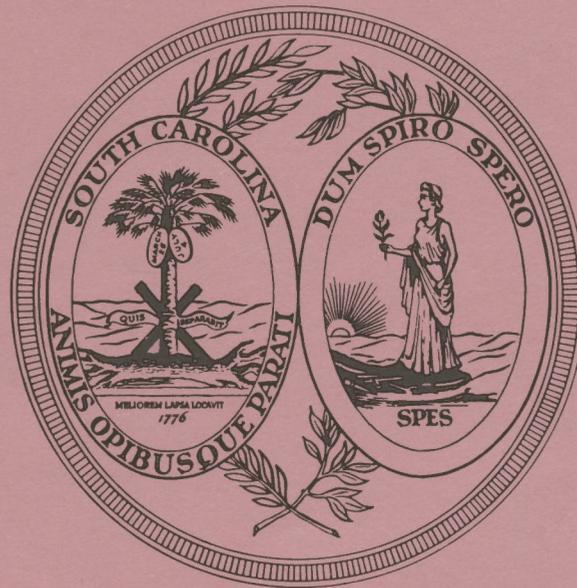


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SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION



ANNUAL REPORT 1989-1990

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SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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FRED R. SHEHEEN
Commissioner

July 1, 1990

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TO: His Excellency, Governor Carroll A. Campbell, Jr.,
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 1989-90 fiscal year ending June 30, 1990. 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,

A handwritten signature in black ink, appearing to read "Fred R. Sheheen", is written over the typed name.

Fred R. Sheheen



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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 colleges and universities;
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;
10. To administer the state's participation in various programs and activities of the Southern Regional Education Board;
11. To administer certain federal higher education programs when funded;

INTRODUCTION

12. To implement the initiatives for research and academic excellence mandated by Act 629 (1988) relating to students, instruction and educational services, research and economic development, planning and assessment, and Commission effectiveness;
13. To establish and implement a reporting procedure for the Policy Council for Nurse Recruitment and Retention; and
14. To monitor the use of funds appropriated for the S.C. Center for Teacher Recruitment.

PLANNING AND ASSESSMENT

During the 1989-90 fiscal year, South Carolina colleges and universities and the Commission on Higher Education worked to further implement planning and assessment programs in accordance with the provisions of Act 629 (The Cutting Edge legislation of 1988). In January 1990, the Commission approved the first Summary Report on Institutional Effectiveness which described progress made by the institutions during the 1988-89 academic year in determining their effectiveness and focused on three assessment components: performance of professional program graduates on licensing and certification examinations, reports of program changes that have occurred as a result of external program evaluations, and the success of entering students in meeting college or university admissions prerequisites. Information for the summary report was submitted by the institutions in their July 1989 institutional effectiveness reports. A second summary report will be prepared for distribution in winter 1991.

Statewide planning has also moved forward through ongoing institutional planning efforts and preparation of a new State higher education plan. In June 1989, Commission staff undertook the study of five statewide planning issues: appropriate distribution of enrollment in the public sector, incorporation of quality factors in the funding formula, review of state funding and institutional spending patterns, conversion from regional to national peer groups in the formula, and space use -- space needs. These studies were identified in consultation with institutional representatives and the Committee on Planning and Assessment. The task force studies were completed in June 1990. Findings and recommendations from each study will form a chapter of the statewide higher education planning document which will be submitted to the Commission for approval in December 1990. The document will also include information submitted by the institutions in June 1990 in their annual planning reports. The statewide planning document will be updated annually.

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 1, 1989, through June 30, 1990, the Commission approved the following new programs:

<u>Degree</u>	<u>Major</u>	<u>Institution</u>
<u>Master's</u>		
M.A.	History	The Citadel & the College of Charleston
M.S.	Geology	Clemson
M.A.	Anthropology	USC-Columbia
✓ M.F.A.	Creative Writing	USC-Columbia
M.H.R.T.	Hotel, Restaurant, & Tourism	USC-Columbia
M.Lib.	Library & Information Sciences via telecommunications	USC-Columbia and at 19 off-campus sites
M.P.H.	Public Health, with concentration in Health Administration via telecommunications	USC-Columbia at 15 off-campus sites
<u>Baccalaureate</u>		
B.A.	Special Education	Clemson
B.H.S.	Health Sciences	MUSC at Rock Hill
B.S.	Business Administration with concentration in Management	USC-Aiken at Beaufort, condi- tionally, for two years
B.S.	Business Administration with concentration in Finance & Management	USC-Aiken at Sumter, condi- tionally, for two years
B.A.	Dramatic Arts	USC-Coastal
B.S.I.S.	Interdisciplinary Studies	USC-Coastal at Myrtle Beach AFB
B.S.	Business Administration with Concentration in Health Administration	Winthrop

Associate

A.A./A.S.	Associate in Arts/Associate in Science	Aiken Tech
A.A./A.S.	Associate in Arts/Associate in Science	Denmark Tech
A.A./A.S.	Associate in Arts/Associate in Science	Florence-Darlington Tech
A.A./A.S.	Associate in Arts/Associate in Science	Horry-Georgetown Tech
A.P.S.	Criminal Justice Technology	Horry-Georgetown Tech at Myrtle Beach AFB
A.H.S.	Radiologic Technology	Horry-Georgetown Tech
A.I.T.	Electronic Technology	Midlands Tech
A.A./A.S.	Associate in Arts/Associate in Science	Orangeburg-Calhoun Tech
A.E.T.	Quality Assurance Technology	Orangeburg-Calhoun Tech
A.A./A.S.	Associate in Arts/Associate in Science	Piedmont Tech
A.A./A.S.	Associate in Arts/Associate in Science	Spartanburg Tech
A.A./A.S.	Associate in Arts/Associate in Science	Sumter Area Tech
A.A./A.S.	Associate in Arts/Associate in Science	T.C. of the Lowcountry
A.A./A.S.	Associate in Arts/Associate in Science	USC-Beaufort at Hilton Head
A.A./A.S.	Associate in Arts/Associate in Science	USC-Salkehatchie at Walterboro
A.A.	Associate in Arts	USC-Union at Laurens, conditionally, for two years
A.H.S.	Dental Hygiene	York Tech

Non-Degree

Institute for Advanced Materials & Manufacturing Research	Clemson
Pearce Center for Professional Communication	Clemson
Hilton Head College Center	T.C. of Lowcountry, USC-Beaufort, & USC-Columbia
Cancer Research Institute	USC-Columbia
Center for Reliability & Quality Sciences	USC-Columbia
Certificate of Graduate Study in Alcohol and Drug Studies	USC-Columbia

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.

Life Sciences

Undergraduate and graduate programs in the life or biological sciences, were evaluated in April 1988. Programs evaluated with on-site visits conducted from April 11-15, 1988, included 22 undergraduate programs and 37 graduate programs.

Members of the evaluation team were as follows:

Dr. Richard L. Anderson Statistical Consultants Lexington, Kentucky	Dr. Theodore Delevoryas Professor, Department of Botany University of Texas
Dr. Ronald V. Dimock, Jr. Chair, Department of Biology Wake Forest University	Dr. Cadet H. Hand, Jr. Professor, Bodega Marine Laboratory University of California
Dr. Arthur J. Hicks Chair, Department of Biology North Carolina A&T University	Dr. John E. Pauly, Team Chairman Vice Chancellor, Academic Affairs University of Arkansas
Dr. Robert M. Pfister Professor of Microbiology Ohio State University	Dr. Judy A. Spitzer Professor of Physiology & Medicine Louisiana State University
Dr. Fred D. Williams Chair, Department of Microbiology Iowa State University	

The consultants found generally that the number and distribution of programs in the life sciences is adequate in South Carolina. However, they conclude that the "degree of development of these programs needs to be improved at both the undergraduate and graduate levels." Although the consultants evaluated life science programs positively, they identified several areas of concern common to most programs: small program faculties, inadequate equipment and space, and declining enrollments.

The Commission acted upon the consultants' final report in December 1989. The Commission authorized 29 programs and one institute for continued approval and granted provisional approval to three programs pending receipt of institutional responses to the criticisms raised by the consultants. Those three are:

Clemson	B.S., M.S., Ph.D.	Biochemistry
Clemson	M.S., Phd	Plant Pathology
MUSC	M.S., Ph.D.	Physiology

Business

Undergraduate and graduate degree programs in business were evaluated for the second time during 1988-89. Sixty-three programs at 11 institutions were evaluated by a team of seven consultants in on-site visits from February 27 to March 3, 1989.

Members of the evaluation team were:

Dr. James H. Bearden Director, BB&T Center for Leadership Development East Carolina University	Dr. Clifford L. Eubanks Dean, College of Business Administration University of Central Florida
---	---

Dr. Edward J. Goebel
Dean, School of Business
Indiana State University

Dr. Origen James
Professor of Accounting
Georgia Southern College

Dr. E. Ray Solomon, Team Chairman
Dean, College of Business
Florida State University

Dr. Richard E. Sorensen
Dean, R. B. Pamplin College
of Business
Virginia Polytechnic Institute

Dr. Carl H. Stem
Dean, College of Business
Administration
Texas Tech University

According to the consultants, business programs are, and have been for the past three decades, in a period of rapid growth and change. Nationwide, business programs have had to enhance and maintain extensive computer capabilities as well as integrate computing into the various aspects of the business curriculum. Demands have also been made to "internationalize" business curricula. In addition, the discipline is faced with the challenges of recruiting, retaining, and renewing a well-qualified faculty pool.

The consultants conclude that South Carolina's business programs face many of the same problems. The consultants found that the "critical imbalance" of doctorally prepared faculty has impacted the state's business programs, resulting in significant salary escalation for new hires. The high salaries received by new hires have created salary compaction problems for existing faculty.

The consultants concluded that all of the state's business programs are in need of an infusion of funds if they are to remain viable. The team found "wide variation" in the quality of business programs offered in the state.

The team found no unnecessary duplication of business programs in the state.

Two programs were cited by the consultants as exemplary: Clemson's B.S. in industrial management and USC-Columbia's Master of International Business Studies.

The Commission acted on the consultants' recommendations at its December 1989 meeting.

The Commission awarded two commendations for excellence. These are:

Clemson	B.S.	Industrial Management
USC-Columbia	M.I.B.S.	International Business Studies

Seventy-one programs, including 16 centers, bureaus, or institutes, were granted continuing approval; four programs received provisional approval pending receipt of institutional response to criticism raised by the consultants. The Commission granted provisional approval to the following programs: USC-Aiken's B.S. in business administration, USC-Coastal's B.S. in finance, Clemson's MA in economics, and Francis Marion's M.B.A. program

pending receipt of institutional response to criticisms raised by the consultants.

Public Affairs

Undergraduate and graduate degree programs in social work, public administration, and criminal justice and criminology were evaluated in 1988-89. Sixteen programs in five institutions were evaluated by a team of six consultants which conducted its on-site visits November 8-11, 1988.

Members of the evaluation team were as follows:

Dr. Dorothy H. Bracey Chair, Department of Anthropology John Jay College of Criminal Justice	Dr. Grace H. Harris Dean, School of Social Work Virginia Commonwealth University
Dr. Charles A. Stewart (Team Chairman) Dean, School of Social Work University of Georgia	Dr. Thomas D. Unga Head, Department Political Sc. University of Tennessee
Dr. Gordon P. Waldo Interim Dean, School of Criminology Florida State University	Dr. Gordon P. Whitaker Director, Master of Public Administration Program (904) University of North Carolina

The consultants generally are satisfied with the state's programs in public affairs. Areas of strength and weakness are found within each of the programs.

The existing social work programs are meeting the state's current needs. The consultants found no unnecessary duplication of effort.

The Commission acted on the consultants' recommendation at its December 1989 meeting.

The Commission authorized nine programs, including one center, for continued approval and granted provisional approval to Winthrop College's B.S. in government and public service pending receipt of an institutional response to criticism raised by the consultants.

Pending Evaluations

Undergraduate and graduate programs in medicine; health sciences; parks, recreation and tourism; library and information sciences; and home economics were evaluated during 1989-90. The consultants' final reports on these programs will be reviewed by the Commission for action in fall 1990.

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. No such program may be continued on probation or remain under suspension for more than three years.

During the 1989-90 academic year, data on 274 approved associate degree programs in 26 institutions were evaluated. Of these programs 215 were continued in good standing, 41 were placed on probation, 13 were placed on suspension, and five were canceled. Associate degree programs terminated in 1989-90 are listed below:

Associate Degree Programs Terminated in 1989-90

Florence-Darlington Tech	A.Agr.	Agronomy
Florence-Darlington Tech	A.I.T.	Aviation
Tri-County Tech	A.Agr.	Animal Science
Trident Tech	A.E.T.	Architectural Engineering

Education Improvement Act of 1984

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

The South Carolina Teacher Loan 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 1,366 awards totaling \$3,284,632 were made to students enrolled in education programs in 1989-90, compared to 1,193 loans totaling \$2,889,955 in the preceeding year. Funds appropriated for this program for FY 89-90 were inadequate to meet the needs of all eligible candidates who applied.

The Education Improvement Act of 1984 also provides for the establishment of a program whose purpose is to foster the development of "Centers of Excellence" in teacher training in public and private colleges. In 1987-88 the Commission approved revised guidelines for this program to elicit programs of more substance. Under these guidelines the Commission has approved Centers of Excellence at Clemson University in science and math education, at Winthrop College in early childhood education, and at USC-Columbia in the area of educational technology for the learning disabled and visually handicapped. Funds awarded to these three Centers for 1989-90 were as listed below:

Clemson University	\$146,000
USC-Columbia	74,636
Winthrop College	120,000

In addition to its monitoring of existing Centers in 1989-90, the Commission also issued requests for proposals for the establishment of new Centers of Excellence to all eligible public and private institutions. The Commission approved the award of \$136,940 to Furman University in cooperation with USC-Spartanburg for the establishment of a Center of Excellence in the area of foreign language instruction for 1990-91.

The South Carolina Teacher Recruitment Center conducts statewide activities designed to improve 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 through General Funds, have been made to South Carolina state College and to Benedict College to improve the recruitment of black teacher candidates.

The 1989-90 Appropriations Act requires the Commission to monitor the use of these funds and report to the Senate and House Education Committees and the Education Improvement Act Select Committee on the effectiveness of the programs. The report issued by the Commission on January 8, 1990, includes activities designed to improve the Commission's coordination and oversight responsibilities of these projects.

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 the sciences in grades K-12 and for increasing participation in these subjects for all students. For 1989-90 a total of \$430,000 was available for grants to South Carolina colleges and universities awarded on a competitive basis. Fifteen proposals were submitted in response to the Commission's request for proposals. The Commission approved projects for the 1989-90 project year as follows:

<u>Institution</u>	<u>Title of Project</u>	<u>Amount</u>
Clemson University	Math Specialists in Grades K-8	\$ 58,104
Clemson University	Preparing for Science in the 90's	38,867
The Citadel	Improving Math Instruction Through the Use of Calculators	26,763
Midlands Tech	Collaborative Learning for Instructional Excellence	29,405
Morris College	Institute in Science Teaching	21,492
USC-Columbia	Elementary Earth Science Activities Implementation Project	61,420
USC-Columbia	Hands-on Physical Science Experiments	30,469
USC-Columbia	Teaching Higher Math Problem-Solving Skills Using Calculators in Middle School	46,400
USC-Salkehatchie	Science and Math Teacher Improvement	44,259
USC-Spartanburg	Disseminating Operation Physics In S.C.	38,867

Pee Dee Nursing Study

In 1988, the Commission asked that a study be conducted of the need for any additional baccalaureate degree programs in nursing in the Pee Dee area of the state. In consultation with the public institutions involved, the staff commissioned a study by an experienced nurse educator from out of State. The consultant's report was submitted in January 1989. After consultation with all interested parties, the Commission at its meeting in November 1989 adopted the following actions as a result of this study:

- (1) That no new generic program in nursing in the Pee Dee area be considered before 1993;
- (2) That the Medical University continue its completion program for registered nurses at Francis Marion College; and
- (3) That the Medical University explore the demand for an additional completion program in the Myrtle Beach area, with a report and recommendations to be made to the Commission staff.

Study of Student Financial Assistance in South Carolina

In 1988, the Commission authorized a study of student financial assistance in South Carolina to assess the degree to which current aid programs are meeting the needs of students attending South Carolina institutions or are likely to do so in the future.

After a competitive bid process, the contract to conduct the study was awarded to Dr. A. Robert Thoeny, of Nashville, Tennessee. Dr. Thoeny submitted the study to the Commission in August 1989.

On the basis of his study, the author made three principal recommendations:

1. Existing aid programs and administrative arrangements should be continued.
2. There should be developed a state-funded work-study program serving students at public and private postsecondary institutions.
3. Higher education institutions should develop an annual survey of student aid programs in South Carolina, adequate to monitor progress toward meeting educational costs to the state's needy population.

The Commission has accepted the report as information, and directed its staff to refine these recommendations for Commission consideration.

Dayco Scholarship

In 1988-90 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.

Regulations governing the Dayco Scholarship specify that a candidate pool will be established from applications submitted in connection with the Palmetto Fellows Scholarship program and that in selecting the awardee the Commission will give preference to:

1. An employee or dependent child of an employee of Dayco Products, Inc.;
2. A resident of a county (Barnwell and Colleton Counties) in which Dayco Products, Inc., operates; and
3. An applicant who has been accepted in a baccalaureate degree program in business in any public or private college in the state.

The first Dayco Scholarship was awarded in accordance with the above criteria in spring 1990 for the 1990-91 academic year.

1989-90 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}).

Commission staff working with the Advisory Committee on Academic Programs has 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 survey concerning admission standards for fall 1990, approved by the Commission on May 3, 1990, are presented in the following table:

Approximate Minimum SAT Score (Combined) Required for S.C. Residents Fall 1990

<u>Institution</u>	<u>High School Class Rank</u>		
	<u>25%</u>	<u>50%</u>	<u>75%</u>
College of Charleston (3)	750	920	1120
The Citadel (1)(3)	800	800	800
Clemson University (2)	900	1050	1250
Francis Marion College	650	750	850
Lander College	800	900	1000
S. C. State College	600	700	800
USC-Columbia (2)	700-1000	900-1220	1000-1460
USC-Aiken (4)	700	700	700
USC-Coastal (2)(3)	650	700	850
USC-Spartanburg (5)	700	700	700
Winthrop College	800	900	1100
USC-Beaufort	600	600	600
USC-Lancaster	600	600	600
USC-Salkehatchie	600	600	600
USC-Sumter	600	600	600
USC-Union	600	600	600
USC Two-Year Campuses	600	900	1100

Footnotes:

- (1) Does not use a predictive equation. Minimum 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.

- (2) Minimum score required varies by intended course of study.
- (3) Slightly higher scores are required for out-of-state applicants.
- (4) Does not use a predictive equation. Minimum scores required do not depend on high school class rank. Minimum scores required are 350 each on verbal and quantitative portions of the SAT.
- (5) Does not use a predictive equation. Minimum scores required do not depend on high school class rank. Minimum scores required are 350 each on verbal and quantitative portions of the SAT. Applicants must have achieved a 2.0 cumulative grade point ratio (on a 4.0 scale) in high school.

The Commission staff also monitors the extent to which entering freshman in the public senior colleges and universities meet the high school course prerequisites which went into effect fall 1988. The results of the survey concerning freshman who entered in fall 1989 are presented in the table below. The proportion of freshman who met all ten of the prerequisites increased from 71 percent in 1988 to 78 percent in 1989. For South Carolina residents, the increase was from 81 to 85 percent.

High School Graduates Enrolled as Freshman
Percent Meeting All Ten Prerequisites
Fall 1989

<u>Institution</u>	<u>S.C. Residents</u>	<u>Non- Residents</u>	<u>Total</u>
Clemson	94%	54%	81%
USC-Columbia	82	41	73
The Citadel	98	55	79
College of Charleston	96	67	87
Francis Marion	81	91	82
Lander	84	93	85
South Carolina State	60	59	59
USC-Aiken	78	21	66
USC-Coastal	95	51	83
USC-Spartanburg	92	97	92
Winthrop	88	42	81
USC-Beaufort	71	67	70
USC-Lancaster	58	0	57
USC-Salkehatchie	33	10	31
USC-Sumter	88	71	87
USC-Union	62	NA	62
Statewide	85	53	78

High School Graduates Enrolled as Freshman
Percent Meeting the Individual Prerequisites
Fall, 1989

<u>Prerequisites</u>	<u>S.C.</u> <u>Residents</u>	<u>Non-</u> <u>Residents</u>	<u>Total</u>
4-English	100%	100%	100%
3-Math	93	94	94
2-Lab Science	96	97	97
2-Foreign Language	96	96	96
1-Math(CS)/Western Civil	98	97	99
1-History	100	98	100
1/2 Economics	99	70	94
1/2 Government	99	78	96
1-Social Studies	98	98	99
1-Physical Ed	99	98	100
Met All 10	85	53	78

In 1989-90 the Commission approved a change in the high school course prerequisites. This change deleted the one-half unit of economics and one-half unit of government as requirements, and increased from one to two units the additional social studies requirement with the statement that "half units each of economics and government are strongly recommended."

Palmetto Fellows Scholarship

The Commission awarded Palmetto Fellows Scholarships to the second cohort of Fellows in 1989-90. Fifty-four scholarships totaling \$135,000 were awarded, compared to 45 in the preceding year. State funds to support both the first and second cohorts totaled \$216,000 in 1989-90.

Scholarship holders may receive up to \$5,000 annually, half provided by the state and half provided by the participating institutions at which the Scholar enrolls.

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

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

Developmental Education

The Cutting Edge legislation, as adopted by the General Assembly in 1988, requires, among other things, 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."

In FY 89-90 the Commission conducted a survey of all public institutions to determine both current practices and future plans for developmental education programs and adopted the following policies with respect to developmental education:

1. All institutions which are currently awarding degree credit for developmental coursework should discontinue doing so, effective fall 1990;

2. Institutions which have not already done so should develop and implement a tracking system for developmental students in order to follow them from developmental programs through regular curriculum degree credit courses, effective fall 1990, and evaluate their success rates.

3. All four-year institutions should implement policies and procedures which will ensure that students do not remain indefinitely in developmental programs, effective fall 1990.

4. Four-year institutions should develop, as strongly suggested in The Cutting Edge legislation, cooperative developmental programs with nearby two-year institutions.

5. A self-evaluation and assessment of each institution's developmental education program should be included in each institution's individual assessment plan and submitted as an amendment to each institution's plan for assessing its effectiveness by January 30, 1991, to include, among other items, descriptions of the actions taken with respect to items 1, 2, 3, and 4 above.

6. The Commission will undertake a statewide evaluation of developmental programs and conduct an analysis of the funding of these programs in FY 92-93.

SBTCE Calendar Conversion

In 1989-90 the Commission transferred to the State Board for Technical and Comprehensive Education (SBTCE) \$500,000 under Act 629 of 1988, The Cutting Edge, to support the conversion of academic calendars in the SBTCE system from a quarter to a semester system. Activities

during the year emphasized development of systemwide policies and curriculum models. During the 1990-91 year, work will continue at the system level while the sixteen colleges begin internal work plans for curriculum development, student advisement, and college specific data systems.

In 1989-90 over 95 percent of the system's curriculum program models were converted from quarter to semester format, and 80 percent of 6,000 course descriptions were rewritten. Software modification requirements for the various software systems used in the State Tech system were established. State-level and college committees have begun developing procedures to ensure the smooth transition for students and have begun revising appropriate SBTCE personnel policies and procedures.

Undergraduate Instruction Grants

The Cutting Edge legislation authorized competitive grants, to be awarded by the Commission, to public and private colleges in the state for the purpose of improving undergraduate instruction. A total of 24 proposals were submitted by the same number of institutions, requesting \$1,306,565. A review panel of out-of-state consultants met in Columbia in April 1989 to review these proposals. On the recommendation of this panel, the Commission approved the following seven awards at its meeting on July 6, 1989.

Approved Undergraduate Instruction Grants, FY 89-90

<u>Title</u>	<u>Institution</u>	<u>Amount Awarded</u>
Assessing and Improving Instructional Effectiveness (1)	Midlands Tech	\$ 52,727
Project REDESIGN (1)	Furman University	56,524
A Project to Evaluate & Improve Undergraduate Instruction in Biology & Psychology (1)	Francis Marion College	36,627
Assessment Program (1)	S. C. State College	34,418
Design for Curriculum Excellence	Florence-Darlington Tech	34,351
Graduate Teaching Survey & Faculty Seminar Series on Teaching & Learning	USC-Columbia	58,613
Curriculum 2000	Lander College	26,740
Total		\$300,000

(1) Continuing projects

Endowed Professorships

The endowed professorship program, established as a part of The Cutting Edge, was funded for a second year in the amount of \$750,000. Each endowed professorship is supported by a separate endowment, \$200,000 at the universities and \$100,000 at the senior colleges. Half of the corpus for these special endowments is provided by the state through the Commission and half from private funds raised by the institutions specifically for this purpose. Since the inception of the program, ten professorships have been established at the various institutions. Institutional fund raising efforts continue to develop support for the remaining professorships.

Endowed Professorships
Senior Colleges and Universities

	<u>FY 88-89</u>		<u>FY 89-90</u>	
	<u>Agree.</u>	<u>Funds</u>	<u>Agree.</u>	<u>Funds</u>
	<u>Signed</u>	<u>Released</u>	<u>Signed</u>	<u>Released</u>
The Citadel	X	X	X	X
College of Charleston	X	X	X	X
Clemson	X	X	X	X
Francis Marion	X	X	X	X
Lander	X	X	X	X
MUSC	X	H	X	H
S.C. State	X	X	-	-
USC-Aiken	X	-	-	-
USC-Columbia	X	X	-	-
USC-Coastal	X	X	-	-
USC-Spartanburg	X	X	-	-
Winthrop	X	-	-	-

H = Holding 100,000

Research Grants (Senior Colleges)

The Cutting Edge Research Grants Program entered its second year of activity during FY 89-90. The FY 89-90 competitive grants process resulted in the submission of 19 proposals from the nine eligible institutions, requesting \$1,033,404. A review panel of out-of-state consultants met in Columbia on April 11, 1989, to review these proposals. The panel ranked 12 of the proposals and recommended that they be funded.

The Commission on Higher Education approved funding for the following 12 projects at its meeting on July 6, 1989:

Approved Research Grant Projects, FY 89-90

<u>Title</u>	<u>Institution</u>	<u>Amount Awarded</u>
The Cellular Basis of Inflammation in Crayfish (1)	Francis Marion	\$ 26,359
Positive Feedback Between Intertidal Filter Feeders & Estuarine Plankton (1)	USC-Coastal	42,290
College Level Essay Analysis & Rating Project (CLEAR) (1)	USC-Coastal USC-Aiken	58,312
Isolation & Characterization of <u>Arabidopsis</u> Mutants With Altered Singlet Oxygen Metabolism (1)	Coll of Charleston	39,643
Determination & Removal of Toxic Heavy Metals From Waste Waters in SC (1)	Winthrop College	34,900
Construction & Evaluation of Holographic Fourier Transform Spectrometers (1)	The Citadel & College of Charleston	61,305
Estuarine Adaptations & the Ecological Role of Wading Birds in SC Coastal Ecosystems	Winthrop College	45,525
Franchising as an Economic Development Tool for SC	College of Charleston	46,403
Teenage Parents Educational & Occupational Aspirations & Preparation (1)	S.C. State	73,065
Targeting the Education & Training Needs of Business & Industry in SC	USC-Aiken	30,136
Psychobiological Predictors of Cardiac Rehabilitation	USC-Coastal	27,752
Late Quaternary Evolution of the Inner Continental Shelf & Coastal Zone of SC: Climatic & Relative Sea Level Changes	USC-Coastal	64,163
Total		\$549,853
(1) Continuing projects		

Research Investment Fund (Special Projects)

As authorized in the enabling legislation, the Commission made two grant awards in FY 89-90 in support of targets of opportunity in economic development. Both awards were related to the effects of Hurricane Hugo.

An award of \$30,000 was made to Clemson University to support the work of faculty, principally in civil engineering, in advising governmental agencies and individuals in assessing damage, in redesigning new and existing structures to better withstand future storms, and in assessing land erosion.

An award of \$27,600 was made to the University of South Carolina-Columbia, as the lead and fiscal agent, to develop a consolidated proposal for federal grant support to conduct research studies related to the storm, and to the state's recovery efforts. A combined proposal representing the efforts of researchers at 14 institutions and agencies was prepared.

Research Investment Fund (Universities)

In keeping with the authorizing legislation, the Commission evaluated in FY 89-90 the procedures utilized by each of the three universities to determine its internal distribution of Research Investment Fund (RIF) support. All three institutions rely on a competitive grant process, by which faculty members may seek Cutting Edge support for specific projects or activities. Both Clemson University and the University of South Carolina-Columbia utilize external peer groups to guide the decision-making process within each. The Commission found no reason to suggest alternatives to the established procedures.

For FY 89-90, the Commission allocated a total of \$2,652,547 to the Research Investment Fund for these universities. This total was allocated among the three according to the pro rata shares each reported spending on externally funded research in FY 88-89. The totals allocated to each university by this method were as follows:

<u>Institution</u>	<u>Amount Allocated</u>
Clemson University	\$ 769,239
University of S.C.-Columbia	1,100,807
Medical University of S.C.	782,501

Clemson University awarded RIF support to 12 research projects, ranging in size from an award of \$566 for a minor piece of X-ray equipment (to complement an equipment purchase made with RIF funds in the previous year) to an award of \$200,000 to consolidate projects in composite materials research. The list of projects supported in FY-89-90 at Clemson follows:

<u>Project</u>	<u>RIF Funds</u>
Analytical Equipment	\$ 50,000
Role of Ap4A in Cell Stress	69,187
Remediation of Contaminated Soils & Aquifers	99,680

Prototype Stereolithographic Testbed	79,000
Structure and Property Relations in Melt Spun Fibers	39,850
Impact of state Investment on Infrastructure	25,000
Facility for DNA and Genome Analysis	82,000
School Bus Routing System	21,525
Research Development Initiatives	30,000
Composite Materials Research	200,000
Initiatives in Biotechnology	72,431
X-Ray Sample Preparation	566

The University of South Carolina awarded RIF support to nine projects, including \$575,842 to continued development of its parallel supercomputer program. The list of projects supported at USC-Columbia follows:

<u>Project</u>	<u>RIF Funds</u>
Research Initiative in Industrial Mathematics	\$ 54,000
Infrastructure Planning Project	100,000
Analysis of the Genetic Components of Fish	57,465
Equipment Upgrade, NMR Spectrometer	99,725
Study of Adult Illiteracy	77,000
Spectroscopic Analysis of Peat	50,400
Study of Neurocomputing	30,000
Economic Effects of European Integration on S.C.	56,472
Parallel Supercomputer Initiative	575,842

At the Medical University, 14 projects were supported, primarily by the purchase of additional needed research equipment. These projects are listed below:

<u>Project</u>	<u>RIF Funds</u>
Lyophilizer and Water Still for Pharmaceutical Development	\$ 155,000
Protein Structure by Mass Spectrometry	91,883
Cocaine Receptor Laboratory	72,560
Protein Chromatography Purification System	38,729
Macromolecular Analysis of Nucleic Acids	24,200
Cardiovascular Physiological Recorder	81,300
Development of New Drugs of Infection in AIDS	29,918
RNA-Protein Interactions	34,286
Molecular Basis of Hypertrophy	31,915
Retroviruses as Inducible Mutagens	30,620
Intracellular Events in Myelin Biogenesis	24,000
Measuring Load Regulation in Cardiac Tissues	25,000
Automated DNA Sequencing Facility	98,000
Molecular Neurobiology Laboratory	45,000

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, offering South Carolina residents a specific number of reserved spaces in programs of study in professional fields not available in South Carolina, are provided through the Southern Regional Education Board (SREB). The state has such contracts in force, administered by the Commission, for students of veterinary medicine at Tuskegee University (Alabama), at the University of Georgia, and at North Carolina state University. 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 24 students per class in veterinary medicine and up to 6 per class in optometry. A summary of 1989-90 contracts and awards is given below.

Tuition Aid Agreement with the North Carolina School of the Arts. The state also has, and the Commission administers, 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 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.

Summary of SREB Contracts and Awards, 1989-90

<u>Field</u>	<u>Number of Students</u>	<u>state Obligation</u>
Veterinary Medicine	72	\$573,788
Optometry	15	85,500
Arts	7	17,350
Total	94	\$676,638

The Academic Common Market (ACM) program allows for the interstate sharing of other programs. This interstate agreement among 14 states affords state residents access to programs that are unusual and are not offered in the state.

Currently, state residents have access to approximately 100 undergraduate degree programs and 300 graduate degree programs through the ACM. In FY 89-90, 126 were certified by the Commission to participate in the ACM. In the same period, 61 residents of other states enrolled as market 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 Plan for Access and Equity for Minorities). This program provides grants of up to \$1,000 each to residents of the state who

are members of a minority race at the institution attended. Eligible institutions include public senior colleges and universities and Denmark Technical College.

In 1988-89 the program was funded at \$340,000, and at \$103,871 for 1989-90.

The Graduate Incentive Fellowship (GIF) 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 sixth year in 1989-90. The program was funded at \$500,000 in 1988-89 and at \$476,035 in 1989-90.

The program provided funds in the amount of \$5,000 to master's level "other-race" students at state colleges and universities, and \$10,000 to doctoral students.

Other Programs of Student Aid

Two programs of student financial assistance 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 1989-90 academic year, 7,242 grants totaling \$18,149,556 were provided to eligible students.

The South Carolina Student Loan Corporation administers both the South Carolina Stafford Loan Program and the Auxiliary Loan Program. In FY 89-90, 23,424 totaling \$52,324,861 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 14,002 loans totaling \$4,382,045 in 1988-89 compared to 1,626 loans totaling \$5,125,126 in 1989-90.

THE ACCESS AND EQUITY PROGRAM

In November 1988, the Commission authorized and approved guidelines for a new minority achievement program, the Higher Education Program for Access and Equity. Implemented since July 1, 1989, the Access and Equity Program ended its first year on June 30, 1990. The Access and Equity Program evolved from the state's federally mandated desegregation plan that was implemented in South Carolina from July 1, 1981, to June 30, 1986, in order to fulfill requirements of Title VI of the Civil Rights Act of 1964. After the federally mandated desegregation plan expired, a state desegregation plan was implemented from July 1, 1986, to June 30, 1989, and was followed by the current Access and Equity Program. Guidelines for the Access and Equity Program require each public institution to have well-planned activities that address minority student recruitment and retention, along with positive measures for hiring and retaining minority faculty members, professional staff, and other employees. 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 I) that were implemented by the state's 33 public institutions in 1989-90.

Funds in the amount of \$1,191,052 were provided for implementation of the program in 1989-90. Table II shows the amounts of Access and Equity Program funds allocated for each institution.

Table III shows undergraduate enrollments, by race, in public colleges and universities for fall 1988 and fall 1989. Total undergraduate enrollment in public colleges and universities increased by 7%, from 101,988 in fall 1988 to 109,275 in fall 1989. Total black

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 teach for one semester at a predominantly "other race" institution.
3. The Student Exchange Program - To provide "other race" students 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.

Table II
Access and Equity Program Expenditures
FY 1989-90

<u>INSTITUTIONS</u>	<u>AMOUNT</u>
THE CITADEL	\$ 16,697
CLEMSON UNIVERSITY	121,229
COLLEGE OF CHARLESTON	27,682
FRANCIS MARION COLLEGE	16,097
LANDER COLLEGE	11,033
MEDICAL UNIVERSITY OF SOUTH CAROLINA	135,338
SOUTH CAROLINA AHEC	27,276
S. C. STATE COLLEGE	400,000
WINTHROP COLLEGE	25,684
USC-COLUMBIA	141,809
USC-MEDICAL SCHOOL	24,823
USC-AIKEN	11,539
USC-COASTAL	12,984
USC-SPRATANBURG	15,920

	SUBTOTAL \$988,111
USC-BEAUFORT	3,500
USC-LANCASTER	3,500
USC-SALKEHATCHIE	3,500
USC-SUMTER	5,421
USC-UNION	3,500

	SUBTOTAL \$19,421
AIKEN TECHNICAL COLLEGE	\$ 3,500
CHESTERFIELD-MARLBORO TECHNICAL COLLEGE	4,290
DENMARK TECHNICAL COLLEGE	95,181
FLORENCE-DARLINGTON TECHNICAL COLLEGE	9,006
GREENVILLE TECHNICAL COLLEGE	5,436
HORRY-GEORGETOWN TECHNICAL COLLEGE	4,435
MIDLANDS TECHNICAL COLLEGE	13,898
ORANGEBURG-CALHOUN TECHNICAL COLLEGE	5,644
PIEDMONT TECHNICAL COLLEGE	7,311
SPARTANBURG TECHNICAL COLLEGE	6,192
SUMTER AREA TECHNICAL COLLEGE	9,664
TECHNICAL COLLEGE OF THE LOWCOUNTRY	5,645
TRI-COUNTY TECHNICAL COLLEGE	3,590
TRIDENT TECHNICAL COLLEGE	0
WILLIAMSBURG TECHNICAL COLLEGE	3,500
YORK TECHNICAL COLLEGE	6,228

	SUBTOTAL \$183,520
	GRAND TOTAL \$1,191,052

Table III
Actual Number and Percent of Black Undergraduate Students
Enrolled at S. C. Public Colleges and Universities
Fall 1988 and Fall 1989

	1988			1989		
	#Black	Total	%Black	#Black	Total	%Black
Public Senior Institutions						
Clemson University	663	11,774	5.63	834	12,563	6.63
College of Charleston	368	5,767	6.38	398	6,267	6.35
Francis Marion College	506	3,596	14.07	516	3,662	14.09
Lander College	386	2,358	16.37	344	2,274	15.12
Medical University	95	920	10.33	106	1,027	10.32
S. C. State College	3,634	3,864	94.05	4,041	4,308	93.80
The Citadel	143	2,342	6.11	162	2,309	7.01
USC-Columbia	2,156	15,962	13.51	2,185	6,000	13.65
USC-Aiken	370	2,532	14.61	392	2,633	14.88
USC-Coastal	326	4,135	7.88	279	4,101	6.80
USC-Spartanburg	285	3,265	8.73	276	3,422	8.06
Winthrop College	702	4,400	15.95	693	4,460	15.53
Subtotal	9,634	60,915	15.82	10,226	63,026	16.20
Two-Year Regional Campuses						
USC-Beaufort	137	1,010	13.56	101	877	11.51
USC-Lancaster	137	1,004	13.65	113	931	12.13
USC-Salkehatchie	167	628	26.59	266	731	36.38
USC-Sumter	227	1,440	15.76	227	1,337	16.97
USC-Union	58	343	16.91	47	338	13.90
Subtotal	726	4,425	16.41	754	4,214	17.80
Technical Colleges						
Aiken	423	1,489	28.41	496	1,696	29.24
Technical College of LC	330	950	34.74	343	1,112	30.84
Chesterfield-Marlboro	177	731	24.21	152	692	21.96
Denmark	689	699	98.57	697	708	98.44
Florence-Darlington	439	1,835	23.92	604	2,214	27.28
Greenville	744	6,111	12.17	885	7,284	12.14
Horry-Georgetown	265	1,661	15.95	273	1,726	15.81
Midlands	1,657	6,082	27.24	1,920	6,954	27.61
Orangeburg-Calhoun	486	1,149	42.30	595	1,420	41.90
Piedmont	493	1,745	28.25	569	2,066	27.54
Spartanburg	230	1,725	13.33	302	1,966	15.36
Sumter	585	1,564	37.40	682	1,763	38.68
Tri-County	207	2,326	8.90	268	2,705	9.90
Trident	1,016	5,594	18.16	1,135	6,455	17.58
Williamsburg	144	402	35.82	186	441	42.17
York	408	2,585	15.78	448	2,833	15.81
Subtotal	8,293	36,648	22.63	9,555	42,035	22.70
Total	18,653	101,988	18.29	20,535	109,275	18.79

Source: Higher Education Statistical Abstract, South Carolina Commission on Higher Education, 1989 and 1990.

undergraduate enrollment increased by 10%, from 18,653 in fall 1988 to 20,535 in fall 1989. The number of white undergraduate students enrolled at South Carolina State College was 230 in fall 1988 and 240 in fall 1989. At Denmark Technical College 10 white students were enrolled in fall 1988 and 9 white students were enrolled in fall 1989.

Six public senior institutions had increases in black enrollment from fall 1988 to fall 1989, while five institutions had decreases in the percentage of black undergraduates enrolled from fall 1988 to fall 1989. Among the two-year regional campuses of the University of South Carolina, three institutions had decreases in black enrollment from 1988 to 1989; and two institutions had increases in black enrollment. Half (8) of the technical colleges had increases in the number and percent of black students from fall 1988 to fall 1989. Six technical colleges had increases in the number of blacks enrolled but decreases in the percentage of blacks in their enrollments. One technical college had a decline in both the number and percentage of blacks enrolled from fall 1988 to fall 1989. Total black enrollment in the technical colleges increased by 15%, from 8,293 students in fall 1988 to 9,555 students in fall 1989, due mainly to significant increases in black enrollments at Florence-Darlington, Midlands, Spartanburg, and Sumter Area Technical Colleges.

The percent of blacks earning graduate and professional degrees in South Carolina's public colleges and universities declined during the 1988-89 year (Tables IV and V).

The percent of black full-time faculty employed in public colleges and universities is shown in Table VI.

Table IV
 Doctoral Degrees Awarded to Blacks
 by S. C. Public Colleges and Universities
 1980-81, 1986-87, 1987-88, and 1988-89

Year	#Black	Total	%Black
1980-81	9	186	5%
1986-87	18	266	7%
1987-88	19	285	7%
1988-89	15	306	5%

Source: Higher Education Statistical Abstract 1982, 1988, 1989, and 1990.

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

Year	#Black	Total	%Black
1980-81	379	3,805	10%
1986-87	375	4,011	9%
1987-88	341	3,526	10%
1988-89	359	4,196	8.5%

Source: Higher Education Statistical Abstract, 1982, 1988, 1989, and 1990.

Table VI
 Full-Time Faculty at S. C. Public Colleges and Universities
 Fall 1988 and 1989

	Fall 1988			Fall 1989		
	Total	#Black	%Black	Total	#Black	%Black
S.C. Baccalaureate Degree Granting Institutions	4,608	328	7%	4,808	328	7%
2 Year Regional Campuses of USC	130	5	4%	136	6	4%
Technical Colleges	1,294	138	11%	1,340	131	10%

Source: Higher Education Staff Information (EEO-6)

LICENSING NON-PUBLIC INSTITUTIONS

Sections 59-46-10 through 59-46-90 of the Code of Laws of South Carolina, as amended, provide that the Commission on Higher Education "shall be the sole authority for licensing non-public educational institutions established in {South Carolina} or elsewhere to operate in or confer degrees in {South Carolina}." The Law provides a penalty of up to \$5,000 for each degree granted in willful violation and up to \$15,000 against a person who violates an injunction restraining and preventing violations of the law.

The law provides that an institution established in South Carolina and accredited by an association or organization recognized by the Council on Postsecondary Accreditation or which is approved for teacher certification by the State Board of Education shall be considered as meeting standards for licensing. The law exempts any institution chartered by the Secretary of State before 1953, Bible institutions, and theological schools. The 1986 General Assembly amended the licensure law by adding provisions for licensure to be program specific and site specific. In addition, the 1986 amendment provided for the Commission to deny licensure of any program if that program adversely affects the goals of the Commission's plan to eliminate segregation in public institutions of higher education.

During the period July 1, 1989, through June 30, 1990, the Commission on Higher Education renewed or granted licensure to the following non-public institutions to operate in or award degrees in South Carolina:

<u>Institution</u>	<u>Date Licensed</u>	<u>Type of License</u>	<u>Degree Level</u>
Phillips College at Charleston North Charleston, S.C.	9/7/89	Temporary	Associate
Phillips College at Columbia Columbia, S.C.	9/7/89	Temporary	Associate
Phillips College at Greenville Greenville, S.C.	9/7/89	Temporary	Associate
Phillips College at Spartanburg Spartanburg, S.C.	9/7/89	Temporary	Associate
Sherman College of Straight Chiropractic Spartanburg, S.C.	5/3/90	Regular	1st Professional
Tomlinson College Cleveland, Tennessee	5/3/90	Regular	Associate

During the same period, the Commission amended the licenses of the following institutions:

<u>Institution</u>	<u>Date Amended</u>	<u>Type of Amendment</u>
Johnson & Wales University Providence, Rhode Island	7/6/89	Added associate in occupational science degree programs in bakery and pastry arts, food and beverage management, hotel-restaurant management, and restaurant/institutional management in Charleston, S.C.
Columbia Junior College Columbia, S.C.	5/3/90	Added associate degree program in paralegal studies
Webster University St. Louis, Missouri	5/3/90	Added M.B.A. degree program with emphases in the same areas as are available in the four M.A. business programs in Charleston, S.C.

COMPUTER ADVISORY COMMITTEE

The Computer Advisory Committee, initiated and sponsored by the Commission on Higher Education, has been in existence since 1969. The Committee is composed primarily of the computer center directors of the public senior colleges and universities and of the State Board for Technical and Comprehensive Education and is chaired by the Commission's Coordinator of Data and Budget Systems.

The Committee is a coordinating, rather than a controlling, agency for computer usage, functioning primarily as a body to improve communications among the state's universities and colleges, both public and private. In particular, its role is (1) to provide a forum for regular discussion of mutual problems; (2) to communicate the needs of institutions and advise the Commission on all computer-related matters; (3) to review and recommend refinements in software; and (4) to encourage mutual cooperation among institutions in such areas as development of compatible programs and data formats, coordination of long-range plans, and study of joint computer facilities and systems.

The Computer Advisory Committee continues to hold regular meetings, usually at the Commission's Columbia office but sometimes at one of the institutions in order to observe computer developments on site. A representative of the South Carolina private college sector is regularly invited to meetings of the Committee to provide liaison with those institutions.

FACILITIES

Facilities Information System

During the decade of the 1970s, the Commission on Higher Education developed and maintained a comprehensive state-level facilities information system. During the early 1980s, the system was largely abandoned. In the spring of 1989, the Commission identified space use and space needs as one of five statewide planning issues for the coming year. A task force was appointed to draft a report and recommendations to improve and update the existent facilities information system in order that it might enable the Commission to determine not only how much space a particular institution has but how much it needs.

The Task Force on Space Use and Needs completed its study and issued its report in the spring. Major recommendations contained in the report are as follows:

1. That an electronic facilities data base be established at the Commission on Higher Education with the capacity to store and manipulate the data elements considered standard in building and room inventories.
2. That the facilities data base be integrated within the Commission's computer system and not be a distinct and separate set of hardware and software located in the facilities division. Further, the facilities data base should be designed to take maximum advantage of other data already collected by the Commission in order to permit maximization of analyses.
3. That the facilities data base be structured in such a way as to maximize interinstitutional comparability with peer institutions from other states.

This report is to receive review by the Commission's Advisory Committee on Facilities, the Advisory Council on Planning, and the Committee on Planning and Assessment prior to its final review by the Commission.

Rehabilitation and Maintenance of Campus Facilities

The Master Plan committed the Commission on Higher Education to work toward bringing all campus facilities to at least a "satisfactory" standard as defined in the Commission's Building Quality Evaluation Procedures Manual, and then to ensure that this standard is maintained.

The Building Quality Survey was updated in the fall of 1989 and includes the vast majority of facilities on the state's college and university campuses. Thirty-three institutions reported that approximately \$414.6 million would be required to bring 952 buildings up to complete standards. Of this amount, \$292,668,628 was estimated for rehabilitation of non-residential facilities, including \$30,942,395 for

rehabilitation of non-residential facilities, including \$30,942,395 for the technical colleges. Total rehabilitation needs by campus appear in the table below.

Included in the 952 rehabilitation projects were 214 residential facilities estimated to cost about \$127,015,657 to correct all deficiencies.

To put this in a historical perspective, it should be noted that total rehabilitation needs have increased by 178% since the original 1981 Building Quality Survey.

	<u>1981</u> <u>Survey</u>	<u>1990</u> <u>Survey</u>	<u>%</u> <u>Increase</u>
Facilities Reported	633	952	50%
Total Rehabilitation Needs	\$150,759,453	\$419,684,285	178%
Non-Residential Rehab. Needs	\$122,479,953	\$292,668,628	138%
Residential Rehabilitation	\$ 28,288,500	\$127,015,657	349%

Certainly the 50% increase in facilities reported, along with normal inflation and other factors, has contributed to this substantial increase.

However, the survey data seem to suggest that higher education in South Carolina is faced with a substantial, and growing, deferred maintenance need that is not currently being met. In this respect, South Carolina mirrors the nation.

Annual Permanent Improvement Plans

According to policies and procedures recommended by the Commission and adopted in 1983 by the Joint Bond Review Committee and the Budget and Control Board, Annual Permanent Improvement Plans are submitted by the public colleges and universities for Commission approval prior to submission to the Budget and Control and the Joint Bond Review Committee. In June 1989, the Commission reviewed and approved each institution's 1989-90 Annual Permanent Improvement Plan. The total program includes 456 projects at an estimated 1990-91 expenditure of \$144 million.

Policies and Procedures for the Review and Approval of Permanent Improvements and Lease Requests

During the course of the year, this manual was thoroughly rewritten to incorporate policy changes adopted by either the state or the Commission on Higher Education since its publication in the fall of 1987. The revised manual will be presented to the Commission's Advisory Committee on Facilities and subsequently to the full Commission for adoption.

Tuition Study

A major study was initiated on tuition policies in the state of South Carolina. Specifically, the major focus of this investigation will be the use of tuition as defined in South Carolina for physical facilities debt service and capital expenditures. Further, this study will attempt to answer the question of whether South Carolina's relatively high tuition and fee structure is caused by the use of such fees for debt service and capital improvement to facilities. The anticipated completion date for the study is December of 1990.

\$ 16,328,000	Francis Marion College
\$ 11,288,000	S.E. State College
\$ 438,000	University of South Carolina System
\$ 376,000	USC - Aiken
\$ 1,334,000	USC - Beaufort
\$ 37,006,000	USC - Coastal Carolina
\$ 400,000	USC - Columbia
\$ 1,148,000	USC - Lancaster
\$ 687,000	USC - Salkehatchie
\$ 387,000	USC - Spartanburg
\$ 1,188,000	USC - Sumter
\$ 32,385,000	USC - Union
\$ 16,375,700	Winthrop College
\$ 328,944,074	Medical University of South Carolina
	TOTAL
\$ 200,000	Allen Technical College
\$ 88,100	Charleston-Bartow Technical College
\$ 8,278,430	Denmark Technical College
\$ 437,000	Florence-Darlington Technical College
0 *	Greenville Technical College
0 *	Horry-Georgetown Technical College
\$ 1,687,000	Midlands Technical College
\$ 3,398,000	Orangeburg-Calhoun Technical College
\$ 437,000	Piedmont Technical College
\$ 452,000	Spartanburg Technical College
0 *	Sumter Technical College
\$ 11,070,000	Technical College of the Lowcountry
\$ 387,000	Tri-County Technical College
\$ 37,391	Trident Technical College
\$ 207,000	Williamsburg Technical College
\$ 444,000	York Technical College
\$ 27,611,711	TOTAL FOR STATE
\$ 416,352,782	TOTAL FOR ALL PUBLIC INSTITUTIONS

*No funds estimated for rehabilitation needs according to records submitted.

Updated Campus Rehabilitation Needs
(Non-Residential and Residential Buildings)

<u>Institution</u>	<u>Funds Estimated</u>
The Citadel	\$ 38,489,046
Clemson University	\$180,700,000
College of Charleston	\$ 23,316,150
Francis Marion College	\$ 2,622,178
Lander College	\$ 16,926,000
S.C. State College	\$ 11,288,000
University of South Carolina System	
USC - Aiken	\$ 436,000
USC - Beaufort	\$ 276,000
USC - Coastal Carolina	\$ 1,334,000
USC - Columbia	\$ 39,006,000
USC - Lancaster	\$ 400,000
USC - Salkehatchie	\$ 1,148,000
USC - Spartanburg	\$ 689,000
USC - Sumter	\$ 267,000
USC - Union	\$ 1,186,000
Winthrop College	\$ 52,285,000
Medical University of South Carolina	\$ 16,575,700
 TOTAL	 \$386,944,074
 Aiken Technical College	 \$ 200,000
Chesterfield-Marlboro Technical College	\$ 88,100
Denmark Technical College	\$ 8,578,420
Florence-Darlington Technical College	\$ 457,000
Greenville Technical College	0 *
Horry-Georgetown Technical College	0 *
Midlands Technical College	\$ 1,687,000
Orangeburg-Calhoun Technical College	\$ 3,398,000
Piedmont Technical College	\$ 427,000
Spartanburg Technical College	\$ 455,000
Sumter Technical College	0 *
Technical College of the Lowcountry	\$ 11,070,000
Tri-County Technical College	\$ 262,000
Trident Technical College	\$ 37,391
Williamsburg Technical College	\$ 503,800
York Technical College	\$ 448,000
 TOTAL FOR SBTCE	 \$ 27,611,711
 TOTAL FOR ALL PUBLIC INSTITUTIONS	 <hr/> \$414,555,785 <hr/>

*No funds estimated for rehabilitation needs according to records submitted.

STATE APPROPRIATIONS FOR COLLEGES AND 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 and universities and the Commission. It provides for equitable sharing of state support for South Carolina's public colleges and universities. Realistic appropriations are computed impartially using actual enrollments, proven student/faculty ratios, uniform salary assumptions, and justifiable average percentages to cover the agreed programs (instruction, research, public service, etc.) of the institutions. The appropriation formula is reviewed annually and faculty salary averages, student/faculty ratios, and hourly wages are updated. A copy of the current appropriation formula is available upon request.

The recommendations of the Commission for 1990-91 and actual appropriations are shown below:

	1989-90 <u>Appropriation</u>	1990-91 Formula Calculation Adjusted for <u>Pay Increases</u>	Total 1990-91 <u>Appropriation</u>
The Citadel	\$ 13,440,915	\$ 15,278,485	\$ 13,459,932
S.C. State	19,765,855	21,888,347	19,277,554
Winthrop	19,504,324	22,532,955	19,719,247
College of Charleston	19,989,146	24,416,096	21,420,657
Francis Marion	12,531,605	14,281,972	12,411,141
Lander	8,293,945	9,338,119	8,238,162
USC-Aiken	7,095,725	8,704,802	7,600,626
USC-Coastal	10,005,137	12,067,405	10,383,443
USC-Spartanburg	9,247,397	11,000,137	9,373,201
USC-Beaufort	1,586,768	1,943,595	1,687,541
USC-Lancaster	2,232,823	2,801,540	2,442,173
USC-Salkehatchie	1,536,060	2,034,790	1,731,406
USC-Sumter	3,169,789	3,843,381	3,345,445
USC-Union	807,602	1,072,559	924,011
USC-Sch. of Medicine	18,175,916	22,015,513	19,304,206
USC-Columbia	117,953,692	140,935,498	123,008,081
Clemson	73,968,144	91,986,399	80,495,655
MUSC-Academic Div.	76,345,953	91,027,688	82,987,013
MUSC-Medical Center	17,303,855	20,955,171	18,499,532
MUSC-AHEC	14,542,760	16,715,236	14,802,735
SBTCE-Instruct. Pgms.	<u>96,382,911</u>	<u>123,146,378</u>	<u>107,277,582</u>
TOTAL	\$543,880,322	\$657,986,066	\$578,389,342

SUMMARY OF FISCAL YEAR 1989-90 EXPENDITURES
OF THE COMMISSION ON HIGHER EDUCATION

The expenditures of the Commission on Higher Education are listed under four headings: Administration (operating expenses of the Commission), Service Programs (coordinated by the Commission), The Cutting Edge Programs (coordinated by the Commission), and the Access and Equity Programs (coordinated by the Commission). Attention is called to the fact that 82% of total expenditures directly supported education activities other than those of the Commission. None of these flow-through funds was expended on operating expenses.

	<u>1989-90</u>
I. ADMINISTRATION (operating expenses)	
1. Personal Services (salaries, including employer contributions)	\$ 1,056,900
2. Other Operating Expenses	<u>544,511</u>
TOTAL ADMINISTRATION	\$ 1,601,411
II. SERVICE PROGRAMS	
1. Southern Regional Education Board	
Contract Payments	\$ 665,288
Small Grants	8,750
Fees and Assessments	100,000
Arts Program	17,100
2. Centers of Excellence	345,000
3. D. D. Eisenhower Act	437,269
4. Nursing Recruitment	197,861
5. Teacher Leadership Program	500,000
6. Teacher Recruitment	<u>700,896</u>
TOTAL SERVICE PROGRAMS	\$ 2,972,164
III. THE CUTTING EDGE PROGRAMS	\$ 4,666,439
IV. ACCESS AND EQUITY PROGRAMS	<u>\$ 697,371</u>
TOTAL, Commission on Higher Education	<u>\$ 9,937,385</u>
SOURCE OF FUNDS:	
1. State Appropriations	\$ 9,500,116
2. Federal Funds	<u>\$ 437,269</u>
TOTAL FUNDS	<u>\$ 9,937,385</u>

COMMISSION PUBLICATIONS

The Commission on Higher Education published the following documents during the fiscal year ending June 30, 1990:

July 1989	<u>Calendar of Institutional Reporting Dates, FY 1989-90</u>
July 1989	<u>Annual Report of the South Carolina Commission on Higher Education, 1988-89</u>
July 1989	<u>Evaluation of Business Administration Programs in South Carolina Public Institutions of Higher Education</u>
Fall 1989	<u>Higher Education Forum, Vol. 4, No. 2</u>
November 1989	<u>If You Are College Bound</u> (brochure)
Winter 1990	<u>Higher Education Forum, Vol. 5, No. 1</u>
January 1990	<u>Summary Report on Institutional Effectiveness</u>
February 1990	<u>Ignoring the Problem May Be Disastrous</u> (brochure)
March 1990	<u>South Carolina Higher Education Statistical Abstract, Twelfth Edition</u>

