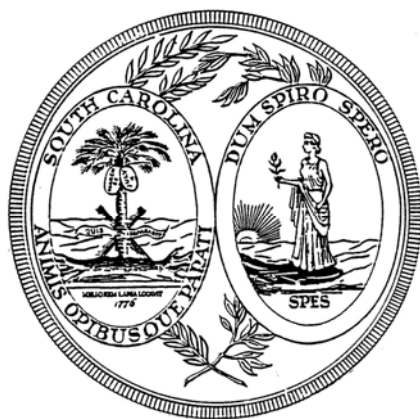


ACCESS & EQUITY... DIVERSITY IN HIGHER EDUCATION



SOUTH CAROLINA ACCESS & EQUITY STATEWIDE PROGRAM
FISCAL YEAR 2009-2010



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
1333 MAIN STREET, SUITE 200
COLUMBIA, SOUTH CAROLINA 29201



South Carolina Commission on Higher Education

Mr. Kenneth B. Wingate, Chair
Dr. Bettie Rose Horne, Vice Chair
Douglas R. Forbes, D.M.D.
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Y. W. Scarborough, III
Mr. Charles L. Talbert, III, CPA
Mr. Guy C. Tarrant, CCIM
Mr. Hood Temple
Charles B. Thomas, Jr., M.D.
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

Dr. Garrison Walters, Executive Director

COMMITMENT TO ACCESS AND EQUITY

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

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

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

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

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

South Carolina Commission on Higher Education Commission Members

As of January 1, 2010

		Congressional District
Appointed by the Governor at Large		
Kenneth B. Wingate, <i>Chair</i>	Columbia	-----
Douglas R. Forbes	Columbia	-----
Cynthia C. Mosteller	Mt. Pleasant	-----
Guy C. Tarrant	Charleston	-----
Appointed by the Governor upon the recommendation of the respective Legislative Delegation		
Bettie R. Horne, <i>Vice Chair</i>	Greenwood	3
Raghu Korrapati	Lexington	2
James R. Sanders	Gaffney	5
Y. W. Scarborough	Charleston	1
Charles L. Talbert	Spartanburg	4
Hood Temple	Florence	6
Appointed by the Governor Ex-Officio-Institutional		
Kenneth W. Jackson	Florence	-----
Charles B. Thomas	Greenville	-----
J. Neal Workman, Jr.	Clemson	-----
Appointed by the Governor President, Ex-Officio-Private Sector without vote		
Mitchell Zais	Newberry	-----

2009-2010 Standing Committees of the South Carolina Commission on Higher Education

As of January 1, 2010

***Ken Wingate, Chair**

***Bettie Rose Horne, Vice Chair**

1. Committee on Academic Affairs and Licensing

***Bettie Rose Horne, Chair**

Cynthia Mosteller
Y. W. Scarborough, III
Hood Temple
Neal J. Workman, Jr.

2. Committee on Access & Equity and Student Services

***Cynthia C. Mosteller, Chair**

Bettie Rose Horne
Raghu Korrapati
Guy Tarrant
Mitchell Zais

3. Committee on Finance and Facilities

***James R. Sanders, Chair**

Douglas R. Forbes
Kenneth W. Jackson
Charles L. Talbert
Charles B. Thomas
Neal J. Workman, Jr.

The **Executive Committee** of the Commission is composed of the **Chairperson** of the Commission, who will act as the committee's presiding officer, the **Vice Chairperson**, and the **Chairpersons** of the standing committees of the Commission.

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HISTORY OF THE ACCESS AND EQUITY PROGRAM

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

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

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

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

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

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

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



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

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

OBJECTIVES FOR 2009 AND BEYOND

The following broad objectives place priority on new and continuing concerns to be emphasized in the Access and Equity program in 2008 and beyond:

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

GUIDELINES FOR THE USE OF ACCESS AND EQUITY FUNDS

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

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

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

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

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

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

Funding/Expenditure Guidelines

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

ALLOCATION METHODOLOGY

Access & Equity Appropriation FY 2009 - 2010

Background

FY 2009-10 Proviso Language Section 6.3-H03 Commission on Higher Education

6.3 (CHE: Access & Equity Programs) Of the funds appropriated herein for Access and Equity Programs, the Commission on Higher Education shall distribute at least \$98,313 to South Carolina State University, \$24,559 to Denmark Technical College, and \$588,741 to the Access and Equity Program. With these funds the colleges and universities shall supplement their access and equity programs so as to provide, at a minimum, the same level of minority recruitment activities as provided during the prior fiscal year. Any additional funds appropriated herein for the Access and Equity Program shall be used for Commission on Higher Education implementation of statewide program priorities.

S.C. State University	\$ 98,313
Denmark Technical College	\$ 24,559
Access & Equity Program	\$ 588,741
Total	\$ 711,613 ^{1,2}

1. Of the \$711,613, \$32,812 was set aside for competitive grants.
2. Proviso does not reflect budget reductions. See page 6, column 10, for total appropriations after end of year budget reductions.

SC Higher Education Access & Equity Program

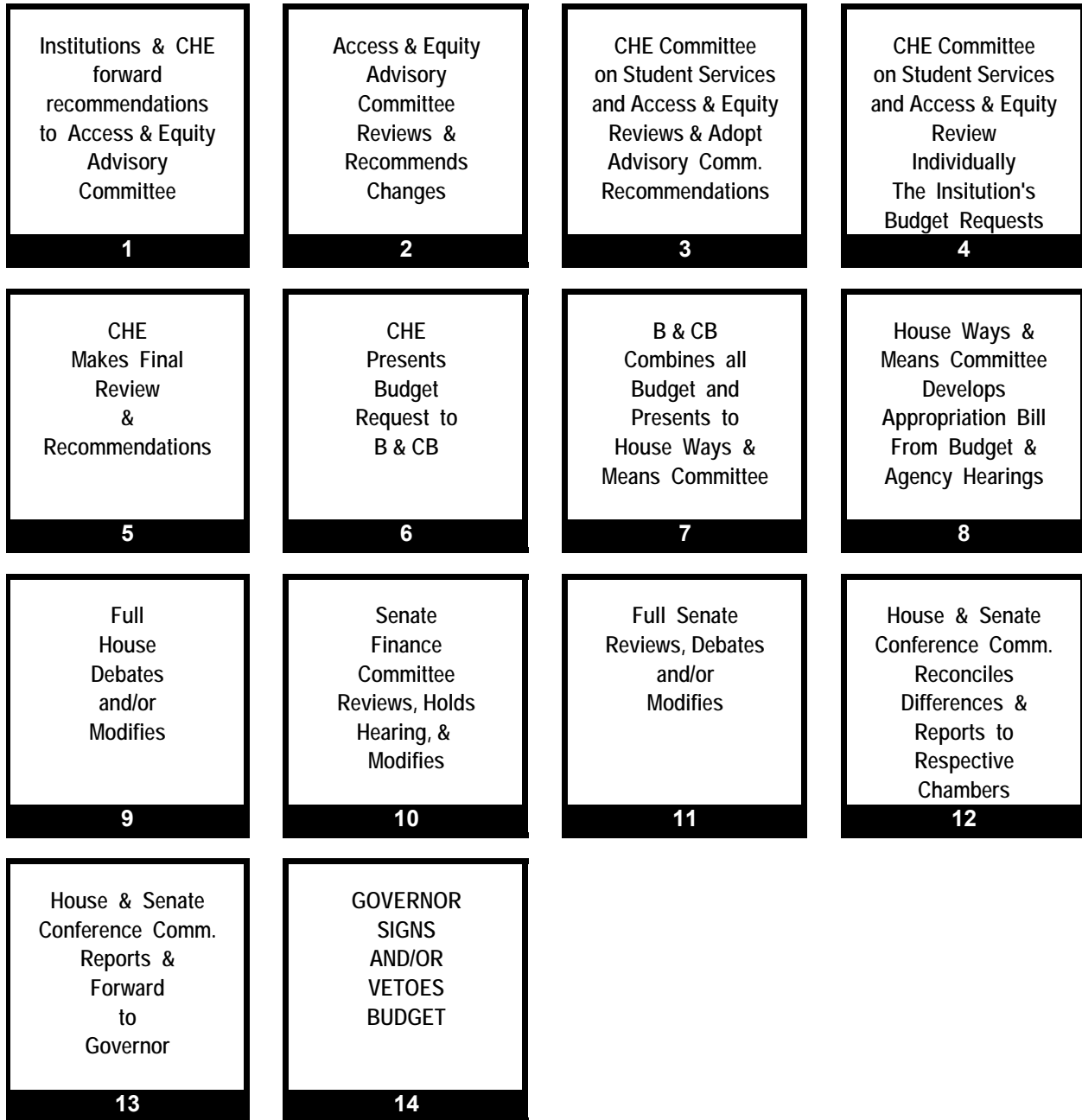
Summary of Ten Year Appropriation and Allocation

Years	1	1	2	3	4	5	6	7	8	9	10
	1999-00 ¹	2000-01 ¹	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10 ²
A & E Appropriation	\$ 395,043	\$ 395,043	\$ 895,043	\$ 762,324	\$ 718,801	\$ 711,613	\$ 711,613	\$ 711,613	\$ 711,613	\$ 696,020	\$ 551,553
Non-Recurring	500,000										
Subtotal	895,043	395,043	895,043	762,324	718,801	711,613	711,613	711,613	711,613	696,020	551,553
Budget Reduction			133,990	43,523						144,467	48,732
Total (after reduction)	895,043	395,043	761,053	718,801	718,801	711,613	711,613	711,613	711,613	551,553	502,821
Clemson	79,856	41,360	90,774	72,701	69,939	69,451	69,525	69,525	69,202	54,689	50,447
MUSC	36,598	34,292	41,612	36,532	38,119	38,094	38,297	38,297	38,310	30,336	33,021
USC-Columbia	88,683	44,345	105,838	86,270	86,425	85,452	85,827	85,827	87,744	68,575	59,251
USC-School of Medicine	21,841	15,040	15,625	15,057	15,535	15,679	15,692	15,692	15,698	12,432	14,008
The Citadel	9,353	4,287	13,437	11,718	11,159	10,387	9,803	9,803	9,605	7,510	6,223
Coastal Carolina	17,167	4,287	17,980	13,562	14,414	15,480	15,844	15,844	17,234	13,207	9,580
College of Charleston	31,711	7,520	41,926	29,212	27,361	26,564	26,626	26,626	25,564	20,061	14,762
Francis Marion	19,748	6,016	14,800	12,422	11,933	11,942	12,103	12,103	12,571	9,582	8,281
Lander	18,305	4,425	11,379	9,387	9,416	9,295	9,228	9,228	8,739	6,507	5,852
South Carolina State	118,396	105,319	117,031	107,276	113,055	112,692	112,387	112,387	112,371	89,606	99,414
USC-Aiken	15,465	4,287	12,339	10,488	10,072	9,817	9,854	9,854	9,724	7,468	6,156
USC-Beaufort	6,900	4,287	6,483	6,182	6,324	6,389	6,389	6,389	6,516	5,218	4,953
USC-Upstate	18,117	4,287	13,803	11,718	11,674	11,727	11,481	11,481	11,699	9,523	7,430
Winthrop	27,816	7,520	22,527	19,370	18,463	18,346	18,132	18,132	17,641	13,912	11,202
USC-Lancaster	7,104	4,287	6,117	5,874	5,884	5,831	6,030	6,030	6,209	5,269	5,067
USC-Salkehatchie	6,081	4,287	5,751	5,566	5,552	5,590	5,517	5,517	5,707	4,530	4,579
USC-Sumter	6,941	4,287	6,849	6,182	6,233	6,242	6,002	6,002	6,037	4,860	4,767
USC-Union	6,317	4,287	4,653	4,644	4,875	4,804	4,955	4,955	4,871	3,893	4,164
Aiken	8,968	4,287	8,679	8,642	8,445	8,419	8,363	8,363	8,215	6,549	5,789
Central Carolina	8,353	4,287	9,045	9,873	9,816	9,555	9,652	9,652	9,002	7,488	6,138
Denmark	29,746	26,309	28,871	27,491	28,687	28,726	28,651	28,651	28,524	22,806	25,568
Florence-Darlington	16,673	4,287	12,339	11,103	11,130	10,905	11,268	11,268	10,652	8,327	7,041
Greenville	26,364	4,287	23,320	26,481	24,682	24,949	26,506	26,506	26,634	21,217	13,935
Horry-Georgetown	12,868	4,287	11,607	12,026	12,013	12,825	12,565	12,565	13,026	10,625	8,212
Midlands	29,383	4,287	22,954	23,098	21,810	22,322	21,917	21,917	21,738	16,739	11,722
Northeastern	7,429	4,287	6,117	5,874	5,970	6,100	6,121	6,121	5,838	4,613	4,610
Orangeburg-Calhoun	8,558	4,287	8,313	8,027	8,146	8,399	8,383	8,383	8,110	6,387	5,812
Piedmont	12,143	4,287	11,973	12,948	12,604	12,592	11,846	11,846	11,673	9,478	7,358
Spartanburg	13,015	4,287	10,509	10,488	10,843	11,093	11,028	11,028	11,168	8,954	7,178
TCLC	6,510	4,287	7,215	7,412	7,278	7,252	7,057	7,057	7,205	5,756	5,372
Tri-County	14,499	4,287	11,607	11,102	11,273	11,795	12,039	12,039	11,932	9,906	7,894
Trident	19,950	4,287	22,954	24,021	23,341	23,752	23,703	23,703	23,280	18,446	12,786
Williamsburg	6,914	4,287	5,385	4,952	5,163	5,269	5,240	5,240	5,217	4,146	4,354
York	12,263	4,287	11,241	11,102	11,169	11,173	10,768	10,768	11,144	9,293	7,455
AHEC					3,500	3,500	3,500	3,500	3,500	2,735	2,735
Competitive Grant	125,000			40,000	36,498	29,311	29,314	29,314	29,314	10,910	9,704
Total	\$ 895,034	\$ 395,034	\$ 761,053	\$ 718,801	\$ 718,801	\$ 711,613	\$ 711,613	\$ 711,613	\$ 711,613	551,552	502,820

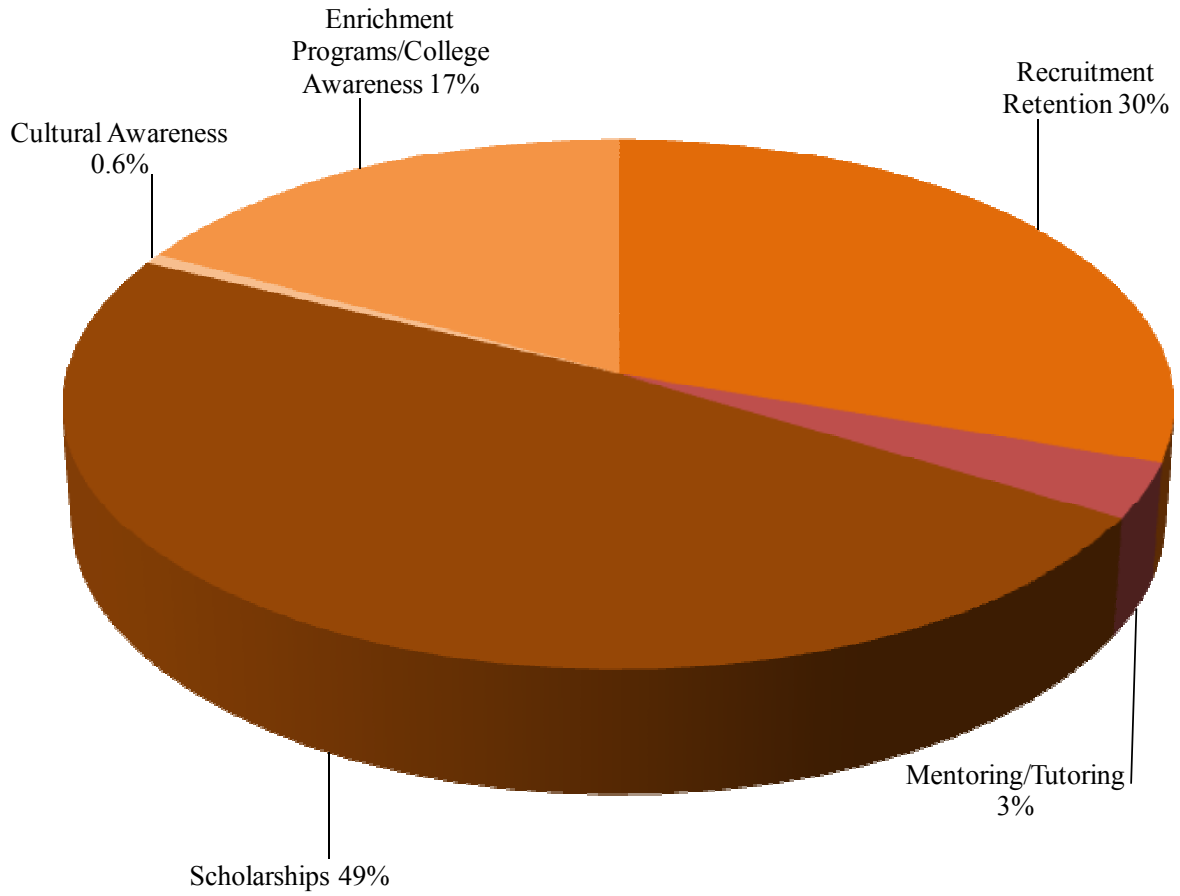
¹ Unallocated amount due to numerical rounding from spreadsheet calculations. \$9 was carried forwarded to the next year.

² Reflects current budget cuts.

Annual Budget Cycle



SC Access & Equity Percent Funding Breakout By Program Category FY 2009-10



FINANCIAL AID PROGRAMS



WHAT IS FINANCIAL AID?

Financial Aid is intended to make up the difference between what your family can afford to pay and what college costs. Over half of the students currently enrolled in college receive some sort of financial aid to help pay college costs.

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

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

FINANCIAL AID CONTINUED:

The main types of financial aid are: **scholarships and grants, loans, and student employment or work study aid.**

Scholarships and Grants: Students may qualify for scholarships or financial assistance as a result of academic achievement, religious affiliation, ethnic or racial heritage, community leadership or activities, or membership in certain clubs or organizations.

Loans: While included in the term "financial aid", higher education loans differ from scholarships and grants in that they must be paid back. There are several types in the United States:

1. Federal student loans made to students directly,
2. Federal student loans made to parents, and
3. Private student loans made to students or parents.

Student Employment/Work Study Aid: Student employment or work-study is a job that allows the student to pay for education by working.

GUIDELINES FOR ACCESS & EQUITY UNDERGRADUATE SCHOLARS PROGRAMS

Description and Goals

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

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

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

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

Priority should be given to applications of full-time students when making Access & Equity Undergraduate Scholar awards. Remaining available funds may be awarded to part-time learners enrolled in degree programs at the public institutions defined in Chapter 112 of Title 59.

Eligibility Requirements

Have a high school GPA of at least 3.0 on the SC uniform grading scale (2.5 for technical colleges).

I. Full-time Students

The amount authorized for each “Access & Equity Undergraduate Scholars Program” grantee is any amount up to \$2,000 for the academic year with no guarantee that “Access & Equity Undergraduate Scholars” funds will be provided for the student in subsequent years.

A. First-time Entering Freshmen Students

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

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

B. Continuing Students

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

- a. be a United States citizen;
- b. be a South Carolina resident; who satisfies the requirements of residing in accordance with state statues for tuition and fees, statue 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education.
- c. have completed at least 24 semester hours in an academic program.:
- d. have a cumulative GPA of at least 2.0;
- e. enroll as a full-time, degree-seeking student.

C. Transfer Students to 4-Year Institutions

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

- a. be a United States citizen;
- b. be a South Carolina resident; who satisfies the requirements of residing in accordance with state statues for tuition and fees, statue 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education.
- c. have a cumulative GPA of at least 2.0 or the minimum required for the degree program of study;
- d. enroll as a full-time, degree-seeking student.

II. Part - time Students

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

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

- a. be a United States citizen;
- b. be a South Carolina resident; who satisfies the requirements of residing in accordance with state statues for tuition and fees, statue 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education;
- c. have a high school diploma or equivalent (G.E.D. Certificate);
- d. have a cumulative GPA of at least 2.0;
- c. enroll at least half-time as a degree-seeking student as defined by institutional guidelines and regulations.

South Carolina Commission on Higher Education Administrative Responsibilities:

The South Carolina Commission on Higher Education is the state agency responsible for implementing the statewide policy. The South Carolina Commission on Higher Education will have overall administrative responsibility to include:

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

Eligible public postsecondary institutions will have the following responsibilities:

1. College and university administrators oversee campus budgets, set policies such as admissions standards, coordinate degree programs, and facilitate credit transfer and articulation between the state's public colleges and universities, therefore guidelines (in addition to the minimum statewide scholarship guidelines) may be imposed by the institution.
2. Providing matching funds on a dollar for dollar basis for the Access & Equity Undergraduate Scholars program;
3. Receiving and screening scholarship applications, and selecting recipients;
4. Utilizing other available financial aid funds in conjunction with these awards to recruit and assist as many "underrepresented" students as possible;
5. Submitting to the Commission on Higher Education any information concerning recipients needed and requested by the Commission for reporting and accounting purposes. Such information shall include certification that all students receiving "Access & Equity Undergraduate Scholars" awards are South Carolina residents.

GUIDELINES FOR ACCESS & EQUITY GRADUATE INCENTIVE SCHOLARSHIP PROGRAMS

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

Objectives

The Graduate Incentive Scholarship Program has five major objectives:

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

¹“Historically Underrepresented” students are students that have been historically underrepresented at traditionally white institutions and traditionally black institutions in South Carolina.

Student Eligibility Criteria

Doctoral Level

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

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

Master’s and First Professional Level

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

1. United States citizen;
2. Accepted for admission to, or enrolled as, a full-time student in an eligible master’s or first professional program at a South Carolina public postsecondary institution;
3. Be a South Carolina resident; who satisfies the requirements of residing in accordance with state statues for tuition and fees, statue 59-112-10 and all related guidelines and regulations promulgated by the Commission on Higher Education;
4. Member of “historically underrepresented” at institution to be attended;
5. Outstanding student;
6. For annual renewal, satisfactory academic standing and continued enrollment in an eligible program.

¹ Outstanding student as defined by the participating institution on the basis of previous academic record and scores on any tests required by the institution. ² Satisfactory academic standing as defined by the institution.

Limitation of Awards

The annual amount of a Graduate Incentive Scholarship will be up to \$15,000 for a full-time student at the Doctoral level and certain first professional levels; up to \$7,500 for full-time students at the Masters level. The amount authorized for part-time students will be pro-rated, based on full-time equivalency at that level.

Administrative Responsibilities

The South Carolina Commission on Higher Education is the state agency responsible for implementing the statewide policy. The South Carolina Commission on Higher Education will have overall administrative responsibility, to include:

1. Requesting Access and Equity Program funding through the Budget and Control Board;
2. Notifying eligible institutions in timely fashion concerning steps required on their part in the application, awarding and reporting procedures;
3. Receiving and processing requests from institutions for funding;
4. Gathering and analyzing pertinent information from institutions regarding fellowship recipients;
5. Making final decisions on forgiveness of loans to recipients.

Eligible public postsecondary institutions will have the following responsibilities:

1. College and university administrators oversee campus budgets, set policies such as admissions standards, coordinate degree programs, and facilitate credit transfer and articulation between the state's public colleges and universities, therefore guidelines (in addition to the minimum statewide scholarship guidelines) may be imposed by the institution;
2. Submitting to the Commission on Higher Education a report which verifies that the institution did not supplant any institutional funds with Graduate Incentive Scholarship funds;
3. Submit to the Commission on Higher Education an annual report of the current students in the GIS program;
4. Receiving and screening scholarship applications, and selecting recipients with priority being given to returning students currently enrolled in the program;
5. Utilizing other available fellowships and assistantships in conjunction with GIS funds allocated to the institutions to recruit and assist as many "historically underrepresented" students as possible;
6. Submitting to the Commission on Higher Education any information concerning recipients needed and requested by the Commission for reporting and accounting purposes. Such information shall include:
 - a. Certification that copies of completed "Agreements" are on file for all students receiving GIS and, for masters and first professional students, that all residency requirements have been met;
 - b. A report indicating the status of students who have received GIS in past years. Once a former recipient has fulfilled his/her obligation and that has been reported, no further reporting on that student is required.

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

Forgiveness of Scholarship in Return for Professional Work in South Carolina

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

SREB DOCTORAL SCHOLARS PROGRAM AWARD

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

Eligibility Guidelines

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

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

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

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

Participation Requirements

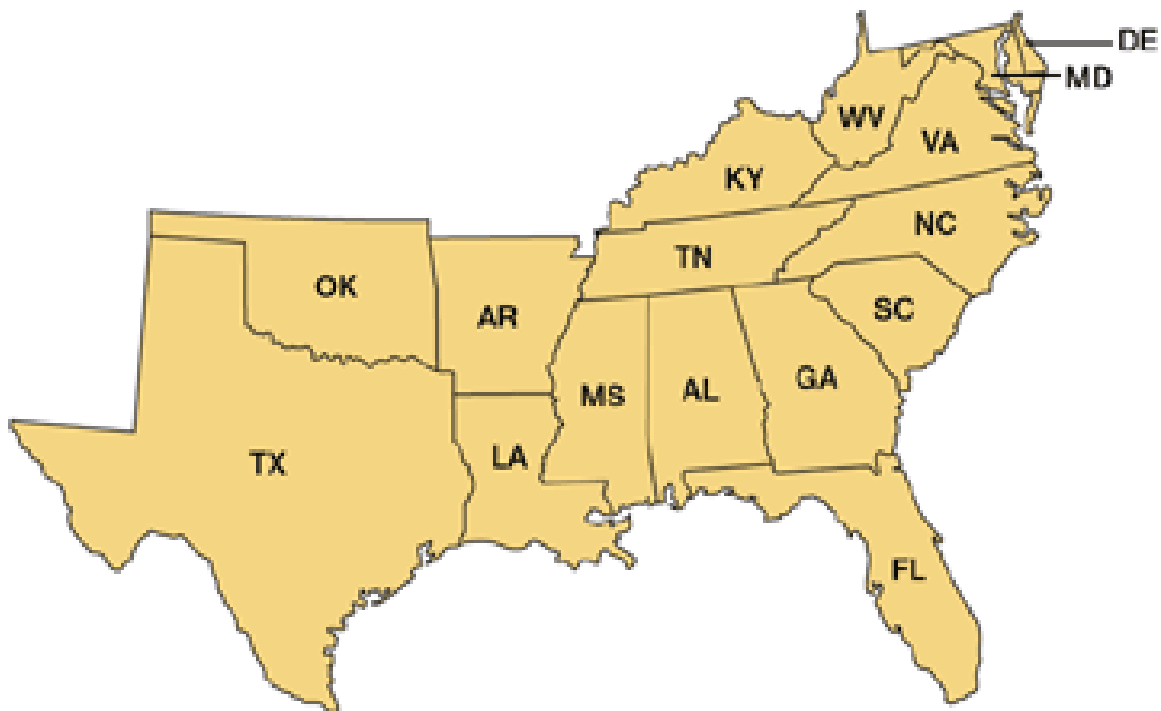
Scholars agree:

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

Participating States and Institutions

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

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



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

Alabama

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

Arkansas

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

Delaware *

Florida *

Georgia

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

Kentucky

- University of Kentucky
- University of Louisville

Louisiana

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

Maryland

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

Mississippi *

North Carolina *

Oklahoma *

South Carolina

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

Tennessee

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

Texas *

Virginia *

West Virginia

- West Virginia University

* State level funding not available.

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

SREB-State Doctoral Scholars Program

Total Scholars Served Through December 2009

SOUTH CAROLINA

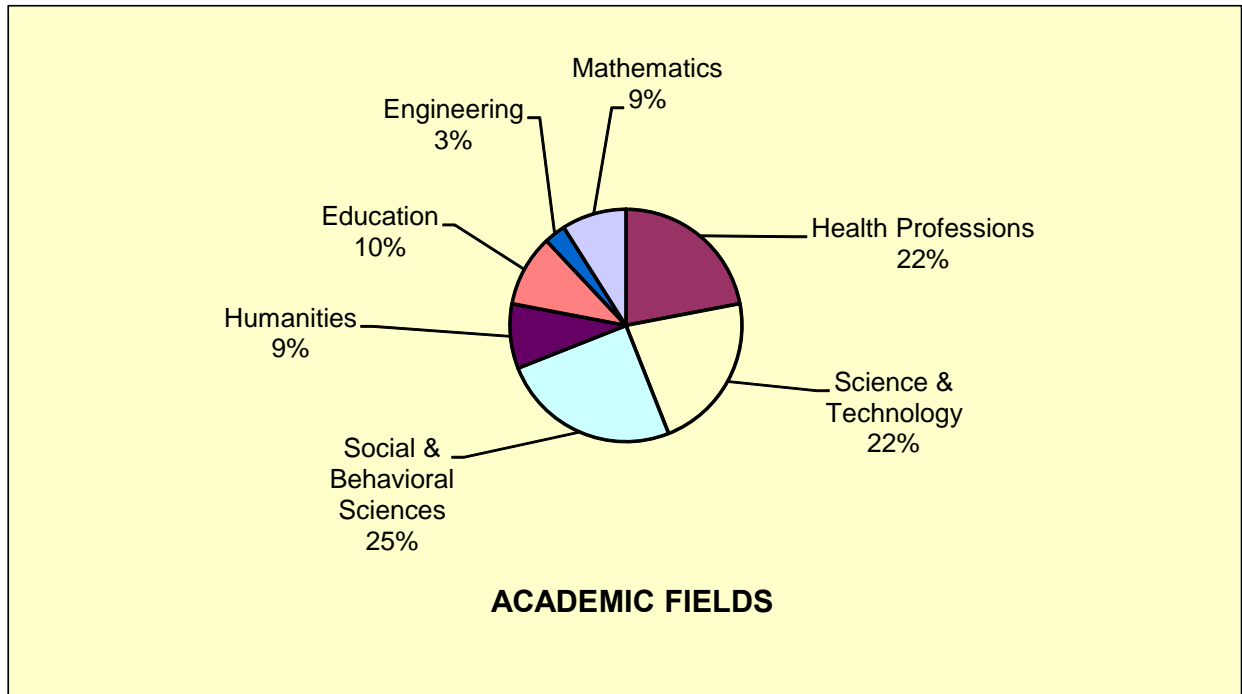
Total Scholars Served	67
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Scholarship Type	
Doctoral	49
Dissertation	18

Funding Source	
Full State	56
Matching	8
Other	3

Race / Ethnicity	
African American	62
Asian American	2
Hispanic American	2
American Indian/Alaskan Native	0
Other	1

Gender	
Female	47
Male	20



Currently Matriculating	29
Graduates	33

Institutions	Totals
Clemson University	16
Medical University of South Carolina	8
University of South Carolina	42

Graduates by Category	
Doctoral Scholars	17
Dissertation Scholars	16
Employed Graduates	25
% Employed in Education	70%
% Employed in Higher Ed	65%

States	1
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REGIONAL PROFILE

SREB-State Doctoral Scholars Program

Total Scholars Served Through December 2009

Total Scholars Served	953
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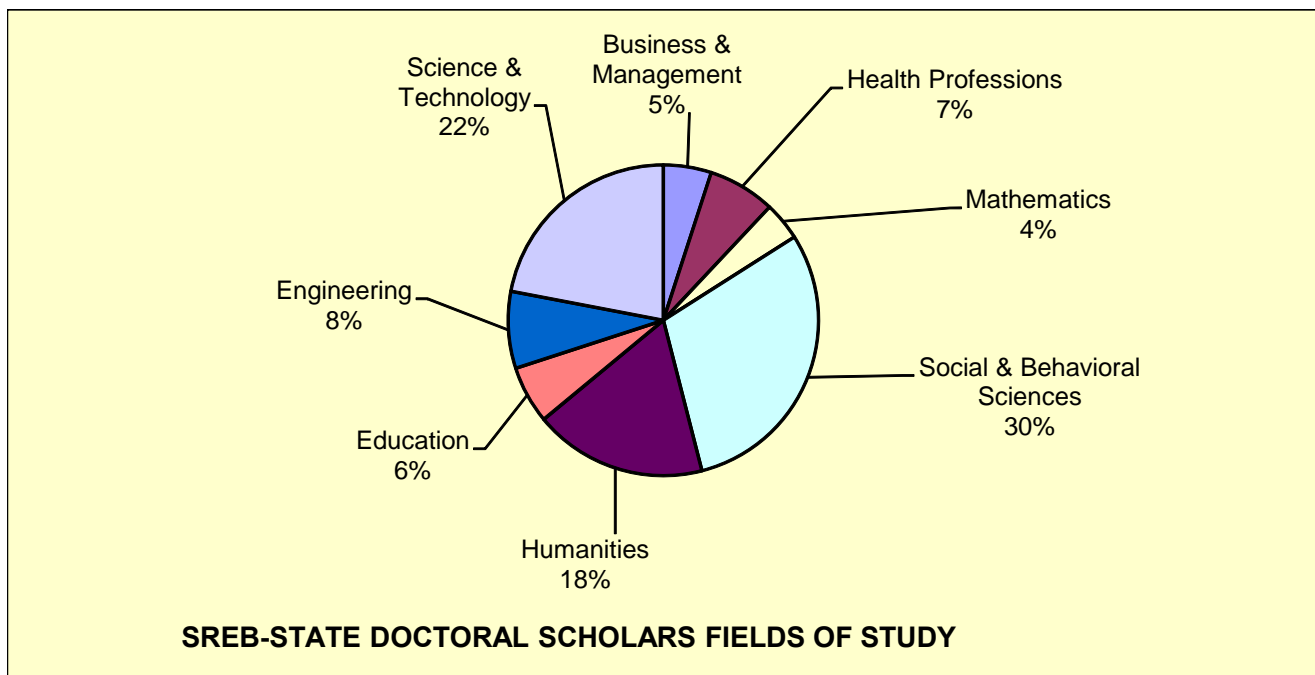
Scholarship Type	
Doctoral	691
Dissertation	262

Funding Source	
Full State	788
Matching	120
Other	45

Race / Ethnicity	
African American	832
Asian American	2
Hispanic American	76
American Indian/Alaskan Native	19
Other	24

Gender	
Female	623
Male	330

Average Age at Entry	30
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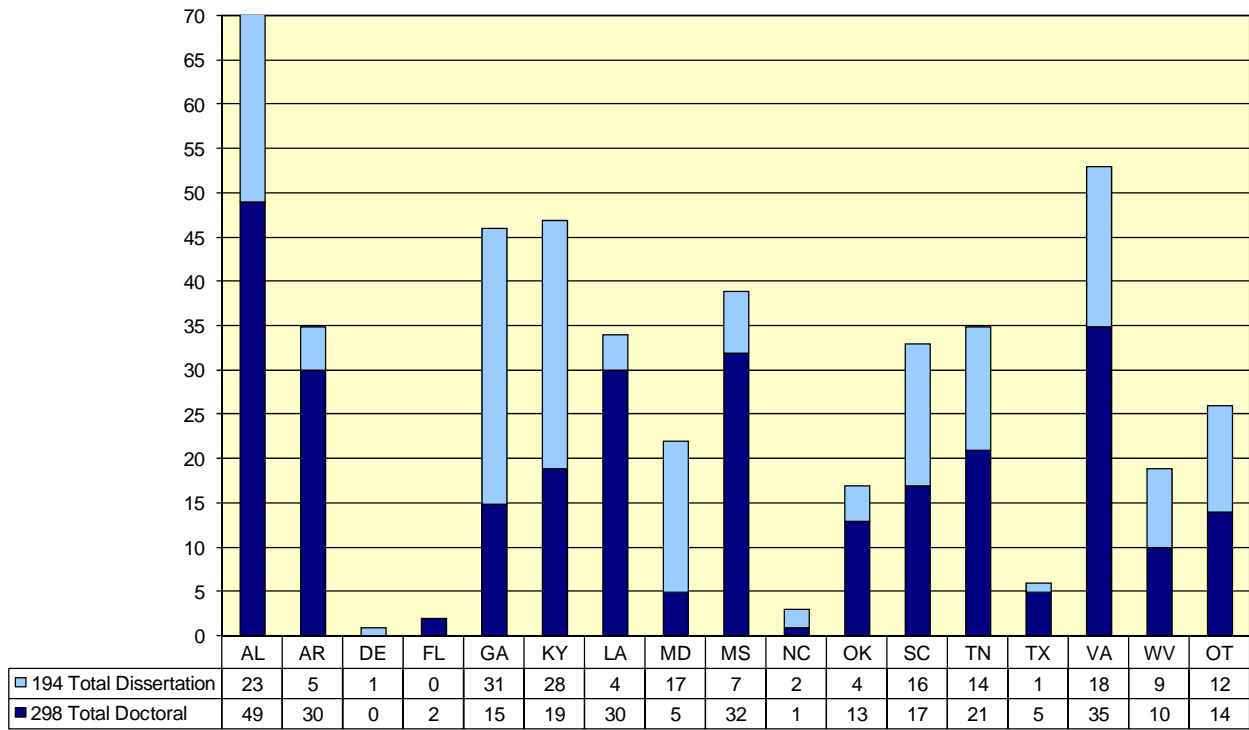
Currently Matriculating	351
Graduates	492

Institutions Attended	84
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Graduates by Category	
Doctoral Scholars	298
Dissertation Scholars	194
Employed Graduates	445
% Employed in Education	79%
% Employed in Higher Ed	97%

States with DSP Scholars	29
States Currently Funding	12

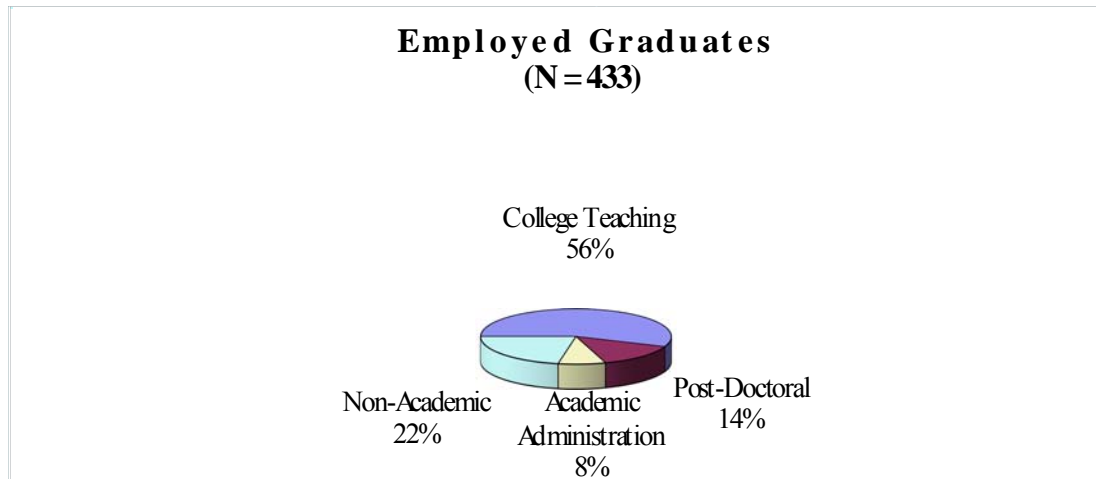
**SREB-State Doctoral Scholars Program
Total Program Graduates* through December 2009
TOTAL = 492**



*Includes all state, matching and private foundation supported scholars.
OT (Other) = Howard University; State of New Jersey

SREB-State Doctoral Scholars Program Graduates as of December 2009

- ◆ **492 graduates** (298 doctoral scholars; 194 dissertation scholars)
- ◆ **31 percent** received a baccalaureate degree from a historically black college or university
- ◆ **80 percent** entered the program at master's degree level (or above)
- ◆ Time-to-degree from program entrance averaged **1.8 years** for dissertation scholars
- ◆ Funded time-to-degree from program entrance averaged **4.4 years** for doctoral scholars
(**4.8 years** average with master's degree; **4.3 years** average without master's degree)



- ◆ **80 percent** of graduates are employed in education
- ◆ **91 percent** are in higher education
- ◆ **58 percent** of employed graduates are working in SREB/participating program states

State Locations of Employed Graduates (N = 433)

AL = 41	IL = 8	NC = 29	SC = 9
AR = 14	IN = 9	NE = 1	TN = 18
AZ = 1	KS = 3	NJ = 15	TX = 21
CA = 18	KY = 21	NM = 1	VA = 18
CO = 3	LA = 17	NY = 11	WA = 1
CT = 2	MA = 9	OH = 10	WI = 3
DC = 17	MD = 14	OK = 8	WV = 3
DE = 2	MI = 6	OR = 1	Indonesia = 1
FL = 12	MN = 4	PA = 11	Korea = 1
GA = 43	MO = 2	PR = 2	Malaysia = 1
IA = 4	MS = 16	RI = 1	Qatar = 1

ENROLLMENT - *Glossary*

Race and Ethnicity

American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black/African American - A person having origins in any of the black racial groups of Africa.

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

Native Hawaiian/Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

Two or More Races – A person selecting non-Hispanic and a single race.

Unknown - The category used to report students or employees whose race and ethnicity are not known.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Student, by level

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

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

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

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

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

Fall 2009 Enrollment by Race, Gender & Student Level

South Carolina Public Colleges & Universities

Undergraduate Students

Please see note at bottom of the report on the Race/Ethnicity Reporting

	Hispanic/Latino*		American Indian/Alaskan		Asian**		Black/African American		Native Hawaiian/Other Pacific		White		Two Or More Races***		Non-Resident Alien		Unknown		Grand Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
	Research Institutions																		
Clemson University	116	125	32	18	149	112	550	544	4		6895	5781	55	44	91	68	452	310	15,346
U. S. C. - Columbia	327	320	34	32	251	270	867	1347	13	19	7422	8431	277	336	192	147	106	104	20,495
Medical University of South Carolina	2	2		3		13	3	23			35	155					6	25	267
Subtotal	445	447	66	53	400	395	1,420	1,914	17	19	14,352	14,367	332	380	283	215	564	439	36,108
Comprehensive Teaching Colleges & Universities																			
The Citadel	91	21	5	1	56	8	155	28			1812	113	27	1	29	6	12	1	2,366
Coastal Carolina University	102	117	10	30	42	35	554	614	3	3	2892	3279	35	57	41	61	21	24	7,920
College of Charleston	82	146	13	27	67	138	145	406			3089	5211			48	56	250	469	10,147
Francis Marion University	11	26	10	12	15	20	442	1273			647	1034			23	13	29	74	3,629
Lander University	9	17	4	11	9	8	230	642			621	1095			42	14	24	63	2,789
South Carolina State University	7	15	1	1	3	5	1706	2000			38	56			1	4	13	24	3,874
U. S. C. - Aiken	35	60	5	6	8	18	192	657	3	2	728	1237	39	60	31	14	41	66	3,202
U. S. C. - Beaufort	39	58	3	6	7	9	69	183	2	2	510	688	25	35	11	6	17	16	1,684
U. S. C. - Upstate	64	136	5	9	39	62	394	950	3	2	1251	1979	38	97	29	43	61	129	5,291
Winthrop University	33	76	7	17	24	62	389	985			1104	2286			60	54			5,097
Subtotal	473	672	63	120	270	365	4,276	7,738	9	9	12,692	16,978	164	250	315	271	468	866	45,999
Two Year Regional Campuses of USC																			
U.S.C. - Lancaster	9	14	2	1	5	6	76	224			371	483	9	5	2		164	222	1,593
U.S.C. - Salkehatchie	5	10		3	1		100	294	1	1	127	265	8	10	11	6	39	76	957
U.S.C. - Sumter	19	30	1	4	4	8	89	220	2	2	274	320	21	15	6	1	91	99	1,206
U.S.C. - Union	3	5		1			50	83			130	173	3	2		1	23	33	507
Subtotal	36	59	3	9	10	14	315	821	3	3	902	1,241	41	32	19	8	317	430	4,263
Technical Colleges																			
Aiken Technical College	28	48	9	9	10	25	308	762			799	1195			1	1	25	48	3,268
Central Carolina Technical College	16	40	2	12	17	34	585	1545			655	1223			1	1	4	3	4,137
Denmark Technical College		2	2	1			431	622			7	32			1		5	2	1,105
Florence-Darlington Technical College	13	19	15	23	13	19	696	1797			955	1478			1	1	86	126	5,242
Greenville Technical College	236	323	17	21	102	139	1098	2254			3856	5458			4	2	825	754	15,089
Horry-Georgetown Technical College	45	76	16	15	21	32	424	1390			1798	3047			17	30	122	219	7,252
Midlands Technical College	110	167	27	39	106	131	1287	2911			2851	3730			5	6	183	337	11,890
Northeastern Technical College		1	4	17	3	2	104	326			186	376					5	6	1,030
Orangeburg-Calhoun Technical College	5	13	2	9	7	6	586	1291			397	751			8	1	66	77	3,219
Piedmont Technical College	23	35	1	6	14	24	542	1568			1318	1976					19	40	5,566
Spartanburg Community College	60	75	6	8	67	87	408	1124			1443	2066			3	155	211	5,713	
Technical College of The Lowcountry	40	76	3	7	8	24	242	816			417	864			1	16	51	2,565	
Tri-County Technical College	55	68	10	7	41	38	306	676			2502	2946					48	61	6,758
Trident Technical College	125	254	29	36	127	173	1271	3024			3751	5514					221	309	14,834
Williamsburg Technical College	2					1	198	278			78	88					7	80	732
York Technical College	44	75	17	38	29	56	450	1051			1582	2311					173	208	6,034
Subtotal	802	1,272	160	248	565	791	8,936	21,435			22,595	33,055			37	46	1,960	2,532	94,434
Grand Total	1,756	2,450	292	430	1,245	1,565	14,947	31,908	29	31	50,541	65,641	537	662	654	540	3,309	4,267	180,804

Note: New Definitions and reporting requirements to the federal government for race and ethnicity have been adopted in accordance with the final guidance issued by the U.S. Department of Education on October 19, 2007. These changes are necessary to implement the US Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity. For more details on the changes, please see the following web site: <http://nces.ed.gov/ipeds/reic/resource.asp>.

Under the new guidelines, individuals may select an ethnicity and one or more races. The ethnicity choice is between Hispanic and not Hispanic. Hispanic is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or Spanish culture or origin, regardless of race. To match Federal reporting guidelines, all who select Hispanic will be reported under this category and non-Hispanic individuals who select more than one race will be reported in the category titled, Two or More Races. Those who select non-Hispanic and a single race, will be reported under that race.

*Under the new guidelines, all who select Hispanic as their ethnicity will be reported here regardless of the race or races selected.

**The new definition separates Asian, and Native Hawaiian and Other Pacific Islander. During the next few years as we transition between the old and new definitions, the data reported under the old definition of Asian or Pacific Islander will be included under Asian so that a mapping of the data from old definitions to new definitions can occur.

***Non-Hispanics who select more than one race will be reported under the label, Two of More Races.

Fall 2009 Enrollment by Race, Gender & Student Level

South Carolina Public & Independent Colleges & Universities

Graduate Students****

Please see note at bottom of the report on the Race/Ethnicity Reporting

	Hispanic/Latino*		American Indian/Alaskan		Asian**		Black/African American		Native Hawaiian/Other Pacific		White		Two Or More Races***		Non-Resident Alien		Unknown		Grand Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Research Institutions																			
Clemson University	20	23	3	7	42	17	70	100			1098	1070	10	12	643	304	138	208	3,765
U. S. C. - Columbia	92	105	5	10	82	107	175	737	4	5	2221	3291	73	92	496	357	48	87	7,987
Medical University of South Carolina	18	38	8	7	45	56	61	125			660	1053			17	22	58	78	2,246
Subtotal	130	166	16	24	169	180	306	962	4	5	3,979	5,414	83	104	1,156	683	244	373	13,998
Comprehensive Teaching Colleges & Universities																			
The Citadel	6	9	1	1	4	5	25	67			339	496	2	1	2	8	4	3	973
Coastal Carolina University		2		1	1	3	7	40	1		115	255	1		1	6	2	5	440
College of Charleston	5	26	2	5	3	19	19	130			236	1107			5	15	13	40	1,625
Francis Marion University	1					1	9	88			44	170			4	2	1	8	328
Lander University								1				34						14	49
South Carolina State University		2	1		1	2	108	423			12	38			2	4	11	60	664
U. S. C. - Aiken		1				1		1			13	42		2		1	1	5	67
U. S. C. - Upstate								7			4	93					2	6	112
Winthrop University	2	5		2	3	5	54	161			238	639			21	14			1,144
Subtotal	14	45	4	9	12	36	222	918	1		1,001	2,874	3	3	35	50	34	141	5,402
Grand Total	144	211	20	33	181	216	528	1,880	5	5	4,980	8,288	86	107	1,191	733	278	514	19,400

Note: New Definitions and reporting requirements to the federal government for race and ethnicity have been adopted in accordance with the final guidance issued by the U.S. Department of Education on October 19, 2007. These changes are necessary to implement the US Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity. For more details on the changes, please see the following web site: <http://nces.ed.gov/ipeds/reic/resource.asp>.

Under the new guidelines, individuals may select an ethnicity and one or more races. The ethnicity choice is between Hispanic and not Hispanic. Hispanic is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or Spanish culture or origin, regardless of race. To match Federal reporting guidelines, all who select Hispanic will be reported under this category and non-Hispanic individuals who select more than one race will be reported in the category titled, Two or More Races. Those who select non-Hispanic and a single race, will be reported under that race.

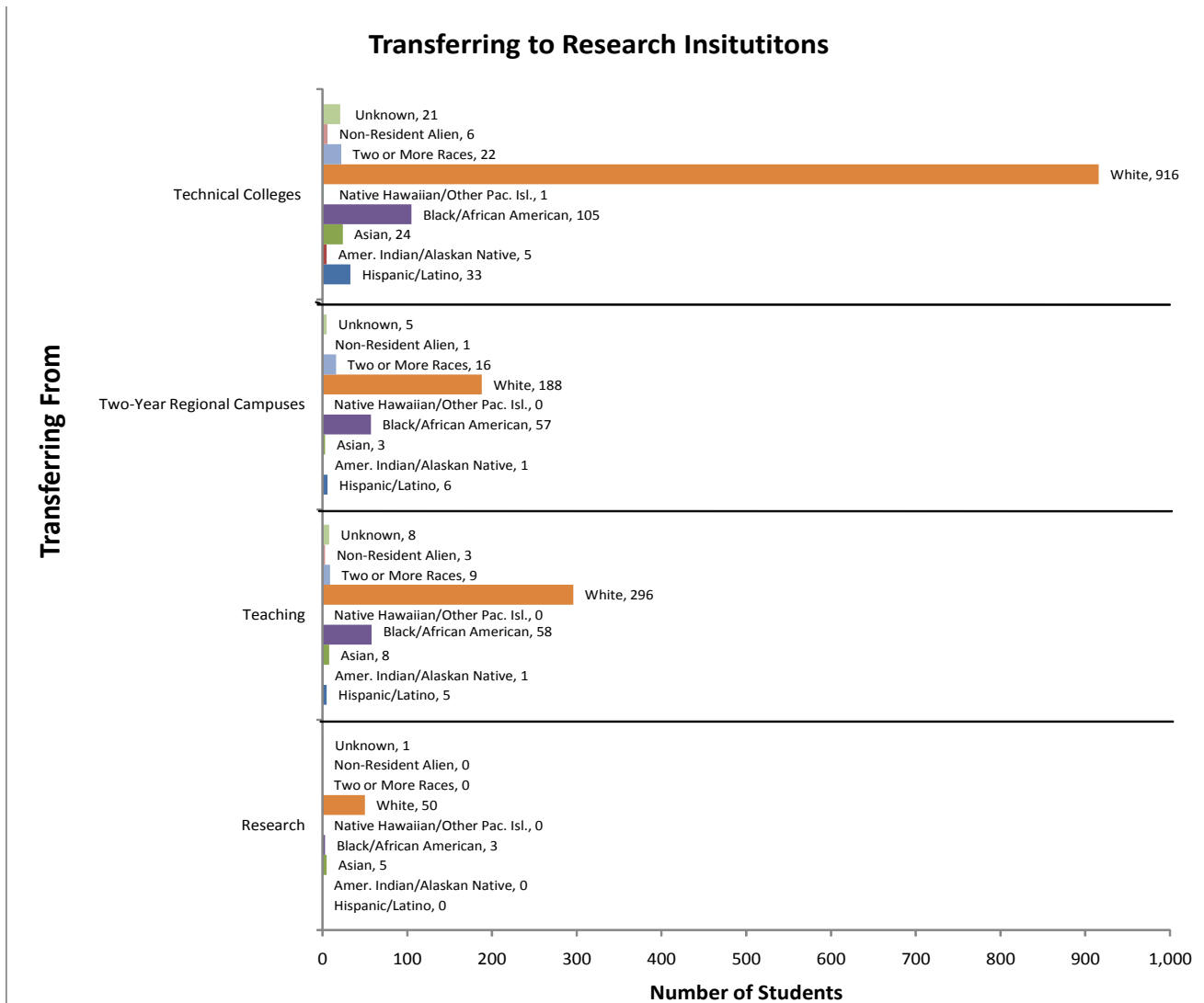
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***Non-Hispanics who select more than one race will be reported under the label, Two of More Races.

****Graduate Students include Master's, Unclassified Graduate, Doctoral-Research/Scholarship (Prev Doctoral), Doctoral-Professional Practice (Prev 1st Prof)

SC Public Colleges and Universities Number of Transfer Students By Race, Fall 2009



Note: New Definitions and reporting requirements to the federal government for race and ethnicity have been adopted in accordance with the final guidance issued by the U.S. Department of Education on October 19, 2007. These changes are necessary to implement the US Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity. For more details on the changes, please see the following web site: <http://nces.ed.gov/ipeds/reic/resource.asp>.

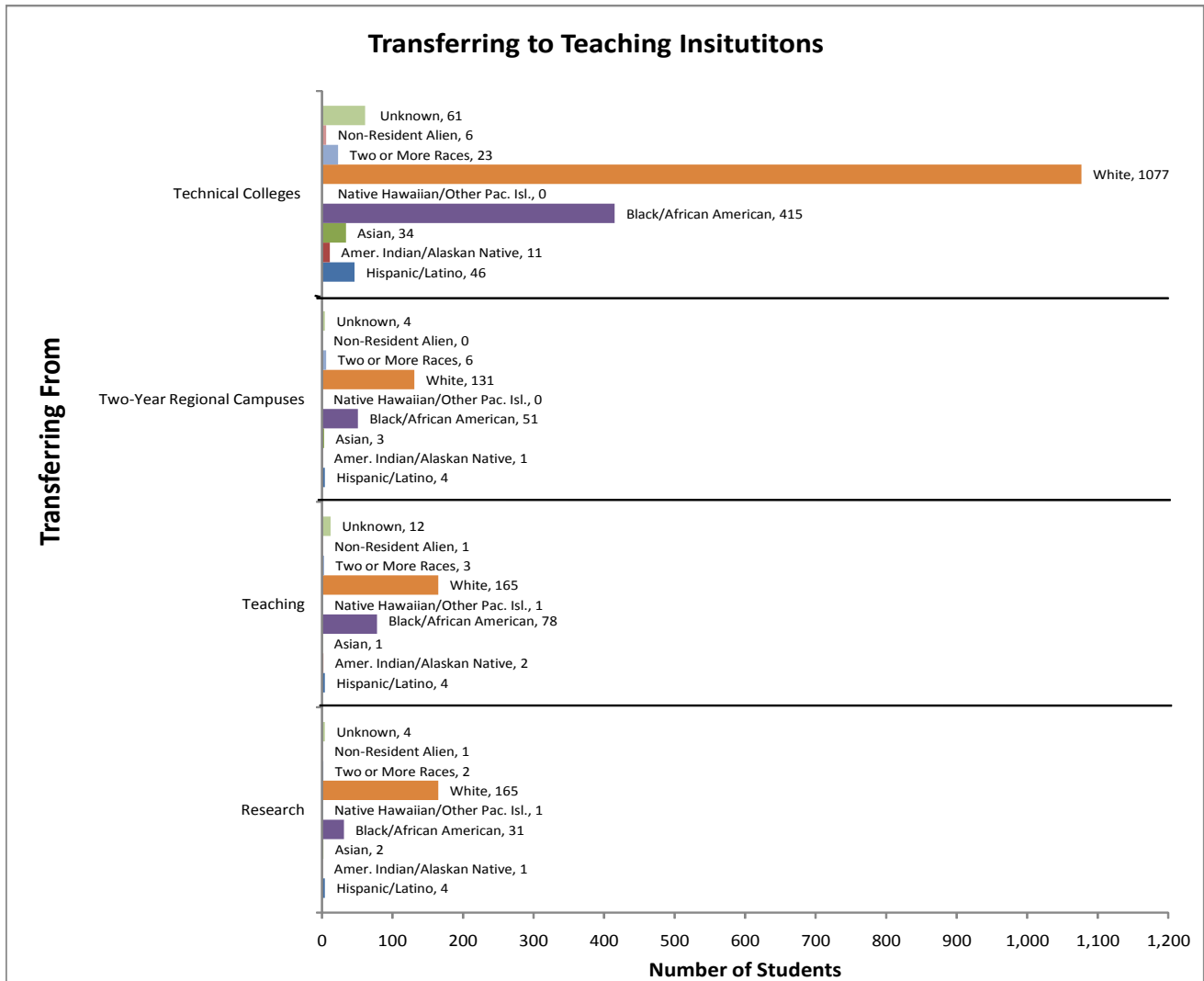
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SC Public Colleges and Universities Number of Transfer Students By Race, Fall 2009



Note: New Definitions and reporting requirements to the federal government for race and ethnicity have been adopted in accordance with the final guidance issued by the U.S. Department of Education on October 19, 2007. These changes are necessary to implement the US Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity. For more details on the changes, please see the following web site: <http://nces.ed.gov/ipeds/reic/resource.asp>.

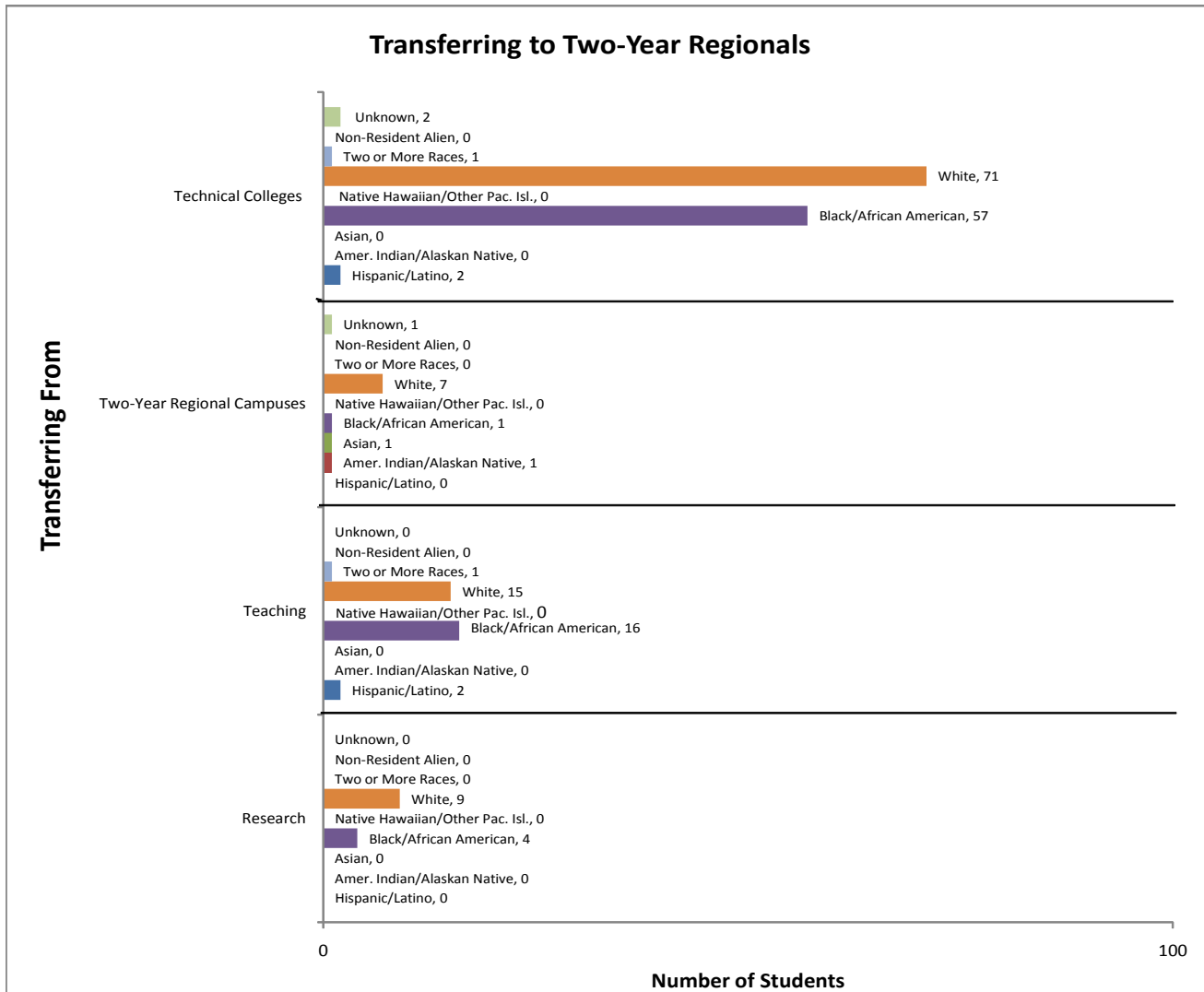
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SC Public Colleges and Universities Number of Transfer Students By Race, Fall 2009



Note: New Definitions and reporting requirements to the federal government for race and ethnicity have been adopted in accordance with the final guidance issued by the U.S. Department of Education on October 19, 2007. These changes are necessary to implement the US Office of Management and Budget's (OMB) 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity. For more details on the changes, please see the following web site: <http://nces.ed.gov/ipeds/reic/resource.asp>.

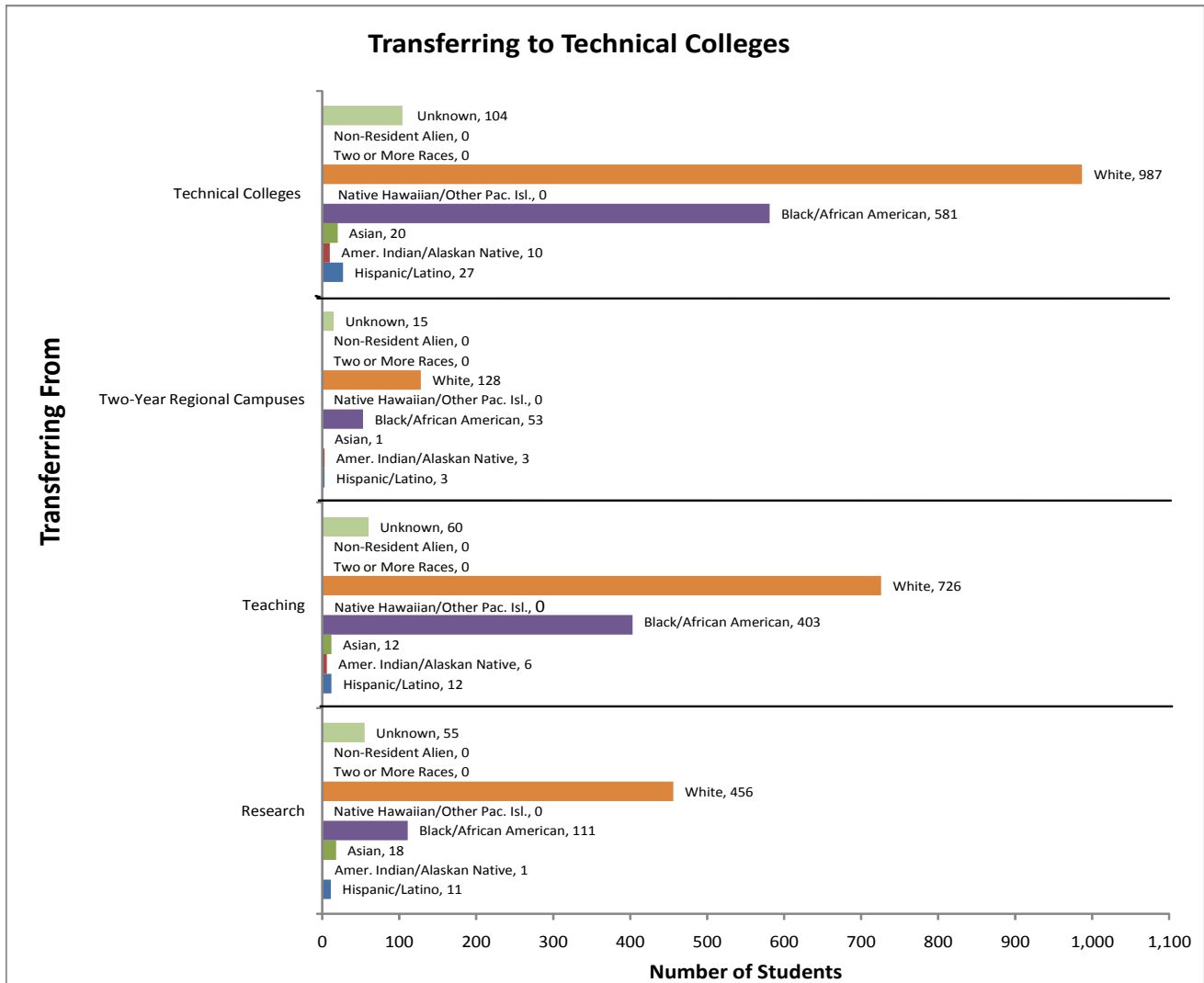
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Degrees Awarded by Level and Race*

July 1, 2008 to June 30, 2009

SC Public Colleges and Universities

Degree Level, by Race, Compared to Total Degree

Race	Associates	Bachelors	Masters	Doctoral	Specialist	First Professional	Total Degrees
Hispanic/Latino*	140	258	44	10	1	15	468
American Indian/Alaskan Native	30	50	15			3	98
Asian**	107	278	53	12		32	482
Black/African American	1,913	2,242	467	57	91	49	4,819
Native Hawaiian/Other Pacific Is.**	0	0	0	0	0	0	0
White	4,999	11,220	2,558	309	75	570	19,731
Two or More Races***	5	42	4	1	2	2	56
Non-Resident Alien	26	192	314	154	9	7	702
Unknown Race	131	884	183	25	2	23	1,248
Total	7,351	15,166	3,638	568	180	701	27,604

Degree Level Percent, by Race, Compared to Total Degree

Race	Percent Associates	Percent Bachelors	Percent Masters	Percent Doctoral	Percent Specialist	Percent First Professional	Percent Degrees
Hispanic/Latino*	29.91%	55.13%	9.40%	2.14%	0.21%	3.21%	100.00%
American Indian/Alaskan Native	30.61%	51.02%	15.31%	0.00%	0.00%	3.06%	100.00%
Asian**	22.20%	57.68%	11.00%	2.49%	0.00%	6.64%	100.00%
Black/African American	39.70%	46.52%	9.69%	1.18%	1.89%	1.02%	100.00%
Native Hawaiian/Other Pacific Is.**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	25.34%	56.86%	12.96%	1.57%	0.38%	2.89%	100.00%
Two or More Races***	8.93%	75.00%	7.14%	1.79%	3.57%	3.57%	100.00%
Non-Resident Alien	3.70%	27.35%	44.73%	21.94%	1.28%	1.00%	100.00%
Unknown Race	10.50%	70.83%	14.66%	2.00%	0.16%	1.84%	100.00%
Total	26.63%	54.94%	13.18%	2.06%	0.65%	2.54%	100.00%

Degree Level Percent, by Race, Compared to Total Degree Level

Race	Associates Degree by Race compared to total Assoc. Degrees	Bachelors Degree by Race compared to total Bach. Degrees	Masters Degree by Race compared to total Mast. Degrees	Doctoral Degree by Race compared to total Doc. Degrees	Specialist Degree by Race compared to total Spec. Degrees	Professional Degree by Race compared to total Prof. Degrees	Total Percent by Degree Level
Hispanic/Latino*	1.90%	1.70%	1.21%	1.76%	0.56%	2.14%	1.70%
American Indian/Alaskan Native	0.41%	0.33%	0.41%	0.00%	0.00%	0.43%	0.36%
Asian**	1.46%	1.83%	1.46%	2.11%	0.00%	4.56%	1.75%
Black/African American	26.02%	14.78%	12.84%	10.04%	50.56%	6.99%	17.46%
Native Hawaiian/Other Pacific Is.**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	68.00%	73.98%	70.31%	54.40%	41.67%	81.31%	71.48%
Two or More Races***	0.07%	0.28%	0.11%	0.18%	1.11%	0.29%	0.20%
Non-Resident Alien	0.35%	1.27%	8.63%	27.11%	5.00%	1.00%	2.54%
Unknown Race	1.78%	5.83%	5.03%	4.40%	1.11%	3.28%	4.52%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

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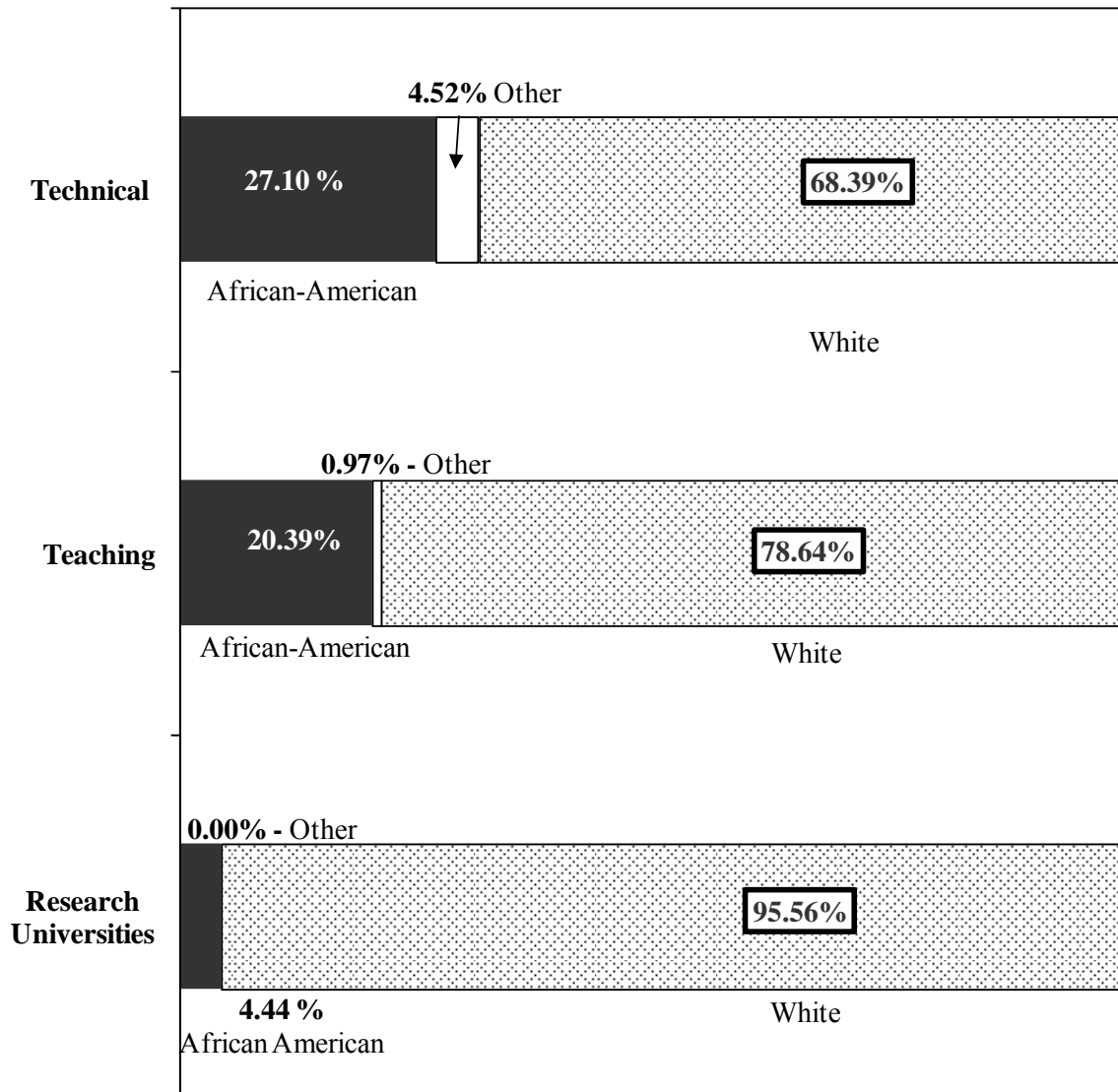
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South Carolina Public Colleges and Universities
Board of Trustees Members
By Race
July 20, 2009

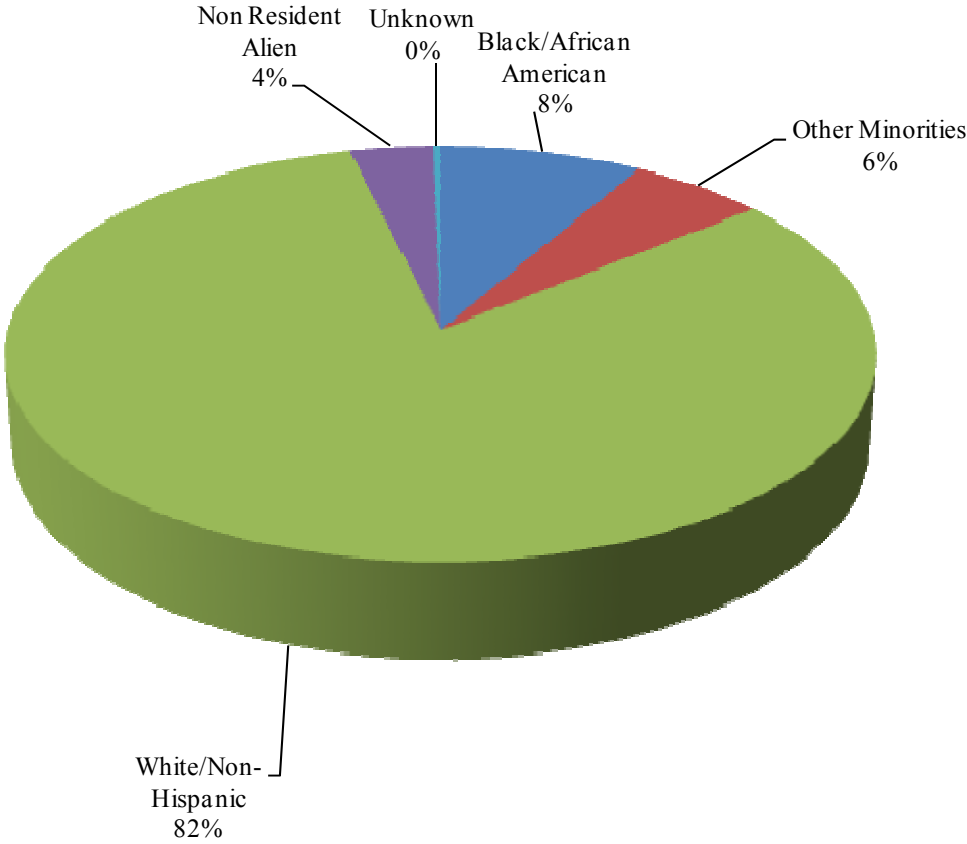
	Total Seats	African- African	Other	White	Vacancy	% Minority
Research Universities						
Clemson	13	1		11	1	7.69%
Medical University of SC	14	1		13		7.14%
USC - Columbia	20	0		19	1	0.00%
Total	47	2		43	2	4.26%
Teaching Universities						
The Citadel	11	1		10		9.09%
Coastal Carolina	17	2		15		11.76%
College of Charleston	17	1		15	1	5.88%
Francis Marion	17	1	1	15		11.76%
Lander	17	2		15		11.76%
S.C. State Univ.	13	12		1		7.69%
Winthrop University	13	2		10	1	15.38%
Total	105	21	1	81	2	20.95%
Technical Colleges						
Aiken	11	1	1	9		18.18%
Central Carolina	9	2		7		22.22%
Denmark Technical	9	4		1	4	11.11%
Florence-Darlington	10	4	5	1		90.00%
Greenville	10	2		8		20.00%
Horry-Georgetown	9	2		7		22.22%
Midlands	12	3		8	1	25.00%
Northeastern	12	4		8		33.33%
Orangeburg-Calhoun	7	2		5		28.57%
Piedmont	12	2	1	9		25.00%
Spartanburg	13	2		11		15.38%
T.C. of the Low Country	7	3		4		42.86%
Tri-County	9	2		6	1	22.22%
Trident	9	2		7		22.22%
Williamsburg	11	5		6		45.45%
York	12	2		9	1	16.67%
Total	162	42	7	106	7	30.25%

**SC Public Colleges and Universities
Percent Board of Trustees by Race
As of July 20, 2009**



	Research Universities	Teaching	Technical
African-American	4.44%	20.39%	27.10%
Other	0.00%	0.97%	4.52%
White	95.56%	78.64%	68.39%

**PERCENT FACULTY BY RACE
BY ETHNICITY/RACE, AND GENDER
SC PUBLIC COLLEGES AND UNIVERSITIES
FALL 2009**



Faculty includes not on tenure, on tenure, tenure, and no academic rank.
For detailed information by institution, please see statistical abstract.

First-Time Freshmen Enrollment By County, Race & Gender

S.C. Public Colleges and Universities

Fall 2009

Please see note at bottom of the report on the Race/Ethnicity Reporting

	Hispanic/Latino*		American Indian/Alaskan		Asian**		Black/African American		Native Hawaiian/Other		White		Two Or More Races***		Non-Resident Alien		Unknown		Grand Total
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Abbeville		4				1	44	29			64	60						3	205
Aiken	16	15	2	6	4	11	166	101			421	375	6	4	1		6	5	1,139
Allendale	1						55	27			4	5	1				3		96
Anderson	9	6	2	2	5	11	115	80			518	420	3	1		30	27	1,229	
Bamberg				1			63	44	1		13	18						2	142
Barnwell	3		2				63	56			65	53		2			6		250
Beaufort	26	17	1	1	4	3	175	95			291	230	8	4		14	8	877	
Berkeley	20	20	5	2	12	17	210	151	1		355	293	3	3		33	13	1,138	
Calhoun	2						27	24			21	24					1	2	101
Charleston	33	26	3	4	20	16	457	275			608	617	7	2		44	30	2,142	
Cherokee	1	1		3			66	34			104	81	1			14	9	314	
Chester	2	1		2			75	46			78	67	2	1		18	14	306	
Chesterfield	1		1	2	1		56	27			124	76				6	8	302	
Clarendon	1	1	1				97	49			56	54				4	1	264	
Colleton	5		1	1	1	1	74	31	1		71	55	1	1		1	3	247	
Darlington	3					1	115	66			121	103	1			9	5	424	
Dillon			3				70	36			49	42		1		4		205	
Dorchester	27	10	3	3	4	8	188	91			408	328	4	3		21	27	1,125	
Edgefield	3	2		1			46	45	1		50	62		1		1	1	213	
Fairfield	5	1	1				51	22			27	32	1			2		142	
Florence	5	3	2	4	5	7	278	192			381	299	3	3		50	40	1,272	
Georgetown	2	3		1	1	1	81	56	1		110	99	1			9	2	367	
Greenville	55	60	4	4	32	34	306	224			907	896	8	11	1	198	184	2,924	
Greenwood	2	6	2	1	1		141	81			190	162	2	3		5	6	602	
Hampton	1	1					75	30			30	21		2		2	2	164	
Horry	18	15	5	1	19	4	149	83			575	415	9	4		22	15	1,334	
Jasper			1				28	22			17	11				2	1	82	
Kershaw	4	4	1	1	1	3	84	54			148	117	1	3	1	2	1	425	
Lancaster	6	5	2		1	3	99	56			179	153		2		12	16	534	
Laurens	2	2				1	85	44			150	128				12	10	434	
Lee				3			51	31			21	14					2	122	
Lexington	24	17	5	2	19	16	135	112			734	669	11	9		40	20	1,813	
Marion	1	1		1	1	1	91	38			47	46				6	2	234	
Marlboro		1	1	2	1		51	40			50	33				8	3	190	
McCormick						1	19	11			12	16						59	
Newberry	2	3	2		1	2	71	35			114	86				4	3	323	
Oconee	11	13	1	1	2	1	27	15			211	162	1	1		3	7	456	
Orangeburg	3	4		1	4	3	324	171			113	108	2	2		21	22	778	
Pickens	7	6		2	2	2	27	18			281	273	2	1		18	20	659	
Richland	33	24	5	3	26	29	616	413			524	484	12	8		48	41	2,266	
Saluda	2	1					24	12			41	29		1				110	
Spartanburg	24	22	1	2	22	30	256	146			619	551	4	4		95	79	1,855	
Sumter	14	10	4		9	5	274	143			233	199	9	8		3	6	917	
Union	2	2	1				57	41			70	37	1	2		14	11	238	
Williamsburg	1	1			1		100	78			40	41				39	3	304	
York	32	13	11	7	12	13	186	144			624	576	4	2		73	63	1,760	
Foreign	7	8			15	10	3	10			18	18			72	104	18	17	300
Out-Of-State	104	105	7	12	38	34	287	304	1	2	2,927	2,508	40	28		104	66	6,567	
Unknown		2		2	2	1	37	29			85	50				8	10	227	
Grand Total	520	436	80	70	273	270	6,175	3,962	3	5	12,899	11,196	148	117	76	104	1,027	816	38,177

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HIGHER EDUCATION ACCESS AND EQUITY INSTITUTIONAL REPRESENTATIVES

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FOR ADDITIONAL INFORMATION:

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OR CONTACT:

**Michael L. Brown, Director of Access & Equity
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