

H5373

1.994

Copy 3

**SOUTH CAROLINA
COMMISSION ON
HIGHER EDUCATION**



**ANNUAL REPORT
1993-1994**

Printed Under The Direction Of The
State Budget And Control Board

S. C. STATE LIBRARY
MARC 5.0
STATE DOCUMENTS

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

January 25, 1995

FRED R. SHEHEEN
Commissioner

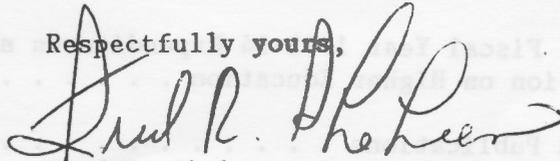
TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

TO: His Excellency, Governor David M. Beasley, and the
Members of the South Carolina General Assembly

On behalf of the South Carolina Commission on Higher Education, I have the honor to transmit herewith its Annual Report, which outlines the activities of the Commission and its staff during the 1993-94 fiscal year ending June 30, 1994. The Commission appreciates the support and cooperation which it has received from other agencies of State Government and looks forward to the continuation of our mutual efforts to improve the quality of postsecondary education in South Carolina.

Respectfully yours,



Fred R. Sheheen

TABLE OF CONTENTS

	Page
Introduction	1
Planning and Assessment	3
Academic Programs	4
Student Financial Assistance Programs	16
1991-92 Cutting Edge Activities	19
The Access and Equity Program	25
Higher Education Awareness Program	30
Licensing and Veteran's Education	32
Commission on Higher Education Management Information System	35
Facilities and State Postsecondary Review Program	37
State Appropriations for Colleges and Universities	39
Summary of Fiscal Year 1993-94 Expenditures and Sources of Funds	
Commission on Higher Education	41
Commission Publications	42

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

FRED L. DAY
Chairman
Ladson

R. AUSTIN GILBERT
Vice Chairman
Florence

DONALD L. CROLLEY
Lancaster

COLGATE W. DARDEN, III
Lexington

FRED C. FORE
Murrells Inlet

ELAINE FREEMAN
Spartanburg

KENNETH E. GOAD
Aiken

F. GREGG JONES
Florence

REBA ANNE KINON
Dillon

RAY D. LATHAN
Greenville

W. DAVID MAXWELL
Pendleton

WILLARD A. METCALF
Greenville

LEWIS PHILLIPS
Greer

RAYMOND C. RAMAGE
Greenville

BILL H. STERN
Columbia

EDWIN E. TOLBERT, SR.
Columbia

DEBBIE N. WHITTLE
Greenville

MILDRED R. WILLIAMS
Clinton

COMMISSION STAFF

FRED R. SHEHEEN
Commissioner

IVAN F. GUINN
Associate Commissioner

ALAN S. KRECH
Associate Commissioner

GAIL M. MORRISON
Associate Commissioner

ROBERT K. POCH
Associate Commissioner

JOHN E. SMALLS
Associate Commissioner

JOHN C. SUTUSKY
Associate Commissioner

FRED W. BOYNTON
Coordinator, Veterans
Education & Training

MARY J. BROADWATER
Coordinator, Vocational
& Technical Education

MICHAEL L. BROWN
Coordinator, Financial
Analysis

RENEA H. ESHLEMAN
Coordinator, Non Public
Institution Licensing

CHARLES D. FITZSIMONS
Coordinator, Audits

NANCY HEALY-WILLIAMS
Coordinator, Academic
Programs

MARGARET L. B. HICKS
Coordinator, Facilities

DOUGLAS I. HOLLEMAN
Coordinator, Management
Information Systems

R. LYNN KELLEY
Coordinator, Academic
Programs

JOHN J. KRAUSE
Coordinator, Veterans
Education & Training

DAVID R. LOOPE
Coordinator, Academic
Programs

LYNN W. METCALF
Coordinator, State
Postsecondary Review

JOSEPH V. PENDERGRASS
Coordinator, Non-Public
Institution Licensing

T. MICHAEL RALEY
Coordinator, Higher Education
Awareness Program

JEFF RICHARDS
Coordinator, Veterans
Education & Training

AILEEN C. TRAINER
Coordinator, Academic
Programs

LOVELY K. ULMER-SOTTONG
Coordinator, Planning
& Assessment

JULIA E. WELLS
Coordinator, Access &
Equity Program

KAREN G. WOODFAULK
Coordinator, Academic
Affairs

CAMILLE T. BROWN
Senior Systems Analyst

RAGHU B. KORRAPATI
Programmer Analyst II

DAVID E. REESE
Business Manager II

VALERIE V. GOODWIN
Information Research
Coordinator III-MIS

EDNA P. STRANGE
Program Administrator Non
Public Institution Learning

JANET K. STEWART
Project Developer-SPRE

JANET WILLIAMS
Project Developer-Academic
Affairs

BETTY S. SIMMONS
Business Manager I/
Procurement Officer

MARSHA A. MCCARTHA
Accountant

ANN C. KLINGENHAGEN
Library Research Assistant

ADDIE E. CALDWELL
Administrative Specialist

SAUNDRA E. CARR
Administrative Assistant

KIMBERLY D. CORLEY
Administrative Assistant

JEFFREY W. GRACE
Administrative Assistant

PETULA M. HENDLEY
Administrative Assistant

SHERRY L. HUBBARD
Administrative Assistant

YOLANDA L. SOLONE
Administrative Assistant

H. NOEL WILSON
Administrative Assistant

LINDA M. WINDHAM
Administrative Assistant

THE MISSION OF THE COMMISSION ON HIGHER EDUCATION

The responsibilities of the Commission on Higher Education are specifically defined in Sections 59-103-20 through 59-103-150, 59-104-10 through 59-104-660, 59-46-10 through 59-46-250, and such other sections of the Code of Laws of South Carolina as may be pertinent. On January 4, 1990, the Commission approved a plan to assess its own effectiveness that included the following brief mission statement:

The South Carolina Commission on Higher Education is a higher education coordinating board consisting of eighteen lay members supported by a professional staff. Broadly defined, its mission is to serve the citizens of the State by promoting quality and efficiency in the state system of higher education. More specifically, its purpose is to develop plans; conduct studies; approve new academic programs; make recommendations concerning requests for appropriations and capital improvements; promote access to higher education; and carry out those other duties required by its enabling legislation or other statutes. Its efforts are directed toward the promotion of a clearer understanding of and greater unity among all institutions of higher learning, both public and private, in the interest of serving the higher education needs of South Carolina.

In fulfillment of this mission, the Commission on Higher Education has coordinating and administrative responsibilities for a variety of programs which are described in detail in this document. For example, Act 629 of 1988 established a number of programs coordinated by the Commission including, but not limited to, the endowed professorship program, the Governor's Professor the Year Award program, and the Palmetto Fellows Scholarship Program. Other programs coordinated by the Commission include the Higher Education Awareness Program established through Act 271 of 1992, and the South Carolina Higher Education Program for Access and Equity. These programs relate to the mission of the Commission on Higher Education by promoting access to, and, quality within higher education in this State.

INTRODUCTION

The South Carolina Commission on Higher Education was established by Act 194 of the 1967 General Assembly as the agency responsible for the coordination of higher education in the state. Act 410 of 1978 restructured the Commission and added new responsibilities. Act 629 of 1988 amended the legislation to add a number of initiatives for research and academic excellence and to modify the Commission's appointment process.

The primary concern of the Commission as a coordinating body is to achieve more effective and efficient programs and services at the state's institutions of higher learning. The functions of the Commission are determined by the General Assembly and include the following:

1. To study and submit recommendations concerning financial affairs, facilities, roles and programs of institutions, student affairs (including financial aid programs), and any other subject related to short- and long-range plans of the public postsecondary education institutions;
2. To develop and annually review and refine the Appropriation Formula for Continuing Operations;
3. To review the annual appropriation requests of the public colleges and universities and submit recommendations on their behalf to the Budget and Control Board and the General Assembly;
4. To review requests for permanent improvements submitted by the public colleges and universities and submit recommendations to the Budget and Control Board;
5. To develop and maintain a computerized management information system;
6. To approve new academic degree programs before they are initiated by state-supported institutions of higher education and, with the assistance of out-of-state consultants, to review and evaluate existing academic degree programs;
7. To monitor and evaluate the progress of the institutions in implementing the state program for access and equity in higher education;
8. To develop and annually review the statewide higher education plan;
9. To license non-public educational institutions to operate in or award degrees in South Carolina, and to license proprietary schools and issue permits to agents representing these schools;
10. To administer and supervise the statewide Veterans Education Program;
11. To administer the state's participation in various programs and activities of the Southern Regional Education Board;
12. To administer certain federal higher education programs when funded;

INTRODUCTION

13. To implement the initiatives for research and academic excellence mandated by Act 629 of 1988 relating to students, instruction and educational services, research and economic development, planning and assessment, and Commission effectiveness (including the provisions of Act 255 of 1992);
14. To monitor the use of funds appropriated for the S.C. Center for Teacher Recruitment and for the S.C. Center for the Advancement of Teaching and School Leadership; and
15. To administer the Higher Education Awareness Program in accordance with the provisions of Act 271 of 1992.

PLANNING AND ASSESSMENT

During the 1993-94 fiscal year the Commission on Higher Education, working with the colleges and universities, completed the second update to Choosing South Carolina's Future: A Plan for Higher Education in the 1990's. The update, entitled Quality and Service: Initiatives for 1994 focussed on two major initiatives. One Task Force was formed to study the initiative which dealt with additional funding, outside the regular funding formula process, to reward quality in higher education. Legislators, institutional presidents, and business people formulated a "Quality Incentive Proposal" which will be presented to the Commission in final form in early 1995. The second Task Force dealing with the other initiative, studied ways higher education could become more actively involved in the promotion of school-to-work opportunities at the collegiate level. Consisting of institutional representatives appointed by their presidents and Commission staff members appointed by the Commissioner, this Task Force will issue their final report in February, 1995. In addition to the above, the 1993 initiative which dealt with new technology and distance delivery, including library services, was continued for 1994. That Task Force requested that this initiative be held over and a final report was planned for Fiscal Year 1995. As evidenced by all the Task Forces' elongated schedules, the Committee on Statewide Planning advised the Commission that future planning initiatives may take longer than one year to initiate and implement.

The second annual 1994 Report on Act 255 of 1992 and the fifth annual Summary Report on Institutional Effectiveness describes progress made by the thirty-three public institutions in improving their institutional effectiveness during the 1992-93 academic year. The document reaffirms that the central purpose of the statewide institutional effectiveness effort continues to be the improvement of the educational quality of each institution compared to its preceding years. The 1994 report responded to the requirements of Act 255 of 1992 as well as to the revised requirements for seventeen components required to support The Cutting Edge Legislation of 1989. The shift of eighteen components to seventeen included such things as collapsing two components, adding academic advising and deleting the alumni survey from the narrative components (however, the alumni survey is still required every two years, and the results are reported in Act 255). Institutions focussed their 1994 reports on outcomes and actual improvements made as a result of their assessment efforts. Additionally, many institutions continued to demonstrate that "closing the loop" between planning, assessment, and budgeting was a major goal for their institutional effectiveness program. Named by the Education Commission of the States, as "one out of ten exemplary programs in assessment in the Nation", South Carolina continues to offer some of the best examples of innovation and alternative policy approaches for national educational reform.

ACADEMIC PROGRAMS

The Commission on Higher Education regularly acts on proposals for new programs and evaluates the quality of existing programs. The Commission inaugurated in 1980 a system of reviews of existing degree programs both to improve quality and to eliminate unnecessary duplication in the institutions.

Review of New Programs

To help ensure that new programs will be of high quality, the Commission continues to require that the public institutions justify the need for new programs as well as provide specific information on curriculum, students, faculty, physical facilities and equipment, library resources, and funding. These factors are examined carefully by the Commission before action is taken on a proposed program.

New Programs Approved

In the period July 3, 1993, through June 30, 1994, the Commission approved the following new programs:

<u>Degree</u>	<u>Major</u>	<u>Institution</u>
Doctoral		
Ph.D.	Educational Leadership	Clemson
Ph.D.	Industrial/Organizational Psychology	Clemson
Ph.D.	Early Childhood Education	USC-Columbia
Ph.D.*	Nursing	USC-Columbia/MUSC *modified to allow participation by MUSC
Masters		
M.A.	English	The Citadel & College of Charleston
M.S.	Civil Engineering	Clemson at The Citadel
M.B.A.	Business Administration	Clemson at Lander
M.I.S.	Industrial Statistics	USC-Columbia

M.S.	Environmental Studies	MUSC & College of Charleston via USC
M.S.	Accountancy	College of Charleston via USC
M.Ed.	Elementary Education	USC-Aiken
M.B.A.	Business Administration	Winthrop, UNC- Charlotte & ESICAD at Montpellier,FR
Baccalaureate		
B.A.	Speech and Communication Studies	Clemson
B.S.	Physician Assisting	MUSC
B.S.	Health Care Management	Lander
B.A.	Mass Communications and Theater	Lander
B.A./B.S.	Interdisciplinary Studies at Greenville University Ctr.	USC-Spartanburg
B.A.	Computer Science	College of Charleston
Associate		
A.A.	Associate in Arts	Horry-Georgetown at Grand Strand Site and Georgetown Site
A.Bus.	Hospitality/Tourism Mngt.	Horry-Georgetown at Grand Strand Site
A.E.T.	Hazardous Materials Technology	Greenville Tech
Certificates		
Graduate Certificate, Music Performance		USC-Columbia

Non-Degree

Southern Institute for Advanced Technologies	Greenville Tech
Center for Law, the Legal Profession and Public Policy	USC-Columbia
Center for Entrepreneurship	College of Charleston
Center for Intermodal Transportation and Trade	College of Charleston

Evaluation of Existing Programs

The purpose of the Commission's evaluation of existing programs is threefold: to identify programs of special excellence, to identify programs which may be in need of strengthening, and to assist in determining whether any apparent duplication of programs should be continued. The Commission has conducted evaluations of existing programs in the public senior institutions in the state since 1980.

On March 3, 1994, the Commission approved a set of general principles endorsed by the Council of Presidents which address the relationship between the Commission's process for the evaluation of existing programs conducted by the Division of Academic Affairs, the Commission's institutional effectiveness efforts overseen by the Division of Planning, and the various specialized accreditation reviews conducted by separate accrediting agencies. The purpose of these principles is to ensure the close coordination of these efforts and to eliminate unnecessary duplication.

At that time, the Commission referred the general principles to a previously established committee (the Overlap Committee) composed of institutional representatives and Commission staff. During 1993-94, the Overlap Committee met in a series of meetings to develop a set of recommendations, policies, and procedures designed to meet the Commission's charge. A draft document was developed in Spring 1994, with a final document expected to be submitted to the Commission in 1995.

The annual cycle of program evaluations was deferred by the staff, pending approval of the Overlap Committee's final report by the Commission.

English, Comparative Literature, and Linguistics

Undergraduate and graduate programs in English, Comparative Literature, and Linguistics were evaluated for the second time in November 1992. The consultants reviewed one certificate program, 12 undergraduate programs, seven master's programs, and three doctoral programs at eleven institutions.

Members of the evaluation team were:

Dr. Larry Champion (Chair)
North Carolina State University

Dr. Jeutonne Brewer
University of North Carolina-
Greensboro

Dr. Edward Corbett
Ohio State University

Dr. John Fisher
University of Tennessee

Dr. William Frank
Longwood College (VA)

Dr. Richard Lloyd-Jones
University of Iowa

The consultants' final report was received by the Commission on April 1993.

In general, the programs were evaluated positively by the consultants. Weaknesses associated with the State's programs involve the need to add additional full-time faculty and to provide adequate resources and space to support programs. Strengths associated with the programs include quality students and faculty, program efficiency, e.g., sufficient degree productivity, and the ability to meet the needs of the State and region in producing program graduates.

No unnecessary duplication, either regionally or in the State, was found by the consultant team.

In November 1994, the Commission granted full approval to all of the State's degree programs in English, Comparative Literature and Linguistics programs.

Libraries

The Library Directors' Forum, which was created by the Commission's actions of March 4, 1993, began to meet in April 1994. The creation of the Forum marked the first time that there has been a statewide organization which incorporates in its membership all of the higher education directors' of libraries. Also included in its membership by by-law are the State Librarian and two members of the Advisory Council on Academic Programs, the body which represents the academic vice presidents of the public institutions of higher education.

The Forum used as its first annual workplan the items adopted by the Commission. In December 1993, the Forum recommended a special appropriation of \$1.28 million for the implementation of a statewide electronic library network which would connect in a common format the card catalogues of all public higher education libraries (and eventually all private higher education libraries, too) in the state of South Carolina. This request went forward to the General Assembly in January 1994, but was not funded.

Despite the failure of this special fiscal request to the legislature, the Forum has continued to work with other statewide electronic initiatives including the National Telecommunications and Information Administration

planning grant. Also, the Forum has monitored the workings of various regional networks of the state's public higher education libraries which have continued to work together cooperatively to provide better, more integrated library services without duplication of library collections and indexes.

Academic Programs Productivity Study

In 1991, the Commission approved a new policy designed to provide guidelines for measuring the productivity and the cost-effectiveness of existing degree-granting programs in the senior institutions. Three quantitative measures were used to define program productivity: 1) the number of degrees conferred in the program annually; 2) the number of upper-division FTE students enrolled in any given degree program; and 3) the number of FTE students taking courses offered in the degree program in question in support of another major (service enrollment).

The Commission used these measures to develop a policy that would establish minimum standards for productivity of approved programs in existence for five or more years. According to the approved policy, each program must meet at least one of the productivity standards as averaged over a five-year period. Institutions are required to justify the continuation of productive programs that do not meet the minimum standards.

Minimum Standards for Degree Productivity

Level (Senior Institutions)	Productivity Criteria (Five-Year Average)		
	<u>Degrees Awarded</u>	<u>Major Enrollment</u>	<u>Service*** Enrollment</u>
Baccalaureate	5	12.5*	12
Master's/First Professional	3	6**	10**
Doctoral	2	4.5	N/A

* Upper-Division majors

**G-1 enrollments

***Calculated by dividing total credit hours generated in discipline by appropriate divisor: 30 (U.G.); 24 (G-1); 18 (G-2)

During 1992-93, the Commission undertook a study to determine the productivity of 714 programs at the senior institutions in terms of degrees awarded, existing upper-division enrollments, and service to other majors. The Academic Program Productivity Study applied the Minimum Standards for Degree Productivity to all programs approved for five years or longer at all senior institutions to ascertain which programs fell below acceptable levels of productivity.

Following publication in January 1993 of programs not in meeting the productivity standards, the institutions were asked to submit written justifications for continuation of these programs. The initial period encompassed by the study (1987-91) was extended to include data from 1992

and the 1993 so that two additional five-year calculations for 1988-1992 and 1989-93 were examined to determine whether the remaining programs had, over time, and since promulgation of the standards, either met or were moving closer to meeting the minimum productivity standards. When data were examined for the two ensuing five-year averages (1988-92; 1989-93) over and above the five-year average for the initial period covered by the study (1987-91), 700 degree programs came into compliance with the minimum standards.

	N=	%
Programs meeting at least one of the minimum standards	700	98.0
Programs not meeting at least one of the minimum standards but approved for continuation due to recent changes in the program	1	.15
Programs not meeting at least one of the minimum standards but approved for continuation due to consolidation with other degree programs	2	.3
Programs not meeting at least one of the minimum standards but approved for continuation as exceptions to the productivity policy	2	.15
Programs not meeting at least one of the minimum standards but approved for continuation. Program(s) comes close to meeting at least one of the minimum requirements in the near future	1	.3
Programs not currently meeting the productivity standards (In 1997, the degree programs will be reevaluated under the productivity criteria as approved by the Commission	5	.7
Programs not meeting criteria (to be reviewed during next program evaluation	1	.3
Programs discontinued	2	.15
Total	714	100.0

Although the program leading to the M.S. in Plant Pathology at Clemson did not meet at least one of the minimum productivity standards, the program was approved for continuation due to recent increases in major enrollment. Data indicate that the program is close to meeting at least one of the productivity standards in the near future.

In 1994, USC-Columbia combined three degree programs--the B.A. degree program in Classics, the B.A. degree program in Classical Greek, and the program leading to the B.A. degree in Latin, into one degree program leading to the B.A. in Classics. Also, USC-Columbia reconfigured the Ph.D. program in Speech-Language Pathology and Audiology by discontinuing the Audiology emphasis.

Due to low student enrollments and the low number of graduates, two graduate degree programs (M.S. degree program in Nursing-Community Health at MUSC, and Ed.D. degree program in Student Personnel at USC-Columbia) were discontinued voluntarily by the institutions. In 1997, five programs will be reevaluated as to their progress toward meeting the productivity standards.

Annual Evaluation of Two-Year Programs
in Public Institutions

In accordance with the provisions of the 1979 Master Plan, the Commission annually reviews all programs leading to the associate degree. Data on enrollments, graduates, and placements are collected for all such programs which have been in existence for three or more years. Programs which fail to meet minimum criteria must be suspended, cancelled, or placed on probation unless their continuation is justified to the Commission in writing.

Any program which is placed on probation for three years will be suspended automatically at the end of that period if it has not met the criteria to be removed from that category. Any program which has been suspended for three years and has not been able to meet the criteria for reinstatement will be cancelled automatically. Programs which are unable to meet one or more of the criteria to remain activated and in good standing may remain in good standing only if the Commission approves a rationale and a supplementary plan which clearly outlines steps to be taken to return the program to a level of full viability.

During the summer of 1992, 319 associate degrees were analyzed. Of these, 306 were programs operated at the sixteen technical colleges; nine were operated at the five two-year branches of the University of South Carolina; two were operated at USC-Aiken; and one each was operated at USC-Columbia (at Fort Jackson) and USC-Spartanburg.

Data used in the analysis of the programs was from Fall 1991 enrollments and academic year 1990-1991 graduation and employment cohorts. All 13 programs at the University campuses were within the guidelines of the Commission for "good standing" in enrollment, graduation, and employment, although several of these were clearly marginal. From the 306 programs examined at the technical colleges, the following statistical breakdown was obtained:

	N=	%
Programs which met all criteria for good standing	243	79.4
Programs not meeting all criteria, but supplying supplementary data for good standing	1	.3
Programs placed on/remaining on probation	46	15.0

Programs suspended	6	2.0
Programs cancelled	10	3.2
Total	306	99.9

Of the programs cancelled, all were terminated voluntarily by the institutions themselves. The programs cancelled were:

Chesterfield-Marlboro Tech	IET	Automotive Technology
Denmark Technical College	ABS	Accounting
Denmark Technical College	ABS	Fashion and Tailoring Technology
Denmark Technical College	AET	Computer Engineering Technology
Denmark Technical College	AET	Electronics Engineering Technology
Denmark Technical College	IET	Automotive Body Technology
Denmark Technical College	IET	Building Construction Technology
Denmark Technical College	IET	Heating/Vent/AC Technology
Denmark Technical College	IET	Machine Tool Technology
Central Carolina Tech	IET	Heating/Vent/AC Technology

The General Technology degree program in the technical college system was intended for individuals who had unique, individualized needs in developing degree programs. Its use for corporate and group needs by some institutions became the basis for a study carried out cooperatively by the staff of the Commission, the staff of the State Board for Technical and Comprehensive Education (SBTCE), and the chief instructional officers of the SBTCE institutions. The study was concluded in July 1993 and resulted in a refocussing of the degree.

Given the marginal numbers of graduates and the low number of graduates in relationship to official majors in the associate degree in Criminal Justice at USC-Aiken, the Commission requested that USC-Aiken conduct a formal study of the program.

Education Improvement Act of 1984/Target 2000 Legislation of 1989

Four important provisions of the Education Improvement Act (EIA) of 1984 affect higher education. These are loan programs for prospective teachers, a contract program to encourage the development of "Centers of Excellence" in teacher training in private and public colleges, monitoring responsibility for teacher recruitment efforts, and oversight of the S.C. Center for the Advancement of Teaching and School Leadership funded under the EIA.

The South Carolina Teacher Loan Program. This program is administered through the South Carolina Student Loan Corporation. The purpose of the program is to encourage talented young people to enter the teaching profession and to supply teacher shortages in critical subject areas.

Student borrowers may have the principal and interest on Teacher Loans forgiven by serving as teachers in either critical subject matter areas of need, as defined by the State Board of Education, or in critical geographic areas, also as defined by the Board, or both.

A total of 1,211 awards totaling \$4,838,391 were made to students enrolled in education programs in 1993-94, compared to 1,708 loans totaling \$4,628,259 in the preceding year. Funds appropriated for this program for 1993-94 were inadequate to meet the needs of all eligible candidates who applied.

Governor's Teaching Scholarship Loan Program. In 1990-91, the General Assembly established a second, similar loan program which is also administered by the Student Loan Corporation. The qualifying standards are somewhat higher than those for the Teacher Loan Program, and this program does not restrict the subject matter to be taught or the geographic area in which the teaching is to be done.

A total of 254 Governor's Teaching Scholarship Loans totaling \$1,181,384 were made in 1993-94, compared to 253 loans totaling \$1,175,000 in 1992-93. Funds appropriated for this program for 1993-94 were inadequate to meet the needs of all eligible applicants who applied.

Centers of Excellence. The Education Improvement Act of 1984 provides for the establishment of a contract program with public or private colleges in South Carolina to foster the development of "Centers of Excellence" in particular areas of need related to teacher education programs. State funding is provided for up to four years at a decreasing rate each year with the goal of establishing statewide resource centers that gradually will be supported totally by institutional and external funding sources.

In March 1993 an external consultant reviewed the Centers of Excellence program at the request of Commission staff. While each new center is evaluated during its second year of operation for purposes of recommending whether or not the center should be awarded funding for a second two-year cycle, the Centers of Excellence program itself had never been evaluated. The consultant's report and recommendations assisted the Commission in revising the guidelines for this program to enable centers to gain more recognition, increase their impact within their own institutions, among various education stakeholders on a statewide basis, and in the the Southeastern region, and achieve greater longevity in the process.

In fiscal year 1993-94 there were six Centers of Excellence, although only four still receive State funding. A seventh Center, created in 1987, has ceased its operations. These centers are:

Coastal Carolina:	Center of Excellence in Composition
Clemson University:	Center of Excellence in Mathematics and Science Education
Clemson University:	Center of Excellence in Rural Special Education
Furman University:	Center of Excellence in Foreign Language Instruction
USC-Columbia:	Center of Excellence for the Assessment of Student Learning
USC-Columbia:	Center of Excellence in Special Education Technology Learning

Of the seven Centers of Excellence, the Clemson Center in Mathematics and Science Education, the Winthrop Center in Early Childhood Education and the USC-Columbia Center in Special Education Technology have completed their four-year funding cycles, and the Winthrop Center has ceased to exist. Three existing Centers and one new Center at Clemson were funded as follows during 1993-94:

Clemson (Rural Special Education)	\$133,229
Coastal Carolina (Composition)	47,700
Furman/Spartanburg (Foreign Language)	41,082
USC-Columbia (Assessment of Student Learning)	\$129,897

The Commission also approved an award of \$115,507 to USC-Columbia for the establishment of a Center of Excellence for Middle Level Education. In addition to monitoring existing Centers in 1993-94 and conducting a competition for the establishment of a new Center for 1994-95, the Commission also conducted a two-year evaluation of the progress made by the USC-Center for Assessment of Student Learning. The center obtained an excellent evaluation and was recommended for another two years of funding. The Commission also supported the first state-wide conference of the Centers of Excellence.

Teacher Recruitment. Beginning in FY 1988-89, the Commission on Higher Education was required, by a proviso in the General Appropriations Act, to "monitor the use" of EIA funds allocated in support of teacher recruitment projects and to report on "the effectiveness of the programs" to the Legislature. Each fall, the Commission prepares an evaluation of each entity and a recommendation for funding.

The South Carolina Teacher Recruitment Center conducts statewide activities designed to expand the recruitment of teacher education candidates. The Center has been funded through the Education Improvement Act since FY 1984-85. Beginning in FY 1986-87, separate appropriations, through the Education Improvement Act and from the General Fund, have been made to South Carolina State College in support of its South Carolina Program for the Recruitment and Retention of Minority Teachers whose primary purpose is to alleviate the shortage of minority teachers in the state by providing educational services, counseling, and financial assistance for teacher aides in five districts and working black males and other minorities who have earned a degree or general education credit at one of the state's technical colleges. Also in FY 1986-87, a similar appropriation was made to Benedict College to fund its Minority Access to Teacher Education program which recruits and provides financial assistance, counseling, and tutoring to college-bound minority students from rural and underdeveloped school districts and identifies and nurtures high school students in grades 9-12 who have an interest in teaching.

In FY 1993-94, these projects received the following appropriations:

The S.C. Teacher Recruitment Center	\$886,396
Benedict College	\$206,000
South Carolina State College	\$236,000

The South Carolina Center for the Advancement of Teaching and School Leadership. This project was established by the Commission in February 1990 under the authority granted to it by Section 59-18-25 of Act 914 (1989), commonly referred to as the "Target 2000" legislation. The purpose of the Center is to deliver through a higher education collaborative high-quality training and technical assistance to help public schools restructure and to influence changes in teacher education curricula in order to prepare teachers to serve in restructured schools. The Center is housed at Winthrop College. The Center Network through which the Center supports public school change and innovation includes all 26 institutions of higher education in South Carolina with state-accredited teacher education programs.

The Commission monitors the project's budget and annually submits an evaluation and recommendation regarding continued funding to the Education Improvement Act Select Committee. During FY 1993-94, funds appropriated to the project were \$700,000.

Dwight D. Eisenhower Mathematics and Science Education Act

Title II of the federal Dwight D. Eisenhower Act for the Improvement of Mathematics and Science Education (PL 100-297) provides for allocations to the states to improve the teaching of mathematics and sciences in grades K-12 and for increasing participation in these subjects for all students. For the 1993-94 project year, a total of \$844,167 in FY 1993-94 funds and \$246,635 in unexpended FY 1992-93 funds was available to South Carolina colleges and universities for grants to be awarded on a competitive basis. Twenty-eight proposals were submitted in response to the Commission's request for proposals. The Commission approved 12 projects for the 1993-94 project year as follows:

Cooperative Demonstration Projects

<u>Institution</u>	<u>Title of Project</u>	<u>Amount</u>
USC-Aiken	Computer Technology for Elementary & Middle School Students	\$ 71,195
Greenville Tech.	Eisenhower Newsletter	\$ 48,784
Francis Marion	Pee Dee Regional Science Enrichment Program/Middle Schools	\$ 47,235
Clemson	Full Circle Partnerships for Elementary Science Education	\$ 64,314

Competitive Grants Projects

<u>Institution</u>	<u>Title of Project</u>	<u>Amount</u>
Clemson	Quantitative Literary	\$ 78,041
Coll. of Charles.	Collaborative Model of Science Leadership Training	72,527
Coll. of Charles.	Improve Instructional Skills of Teachers Science/Math	66,913
Erskine	Elementary Science Leadership	43,628

USC-Columbia	Learning Math, Science & Language Arts through Inquiry	84,808
Winthrop	Project PRISM 2	93,711
Clemson	SCAMPS Enhancement	72,922
USC-Sumter	Partnerships to Improve Elementary Science	49,602

Contracts for Services... This program offers South Carolina residents a specific number of reserved spaces in programs of study in professional fields not available in South Carolina and operates through the Southern National Education Board (SNEB). The state has such contracts in place, administered by the Commission, for students of veterinary medicine at Jackson College (AJC) and the University of Georgia. Students of optometry are served by contracts at Southern College of Optometry in Memphis and at the University of Alabama in Birmingham. These provide for a total of up to 21 students per class in veterinary medicine and up to six per class in optometry. A summary of 1993-94 contracts and awards is given below.

Tuition Aid Agreement with the North Carolina School of the Arts. The Commission administers on behalf of the state a tuition aid agreement with the North Carolina School of the Arts. This school is a conservatory devoted exclusively to the performing arts. The contract provides that the state will reimburse the school for a portion of the out-of-state differential in tuition for South Carolina residents enrolled. Funds have been appropriated to allow residents to participate at the secondary level only. During 1993-94, \$16,108 was provided for 13 secondary students.

Summary of SNEB Contracts and Awards, 1993-94

Field	Number of Students	State Obligation
Veterinary Medicine	68	\$637,800
Optometry	18	119,700
Arts	13	16,108
Total	99	\$773,608

The Academic Common Market (ACM) program allows for the interstate sharing of other programs. This interstate agreement among 13 southeastern states and Oklahoma, which is coordinated through the Southern National Education Board, allows South Carolina residents access to programs that are unusual and are not offered in the state and waives the out-of-state tuition and fee differential.

Currently, state residents have access to approximately 25 undergraduate degree programs and 24 graduate degree programs through the ACM. In 1993-94, 129 S.C. residents were certified by the Commission to participate in the ACM. In the same period, 189 residents of other states enrolled as ACM students in South Carolina public institutions.

STUDENT FINANCIAL ASSISTANCE PROGRAMS

The Commission on Higher Education continues to be involved in several programs which help South Carolina residents meet the costs of postsecondary education.

Programs Offered Through the Southern Regional Education Board

Contracts for Services. This program offers South Carolina residents a specific number of reserved spaces in programs of study in professional fields not available in South Carolina and operates through the Southern Regional Education Board (SREB). The state has such contracts in place, administered by the Commission, for students of veterinary medicine at Tuskegee University (AL) and the University of Georgia. Students of optometry are served by contracts at Southern College of Optometry in Memphis and at the University of Alabama in Birmingham. These provide for a total of up to 21 students per class in veterinary medicine and up to six per class in optometry. A summary of 1993-94 contracts and awards is given below.

Tuition Aid Agreement with the North Carolina School of the Arts. The Commission administers on behalf of the state a tuition aid agreement with the North Carolina School of the Arts. This school is a conservatory devoted exclusively to the performing arts. The contract provides that the state will reimburse the school for a portion of the out-of-state differential in tuition for South Carolina residents enrolled. Funds have been appropriated to allow residents to participate at the secondary level only. During 1993-94, \$16,106 was provided for 13 secondary students.

Summary of SREB Contracts and Awards, 1993-94

<u>Field</u>	<u>Number of Students</u>	<u>State Obligation</u>
Veterinary Medicine	68	\$635,800
Optometry	18	119,700
Arts	13	16,106
Total	99	\$771,606

The Academic Common Market (ACM) program allows for the interstate sharing of other programs. This interstate agreement among 13 Southeastern states and Oklahoma, which is coordinated through the Southern Regional Education Board, affords South Carolina residents access to programs that are unusual and are not offered in the state and waives the out-of-state tuition and fee differential.

Currently, state residents have access to approximately 52 undergraduate degree programs and 54 graduate degree programs through the ACM. In 1993-94, 129 S.C. residents were certified by the Commission to participate in the ACM. In the same period, 189 residents of other states enrolled as ACM students in South Carolina public institutions.

State Aid Available Through the Commission's Access and Equity Program

The "Other Race" Grants program was established in 1985 through the Desegregation Plan (now the Higher Education Program for Access and Equity). This program provides grants of up to \$1,000 each to qualified African-American recipients who are enrolled at traditionally white institutions and to qualified white recipients who are enrolled at S.C. State College.

The Commission awarded \$43,827 in FY 1992-93 and \$41,783 in FY 1993-94 to institutions for Other Race Grants. These amounts were matched on a dollar basis by institutions, for totals of \$87,654 and \$83,566, respectively.

The Graduate Incentive Fellowship (GIF) program was designed to provide fellowships to residents of the state who are members of the minority race at the institutions to be attended, and who are enrolled as full-time students in specified graduate or professional programs at state institutions. The GIF program was initiated with desegregation funds and operated for its tenth year in 1993-94. Under the GIF Program qualified students may receive grants of up to \$5,000 at the master's level and up to \$10,000 at doctoral and first professional levels.

In 1993-94 State funds in the amount of \$128,339 were provided for Graduate Incentive Fellowships. This amount was matched on a dollar for dollar basis by institutions, making a total of \$256,678.

Other Programs of Student Aid

Two programs of student financial aid in which the Commission on Higher Education is not directly involved are the Tuition Grants Program and the South Carolina Guaranteed Loan Program. Each of these programs is a significant contributor to the total financial aid available to residents of South Carolina.

Through the Tuition Grants Program, administered by the Tuition Grants Commission, State residents attending an eligible non-public college within the State may receive grants if they demonstrate financial need. During the 1993-94 academic year, 8,371 grants totaling \$16,785,324 were provided to eligible students.

The South Carolina Student Loan Corporation administers the South Carolina Stafford Loan Program, the Supplemental Loan Program (up to July 1, 1994), and the Auxiliary Loan Program. In 1993-94, 51,019 loans totaling \$149,000,981 were made through these programs.

Through the PLUS program, providing loans for parents of dependent undergraduate students attending in-state or out-of-state institutions, the Corporation awarded loans totaling \$7,745,412 in 1993-94 compared to 2,889 loans totaling \$9,691,936 in 1992-93.

Dayco Scholarship

In 1988-89 the Commission on Higher Education received a \$25,000 contribution from Dayco Products Company, Inc., through the Office of the Governor. An equal match was required of the Commission to create a permanent endowment of \$50,000. Income from the endowment is to be used to support a Dayco Scholarship, to be awarded by the Commission.

The candidate pool is established from applications submitted in connection with the Palmetto Fellows Scholarship program, and the scholarship recipient is selected in accord with regulations approved by the Commission. A fifth Dayco Scholarship was awarded for the 1993-94 academic year in the amount of \$3,000.

1993-94 CUTTING EDGE ACTIVITIES

Admission Standards

Act 629 of 1988, The Cutting Edge, contains this requirement with respect to admission standards at public colleges and universities:

In consultation and cooperation with the public institutions of higher learning in this State, the State Commission on Higher Education shall ensure that minimal admission standards are maintained by the institutions (Section 59-104-10 {A}).

In April 1988, the Advisory Committee on Academic Programs adopted a procedure that requires each institution annually to report on the high school class rankings and minimum SAT score (combined math and verbal) that are required of freshman applicants. The results of the Commission's 1993 survey concerning admission standards for Fall 1994 are presented in the following table, which also includes ACT scores as these are more frequently being presented to the colleges and universities.

Approximate* Minimum SAT Score (Combined)
and Minimum ACT Score Required for S.C.
Residents (first-time entering freshmen)
Fall 1994

Institution	High School Class Rank**					
	Top 20% of Class		Top 50% of Class		Top 80% of Class	
	SAT	ACT	SAT	ACT	SAT	ACT
Coll of Chas (1,10)	900	20	1000	24	1200	28
The Citadel (2)	800	19	800	19	800	19
Clemson (3)	910	22	1190	28	1470	34
Coastal Carolina (4)	650	16	700	17	850	21
Francis Marion	650	16	750	18	850	20
Lander (5)	800	16	900	20	1000	23
SC State (6)	700	17	800	19	900	21
USC-Aiken (7)	700	14	700	14	700	14
USC-Columbia (8)	700	17	900	22	1150	27
USC-Spartanburg (9)	700	18	700	18	700	18
Winthrop (10)	850	20	950	22	1150	27

USC-Beaufort (11)	700	17	900	22	1150	27
USC-Lancaster (11)	700	17	900	22	1150	27
USC- Salkehatchie (11)	700	17	900	22	1150	27
USC-Sumter (11)	700	17	900	22	1150	27
USC-Union (11)	700	17	900	22	1150	27

*Some institutions use predictive equations, a formula combining high school class rank, high school grade point ratio, and SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula.

**Changes in SAT scores for some institutions are due to the change in the class rank indicated on this form. The Fall 1993 figures were based on class ranks of top 25%, top 50%, and top 75%.

1. Slightly higher scores are required for out-of-state applicants.
2. Does not use a predictive equation. Minimum SAT scores required do not depend on high school rank. Applicants whose SAT scores are below 800 are considered on a case-by-case basis. Applicants must have achieved a 2.0 cumulative Grade Point Ratio (on a 4.0 scale) in high school.
3. The exact SAT or ACT score required for admission varies depending upon the candidate's high school record, choice of major and state residency. Students should be aware that the "approximate minimums: displayed in this chart are estimates of the scores needed for the exact breakpoints listed--20%, 50%, and 80%. For example, a student who ranks in the top 10% or top 30% of his/her class will be unable to discern from the chart the minimum SAT or ACT score needed for admission. Students should exercise caution in prejudging their chances for admission to Clemson based upon the information provided in this chart.
4. Minimum SAT scores required may vary by intended course of study.
5. Minimum SAT scores vary for admission to the Nursing degree program. Lower SAT scores and high school rank may qualify a limited number of students for admission through a summer enrichment program of study.
6. Does not use a predictive equation. SAT scores are only one component of the admission determinant. Applicants must have a 2.0 cumulative Grade Point Ratio (on a 4.0 scale) in high school. Students' total application package (completed application, grades, transcript, SAT scores, recommendations, and other indices that suggest potential) is considered in the admission process.
7. Does not use a predictive equation. Minimum SAT scores required do not depend on high school class rank. Minimum SAT scores required are 350 each on verbal and quantitative portions of the SAT.
8. Students must earn a cumulative Grade Point Ratio of C or better on 15 required college preparatory course units. Students with lower SAT and high school class rank may qualify for a specially designed curriculum

to enhance skills necessary at USC (i.e., Opportunity Scholars and Provisional Year).

9. Does not use a predictive equation. Minimum SAT scores required do not depend on high school class rank. Applicants must have achieved a 2.0 cumulative Grade Point Ratio (on a 4.0 scale) in high school.
10. Applicants are considered individually. Recommendations and other factors are considered in addition to class rank and SAT scores.
11. Previously, reported scores reflected all degree-seeking statuses (associate and baccalaureate). Above numbers reflect requirements for those qualified to access baccalaureate programs of USC-Columbia. Students with lower SAT and high school rank may qualify for other non-baccalaureate admission categories. Regardless of admission category, all students must meet System four-year campuses progression requirements in order to change campuses.

The Commission staff also monitor the extent to which entering freshmen in the public senior colleges and universities meet the high school course prerequisites which went into effect in Fall 1988. Since the prerequisites policy has been in place, there have been three changes in either the prerequisites or the reporting policy. The first change, approved by the Commission in December 1989, deleted the original prerequisites of one-half unit of economics and one-half unit of government and increased from one to two units the additional social studies requirement. A second change, concerning reporting requirements for two-year institutions of the University of South Carolina, was instituted in Fall 1992. Whereas in previous years, all students were reported by the two-year USC institutions, only those students classified as potential baccalaureate students at USC-Columbia are now reported. Finally, in November 1993, the Commission approved a change in the mathematics prerequisites to be effective for Fall 1994. This change allows Applied Mathematics I and II to count together as a substitute for Algebra I, if a student successfully completes Algebra II.

The results of the survey concerning freshmen who entered in Fall 1993 are presented in the table below. The proportion of high school graduates enrolled as first-time entering freshmen meeting all of the prerequisites statewide increased by two percent from 1992 to 1993. For South Carolina residents the increase was from 93 percent to 95 percent.

High School Graduates Enrolled as Freshmen
Percent Meeting All Prerequisites
Fall 1993

<u>Institution</u>	<u># Freshmen Reported</u>	<u>% S.C. Residents</u>	<u>% Non-Residents</u>	<u>All Students</u>
Clemson	2279	99	98	99
USC-Columbia	2288	96	90	95
The Citadel	529	96	95	96
Coastal Carolina	679	90	81	86
Coll. of Charleston	1515	98	98	98
Francis Marion	808	86	93	86
Lander	505	93	100	93
South Carolina State	614	79	78	79

USC-Aiken	315	97	78	94
USC-Spartanburg	304	98	92	98
Winthrop	762	96	94	96
USC-Beaufort	41	58	0	56
USC-Lancaster	59	93	n/a	93
USC-Salkehatchie	43	88	50	86
USC-Sumter	103	97	100	97
USC-Union	18	83	n/a	83
Statewide	10862	95	93	

Palmetto Fellows Scholarship

The Commission awarded Palmetto Fellows Scholarships to the sixth entering freshmen class of Fellows in 1993-94. Thirty-seven scholarships totaling \$80,344 were awarded. State funds to support the Palmetto Fellows in their sophomore, junior, or senior years totaled \$299,359 in 1993-94.

Scholarship recipients may receive up to \$5,000 annually, half provided by the State (\$2,500) and half provided by the participating public or private baccalaureate-degree granting institution at which the Fellow enrolls (\$2,500).

To retain eligibility, Fellows must maintain at least a 3.0 grade point ratio on a 4.0 scale, earn a minimum of 24 semester credit hours per academic year, meet institutional standards for academic progress, and enroll in an participating institution of higher education in the State.

The Palmetto Fellows Scholarship program not only recognizes students of outstanding academic ability but also represents a productive partnership between the State and participating higher education institutions by requiring a matching commitment of funds from institutions.

Developmental Education

Among other things, The Cutting Edge legislation, as adopted by the General Assembly in 1988, requires the following:

Section 59-104-30. Each public institution of higher learning in this State shall develop a plan for developmental education in accord with provisions, procedures, and requirements developed by the Commission on Higher Education.

The Commission shall conduct a study as well as evaluations and reviews of developmental education in this State.

The Commission shall develop appropriate methods of funding developmental education programs and courses.

Since that legislation was passed, the Commission and the institutions have collected data on the developmental education programs offered by the public institutions of South Carolina. Policies have been developed which all institutions must follow, as a result of analysis of those data.

In November 1993 the State's public developmental education programs were evaluated by a team of six out-of-state consultants. The members of the team were:

Dr. Hunter R. Boylan (Chair)
Director, National Center for
Developmental Education
Appalachian State University
Boone, North Carolina

Dr. Nancy Carriuolo, Director
School/College Relations
New England Association of
Schools and Colleges
Bedford, Massachusetts

Dr. Ansley Abraham
Senior Researcher
Southern Regional Education Board
Atlanta, Georgia

Dr. Patricia Smittle, Director
Developmental Studies
Santa Fe Community College
Gainesville, Florida

Dr. Barbara Bonham
Senior Researcher
National Center for
Developmental Education
Appalachian State University
Boone, North Carolina

Dr. Deanna Martin, Director
Center for Academic Development
University of Missouri
Kansas City, Missouri

All public institutions in South Carolina, except The Citadel and the Medical University of South Carolina, offer developmental education programs. The team reviewed the materials from all thirty-one participating institutions and visited a selected group of eight four-year and four two-year (three technical colleges and USC-Lancaster) public institutions during their stay. Their final report was received by the Commission on October 21, 1994. Their report will be reviewed and an analysis of it, along with recommendations from the staff of the Commission, will be forthcoming to the Commission in Spring 1995.

Endowed Professorships

Established as a part of The Cutting Edge initiative with a total of \$1,500,000 in funding during 1988-89 and 1989-90, the endowed professorship program at senior public institutions enables the institutions to attract or retain prominent faculty scholars by providing funds to establish two endowments at each of the twelve institutions. Each professorship must be supported by endowment income, \$200,000 at the research universities and \$100,000 at the other senior institutions. Half of the corpus is provided through the Commission from The Cutting Edge appropriation and half must be matched by the institution with private funds specifically donated for this purpose. In 1993-94, no new endowed professorships were established.

Because it has taken some years for institutions to raise the required private matching funds, interest has been accrued on the Cutting Edge appropriation. Using this interest as the endowment corpus, in 1992-93 the

Commission established three additional endowed professorships specifically designated for the field of teacher education. One-half of the corpus (\$50,000) shall be provided by the state and one-half (\$50,000) from private funds raised by the institutions specifically for this purpose. Each public senior institution was invited to submit a proposal to establish such an endowed professorship in accord with a competitive process outlined in guidelines developed by the Commission. The competitive review process resulted in the Commission's establishment on July 1, 1993, of endowed professorships in teacher education at Coastal Carolina University, USC-Columbia, and Winthrop University. During 1993-94, the \$50,000 match support was raised by USC-Columbia and Coastal Carolina University.

Dr. Patricia Seltzer, Director
 Developmental Studies
 Santa Fe Community College
 Gainesville, Florida

Dr. Deane Martin, Director
 Center for Academic Development
 University of Missouri
 Kansas City, Missouri

Dr. Anshley Arsham
 Senior Researcher
 Southern Regional Education Board
 Atlanta, Georgia

Dr. Barbara Jordan
 Senior Researcher
 National Center for
 Developmental Education
 Appalachian State University
 Boone, North Carolina

All public institutions in South Carolina, except the Citadel and the Medical University of South Carolina, offer developmental education programs. The team reviewed the materials from all thirty-one participating institutions and visited a selected group of eight four-year and four two-year (three technical colleges and USC-Lancaster) public institutions during their stay. Their final report was received by the Commission on October 21, 1994. Their report will be reviewed and an analysis of it along with recommendations from the staff of the Commission will be forthcoming to the Commission in Spring 1995.

Endowed Professorships

Established as a part of the Curtis Edge initiative with a total of \$1,200,000 in funding during 1988-89 and 1989-90, the endowed professorship program at senior public institutions enables the institutions to attract or retain prominent faculty scholars by providing funds to establish two endowments at each of the twelve institutions. Each professorship must be supported by endowment income, \$200,000 at the research universities and \$100,000 at the other senior institutions. Half of the corpus is provided through the Commission from the Curtis Edge appropriation and half must be attached by the institution with private funds specifically donated for this purpose. In 1993-94, no new endowed professorships were established.

Because it has taken some years for institutions to raise the required private matching funds, interest has been accrued on the Curtis Edge appropriation. Using this interest as the endowment corpus, in 1993-94 the

THE ACCESS AND EQUITY PROGRAM

The Commission on Higher Education approved the Higher Education Program for Access and Equity in November 1988. Implemented since July 1, 1989, the Access and Equity Program ended its fifth year on June 30, 1994. The Program evolved from South Carolina's federally mandated Desegregation Plan which was implemented from 1981 to 1986 and the State Desegregation Plan which was implemented from 1986 to 1989. The Access and Equity Program requires each public institution of higher education to have well-planned activities which 1) flow from the institution's mission and which address recruitment and retention of minority students and employees; 2) are tailored to meet specific institutional requirements based on characteristics of the institution, especially the characteristics of its students and faculty; 3) are carefully conceptualized (with written goals, objectives, implementation strategies, and evaluation procedures); and 4) are linked to efforts for improving institutional quality. In February 1994, the Commission on Higher Education approved a modification in the title and major revisions in the guidelines for the Program. The new guidelines, titled A Fresh Approach - The Higher Education Program for Access and Equity in Higher Education, were approved for implementation in 1994-95 and beyond. During the 1993-94 year, the Program remained under previously existing guidelines. The broad goals of the Program are as follows:

1. Develop and maintain institutional environments where cultural diversity and the presence of minorities are valued aspects of institutional 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 underrepresentation 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.

The Access and Equity Program consists of both mandated and optional activities (Table 1) that were implemented by the State's 33 public institutions in 1993-94.

Table 1

Mandated and Optional Programs

Mandated Programs:

1. The Graduate Incentive Fellowship Program - Provides funds to support fellowships to black graduate students in masters, professional, and doctoral programs at traditionally white institutions and white graduate students at S. C. State College.
2. The Minority Recruitment/Retention Program - Mandated for implementation annually at all public institutions, including regional campuses of the University of South Carolina and technical colleges.
3. The Pathway Partnership Program - Mandated for implementation at all technical colleges and two-year campuses of the University of South Carolina in cooperative arrangements with nearby senior institutions.
4. The College/High School Partnership Program - Mandated for implementation at all public higher education institutions.

Optional Programs:

1. The Other Race Undergraduate Grants Program - May be used annually to provide scholarships to black students at traditionally white baccalaureate degree granting institutions and white students at South Carolina State College.
2. The Faculty Exchange Program - To educate both black and white faculty to the other culture by providing "other race" faculty the opportunity to matriculate for one semester at a predominantly "other race" institution.
4. Other Programs - Institutions may develop and propose other programs or activities that represent creative methods for addressing problems related to access and equity for minorities in higher education.

Funds in the amount of \$435,984 were provided for implementation of the Access and Equity Program in 1993-94. Table II shows the amounts of Access and Equity Program funds allocated to program categories in fiscal years 1992-93 and 1993-94.

Table II
Access and Equity Program Allocations
FY 1992-93 and FY 1993-94

	1992-93	1993-94
Graduate Incentive Fellowship Program	\$138,023	\$128,339
Other Race Grants Program	43,827	41,783
College/High School Partnership Program	60,747	58,362
Enhancement Activities (S. C. State University and Denmark Technical College)	147,031	145,269
Other Activities	<u>8,755</u>	<u>0</u>
Totals	\$450,759	\$435,984

Table III
Total and Black Undergraduate Enrollment at South Carolina's Public Colleges and Universities - Fall 1992 and Fall 1993

	Fall 1992			Fall 1993		
	Total	#Black	%Black	Total	#Black	%Black
Public Senior Institutions	65,889	11,854	17.99%	65,271	12,040	18.44%
USC Two Year Campuses	5,166	1,093	21.16%	5,347	1,097	20.51%
Technical Colleges	53,549	12,947	24.18%	55,293	13,281	24.01%
Total	124,604	25,894	20.78%	125,911	26,418	20.98%

Source: S.C. Higher Education Statistical Abstract, 1993 and 1994

Total black undergraduate enrollment increased by less than 1% from 20.78% in fall 1992 to 20.98% in fall 1993. In public senior institutions black undergraduate enrollment increased from 11,854 students (17.99%) in fall 1992 to 12,040 students (18.44%) in fall 1993. There was a decrease in total black student enrollment at two-year USC campuses from 21.16% in fall 1992 to 20.51% in fall 1993. Total black enrollments in the technical colleges were 12,947 students (24.18%) in fall 1992 and 13,281 students (24.01%) in fall 1993 (Table III).

Table IV shows white and total undergraduate enrollment at the State's two historically black institutions, S. C. State University and Denmark Technical College. One hundred ninety one (4.2%) undergraduate white students were enrolled at S. C. State University in fall 1993 and 142 (3.0%) white undergraduates were enrolled in fall 1993. At Denmark Technical College 24 (4.0%) white students were enrolled in fall 1992 and 44 (5.7%) white students were enrolled in fall 1993.

Table IV

Number and Percent of White Undergraduate Students
Enrolled at S. C. State University and Denmark Technical College

	Fall 1992		%White	Fall 1993		%White
	#White	Total		#White	Total	
S. C. State	191	4,547	4.2	142	4,720	3.0
Denmark TC	24	597	4.0	44	780	5.7

Source: Higher Education Statistical Abstract, 1993 and 1994

The number and percent of blacks earning doctoral degrees in South Carolina's public colleges and universities decreased from 8% in 1990-91 to 5% in 1991-92 and remained stable at 5% in 1992-93 (Table V).

The number and percent of blacks earning master's and first professional degrees at public colleges and universities in South Carolina decreased from 8% in 1990-91 to 7% in 1991-92 and 6.7% in 1992-93 (Table VI).

In fall 1993, there were 166 (3.4%) black full-time faculty at S.C. baccalaureate degree granting traditionally white public colleges and universities. There were 4 (2.9%) full-time black faculty at USC two year campuses and 158 (10.7%) black full-time faculty at technical colleges in fall 1993 (Table VII). In fall 1993, there were 51 (22.7%) full-time white faculty at S.C. State University and 7 (22.6%) full-time white faculty at Denmark Technical College (Table VIII).

Table V

Doctoral Degrees Awarded to Blacks
by S. C. Public Colleges and Universities
1980-81, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, and 1992-93

Year	#Black	Total	%Black
1980-81	9	186	5%
1987-88	19	285	7%
1988-89	15	306	5%
1989-90	20	342	6%
1990-91	29	344	8%
1991-92	19	385	5%
1992-93	21	417	5%

Source: Higher Education Statistical Abstract, 1982, 1989, 1990, 1991, 1992, 1993, and 1994

Table VI
 Master's and First Professional Degrees Awarded
 to Blacks by S. C. Public Colleges and Universities
 1980-81, 1986-87, 1987-88, 1988-89, and 1989-90

Year	#Black	Total	%Black
1980-81	379	3,805	10%
1986-87	375	4,011	9%
1987-88	341	3,526	10%
1988-89	338	3,604	9%
1989-90	306	3,819	8%
1990-91	315	3,846	8%
1991-92	336	4,647	7%
1992-93	340	5,071	6.7%

Source: Higher Education Statistical Abstract, 1982, 1988, 1989, 1990, 1991, 1992, 1993, and 1994

Table VII
 Full-Time Total and Black Faculty at
 S.C. Public Colleges and Universities*
 Fall 1993

	Total	#Black	%Black
S. C. Baccalaureate Degree Granting Institutions	4,985	166	3.4
2 Year USC Regional Campuses	141	4	2.9
Technical Colleges	1,488	158	10.7

*Table VII does not include data for S.C. State University and Denmark Technical College. Data for these institutions are shown in Table VIII.

Source: Higher Education Staff Information (EEO-6, Line 20) and Higher Education Statistical Abstract, 1994

Table VIII
 Full-time Total and White Faculty at South Carolina State University
 and Denmark Technical College, Fall 1993

	Total	#White	%White
S.C. State University	225	51	22.7
Denmark Technical College	31	7	22.6

Higher Education Awareness Program

In 1992 Act 271 was passed by the General Assembly and signed into law by the governor. This legislation required the Commission on Higher Education (CHE) to develop and coordinate a collaborative program among the CHE, the Department of Education, public and private institutions of higher education, the state's middle schools, and the business community. The purpose of the program, called the Higher Education Awareness Program (HEAP), is to create an awareness of higher education options, costs, prerequisite requirements, and sources of financial aid among South Carolina eighth-graders and their parents.

The HEAP was funded with \$100,000 for a pilot project in 1991-1992, with expanded implementation in 1992-1993, and full implementation in all of South Carolina's eighth grade classrooms in 1993-1994. Total funding for the 1993-1994 year was \$402,250.

There were a number of tasks which needed to be accomplished for the successful expansion of the program from a field-test with 96 schools and 18,000 students to full implementation of 252 schools and over 52,000 students. Among the most significant of those tasks were to:

- Implement revisions of the HEAP materials based on input from the field-test.
- Identify all of the schools in the state with eighth-grade classes.
- Implement a plan for including 20 of the state's private institutions of higher education in the program.
- Develop and implement a plan for matching 252 schools with 54 higher education institutions in the most equitable way possible.
- Develop and hold a two-way teleconference training session for the 156 schools new to the program.
- Coordinate the implementation efforts among higher education, school district offices, schools, and the SC Department of Education.
- Hold on-site visits at as many as possible of the public schools new to the program.
- Visit as many as possible of the institutions of higher education involved in the program.
- Report to appropriate legislative committees.
- Coordinate revision of the program for 1994-1995.
- Secure funding for the 1994-1995 program.

Each of these tasks was accomplished during the 1992-1993 fiscal year.

A major requirement of the 1993 - 1994 program year was to move to full statewide implementation of the HEAP. This involved increasing the number of schools involved by over 150%, from 96 to 252. It also required increasing the student participation by almost 200%, from 18,000 to over 52,000. The major hurdles to this expansion were school staff training, the logistics of materials delivery (almost 750,000 printed pieces were produced and delivered), the pairing of schools and higher education institutions, and program follow up by the CHE staff. Lessons learned in the field-test were instrumental in crossing these hurdles. The district officials and schools involved demonstrated a high level of enthusiasm for and cooperation with the program.

All 33 of the state's public institutions of higher education were included in the 1993-1994 program year. Had private colleges not participated the demands of the program on institutional staff would have been overwhelming in many cases. The voluntary participation of 20 of the state's private colleges allowed the partnership requirements to be kept to a manageable level. This benefitted both the institutions and the schools. The Greenville University Center and the CHE staff also worked with participating schools. All of the higher education participants demonstrated a high level of cooperation.

Additional benefits to the program were provided by the participation of the State Department of Social Services. DSS, through the regional offices, provided HEAP materials to clients with dependents in the eighth-grade age range. This purely voluntary participation allowed the program to reach a population of parents which is often not accessible. They also used the HEAP materials in the Teen Companion program.

A comprehensive schedule of on-site visits was implemented in 1993-1994. Over half of the 156 schools new to the program were visited during the year. During these visits the focus was on program implementation, evaluation, and revision. The information and ideas gained in these meetings were used extensively in developing the program revisions for 1994-1995.

Evaluation of the HEAP was conducted both through the visits discussed above and through written surveys sent to participating schools. Student respondents were asked to evaluate the program's effect in several areas, including their knowledge and beliefs about the availability of financial aid and their chances of continuing into post-secondary education.

Several groups and agencies were kept informed of the progress of the HEAP in 1993-1994. Among entities receiving reports about the HEAP were the Senate Education Committee, the House Education and Public Works Committee, the Commission on Higher Education, the State Board of Education, the State Department of Education, the Access and Equity Committee of the CHE, and the HEAP Advisory Committee.

LICENSING AND VETERAN'S EDUCATION

The mission of Licensing and Veteran's Education is to assure an opportunity for students to quality instruction and ethical administration when entering a licensed or approved program. To protect state prerogatives and shield institutions and establishments approved for veterans education and training from direct federal control.

Nonpublic Institution Licensing

The authority for the licensing of degree-granting nonpublic educational institutions was given to the South Carolina Commission on Higher Education by Act No. 201, 1977 South Carolina General Assembly. By Act No. 246, the 1991 South Carolina General Assembly, transferred the proprietary school (nondegree-granting, nonpublic) licensing function from the South Carolina Department of Education to the South Carolina Commission on Higher Education.

Act No. 497, 1992 South Carolina General Assembly, combined the licensing of both degree and nondegree-granting institutions into this single act, thereby repealing the 1977 and the 1991 acts relating to the licensing of nondegree-granting, nonpublic institutions, and the nonpublic degree-granting institutions.

Act No. 497, 1992 South Carolina General Assembly, stipulates that the Commission on Higher Education is the sole authority for licensing non-public educational institutions established in South Carolina or elsewhere to operate in or confer degrees in South Carolina. Certain institutions are exempt, even though they are owned by nonpublic entities, e.g., institutions chartered by the Secretary of State before 1953 meeting certain criteria, and Bible and theological schools.

The 1992 act strengthened considerably the acts which it replaced. Final regulations implementing the act became final on June 25, 1993, and all institutions were in compliance with these new regulations by June 30, 1994.

During the period July 1, 1993, through June 30, 1994, the South Carolina Commission on Higher Education amended, renewed, or granted licenses to degree-granting nonpublic institutions allowing them to operate in or award degrees in South Carolina as follows:

Johnson & Wales University, Charleston, SC
University of Maryland, College Park, MD
DeVry Institute of Technology, Decatur, GA
DeVry Institute of Technology, Chicago, IL
DeVry Institute of Technology, Columbus, OH
DeVry Institute of Technology, Phoenix, AZ
ITT Technical Institute, Greenville, SC
Webster University, Myrtle Beach, SC
Universal Technical Institute, Houston, TX
Nashville Auto Diesel College, Nashville, TN
Cleveland Institute of Electronics, Cleveland, OH
Lesley College, Cambridge, MA

Nova Southeastern University, Fort Lauderdale, FL

Nonpublic Institution Agent Permits

Act No. 246, of the 1991 South Carolina General Assembly, requires agents who solicit student enrollment into licensed institutions to acquire a PERMIT from the South Carolina Commission on Higher Education. The permitting process allows for the issuance of permits only to representatives of institutions licensed to offer courses in South Carolina. This process is designed to assure instructional quality and to shield students from unethical business practices by institutions. A total of 73 permits were issued, representing 39 renewals and 34 new issues. The following institutions were represented in South Carolina by Permitted Agents during the period July 1, 1993 through June 30, 1994:

Degree Granting Institutions:

Cleveland Institute of Electronics, Cleveland, OH
DeVry, Inc., Decatur, FL
DeVry, Inc., Chicago, IL
DeVry, Inc., Columbus, OH
DeVry, Inc., Phoenix, AR
ITT Technical Institute, Greenville, SC
Nashville Auto Diesel College, Nashville, TN
Universal Technical Institute, Houston, TX

Non-Degree-Granting Institutions:

Alliance Tractor-Trailer Training Center, Arden, NC
Art Instruction Schools, Inc., Minneapolis, MN
John Casablancas Modeling & Career Center, Charlotte, NC
The National Center for Paralegal Training, Atlanta, GA
National Training, Inc., Orange Park, FL
Southeastern Academy, Kissimmee, FL

Veterans Education Program

In addition, the South Carolina Commission on Higher Education is designated as the State Approving Agency. As such, it is mandated to administer and supervise the statewide Veteran's Education Program by: 1) ascertaining the qualifications of educational institutions and training establishments to offer instruction under Title 38 of United States Code, chapters 30, 32, 34, 35, and 36, and Title 10 of United States Code, chapter 106; 2) approving programs of education and training for the enrollment of veterans, servicepersons, and other eligible persons; and 3) supervising educational institutions and training establishments that are approved to offer instruction under Title 38 and Title 10, United States Code, to determine that approval criteria continue to be met. Courses are approved and eligible persons enrolled in the following types of institutions:

Facilities & Enrollments

<u>Type of Training</u>	<u>Number of Facilities</u>	<u>Veterans Enrolled</u>	<u>Eligibles Enrolled</u>	<u>Total Enrollment</u>
<u>Institutions of</u>				
Higher Learning	57	3,755	547	4,302
Flight	7	24	-0-	24
Hospitals	7	-0-	-0-	-0-
Technical Colleges	16	4,530	512	5,042
Theological	7	67	3	70
Vocational	24	56	1	57
Cosmetology	29	28	9	37
Barbering	5	12	-0-	12
Commerical & Business	2	43	2	45
TOTALS	154	8,515	1,074	9,589
<u>On-the-Job and</u>				
Apprenticeship	226	373	-0-	373
GRAND TOTALS	380	8,888	1,074	9,962

Program Completions

<u>Type of Training</u>	<u>Veterans Completed</u>	<u>Eligibles Completed</u>	<u>Total Completed</u>
<u>Institutions of</u>			
Higher Learning	651	105	756
Flight	19	-0-	19
Hospitals	1	-0-	1
Technical Colleges	453	42	495
Theological	13	-0-	13
Vocational	46	-0-	46
Cosmetology	6	1	7
Barbering	10	1	11
Commercial & Business	7	-0-	7
TOTALS	1,206	149	1,355
<u>On-the-Job and</u>			
Apprenticeship	99	-0-	99
GRAND TOTALS	1,305	149	1,454

Summary of Visits

June 1, 1993 - May 31, 1994

	<u>Institutions</u>	<u>On-the-Job and Apprenticeship</u>	<u>Total</u>
Inspection	9	97	106
Supervisory	149	133	282
VA Requests, Approval Actions, Technical Assistance (to include enrollments)	251	337	588
TOTALS	409	567	976

Commission on Higher Education Management Information System
(CHEMIS)

Part of the Commission's responsibility as a coordinating board is to provide reliable statistical analyses regarding such matters as student enrollment and completions, academic programs, facilities, and costs for higher education in South Carolina. In meeting this mandated responsibility, the Commission is dependent upon information received from the colleges and universities in South Carolina. The Commission on Higher Education (CHE) is the Statewide Coordinating Agency for the Integrated Postsecondary Education Data System (IPEDS) Survey as required by the National Center for Education Statistics (NCES) in Washington, D.C. The information collected through the IPEDS Survey is used by the Commission as well as the Federal Government, to present an overview of higher education in the State and in the Nation.

In response to the changing needs, the Commission designed, developed, and implemented a new computerized data collection system. The CHEMIS was developed with the assistance of CHE staff, institutional representatives, peer higher education personnel, and outside consultants. The Advisory Committee on Information Resources (ACIR), comprised of CHE staff and institutional representatives, is an on-going Committee that assists with the continual development and maintenance of the CHEMIS.

The CHEMIS currently provides for the public institutions to report Student, Course, and Facilities data to the Commission electronically. Additional subject areas, such as Faculty, are being considered for future incorporation into the CHEMIS.

The Student component of the CHEMIS provides for the reporting of Enrollment and Completions data to the Commission. By reporting these data electronically, the Commission is able to handle more ad hoc data inquiries internally without having to request additional information from the individual institutions.

One key element of the Student component of the CHEMIS is the ability to track individual students across multiple institutions within the state. With the inclusion of public and private institutions reporting Student data to the CHEMIS, the State of South Carolina increases its ability to track the progress of postsecondary students within the state.

The Course component of the CHEMIS provides for the reporting of credit hour by discipline, local and off-campus teaching locations, and scheduling data to the Commission. The credit hour by discipline data is used in calculating the formula.

The Facilities component of the CHEMIS provides for the reporting of building and room characteristics data to the Commission. With scheduling data from the Course component, the Facilities component provides utilization of instructional space information. This information assist the Commission in making decisions concerning existing and new facilities.

All 33 public institutions currently participate in reporting to the CHEMIS in the Student, Course, and Facilities subject areas. The CHEMIS, with the three subject area components, was fully implemented beginning the Fall of 1993. The Commission has encouraged the private institutions to participate in the Student subject area component of the CHEMIS. The Course and Facilities subject areas components are not relevant to the private institutions, but by reporting the Student data to the CHEMIS, the private institutions will be provided with additional tracking capabilities of their students, fewer data requests from the Commission, and the replacement of the current IPEDS/CHE manual reporting requirements.

FACILITIES
AND
STATE POSTSECONDARY REVIEW PROGRAM

Commission on Higher Education Management Information System (CHEMIS)
Facilities Database

1. In 1989, the Commission staff identified space use and space needs as one of five statewide planning issues to be addressed. Subsequently, this facilities effort joined the Commission's larger CHEMIS project and has progressed steadily. A major workshop was held for all institutions to explain the South Carolina Higher Education Facilities Inventory and Classification Manual. Further, each campus was visited for the purpose of enabling staff to assist institutional personnel in understanding and organizing the inventory and classification process as it applied to their respective institution. The institutions submitted final building and room data in Fall 1993. Staff audited this data and provided the institutions with requirements for data reconciliations to be completed for submission of building and room data in Spring 1994.

Annual Permanent Improvement Plans

2. As stipulated by statute, each college and university submits its Annual Permanent Improvement Plan (APIP) to the Commission for review and approval. In June of 1994, the Commission reviewed each institution's 1994-95 Annual Permanent Improvement Plan. These plans included 33 new projects at an estimated budget of \$40,799,450.

South Carolina Higher Education Deferred Maintenance Study

3. A long standing interest of the Commission is addressing the backlog of deferred maintenance on the college and university campuses. The Commission committed to employ a third party to evaluate all college and university buildings to determine the exact extent of the deferred maintenance problem. In the course of writing a Request for Proposal and seeking funding for this effort, Budget and Control Board officials developed an interest in seeing such an evaluation performed for all State owned facilities. Subsequently, this Commission effort was subsumed within a statewide survey to be conducted jointly under the auspices of the Budget and Control Board and the Commission on Higher Education during FY 1993-94. Following a pre-test survey by the project staff, training sessions were conducted across the state and the survey forms were distributed to facilities managers immediately afterward. A quality assurance team from Clemson University's Department of Construction Science Management was instated. A representative sample of buildings was selected and the team independently inspected them to provide statistical process control for the self-reported surveys conducted by the institutions. Additionally, the Property Appraisal Unit of the Office of General Services separately reinspected a portion of the sample to benchmark the Clemson team.

Space Planning Guidelines

4. Space Planning Guidelines were developed for use by the State's colleges and universities in determining appropriate amounts of space for campus facilities. These guidelines were tentatively approved by the Advisory Committee on Facilities.

State Capital Improvement Bond Funding Criteria

5. New criteria for the review, approval, and ranking of all proposals submitted for State capital improvement bond funding were developed, presented to, and approved by the Commission on Higher Education.

State Postsecondary Review Program

The Higher Education Act (HEA) was amended by Congress in 1992 to provide for the State Postsecondary Review Program (SPRP). The SPRP requires states to review institutions, referred by the US Department of Education (DOE), which participate in federal student financial aid (Title IV) programs in order to determine their eligibility to continue such participation. The primary purpose of the SPRP is to prevent fraud and abuse in the Title IV programs.

On July 8, 1993, Governor Campbell designated the Commission on Higher Education as the State Postsecondary Review Entity (SPRE) for South Carolina.

The HEA includes review criteria which DOE applies to each Title IV eligible institution. These consist of an institution's loan default rate, financial status or dependence on Title IV programs, number of years of participation in Title IV programs, and patterns of student complaints. The DOE will refer to the SPRE for further review, against published state standards, those institutions which meet one or more of the review criteria.

Review standards are described in the HEA and apply to areas that include all aspects of the institution's ability to administer academic programs to the benefit of students. Each state must further develop specificity for each standard.

To assist the SPRE in developing review standards for, a SPRP Advisory Committee, including representatives from all sectors of postsecondary education in South Carolina, was convened on October 6, 1993. The Advisory Committee was charged with developing recommended review standards.

The review standards adopted by the Commission on Higher Education will be submitted to the DOE for approval as required by law.

State Appropriations for Colleges & Universities

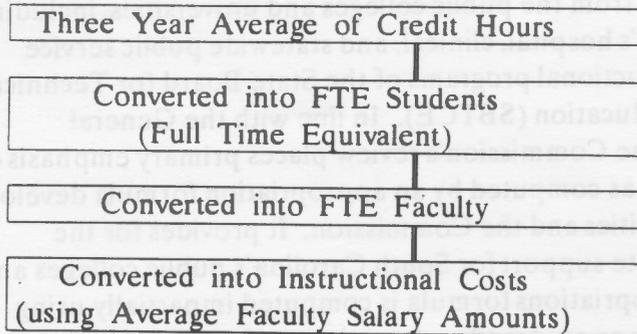
The Commission on Higher Education receives and reviews appropriation requests from the public colleges and universities, including the Medical University's hospital, clinical, and statewide public service activities, and the instructional programs of the State Board for Technical and Comprehensive Education (SBTCE). In line with the General Assembly's mandate, the Commission's review places primary emphasis on appropriation requests as computed by an appropriation formula developed by the colleges, universities and the Commission. It provides for the equitable sharing of state support for South Carolina's public colleges and universities. The appropriations formula is computed impartially using actual enrollments, proven student/faculty ratios, uniform salary assumptions, and justifiable average percentages to cover other education and general areas (instruction, research, public service, etc.) of the institutions. The appropriation formula is reviewed annually and appropriate factors are updated. A simplified illustration of the appropriation formula is provided on the right side of this page.

The recommendations of the Commission for 1994-95, and actual appropriations are shown below:

Institution	1994-95 Appropriations Formula	Actual 1994-95 Appropriations
The Citadel	\$17,406,832	\$13,011,856
Clemson University	122,798,743	83,486,109
Coastal Carolina University	14,754,649	10,390,097
College of Charleston	33,746,658	22,413,148
Francis Marion University	16,788,202	12,334,423
Lander University	10,751,061	8,082,019
S. C. State University	28,208,723	19,595,392
U.S.C. - Columbia	167,304,981	124,141,187
U.S.C. - School of Medicine	27,644,112	19,617,923
U.S.C. - Aiken	11,927,177	7,958,908
U.S.C. - Spartanburg	13,805,811	9,868,934
U.S.C. - Beaufort	2,717,650	1,756,906
U.S.C. - Lancaster	3,350,978	2,448,321
U.S.C. - Salkehatchie	2,849,467	1,887,092
U.S.C. - Sumter	5,314,173	3,487,150
U.S.C. - Union	1,275,377	937,243
Winthrop University	23,305,490	18,510,315
Medical University of S. C.	110,310,208	79,513,061
Medical Univ. - Hospital	26,977,092	18,900,342
AHEC	21,155,684	13,428,048
SBTCE	171,499,981	117,497,065
	<u>\$833,893,049</u>	<u>\$589,265,539</u>

Appropriations Formula Overview

Instruction Costs



Instructional Costs
Instruction Support

Total Instructional Costs

Other Education & General Costs

Research & Public Service
Academic Support & Student Services
Physical Plant
Institutional Support
Employer Contributions

Subtotal: Other Education & General Costs

Total Instructional Costs (from above)

Total Education & General Costs

Other Adjustments

Total Education & General Costs

Less: Revenue Deduction
(estimated Tuition & Fees)

Add: Unique Costs & Honors Incentive
Summer School Faculty Costs
(not included above)
Hospital and Area Health Education
Consortium Funding

Total Funding Formula Request

**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
EXPENDITURES AND SOURCES OF FUNDS
FISCAL YEAR 1993-1994**

The expenditures of the Commission on Higher Education are listed under three headings: Administration (operating expenses of the Commission), Service Programs, and Education Initiatives. Attention is called to the fact that 70% of total expenditures directly supported education activities other than those of the Commission. None of the flow-through funds were expended on administration expenses.

SOURCES OF FUNDS

State Appropriations	\$6,242,157
Federal Funds	<u>1,411,600</u>
<i>Total Sources of Funds</i>	<u><u>\$7,653,757</u></u>

EXPENDITURES

Administration	
Personal services	\$1,517,931
Other operating expenses	<u>764,772</u>
<i>Total Administration</i>	<u>\$2,282,703</u>
Service Programs	
SREB Programs	\$ 874,250
Centers of Excellence	352,565
D.D. Eisenhower Act	799,480
Teacher Leadership	750,000
Teacher Recruitment	<u>1,328,396</u>
<i>Total Service Programs</i>	<u>\$4,104,691</u>
Education Initiatives	
The Cutting Edge	\$ 514,080
Access and Equity Programs	433,447
Higher Education Awareness Program	<u>318,836</u>
<i>Total Education Initiatives</i>	<u>\$1,266,363</u>
<i>Total Expenditures</i>	<u><u>\$7,653,757</u></u>

COMMISSION PUBLICATIONS

The Commission on Higher Education published the following documents during the fiscal year ending June 30, 1994:

- | | |
|---------------|--|
| January 1994 | <u>Reports on Act 255 of 1992 and Summary Report on Institutional Effectiveness</u> |
| February 1994 | <u>Annual Report of the South Carolina Commission on Higher Education, 1992-93</u> |
| February 1994 | <u>A Fresh Approach: South Carolina Higher Education Program for Access and Equity</u> |
| April 1994 | <u>1994 South Carolina Higher Education Statistical Abstract, 16th edition</u> |
| April 1994 | <u>Quality and Service: Initiatives for 1994.</u>
(Second Update to <u>Choosing South Carolina's Future</u>) |

Total Number of Documents Printed	<u>255</u>
Cost Per Unit	\$ <u>1.73</u>
Printing Cost - S.C. State Budget & Control Board (up to 255 copies)	\$ <u>442.76</u>
Printing Cost - Individual Agency (requesting over 255 copies and/or halftones)	\$ <u>—</u>
Total Printing Cost	\$ <u>442.76</u>

