

IV. Student Enrollment

Copied from the State Department of Education's web site:
<http://www.sde.state.sc.us/sde/educator/unigrad2.htm>.

Grading Scale Policy

Legislative Mandate

The Code of Laws of South Carolina, 1976, was amended by adding Section 59-5-68 so as to establish a procedure whereby the State Board of Education shall adopt and the school districts shall use a uniform grading system no later than school year 2000-2001.

Section 59-5-68 reads as follows:

The General Assembly finds that given the fact the State provides substantial financial academic assistance to students of the State based on cumulative grade point averages and districts currently use a variety of grading scales, it is in the best interest of the students of South Carolina for a uniform grading scale to be developed and adopted by the State Board of Education to be implemented in all public schools of the State. Therefore, the State Board of Education is directed to establish a task force comprised of superintendents, principals, teachers, and representatives of school boards and higher education no later than June 30, 1999. The task force shall make recommendations to the board including, but not limited to, the following: consistent numerical breaks for letter grades; consideration of standards to define an honors course; appropriate weighting of courses; and determination of courses and weightings to be used in the calculation of class rank. The task force shall report its findings to the State Board of Education no later than December 1, 1999. The State Board of Education shall then adopt and school districts of the State shall begin using the adopted grading scale no later than the 2000-2001 school year.

The Uniform Grading Scale Policy, as adopted by the State Board of Education in December 1999 and clarified in March 2000, applies to all students who first enroll in the 9th grade class for the 2000-2001 school year. The policy, as adopted, would also apply to schools and school districts that elect to apply the policy to all students in all applicable grades. However, a school or school district may phase-in the new Uniform Grading Scale beginning with the 10th grade class of 2000-2001. Decisions regarding the implementation of the new policy for all students or a phase-in of the new policy are left to the individual school districts.

If school districts elect to implement this new policy for all high school students beginning with the 2000-2001 school year, the following apply to all ninth grade students and upperclassmen:

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The uniform grading scale and accompanying procedures detailed below are effective for all students receiving Carnegie units beginning in the 2000-2001 school year. Through the 2002-2003 academic year, students may qualify for a Life Scholarship or a 3.0 Grade Point Ratio (GPR) (or higher) for any purpose by using the provisions of the new uniform grading policy or by computing GPR under the policy of the school used prior to the 2000-2001 school year. The only conversions to a previous scale allowed are those earned under that scale (i.e. grades earned in 2000-2001 school year and thereafter have to be computed using the new uniform grading scale).

Current grades in courses carrying Carnegie units will be converted to the new scale according to the conversion table below. If letter grades are the only existing record, conversions will be accomplished by using the conversion system under Item 2. Those numerical grades can then be converted and given the appropriate weight by using the table below.

1. Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratio are shown in the chart below.

Grade Point Conversion Table

Average	Grade	College Prep/ Tech Prep	Honors	Advanced Placement/ International Baccalaureate
100	A	4.87	5.37	5.87
99	A	4.75	5.25	5.75
98	A	4.62	5.12	5.62
97	A	4.50	5.00	5.50
96	A	4.37	4.87	5.37
95	A	4.25	4.75	5.25
94	A	4.12	4.62	5.12
93	A	4.00	4.50	5.00
92	B	3.87	4.37	4.87
91	B	3.75	4.25	4.75
90	B	3.62	4.12	4.62
89	B	3.50	4.00	4.50

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88	B	3.37	3.87	4.37
87	B	3.25	3.75	4.25
86	B	3.12	3.62	4.12
85	B	3.00	3.50	4.00
84	C	2.87	3.37	3.87
83	C	2.75	3.25	3.75
82	C	2.62	3.12	3.62
81	C	2.50	3.00	3.50
80	C	2.37	2.87	3.37
79	C	2.25	2.75	3.25
78	C	2.12	2.62	3.12
77	C	2.00	2.50	3.00
76	D	1.86	2.36	2.86
75	D	1.72	2.22	2.72
74	D	1.57	2.07	2.57
73	D	1.43	1.93	2.43
72	D	1.29	1.79	2.29
71	D	1.14	1.64	2.14
70	D	1.00	1.50	2.00
69	F	.87	1.37	1.87
68	F	.75	1.25	1.75
67	F	.62	1.12	1.62
66	F	.50	1.00	1.50
65	F	.37	0.87	1.37
64	F	.25	0.75	1.25
63	F	.12	0.62	1.12
0-62	F	0.00	0.00	0.00

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2. All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken (i.e. English I College Prep, Algebra II Honors, Math for the Technologies Tech Prep). The conversion scale should be printed on the report card. When transcripts are received from out-of-state (or in-state from other than public schools) and letter grades are recorded, the following process will be used to transfer the grades into the student's record: (This conversion process will also be used for pre 2000-2001 letter grades for which no specific numerical value can be determined.)

Unless numerical averages are provided by the sending institution, the following conversion system will apply:

A=96; B=88; C=80; D=73; F=65

Grades lower than 70 received from another school, but which are indicated as a passing grade from the sending institution, will be converted to a 73 numerical grade on the new scale.

A grade of P (passing) received from another school would be converted to a numerical designation based on information secured from the sending institution as to the approximate numerical value of the "P." The receiving school will make the final determination regarding the conversion of a grade P into the uniform grading scale.

3. Two categories of weights are allowed: an additional .5 for Honors, Pre-IB and dual credit courses; and 1.0 for Advanced Placement and International Baccalaureate courses. Those weightings are built into the conversion chart under Item 1.

Honors/Pre-IB/Dual Credit Courses

Honors courses are intended for students exhibiting superior abilities in the course content area. The honors curriculum will place emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early, but should extend course opportunities at the high school level.

School districts may designate honors courses and give the assigned weighting under the following conditions.

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- An honors course must have a published syllabus that verifies rigor that is sufficiently beyond the college prep or tech prep requirements.
- Textbooks and/or other course materials must be differentiated and more rigorous than those used in college prep or tech prep courses.
- Honors courses may be offered in English, Math, Science and Social Studies. Additionally honors courses may be designated in other content areas for courses where students are earning their 3rd or 4th Carnegie unit in the content area, provided the standards listed above are met.
- Transcripts will reflect honors designation for any honors course taken.

Dual credit courses, whether the course is taken at the school site or off campus, are defined as those courses for which the student has received permission from his/her home school to receive both Carnegie units and credit at another institution. No correspondence or internet-based courses can be given the .5 additional weighting.

4. The uniform grading scale and system for figuring GPR and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school.

5. Grade point ratios will be figured uniformly in all schools using the following formula. The formula will yield each student's GPR which can then be ranked from highest to lowest rank in class. Computations will not be rounded to a higher number. All diploma candidates are included in the ranking.

$$\text{GPR} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

EXAMPLE:

Student A	Grade	Weighted GPR	Unit
English I CP	91	3.75	1
Algebra I CP	87	3.25	1
Physical Science CP	94	4.12	1
World Geography Honors	83	3.25	1

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Physical Education CP	92	3.87	½
French I CP	84	2.87	1

COMPUTATION:

$$3.75 \times 1 = 3.75$$

$$3.25 \times 1 = 3.25$$

$$4.12 \times 1 = 4.12$$

$$3.25 \times 1 = 3.25$$

$$3.87 \times \frac{1}{2} = 1.935$$

$$2.87 \times 1 = 2.87$$

$$\text{Sum of quality points x units} = 19.175$$

$$\text{Sum of quality points x units} \quad 19.175 \div 5.5 = 3.486363$$

divided by sum of units attempted

The criteria for determining honor graduates, to include valedictorian or salutatorian, is a local decision. Life Scholarships are determined at the conclusion of the senior year, however, local boards may establish earlier cut-offs (i.e. 7th semester or 3rd nine weeks of the senior year) for determining a rank for any local purpose.

6. With the first day of enrollment as the baseline, students who withdraw from a course within 3 days in a 45-day course, 5 days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

7. Students who withdraw from a course after the specified time of 3 days in a 45-day course, 5 days in a 90-day course, or 10 days in a 180-day course shall be assigned a WF and the F will be calculated in the student's overall grade point average/ratio.

The 3-, 5-, and 10-day limitations for withdrawing from a course without penalty, do not apply to course or course level changes initiated by the administration of a school.

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8. Students may retake the same course at the same difficulty level under the following conditions:

- Only courses in which a grade of a D or F was earned may be retaken.
- The course in which a D or F was earned may only be retaken during the current academic year or no later than the next academic school year.
- The student's record will reflect all courses taken and the grade earned, with the following exception:

Students taking courses for a Carnegie unit prior to their 9th grade year may retake any such course during their 9th grade year. In this case, only the 9th grade retake grade will be used in figuring the student's GPR and only the 9th grade attempt will show on the transcript. This rule will apply whether the grade earned is higher or lower than the pre-ninth grade attempt.

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Copied from the State Department of Education's web site:
<http://www.myschools.com/offices/Technology/dts/osiris/ugsfaqs.htm>.

Uniform Grading Scale

Questions and Answers

1. Will technical assistance be available to help with the migration of data into an Osiris database that will handle the new uniform grading scale?

Yes, please check the District Technology Services web site at the State Department of Education (SDE).

2. What information will be provided to counselors to help with implementation issues pertinent to them?

A statewide guidance committee has been established. Their input will be used to provide the basis for the kind of help needed and the publications that can be produced by SDE and local districts as we implement the uniform grading scale. Carolyn Donges is the SDE contact for this work, and much of it will be completed by March 1, 2000.

3. Will school districts receive any funding to help offset the costs of changing to a new grading scale?

The SDE has requested funding for each high school to pay for data entry and conversion costs related to the new scale. The base amount is \$1,000 for the smallest high schools and will be on a per pupil basis for larger schools. More information on the funding will be available as we work through the legislative process to secure the funds. There are no other funds available for text materials or additional staff that might be related to the uniform grading policy.

4. Is there a phase-in allowed for the implementation of the uniform grading scale?

No, all schools will convert to the scale in the fall of 2000 and will post grades and produce a class rank for all students in grades 9-12 according to the provisions of the new scale.

However, for the next three years through the spring of 2004, a school system may compute and elect to use their most current previous grading scale to figure Grade Point Ratio (GPR) and produce a class rank. This may be most important for the rising senior class for whom 75 percent of their high school courses were earned under the old system. School districts may receive significant local pressure to keep the current ranking system in place and not be forced to produce one for use in the districts and report a differing rank for state purposes, like college transcripts and statewide scholarships.

5. Will the new uniform grading policy cause a proliferation of honors courses?

The committee's hope was that the number of honors courses could be decreased and that the quality would be improved. Honors courses should not be offered in any content area unless there is a significant and compelling reason to offer the course. The focus should be a concerted effort to offer programs of the highest quality to all students, not to separate and offer excellence to a selected few.

6. Is it allowable to offer an honors course without a "regular" or College Prep/Tech Prep course in the same subject?

Yes, the final version of the policy that was passed does allow an honors course without a "regular" course. This provision was included in response to smaller high schools that would have difficulty

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filling a regular and honors course in some content areas. Again, the intent is not to offer a large number of honors courses. In most cases, a strong College Prep/Tech Prep course should provide the preparation needed by any/all students. Unless you are providing a truly differentiated syllabus and curriculum, any singleton course should be weighted at the College Prep/Tech Prep base.

7. Please clarify the policy on retaking courses. What if a student takes and fails Geometry Honors. Is his/her only retake option Geometry Honors?

No, though the student may certainly retake Geometry Honors in an effort to secure a better grade. In the version of the policy adopted, the grade for Geometry Honors will stay and be counted on the student's transcript. The student has the option to retake Geometry Honors (if the grade was D or F) or to take another course such as Geometry College Prep. The grades of both courses will be reflected on the transcript. Remember that different rules apply to Carnegie units earned prior to the ninth grade (see Section 8 of the Uniform Grading Policy).

8. Please clarify the three-, five-, and ten-day withdrawal policy. Does this affect level changes after interim periods that are not initiated by the administration?

Yes, unless the administration initiates the change, the withdrawal is treated as W/F and grades posted accordingly.

9. Please explain the use of points below 70 on the conversion chart. What is the rationale for this process?

The new uniform grading scale is not a true 4.0 scale. The policy as adopted allows the top of the A range to extend to a 4.87, to honor increased value/weight for a 99 or 100 above the base 93 A. The conversion chart allows the same provision mathematically at the bottom of the scale. Although anything below 70 is an F (just as anything above 93 is an A), the value of the F tapers off mathematically to the true 0 value for GPR conversion points at a numerical grade of 62.

If this mathematical tapering at the bottom of the scale was not the same as at the top, a grade of 69 would have a negative mathematical weight that would equate the 69 to a grade of 62 or lower.

For example - John earns the following grades:

English 1 - 70

Algebra 1 - 71

Geography - 70

Physical Science - 69

GPR With Adopted Scale GPR With "O" Values for Grades 69 & Below

70 = 1.00 70 = 1.00

71 = 1.14 71 = 1.14

70 = 1.00 70 = 1.00

69 = .87 69 = 0

4.01 3.14

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$$4.01 \div 4 = 1.00 \quad 3.14 \div 4 = 0.78$$

Without the mathematical tapering, John would have a "failing" - less than 1.00 GPR even though he passed three of his four courses.

What we want to be sure to communicate is that anything below 70 is an F. A Carnegie unit will not be awarded for a grade below 70 at any course level, regardless of the GPR points generated. Since GPRs are figured using the Grade Point Conversion table, the table must compute the conversions fairly for all points on the chart.

10. How will pass/fail courses be handled?

The method for handling out-of-district pass/fail grades is specified in the policy. Any district courses would need to be revamped beginning in the fall of 2000 to eliminate the use of pass/fail. All courses will carry numerical grades.

11. Please clarify the areas in which honors courses can be offered. Clarify the guidelines relative to students earning their third and fourth Carnegie unit in the content area.

Honors designation for any course should reflect rigor significantly beyond that expected in a College Prep/Tech Prep course. It should be very rare to offer an honors course at eighth, ninth, or tenth grade levels as a singleton. There would almost always be a "regular" course in the same subject.

Honors courses may be offered at any grade level in English, math, science, and social studies.

Honors course in other content areas may be designated if the students enrolled in the course will earn their third and/or fourth Carnegie unit in the content area. The "content area" may be defined by the local school district but will at least include visual and performing arts, vocational education, and foreign language.

12. How should special education courses for diploma candidates be counted?

If a Carnegie unit is to be awarded in anticipation of earning a high school diploma, the courses will be weighted at the College Prep/Tech Prep level.

13. How will conversions between the new scale and old scale be handled?

Beginning in the fall of 2000, all school districts will convert to the uniform grading scale and will compute a GPR for all ninth through twelfth graders using the new scale.

Until spring of 2004, school districts have the option of using their most recent old scale for any student who would attain a 3.0 if the old scale were applied to his/her grades.

Any conversion to the "old" scale used by a school district would be a total conversion (i.e. all grades would be computed using the old scale). There would not be an occasion where part of the grade was figured on the new scale and part on the old scale.

14. Will Teacher Cadet programs be awarded honors weighting?

Yes, if they meet district criteria for a third or fourth Carnegie unit in a content area or are affiliated with a college or university. If the Teacher Cadet program is affiliated with a college or university, honors credit is awarded because of a dual credit status for the course.

15. What numeric value should be given to the letter grades NC, WF, WP, P, or I?

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If any of the above letter grades are going to receive no credit and have the grade computed into the GPA, e.g. NC (No Credit due to excessive absences) and WF (Withdraw Failing), it should be assigned a numeric value of 62. If any of the above letter grades are not going to be computed into the GPA whether credit is given or not, e.g. WP (Withdraw Passing) and P (Passing), no numeric value is necessary. An I for Incomplete should be replaced with the appropriate numeric value as soon as possible

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CHEMIS DATA DICTIONARY
DATE CREATED: 7/07/97
DATE LAST REVISED: 06/30/04

HIGH_GPA

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

ELEMENT TITLE: High School Grade Point Average

SUPPLIED BY: Institution

DEFINITION: The Grade Point Average (GPA) of the student upon completion of high school. The GPA will be reported as provided by the high school and converted to a 4.0 scale. For a weighted GPA, the institution shall use the school's weighted scale based on the approval policies of the high school. For numerical grade point averages, the institution shall use the equivalent 4.0 scale based on the approved policies of the high school.

CODES, CATEGORIES AND COMMENTS:

NOTE: This field will be used primarily in the analysis of first-time freshmen and is not applicable to the Medical University.

FIELD SPECIFICATIONS

REQUIREMENT TYPE: Mandatory - Null Allowed

DATA VALUE RANGE: Greater Than zero, 999; 999=Null

FIELD LENGTH: 3 (with 2 implied decimals)

FIELD TYPE: Numeric

ENTRY EXAMPLE: 400 (represents a GPA of 4.00)

CHE USE ONLY

WHERE USED (File): STUDENT.STATIC

WHERE USED (Table):

WHERE USED (Tape): TAPE.STUDENTE

IV. Student Enrollment

CHEMIS DATA DICTIONARY
DATE CREATED: 5/23/91
DATE LAST REVISED: 07/11/01

HIGH_RANK

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

ELEMENT TITLE: High School Rank

SUPPLIED BY: Institution

DEFINITION: The academic standing of a student in the graduating class at the high school described in data element HIGH_SCH, in tenths.

CODES, CATEGORIES, AND COMMENTS:

01 = Top Ten Percent
02 = Second Ten Percent
03 = Third Ten Percent
04 = Fourth Ten Percent
05 = Fifth Ten Percent
06 = Sixth Ten Percent
07 = Seventh Ten Percent
08 = Eighth Ten Percent
09 = Ninth Ten Percent
10 = Bottom Ten Percent
11 = Not Ranked
12 = Unknown

NOTE: This field will be used primarily in the analysis of first-time freshmen.

FIELD SPECIFICATIONS

REQUIREMENT TYPE: Mandatory - Null Not Allowed

DATA VALUE RANGE: 01-12

FIELD LENGTH: 2

FIELD TYPE: Numeric

ENTRY EXAMPLE: 01 (represents the Top Ten Percent of graduating class)

CHE USE ONLY

WHERE USED (File): STUDENT.STATIC

WHERE USED (Table):

WHERE USED (Tape): TAPE.STUDENTE

IV. Student Enrollment

CHEMIS DATA DICTIONARY
DATE CREATED: 06/30/04
DATE LAST REVISED: 06/30/04

HIGH_GPA_SCHOL

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

ELEMENT TITLE: High School Grade Point Ratio for State Scholarship Purposes based on the Uniform Grading Scale (UGS).

SUPPLIED BY: Institution

DEFINITION: The cumulative Grade Point Ratio (GPR) of the student upon high school graduation that must be based on the UGS (must include courses through the twelfth grade). The cumulative GPR will be reported as provided by the high school in the "Total GPR Summary" field on the final official transcript. This scale was defined by the State Board of Education for consistency in grading calculations for the state scholarship programs and included such items as consistent numerical breaks for letter grades, consideration of standards to define an honors course, and appropriate weighting of courses

CODES, CATEGORIES AND COMMENTS:

NOTE: This field will be used for determining eligibility for first-time freshmen for the HOPE and LIFE Scholarships and is effective for those first-time freshmen entering institutions in fall 2004. It is not applicable to the Medical University.

FIELD SPECIFICATIONS

REQUIREMENT TYPE: Mandatory - Null Allowed

DATA VALUE RANGE: Greater Than zero, 999; 999=Null

FIELD LENGTH: 3 (with 2 implied decimals)

FIELD TYPE: Numeric

ENTRY EXAMPLE: 400 (represents a GPA of 4.00)

CHE USE ONLY

WHERE USED (File): STUDENT.STATIC

WHERE USED (Table):

WHERE USED (Tape): TAPE.STUDENTE

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CHEMIS DATA DICTIONARY
DATE CREATED: 06/30/04
DATE LAST REVISED: 06/30/04

HIGH_RANK_SCHOL

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

ELEMENT TITLE: High School Rank for **LIFE** Scholarship Purposes based on the Uniform Grading Scale (UGS)

SUPPLIED BY: Institution

DEFINITION: The academic standing of a student in the graduating class at the high school which must be based on the UGS (must include courses through the twelfth grade). The rank will be reported as provided by the high school. It can be found in the “**Total GPR Summary**” field on the final official transcript. The State Board of Education made the determination of courses and weighting to be used in the calculation of class rank.

CODES, CATEGORIES, AND COMMENTS:

01 = Top Ten Percent
02 = Second Ten Percent
03 = Third Ten Percent
12 = Unknown or N/A

NOTE: This field will be used for determining eligibility as first time freshmen for the HOPE and LIFE Scholarships and is effective for those first-time freshmen entering institutions in fall 2004. It is not applicable to the Medical University.

FIELD SPECIFICATIONS

REQUIREMENT TYPE: Mandatory - Null Not Allowed

DATA VALUE RANGE:01-12

FIELD LENGTH: 2

FIELD TYPE: Numeric

ENTRY EXAMPLE: 01 (represents the Top Ten Percent of graduating class)

CHE USE ONLY

WHERE USED (File): STUDENT.STATIC

WHERE USED (Table):

WHERE USED (Tape): TAPE.STUDENTE

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CHEMIS DATA DICTIONARY
DATE CREATED: 7/27/98
DATE LAST REVISED: 06/30/04

LIFE_HRS

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

ELEMENT TITLE: Cumulative Credit Hours for LIFE

SUPPLIED BY: Institution

DEFINITION: Cumulative credit hours earned based upon the requirements for the LIFE scholarship.

Continuing Students

Total credit hours earned at the participating institution excluding remedial/developmental courses. In addition, non-degree credit courses cannot be counted for those students that are seeking an associate degree or higher.

Exempted credit hours, Advanced Placement, and CLEP may be used toward the credit hour requirement.

First-Time Transfer Students

Total credit hours earned at all prior institutions.

CODES, CATEGORIES, AND COMMENTS:

FIELD SPECIFICATIONS

REQUIREMENT TYPE: Mandatory - Null Allowed

DATA VALUE RANGE: 00001 - 99998

FIELD LENGTH: 5 (with 2 implied decimals)

FIELD TYPE: Numeric

ENTRY EXAMPLE: 12550 (implies 125.5 cumulative credit hours for LIFE)

CHE USE ONLY

WHERE USED (File): STUDENT.TRANS

WHERE USED (Table):

WHERE USED (Tape): TAPE.STUDENTE

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CHEMIS DATA DICTIONARY
DATE CREATED: 7/27/98
DATE LAST REVISED: 06/30/04

LIFE_GPA

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

ELEMENT TITLE: GPA for LIFE Scholarship

SUPPLIED BY: Institution

DEFINITION: The Grade Point Average (GPA) used to qualify a student for a LIFE scholarship. The GPA has been calculated based upon the regulations for the scholarship.

Continuing Students

LIFE grade point average is based on all credit hours earned at all eligible SC public and independent institutions. It must not include attempted credit hours earned at out-of-state institutions, study abroad, or exchange programs outside the home institution, continuing education courses, distance education courses offered through out-of-state institutions, non-degree credit courses for an associate degree or higher, and remedial/developmental courses.

For the Academic year 2004-05 only, students may qualify under the old guidelines (cum 3.0 GPA based on policy of the institution) or the new guidelines (grades earned at all eligible SC institutions).

First-Time Transfer Students for Academic year 2004-05 Only

Student may qualify under old guidelines (grades earned at all prior institutions) or new guidelines (grades earned at S.C. institutions).

CODES, CATEGORIES, AND COMMENTS:

FIELD SPECIFICATIONS

REQUIREMENT TYPE: Mandatory - Null Allowed

DATA VALUE RANGE: 000 - 400

FIELD LENGTH: 3 (with 2 implied decimals)

FIELD TYPE: Numeric

ENTRY EXAMPLE: 400 (implies a GPA of 4.00)

CHE USE ONLY

WHERE USED (File): STUDENT.TRANS

WHERE USED (Table):

WHERE USED (Tape): TAPE.STUDENTE

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CHEMIS DATA DICTIONARY
DATE CREATED: 06/28/04
DATE LAST REVISED: 06/30/04

SAT_WRITING

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION MANAGEMENT INFORMATION SYSTEM

ELEMENT TITLE: SAT Writing Score

SUPPLIED BY: Institution

DEFINITION: The score achieved on the writing portion of the Scholastic Aptitude Test (SAT) examination.

CODES, CATEGORIES, AND COMMENTS:

NOTE: This data field is being added to the reporting file in fall 2004 because of the addition of other data fields. For the first year, 2004-05, the data field will be reported with a value of 999 because the test is not being administered until spring 2005.

For LIFE scholarship purposes only: The student must use the highest SAT Math score combined with the highest SAT Verbal score or the highest SAT Math score combined with the highest SAT Writing score. It is permissible to select scores from different test administrations in order to obtain the qualifying composite score. Students cannot use both Verbal and Writing subsection scores to meet the required SAT Criteria.

FIELD SPECIFICATIONS

REQUIREMENT TYPE: Mandatory - Null Allowed

DATA VALUE RANGE: 001-800; 999=Null

FIELD LENGTH: 3

FIELD TYPE: Numeric

ENTRY EXAMPLE: 800 (represents an SAT Writing score of 800)

CHE USE ONLY

WHERE USED (File): STUDENT.STATIC

WHERE USED (Table):

WHERE USED (Tape): TAPE.STUDENTE

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AS/400 MASTER FILE LAYOUTS/STUDENT

TAPE.STUDENTE REQUIREMENTS

Date Last Revised: 04/24/01

The following information will describe in detail which enrolled students should be included in the TAPE.STUDENTE file.

Reporting Period. Institutions are to report Enrollment data for the Fall, Spring, and Summer (Summer I and Summer II) semesters. The Enrollment data included in the TAPE.STUDENTE file is as of the reporting institution's matriculation date and is due at the Commission on October 31, March 31, and August 15, respectively.

Definition of "Matriculation Date". "Matriculation date" is defined as the actual date when a student can drop a course without penalty at the reporting institution.

Enrolled Students to be Included. Report all students enrolled in courses creditable toward a diploma, certificate, degree, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, including those enrolled at off-campus centers. Include high school students taking regular courses for credit.

Enrolled Students to be Excluded. The following enrolled students should not be included in the TAPE.STUDENTE file.

1. Students enrolled exclusively in courses not creditable toward a diploma, certificate, degree, or other formal award;
2. Students enrolled exclusively in courses not creditable toward the completion of a vocational or occupational program;
3. Students enrolled exclusively in remedial programs;
4. Students exclusively auditing classes;
5. Students studying abroad (e.g., at a foreign university), if their enrollment at this institution is only administrative record and the fee is only nominal;
6. Students in any branch campus located in a foreign country; and
7. Students earning continuing education units (CEU's), unless they are also enrolled in courses creditable toward a diploma, certificate, degree, or other formal award.

Note: The following clarification for Joint Programs specifies which institution receives the headcount enrollment and which institution receives the course credit hours:

Headcount Enrollment (TAPE.STUDENTE)

1. The institution where the student applied for and was accepted into a specific degree seeking program will report the student to the CHEMIS. In other words, the student's home institution where he/she is seeking a degree will report the headcount enrollment unless otherwise specified in a prior agreement, previously approved by CHE, between the participating institutions.

Course Credit Hours (TAPE.COURSE)

1. The institution that sponsors the course (pays the faculty) "owns" the course and will report the credit hours to the CHEMIS unless otherwise specified in a prior agreement, previously approved by CHE, between the participating institutions.

These instructions apply to all existing Joint Programs Agreements as well as any new ones approved after November 1, 1993.

IV. Student Enrollment

AS/400 MASTER FILE LAYOUTS/STUDENT

Student Enrollment Transactions

Date Last Revised: 04/24/01

FILE NAME	REPORTING REQUIREMENT	FIELD NAME	TITLE	ATTRIB.	START POS	END POS	DATA DICT PG#
TAPE.STUDENTE	(Enrollment Data Record)	REC_TYPE	Record Type	1A	1	1	66.1
		DATA_TYPE	Data Type	1A	2	2	21.1
		INST_CODE	Institution Code	6N	0 3	8	41.1
		REPORT_YEAR	Report Year	4N	0 9	12	71.1
		REPORT_SEM	Report Semester	2N	0 13	14	70.1
		STUDENT_ID	Student Identifier	9N	0 15	23	84.1
		BIRTH_DATE	Birth Date	8N	0 24	31	3.1
		GENDER	Gender	1A	32	32	36.1
		RACE	Civil Rights Racial Category	1A	33	33	64.1
		CITIZENSHIP	Citizenship	2A	34	35	8.1
		STATE	Geographic Origin/State	2A	36	37	83.1
		COUNTY_ID	Geographic Origin/County Identifier	2N	0 38	39	11.1
		HIGH_SCHOOL	High School CEEB Code	6N	0 40	45	39.1
		HIGH_YEAR	High School Graduation Year	4N	0 46	49	40.1
		HIGH_RANK	High School Rank	2N	0 50	51	38.1
	*	UG_DEGREE	Undergraduate Degree	1A	52	52	90.1
	*	PREQ_1	Prerequisite 1 ENGLISH	1A	53	53	54.1
	*	PREQ_2	Prerequisite 2 MATH	1A	54	54	55.1
	*	PREQ_3	Prerequisite 3 LAB SCIENCE	1A	55	55	56.1
	*	PREQ_4	Prerequisite 4 FOREIGN LANGUAGE	1A	56	56	57.1
	*	PREQ_5	Prerequisite 5 ADVANCED MATH	1A	57	57	58.1

ATTRIBUTE LEDGER

A = Alphanumeric Format
 N = Numeric Format (Unpacked, Unsigned)

IV. Student Enrollment

AS/400 MASTER FILE LAYOUTS/STUDENT

Student Enrollment Transactions (cont'd)

Date Last Revised: 06/30/04

FILE NAME	REPORTING REQUIREMENT	FIELD NAME	TITLE	ATTRIB.	START POS	END POS	DATA DICT PG#
TAPE.STUDENTE (Enrollment Data Record)							
	*	PREQ_6	Prerequisite 6 U.S. HISTORY	1A	58	58	59.1
	*	PREQ_7	Prerequisite 7 SOCIAL STUDIES	1A	59	59	60.1
	*	PREQ_8	Prerequisite 8 PHYSICAL EDUCATION	1A	60	60	61.1
		ACT_COMP	ACT Composite Score	2N	0 61	62	1.1
		SAT_VERBAL	SAT Verbal Score	3N	0 63	65	77.1
		SAT_MATH	SAT Math Score	3N	0 66	68	76.1
		STU_LEVEL	Student Level	2N	0 69	70	86.1
		REGIS_STAT	Registration Status	1A	71	71	67.1
		ENROLL_STAT	Enrollment Status	1A	72	72	28.1
		RES_CLASS	Residency Classification	1A	73	73	72.1
		DEG_LEVEL	Degree Level	2N	0 74	75	23.1
		PROG_CODE	Program Code	6N	0 76	81	62.1
		PROG_SUFFIX	Program Suffix	3N	0 82	84	63.1
		CREDIT_HRS	Credit Hours Enrolled	4N	2 85	88	17.1
		CUMUL_HRS	Cumulative Credit Hours	5N	2 89	93	20.1
		CUMUL_GPA	Cumulative GPA	3N	2 94	96	19.1
		ADMIT_TYPE	Admission Type	1A	97	97	1.5
		HIGH_GPA	High School GPA	3N	2 98	100	37.2
		LIFE_HRS	Cumulative Credit Hours for LIFE	5N	2 101	105	44.4
		LIFE_GPA	Cumulative GPA for LIFE	3N	2 106	108	44.3
		CERT_LIC	Certification/Licensure	1A	109	109	7.2
	Added Fall 03	* HIGH_GPA_SCHOL	High School GPA for Scholarships (UGS)	3N	2 110	112	
	Added Fall 03	* HIGH_RANK_SCHOL	High School Rank for Scholarships (UGS)	2N	0 113	114	
	Added Fall 03	* SAT_WRITING	SAT Writing Score (May 2005)	3N	0 115	117	
		FILL_1	Filler Field	03A	118	120	34.1

ATTRIBUTE LEDGER

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IV. Student Enrollment

Student Enrollment Transactions (cont'd)

Date Last Revised: 04/24/01

FILE NAME	REPORTING REQUIREMENT	FIELD NAME	TITLE	ATTRIB.	START POS	END POS	DATA DICT PG#
(Transfer Record)							
		REC_TYPE	Record Type	1A	1	1	66.1
		DATA_TYPE	Data Type	1A	2	2	21.1
		INST_CODE	Institution Code (to)	6N	0 3	8	41.1
		REPORT_YEAR	Report Year	4N	0 9	12	71.1
		REPORT_SEM	Report Semester	2N	0 13	14	70.1
		STUDENT_ID	Student Identifier	9N	0 15	23	84.1
		TRAN_INST	Transfer Institution (from)	6N	0 24	29	88.1
		FILL_1	Filler Field	91A	30	120	34.1
(Double Major Data Record)**							
		REC_TYPE	Record Type	1A	1	1	66.1
		DATA_TYPE	Data Type	1A	2	2	21.1
		INST_CODE	Institution Code	6N	0 3	8	41.1
		REPORT_YEAR	Report Year	4N	0 9	12	71.1
		REPORT_SEM	Report Semester	2N	0 13	14	70.1
		STUDENT_ID	Student Identifier	9N	0 15	23	84.1
		PROG_CODE	Program Code	6N	0 24	29	62.1
		PROG_SUFFIX	Program Suffix	3N	0 30	32	63.1
		DEG_LEVEL	Degree Level	2N	0 33	34	23.1
		FILL_1	Filler Field	86A	35	120	34.1

ATTRIBUTE LEDGER

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TAPE.STUDENTE contains data for all students for a given year and semester at institutions. Consistent with ASCII format, fields and files are delimited by physical position. Three record types are contained in this file and are identified as follows: Enrollment Data Record (**DATA_TYPE field = "E"**), Transfer Data Record (**DATA_TYPE field = "T"**), and Double Major Data Record (**DATA_TYPE field = "M"**). Each Enrollment Data Record will be followed by zero or more instances of the other two record types. The order in which the record types will be reported is: One Enrollment Data Record followed by zero or one Transfer Data Records followed zero or more Double Major Data Records. For all records, REC_TYPE is specified with the constant "E" to aid in identifying the record. If "E" is not present, then a discrepancy will be detected during the edit process. Nulls are represented as all nines in both alphanumeric as well as numeric fields. All fields are mandatory.

*For private institutions only, these fields should be reported as nulls.

**For private institutions, this record is optional.