4	5,300			62	145,420
Newberry College	174	433,510	12	40,200			32	42,400			218	516,110
North Greenville College	453	1,129,625	28	93,800			76	100,700			557	1,324,125
Presbyterian College	279	697,500	80	268,000			24	31,800			383	997,300
Southern Wesleyan University	98	245,000	7	23,450			16	21,200			121	289,650
Voorhees College	55	137,500					22	29,150			77	166,650
Wofford College	353	<u>881,067</u>	156	<u>521,889</u>			6	<u>7,950</u>			515	<u>1,410,906</u>
Sub-Total	4,634	11,270,015	727	2,193,091	0	0	646	853,302	0	0	6,004	14,317,408
Two-Year Independent Institutions												
Spartanburg Methodist College	250	491,590							319	270,707	569	762,297
Grand Total	25,245	\$ 59,482,294	3,348	\$ 10,820,641	8,653	\$ 5,389,523	2,301	\$ 3,045,039	22,148	\$ 14,207,907	59,235	\$ 92,946,403

ENROLLMENT

Glossary

American Indian or Alaskan Native - A person having origins in any of the original peoples of North American and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, the Philippine Islands, American Samoa, India, and Vietnam.

Black, Non-Hispanic - A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Nonresident Alien - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

White, Non-Hispanic - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Race/ethnicity Unknown - This category is used ONLY if the student did not select a racial/ethnic designation and the postsecondary institution finds it impossible to place the student in one of the aforementioned racial/ethnic categories during established enrollment procedures or in any post-enrollment identification or verification process.

First-Professional Student - A student enrolled in any of the following degree programs: Chiropractic, Dentistry, Law, Medicine, Optometry, Osteopathic Medicine, Pharmacy, Podiatry, Theology, and Veterinary Medicine.

First-Time Freshmen - An entering freshman who has never attended a college (or other postsecondary institution). Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Undergraduate Student - A student enrolled in a 4- or 5- year bachelor's degree program and associate's degree program, or a vocational or technical program below the baccalaureate.

Graduate Student - A student who holds a bachelor's or first-professional degree, ore equivalent, and is taking courses at the post baccalaureate level.

Transfer Student - A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). The student may transfer with or without credit.

Fall 2003 Opening Headcount Enrollment

By Race, Gender, and Student Level

Undergraduate

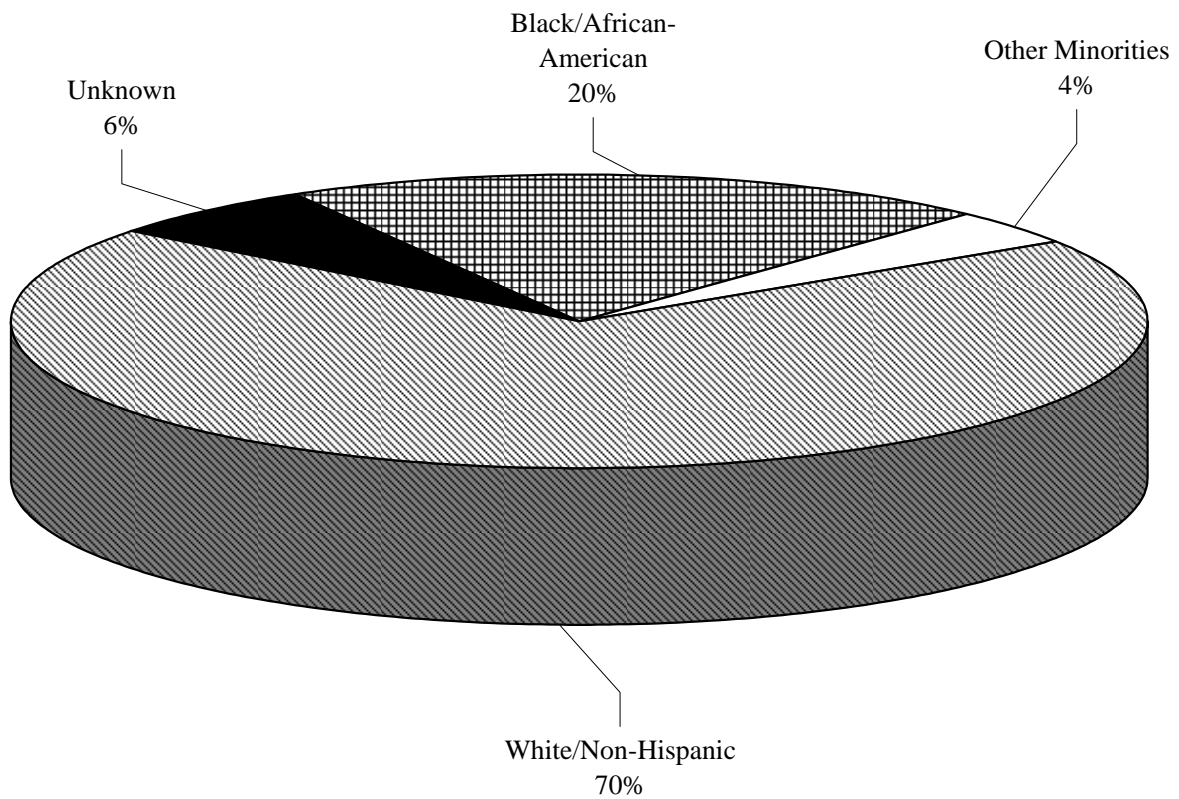
	Non-Resident		African		Amer. Ind./		Asian/						Unknown		Grand	
	Alien		American		Alaskan Nat.		Pacific Islander		Hispanic		White		Race		Total	
Public Senior Insitutions	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
The Citadel	46	5	153	28	4	1	51	6	78	12	1,651	115			1,983	167
Clemson University	66	39	518	512	24	10	115	101	70	54	6,276	5,157	521	350	7,590	6,223
Coastal Carolina University	121	63	267	330	9	15	21	31	32	42	2,241	2,431	4	3	2,695	2,915
College of Charleston	94	130	221	607	5	23	52	93	53	85	3,100	5,123	102	136	3,627	6,197
Francis Marion University	32	19	334	743	10	7	18	16	10	9	753	1,039	48	59	1,205	1,892
Lander University	34	9	128	422	1	2	2	11	13	17	744	1,251			922	1,712
SC State University		1	1,449	2,042	3	2	3	3	2	5	35	35	2	3	1,494	2,091
USC - Columbia	142	118	952	1,718	21	27	201	274	124	147	5,765	6,597	506	541	7,711	9,422
USC - Aiken	32	20	149	571	5	6	16	18	20	24	787	1,497	34	68	1,043	2,204
USC - Beaufort	21	14	77	147	4	5	9	8	36	45	307	426	57	53	511	698
USC - Spartanburg	58	37	291	838	4	8	40	75	23	43	1,085	1,764	46	85	1,547	2,850
Winthrop University	50	49	348	1,010	4	18	19	33	22	41	1,115	2,451		1	1,558	3,603
Medical University of SC	—	—	7	45	2	1	1	5	—	1	47	200	2	10	59	262
Subtotal	696	504	4,894	9,013	96	125	548	674	483	525	23,906	28,086	1,322	1,309	31,945	40,236
Two-Year Regional Campuses																
USC - Lancaster		1	49	135	2	1	2	6	1	4	246	447	12	29	312	623
USC - Salkehatchie			62	265	4	4	4	4	4	3	146	273	7	13	227	562
USC - Sumter	4	4	87	202	2	3	11	13	16	32	307	453	16	34	443	741
USC - Union	—	—	12	39	1	1	1	—	—	—	90	162	1	6	105	208
Subtotal	4	5	210	641	9	9	18	23	21	39	789	1,335	36	82	1,087	2,134
Technical Colleges																
Aiken		1	242	697	3	16	7	14	18	19	638	801	17	30	925	1,578
Central Carolina	4	7	381	1,165	6	3	13	20	16	37	589	949		1	1,009	2,182
Denmark	1		525	857		3				1	32	34	6	5	564	900
Florence - Darlington	3		391	1,397	8	10	8	10	7	14	715	1,332	48	66	1,180	2,829
Greenville	1		822	1,882	9	19	75	122	142	176	3,825	5,158	109	176	4,983	7,533
Horry - Georgetown	46	39	301	1,007	7	12	14	16	16	30	1,421	2,200	35	28	1,840	3,332
Midlands	44	23	1,143	2,736	37	69	81	80	92	143	2,590	3,461	155	271	4,142	6,783
Northeastern			107	352	7	18	3	1	3	1	236	367		3	356	742
Orangeburg - Calhoun		1	354	1,093	3	12	4	9	3	5	324	661	8	14	696	1,795
Piedmont	5	10	438	1,485	5	11	7	10	7	17	1,134	1,863	11	28	1,607	3,424
Spartanburg	1	1	288	920	6	11	46	55	26	33	1,095	1,516	56	69	1,518	2,605
T.C. of the Low Country		2	167	607	3	6	11	12	19	37	286	614	9	23	495	1,301
Tri-County	15	32	205	510	6	6	12	20	17	35	1,638	2,023	9	20	1,902	2,646
Trident	1		928	2,498	38	37	105	133	86	135	3,097	4,401	132	200	4,387	7,404
Williamsburg			91	329					1	2	69	100	2	1	163	432
York	1	2	241	844	25	41	24	15	23	20	1,124	1,766	28	17	1,466	2,705
Subtotal	122	118	6,624	18,379	163	274	410	517	476	705	18,813	27,246	625	952	27,233	48,191
Public Institution Total	822	627	11,728	28,033	268	408	976	1,214	980	1,269	43,508	56,667	1,983	2,343	60,265	90,561

**Opening Headcount Enrollment
By Race, Gender, and Student Level
Undergraduate
SC Public Institutions
Fall 2003**



To view numerical data on enrollment by race, refer to the 2004 SC Statistical Abstract, pages 36-42.

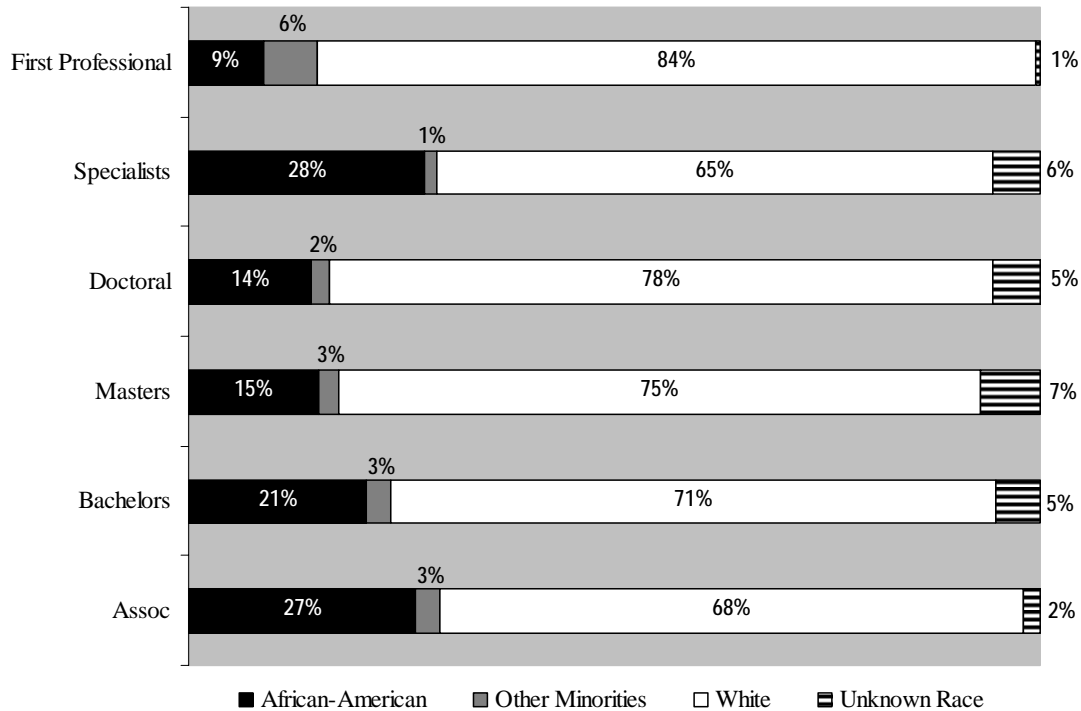
**Percentage of Transfer Students
From 2 Year to 4 Year Institutions
By Race, Fall 2003**



To view numerical data on transferring students, refer to the 2004 SC Statistical Abstract, pages 45-58.

Degrees Awarded by Level and Race

July 1, 2002 to June 30, 2003



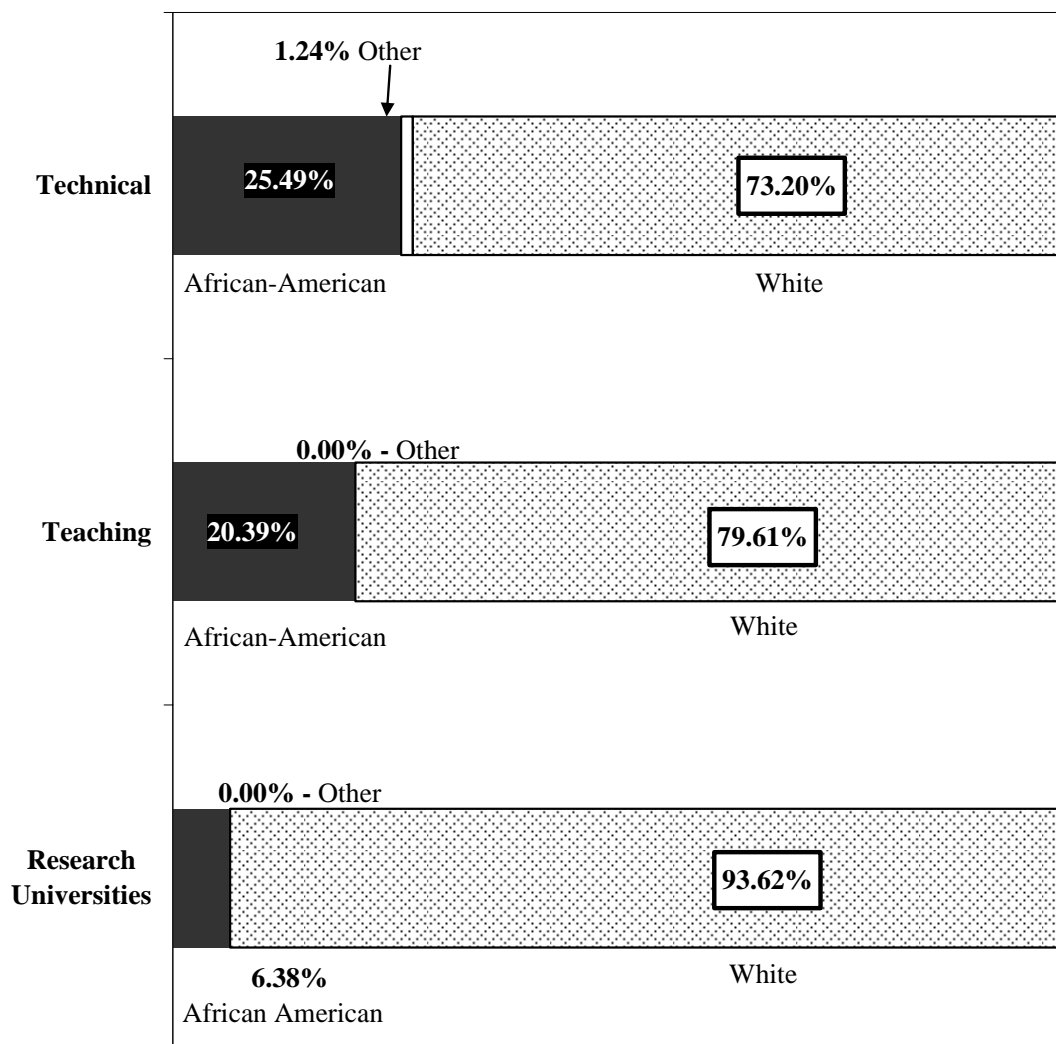
Degrees	African American	Other Minorities	White	Unknown Race	Total
Associates	1,802	199	4,632	134	6,767
Bachelors	3,733	522	12,748	920	17,923
Masters	636	105	3,146	297	4,184
Doctoral	47	7	256	18	328
Specialists	40	2	94	8	144
First Professional	64	46	611	4	725



South Carolina Public Colleges and Universities
Board of Trustees Members
By Race

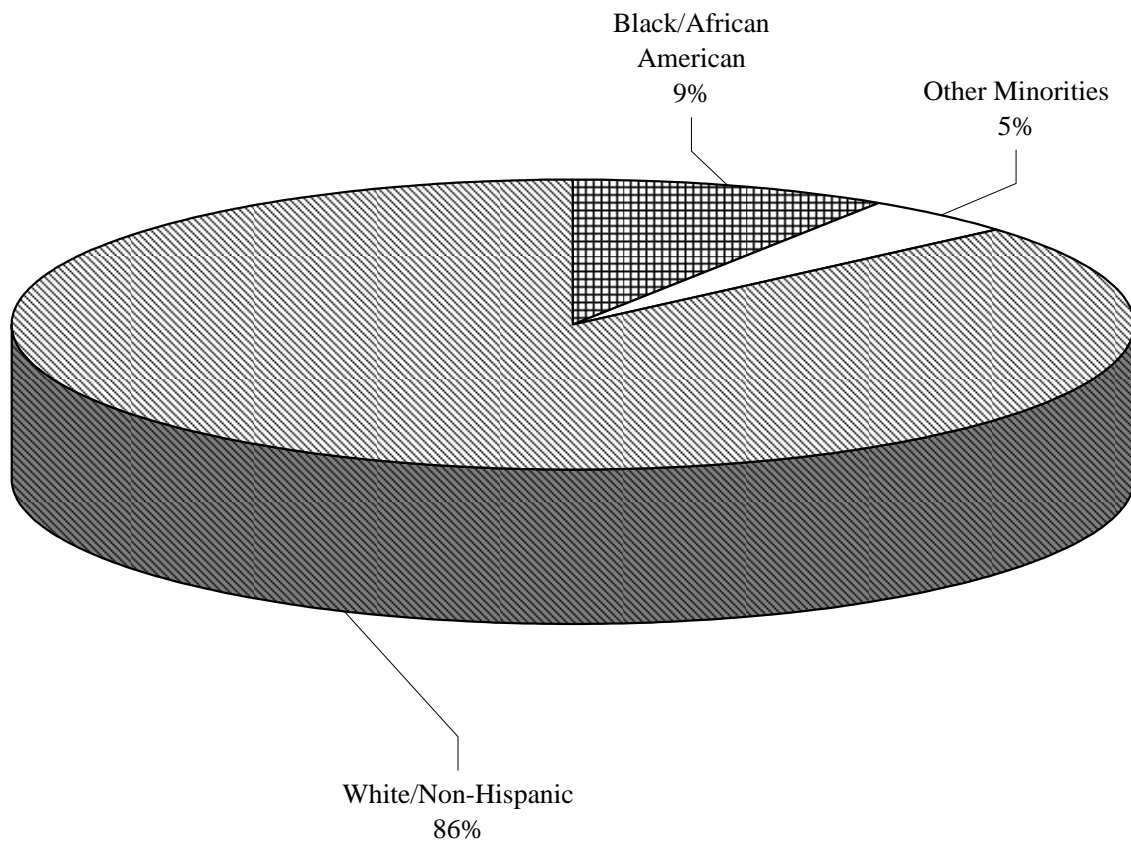
	Total Seats	African- African	Other	White	Total Minority	% Minority
Research Universities						
Clemson	13	1		12	1	7.69%
Medical University of SC	14	1		13	1	7.14%
USC - Columbia	20	1		19	1	5.00%
Total	47	3		44	3	6.38%
Teaching Universities						
The Citadel	11	1		10	1	9.09%
Coastal Carolina	17	2		15	2	11.76%
College of Charleston	17	0		17	0	0.00%
Francis Marion	17	2		15	2	11.76%
Lander	17	3		14	3	17.65%
S.C. State Univ.	12	10	0	2	10	83.33%
Winthrop University	12	3		9	3	25.00%
Total	103	21	0	82	21	20.39%
Technical Colleges						
Aiken	11	1	1	9	2	18.18%
Central Carolina	9	1		8	1	11.11%
Denmark Technical	6	5		1	5	83.33%
Florence-Darlington	10	3		7	3	30.00%
Greenville	10	1		9	1	10.00%
Horry-Georgetown	9	2		7	2	22.22%
Midlands	12	3		9	3	25.00%
Northeastern	12	3		9	3	25.00%
Orangeburg-Calhoun	5	1		4	1	20.00%
Piedmont	12	4	1	7	5	41.67%
Spartanburg	13	2		11	2	15.38%
T.C. of the Low Country	6	1		5	1	16.67%
Tri-County	8	2		6	2	25.00%
Trident	8	1		7	1	12.50%
Williamsburg	11	5		6	5	45.45%
York	9	2		7	2	22.22%
Total	151	37	2	112	39	25.83%

Public Colleges and Universities
Percent Board of Trustees by Race
Year 2004

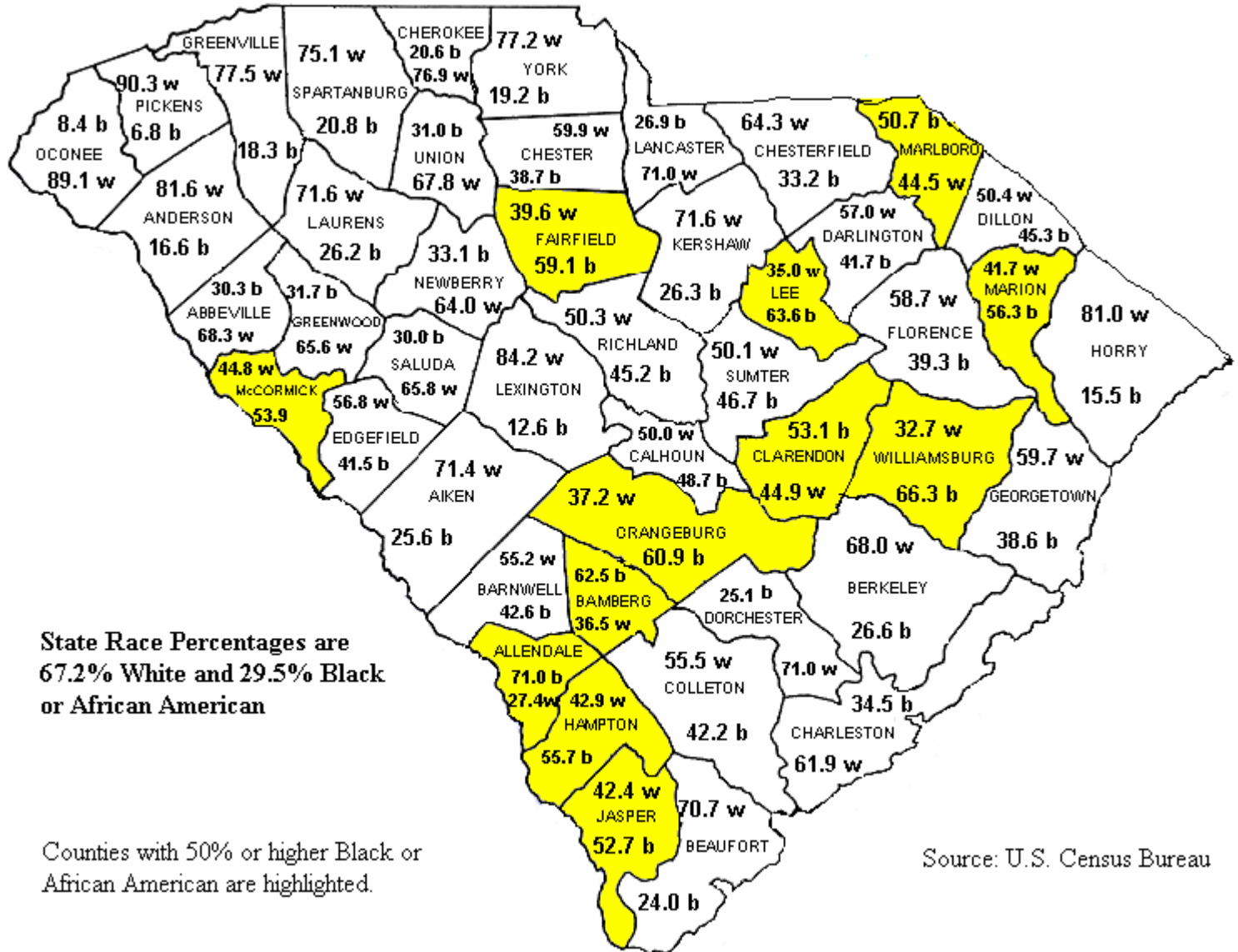


	Research Universities	Teaching	Technical
White	93.62%	79.61%	73.20%
Other	0.00%	0.00%	1.31%
African-American	6.38%	20.39%	25.49%

**Percent
Faculty by Race
SC Public Institutions
Fall 2003**

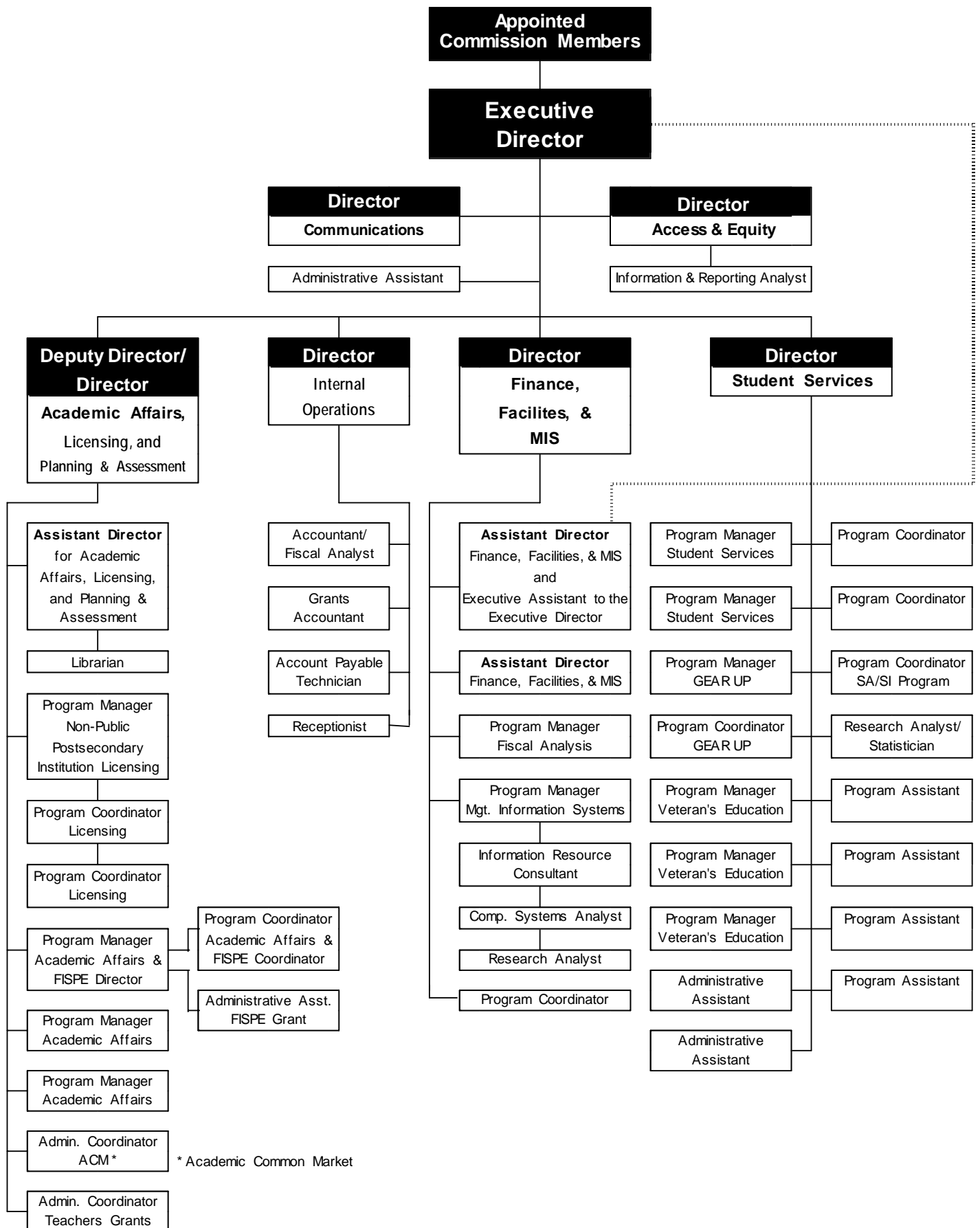


Race Percentages in S.C. By County In 2000



Source: U.S. Census Bureau

S.C. CHE Organizational Chart



FOR ADDITIONAL INFORMATION:

**Visit our Home Page at
<http://www.che.sc.gov>**

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**Number of Copies printed = 125
Cost per Copy = \$9.00
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