MEMORANDUM

TO: Chair Terry Seckinger, and Members, Committee on Academic Affairs and Licensing

FROM: John Lane, DMA, Director of Academic Affairs

Consideration of University of South Carolina Beaufort’s Mission Statement Change

The University of South Carolina Beaufort (USCB) requests approval for changes to its mission statement. The University Board of Trustees approved the revised mission statement on June 23, 2017, which was transmitted to the Commission on July 3, 2017.

In accordance with §59-103-45(6) of the South Carolina Code of Laws 1976 as amended, the South Carolina Commission on Higher Education is charged with the responsibility to “review and approve each institutional mission statement to ensure it is within the overall mission of that particular type of institution as stipulated by Section 59-103-15 and is within the overall mission of the State.” Academic Affairs staff consider minor revisions such as changes for clarity. The full Commission considers substantive revisions, which include changes to the nature, function, type, or sector of the institution.

Upon review, Commission staff determined the proposed revisions to the University of South Carolina Beaufort mission statement, including offering initial master’s degree programs, are substantive in nature. From July 2017 to January 2018, staff reviewed enrollment and completion data, workforce trends, state and regional needs, data for extant and projected degree programs, and met regularly with USCB representatives to discuss findings and planning (see enclosures). As a result, Commission staff recommend the University of South Carolina Beaufort be permitted to expand its mission to offer initial master’s degrees, limited to two programs: a master’s degree in Computational Science and a master’s degree in Education. Offering the programs is contingent upon separate Commission approval during future program proposal consideration. In accordance with the statute, approval to change the mission to offer master’s programs will not result in an institutional sector change.

Enclosures:
- Attachment II: Mission Statement Revision Request
- Attachment III: Data Commission Staff Provided to University of South Carolina Beaufort
- Attachment IV: Additional Information Provided by the University of South Carolina
- Attachment V: Additional Data Provided by the University of South Carolina Beaufort
Current Mission Statement

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service. USCB is a senior baccalaureate campus (1,400 to 3,000 students) of the state's largest public university. It offers degree programs in the arts, humanities, professions, and social and natural sciences delivered through on-site instruction and distance education, along with an active program of co-curricular activities and athletics. It serves a racially and culturally diverse student body, including military personnel, veterans and their dependents, and draws students from the South Carolina Lowcountry, from around the country, and from around the world. USCB enriches the quality of life for area residents of all ages through its academic programs, continuing education, artistic and cultural offerings, community outreach, collaborations with regional initiatives, and life-long learning opportunities.

Mission Statement with Proposed Changes Shown

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its focus on teaching, research, and service. USCB is a public, comprehensive, multi-campus institution (1,800 to 3,600 students) in the University of South Carolina system, offering associate, baccalaureate, and master’s degrees in the liberal arts, the sciences, and professional disciplines through on-site and distance delivery methods. Serving a racially and culturally diverse student body population, including military personnel, veterans and their dependents, and draws students from the South Carolina Lowcountry, from around the country, and from around the world. USCB enriches the quality of life for students and area residents through artistic and cultural offerings, community outreach, collaborations with regional initiatives, national, and international partners; and life-long learning opportunities.

Proposed Mission Statement

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its focus on teaching, research, and service. USCB is a public, comprehensive, multi-campus institution (1,800 to 3,600 students) in the University of South Carolina system, offering associate, baccalaureate, and master’s degrees in the liberal arts, the sciences, and professional disciplines through on-site and distance delivery methods. Serving a diverse population, USCB enriches the quality of life for students and area residents through artistic and cultural offerings; collaborations with regional, national, and international partners; and lifelong learning opportunities.
February 20, 2017

Dr. Harris Pastides
Office of the President
University of South Carolina
Osborne Administration Building, Suite 206
Columbia, SC 29208

Dear Dr. Pastides:

Over the past few years, the University of South Carolina Beaufort (USCB) has been increasing enrollment, expanding programs and facilities, and strengthening our involvement in the community. However, it is becoming more evident that we are limited in our capacity to “respond to regional needs” by our inability to offer graduate degrees, certificates, and teaching endorsements to those in the USCB service area.

USCB plans to apply to the Southern Association of Colleges and Schools (SACSCOC) to move from a Level II to a Level III institution in order to offer master’s degrees and better support the region. In order to accomplish this, the USCB faculty and administration revised the university mission statement to reflect the new status. Along with the new mission statement, USCB is submitting two graduate degrees that have received all internal approvals. They are a Master of Arts in Teaching in Early Childhood Education and a Master of Science in Computational Science.

Some may be aware that the SACSCOC is undergoing a major revision in its standards effective January 2018. It is important that USCB submit the SACSCOC Application for Level Change on September 1, 2017 using the current standards. Otherwise, it will be nearly impossible to meet the next SACSCOC due date of March 1, 2018 using new standards that will not be published until January 2018. This will result in a lengthy delay.
Dr. Pastides  
Page 2  
February 20, 2017  

We are requesting that the Board of Trustees honor our request to approve the mission and new program proposals in order that we can stay on our timeline and expedite the level change process.  

We thank you for your consideration.  

Sincerely,  

[Signature]  

Al M. Panu,  

cc: Eric Skipper, Ph.D.  
    Dr. Mary Anne Fitzpatrick  
    Dr. Martha A. Moriarty  
    Dr. Tena Crews  
    Mr. Cantey Heath  

Enclosures: Proposed Mission Revision  
MAT in Early Childhood Education Program Proposal  
Master of Science in Computational Science Proposal
According to President Harris Pastides, 90% of the South Carolina residents who completed an application to USC were offered the opportunity to attend one of its programs; one such pathway is to attend a senior campus such as USC Beaufort and then complete a Change of Campus (System Transfer) Application to transfer to USC Columbia. (Source: Harris Pastides, Statement Submitted for the Record. Submitted to the Senate Education Committee, Tuition and Scholarship Subcommittee. August 15, 2017)

Transfer-out rates and freshmen-to-sophomore retention rates are on par with peer comprehensive institutions within the USC system; however, graduation rates are lower.
2012 was the first year that 4-year graduation rates were available via IPEDS for USC Beaufort.

2010 rates include AA/AS recipients which cannot be extracted per IPEDS.
*Unduplicated headcounts ensures no single student is counted multiple times

*Data Source: IPEDS Data Feedback Reports
### USC Beaufort

#### Computational Science (Bachelor's Degree)

<table>
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<tr>
<th>Academic Year</th>
<th>Enrollment</th>
<th>Completions</th>
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<td>0</td>
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<tr>
<td>2013</td>
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</tr>
<tr>
<td>2015</td>
<td>106</td>
<td>6</td>
</tr>
</tbody>
</table>

*Per available CHE data, 2012 is the first year of program implementation.*
### 2013-15 In-state and Out-of-State Peer Institution Graduation Rate

| Institution Name                        | 4-year Graduation rate - bachelor's degree within 100% of normal time (GR200_13) | 4-year Graduation rate - bachelor's degree within 150% of normal time (GR200_14) | 4-year Graduation rate - bachelor's degree within 200% of normal time (GR200_15) | 6-year Graduation rate - bachelor's degree within 100% of normal time (GR200_14_RV) | 6-year Graduation rate - bachelor's degree within 150% of normal time (GR200_15_RV) | 6-year Graduation rate - bachelor's degree within 200% of normal time (GR200_16_RV) | 8-year Graduation rate - bachelor's degree within 100% of normal time (GR200_15) | 8-year Graduation rate - bachelor's degree within 150% of normal time (GR200_16) | 8-year Graduation rate - bachelor's degree within 200% of normal time (GR200_17) |
|----------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Georgia College and State University   | 39%                                                                             | 62%                                                                             | 62%                                                                             | 35%                                                                          | 57%                                                                             | 59%                                                                             | 33%                                                                             | 55%                                                                             | 57%                                                                             |
| Lander University                      | 32%                                                                             | 52%                                                                             | 34%                                                                             | 22%                                                                          | 20%                                                                             | 40%                                                                             | 20%                                                                             | 37%                                                                             | 39%                                                                             |
| Langston University                    | 16%                                                                             | 31%                                                                             | 34%                                                                             | 14%                                                                          | 27%                                                                             | 27%                                                                             | 9%                                                                              | 19%                                                                             | 27%                                                                             |
| Southern Arkansas University Main Campus| 14%                                                                             | 30%                                                                             | 32%                                                                             | 15%                                                                          | 35%                                                                             | 37%                                                                             | 15%                                                                             | 34%                                                                             | 37%                                                                             |
| University of North Carolina at Pembroke| 15%                                                                             | 33%                                                                             | 35%                                                                             | 16%                                                                          | 34%                                                                             | 37%                                                                             | 15%                                                                             | 34%                                                                             | 36%                                                                             |
| University of South Carolina-Aiken     | 21%                                                                             | 42%                                                                             | 43%                                                                             | 21%                                                                          | 43%                                                                             | 45%                                                                             | 22%                                                                             | 41%                                                                             | 43%                                                                             |
| University of South Carolina-Beaufort  | 10%                                                                             | 27%                                                                             | 28%                                                                             | 15%                                                                          | 23%                                                                             | 24%                                                                             | 8%                                                                             | 21%                                                                             | 22%                                                                             |
| University of South Carolina-Upstate   | 24%                                                                             | 40%                                                                             | 43%                                                                             | 21%                                                                          | 38%                                                                             | 40%                                                                             | 21%                                                                             | 39%                                                                             | 40%                                                                             |
| University of Wisconsin-Green Bay      | 20%                                                                             | 46%                                                                             | 49%                                                                             | 22%                                                                          | 51%                                                                             | 52%                                                                             | 22%                                                                             | 55%                                                                             | 57%                                                                             |
| Winthrop University                    | 35%                                                                             | 56%                                                                             | 57%                                                                             | 33%                                                                          | 53%                                                                             | 55%                                                                             | 36%                                                                             | 58%                                                                             | 59%                                                                             |
USC Beaufort and Peer Institutions Graduation Rates, 2015

- 4-Year Graduation Rate
- 6-Year Graduation Rate
- 8-Year Graduation Rate
MEMORANDUM

To: Dr. John Lane
   Director of Academic Affairs, SC Commission on Higher Education

From: Mary Anne Fitzpatrick

Date: September 25, 2017

Re: University of South Carolina Beaufort – Change of Mission

On April 21, 2017, the Board of Trustees of the University of South Carolina approved USC Beaufort’s request to revise the USCB Mission Statement, allowing the institution to offer master’s degrees:

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its focus on teaching, research, and service. USCB is a public, comprehensive, multi campus institution (1,800 to 3,600 students) in the University of South Carolina system, offering associate, baccalaureate, and master's degrees in the liberal arts, the sciences, and professional disciplines through on-site and distance delivery methods. Serving a diverse population, USCB enriches the quality of life for students and area residents through artistic and cultural offerings; collaborations with regional, national, and international partners; and lifelong learning opportunities.

USCB is part of USC, a large, state-wide system of higher education, reporting to a Board of Trustees and a President. The long term vision for the institution is consistent and intentional growth to become a comprehensive university that offers not only baccalaureate degrees but also master’s degree in areas of high need in the region. USCB is an independently accredited institution; its strategic plan, academic programs, enrollment patterns, and financial health are carefully vetted by the Board on an annual basis.
USCB is a dynamic and fast growing institution of critical importance to its region, to the University of South Carolina System, and to the state. USCB has just been ranked by the Chronicle of Higher Education as the United States 5th fastest growing comprehensive institution in the past decade. Moreover, the demographic predictions for population growth in the five major counties surrounding the institution are very robust. The institution enjoys strong regional community support and has an excellent leadership team, headed by Chancellor Al Panu.

The future economic wellbeing in the state of South Carolina lies in the success of regional campuses like USCB. Economists predict that the state will need 70,000 additional individuals who hold high quality certificates, undergraduate, and graduate degrees by 2030. This increase requires the sustained effort of all educational institutions. USCB is carefully planning the development of its new educational programs based on identified need in its communities. It has a vital role to play in educating South Carolinians.

**What the Data Shows about USCB Performance**

In discussing the change in mission, CHE examined IPEDS data about the success of USCB in student retention and graduation. An examination of IPEDS data for USCB against its chosen comparison institutions does indicate that its retention and graduation rates lag behind comparable institutions. This outcome, however, needs to be contextualized.

Data collected over time for student retention and graduation disadvantages USCB, as they have a significantly shorter time frame for demonstrating achievement compared to other institutions. USCB started offering bachelor’s degrees in 2004 and has been steadily developing baccalaureate and undergraduate professional programs during the ensuing time period. Hiring the needed faculty and seeking program approval is a long process. The approval process for new programs is a very complicated one that can easily take at least 18 months after the program has been through all of the local faculty and administrative approvals on a system campus. University approval is followed by review in the Office of the President, evaluation by a board subcommittee and then the entire USC Board of Trustees. This is followed by the vetting of one advisory committee, then a subcommittee of the CHE, and then the entire CHE board. Afterwards, the program must be submitted to SACSCOC for its approval.

What did students do during this period of institution building as an even greater array of undergraduate programs was being developed on USCB’s campus?

USCB is part of a large system of USC institutions, and transferring among our institutions is a simple process. That is, once accepted in a USC institution, a student can “change campus” after the completion of one semester of coursework. This ease of transfer works for the benefit of the students and the state, as it affords our students access to a broad range of specialized program choices. Many USCB students took advantage of this opportunity. Although they began their academic career at USCB, they then transferred. Evaluating the success of an institution on its retention and graduation rates yields some important insights, but our real goal as educators should be student success.

In the IPEDS data, the combination of graduation and transfer numbers for USCB is 62% compared to 59% of those in the comparable institutions. In the years covered by the IPEDS
data, USCB was facilitating the success of its students, providing a growing range of opportunity for degree completion, and also ensuring a strong academic foundation for students progressing in degrees not yet available on the USCB campus. USCB’s ability to serve students as they built out their programs was advantaged by their place in a system.

There is a lag time in IPEDS data, and current USCB data demonstrates a positive trajectory. As of early September, 2017 we see that 301 of 484 freshmen from Fall 2016 are registered for Fall 2017, giving USCB a retention of 62.2%. Retention is clearly continuing to rise, and within the range of institutions of their type, many of which have been in the business of offering baccalaureate degrees much longer than USCB. Additionally, we are seeing a downward trend in the number of students transferring out (from the data available so far).

USCB is proactive in its efforts to serve students and improve its retention and graduation rate. They have developed a number of student success and tutoring programs and are using data analytics to facilitate student advising and improve progression. With major financial support from the community, USCB is opening a new campus and facility on Hilton Head Island to offer its hospitality and tourism programs.

USCB has built a strong baccalaureate institution and is poised to add some key graduate degrees to its offerings. The first of these degrees is in computational science

**Computational Science**

In 2009, the Chronicle of Higher Education listed computational science as one of the five college majors on the rise. Computational Science is a field of applied computer science in which computing theories and software techniques are used to serve and advance many diverse fields, including science, engineering, social science, and business.

The field is "central to the Nation's long-term technical leadership" (Computational Science: Ensuring America's Competitiveness, President's Information Technology Advisory Committee, 2005), and is "one of the most critical science fields for the High Performance Computing Ecosystem" (National Strategic Computing Initiative Strategic Plan, The National Strategic Computing Initiative Executive Council, 2016).

In 2010 USCB secured competitive funding from the National Science Foundation to offer a new undergraduate degree in computational science. To date, NSF has provided over $1.6 million to support the program, a clear indication of its nationally competitive quality and value. (See attached “The Past, Present, and Future of Computational Science at USCB” PowerPoint.)

On September 19, 2017, USC announced that we had led a partnership of 10 institutions across the state to secure $20 million in order to build infrastructure, to hire faculty, and to develop a workforce to support the design of advanced materials (www.sc.edu/systemplanning). We had very early notification that the project had been funded but were unable to discuss this funding in public. Although the announcement was embargoed, USCB did begin all of the preliminary work seeking approvals. Given the success of the undergraduate computational science major and the quality of its faculty, the NSF turned to USCB for the workforce development section of the larger grant. USCB was chosen to offer a new master’s degree in computational science based on
the quality of the associated faculty and the university track record in offering the undergraduate degree. In this round of funding, USC Beaufort received $898,037. Based on their established track record, more funding will probably follow.

Not only has NSF reviewed and approved the ability of USCB and its faculty to offer this graduate degree, but the proposal has been through a thorough USC review process. The proposal was vetted by the USC Columbia College of Engineering and Computing before it was presented to the President and the Board of Trustees.

**Conclusion**

USCB is committed to developing high quality educational programs that are responsive to the economic needs of the state of South Carolina and to the career interests of students. I can think of few institutions that are better positioned to launch their first master’s program. USCB has already demonstrated leadership in this area, they have secured federal support, and they are embedded in a dynamic community of academics from multiple institutions who can encourage and support them as they move forward with implementation.

I appreciate the opportunity to provide you with additional context to assist you in your review of our proposed change in institutional mission and the approval for USCB’s first graduate degree. Please do not hesitate to contact me if there is anything I can do to facilitate this process.

Attachment: “The Past, Present, and Future of Computational Science at USCB” (PowerPoint)
University of South Carolina Beaufort
Three Distinctive Campuses on the Carolina Sea Islands
How does USCB define “Computational Science”? 

- We consider Computational Science (CSci) to be a field of Applied Computer Science, in which computing theories and software techniques are used to serve and advance many diverse fields, including science, engineering, social science, business, and more!

CSci@USCB: A Timeline

Spring 2007:
- Initial discussions for a new undergrad program in CSci

2007-2009:
- Grant/program application process
  - July 2009 – NSF EPSCoR Track-1 award

Fall 2010:
- Program implementation at USCB

2010 & Ongoing:
- Workforce development & student recruiting

2013:
- NSF S-STEM scholarship award (> $600K)
- USCB Student Chapter of ACM chartered

2018:
- New Master of Science program
A Wide Range of Courses

CSci@USCB: Enrollment Growth
Scholarship Opportunities

- National Science Foundation (NSF) S-STEM scholarship program
- South Carolina Legislative Incentive for Future Excellence (LIFE) scholarship program
- South Carolina Palmetto Fellow scholarship
- South Carolina HOPE scholarship
- Other scholarship programs
  - In-state transfer scholarship
  - Residential scholarship
  - Athletic scholarships

A Young, Energetic Faculty

Yiming Ji, PhD
Auburn University
Wireless Networks
Image Processing
2016 Governor's Award Recipient

Xuwei Liang, PhD
University of Kentucky
Biomedical Imaging
Pattern Recognition

Brian Canada, PhD
Penn State University
Zebrafish Phenomics
Digital Humanities

Xiaomei Zhang, PhD
Penn State University
Wireless & Social Networks
Mobile Computing
Nearly **100% Job Placement** for CSci@USCB Graduates

Words from Students

- “I credit my thorough preparation for the work environment to the Computational Science Program and the faculty of the Mathematics and Computational Science Department, and USCB, in general. I am pleased to recommend the Computational Science Program to any student seeking to obtain a technical degree with a vast number of applications that is in high demand.” – now at Fidelity Investments

- “I believe that CSci at USCB has to be one of the best career building programs you can find from a small campus.” – now at Raytheon Co.

- “I feel so blessed for being a part of this program and the wonderful opportunities it has given me.” – now a graduate student

- “Computational Science program at USCB is not just computing, it is a community” – now at Reynolds American Inc.
The Future of CSci@USCB

Learn more at www.uscb.edu/CSci
USCB Enrollment and Program Growth

*USC system moved to Banner in Fall 2013, resulting in significantly revised methodology for enrollment reporting.
### USCB Student Retention

**All Students in Fall Cohort (First-Time Full-Time Freshmen Students)**

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<th>FALL COHORT</th>
<th>HEAD-COUNT</th>
<th>AVERAGE SAT</th>
<th>RETENTION RATE - AFTER 1 YEAR</th>
<th>RETENTION RATE - AFTER 2 YEARS</th>
<th>RETENTION RATE - AFTER 3 YEARS</th>
<th>RETENTION RATE - AFTER 4 YEARS</th>
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<td>957</td>
<td>55.8%</td>
<td>37.7%</td>
<td>36.1%</td>
<td>13.7%</td>
<td>3.9%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

*SAT data is not reliable for 2013 and 2014 cohorts*
## Student Success Comparison - SC Comprehensives

<table>
<thead>
<tr>
<th></th>
<th>USCB</th>
<th>Coastal Carolina</th>
<th>Francis Marion</th>
<th>USC Aiken</th>
<th>USC Upstate</th>
<th>Elizabeth City State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated from Institution</td>
<td>24%</td>
<td>43%</td>
<td>41%</td>
<td>42%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>Graduated another Institution</td>
<td>33%</td>
<td>20%</td>
<td>13%</td>
<td>20%</td>
<td>20%</td>
<td>9%</td>
</tr>
<tr>
<td>Still enrolled at Institution</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Still enrolled at another Institution</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>71%</strong></td>
<td><strong>76%</strong></td>
<td><strong>72%</strong></td>
<td><strong>76%</strong></td>
<td><strong>72%</strong></td>
<td><strong>63%</strong></td>
</tr>
</tbody>
</table>

Source: National Student Clearinghouse