

# Proposed Scholarship & Grant Changes

Scholarship Advisory Committee

February 22, 2017

# Disclaimer

- All comments and suggestions were thoroughly read by staff. Most, but not all comments are included in this presentation.
- This is an open and transparent dialogue. There will be ample time for discussion and further suggestions.
- Presentation will be sent to attendees after advisory meeting adjourns.

Issues pertaining to all  
scholarships

# Scholarship GPA

- Similar to the LIFE GPA, all scholarships would use a Scholarship GPA. A Scholarship GPA includes in the calculation, grades and credit hours from all institutions.

# Scholarship GPA

## *Comments/Suggestions*

- “Rename it to “SC State Scholarship GPA” or “State Scholarship GPA.” We are concerned that “Scholarship GPA” is too generic and will cause confusion given the number of different scholarships that students can receive from federal, state, institutional and private sources. ”
- “We support moving to the use of the “scholarship GPA” already used for LIFE eligibility.”
- “Agree with change to “Scholarship GPA”.

# Scholarship GPA

*Comments/Suggestions*

Other discussion on Scholarship GPA

# Credit Hour Requirement

- 30/60/90 credit hours each academic year (average)
- Enroll in a minimum of 15 credit hours **AFTER** add/drop deadline.

# Credit hour requirement

## *Comments/Suggestions*

- “**We do not support a requirement of 15 hours of enrollment at the end of the drop/add period.** Drop/add periods vary widely across institutions, and sometimes across academic programs. This virtually guarantees inconsistency in application across the state. In addition, such a requirement does not allow for the flexibility needed by students to meet the 30 credit-hour per year requirement. Students are sometimes unable to enroll in 15 hours each term due to circumstances beyond their control, such as course offerings, etc.). **The 8 semester limit of eligibility, along with the requirement of an average of 30 hours earned each academic year, is a highly effective motivator for on-time graduation.** The addition of this requirement is unnecessary and will result in unintended negative impacts on retention and persistence. In addition, this effort would create a significant administrative burden with no real benefit to students or institutions.”

# Credit hour requirement

## *Comments/Suggestions*

- “Maintain the requirement to receive a state scholarship each term as full-time hours, as defined in regulation 62-1200.5.U (Document No. 4146, CHE, Chapter 62, Statutory Authority: 1976 Code Section 59-149-10), in lieu of the 15 credit hour requirement in the current **proposal**. This would provide consistency with the federal Title IV definitions of full-time and reduce confusion for students, parents and institutions. We understand there is a desire to push students toward graduation quickly, thus helping them reduce loan debt. ”

# Credit hour requirement

## *Comments/Suggestions*

- “We believe the already imposed **8-term limit is sufficient motivation** to encourage on-time graduation. At our institution, the entering Fall 2010 freshmen class who received the LIFE scholarship had a higher 4-year graduation rate compared to those without the LIFE scholarship and also a higher 6-year graduation rate. **Requiring 15 credit hours would also have an unintended consequence for students in certain majors**, such as science, art, and music, where there are non-classroom hours that have to be devoted to lab work, studio time, and practice which may make a 15 hour course load every term impractical and possibly detrimental to their academic achievement.”

# Credit hour requirement

## *Comments/Suggestions*

- “We assert that either we maintain the average of 30/60/90 or state that a student must earn 30 hours by end of spring semester with only the summer to improve GPA.”
- “Increasing the per term credit hour requirement from 12 to 15 will negatively impact many of our LIFE students. Many of our students will fall short of the 15 credits per term because of program requirements, curricular structure, and external factors that create new barriers to meeting scholarship requirement”
- “The 12 credit hour for full-time enrollment also aligns with the federal definition of full-time enrollment and therefore is easier to administer. If students are allowed to bank hours and earn an average of 30 hours per year, they shouldn’t be forced to take 15 hours per term.”

# Credit hour requirement

## *Comments/Suggestions*

- “The proposal increases the minimum number of credit hours required for the LIFE scholarship from 12 per semester to 15. **Many of our students are employed and have family responsibilities.** They are not academic successful when enrolling in 15 credit hours per term, but they are successful taking 12 credit hours in the Fall and 12 credit hours in the Spring, using the Summer term to reach the annual requirement of 30 credit hours.”
- “The “Enroll in a minimum of 15 credit hours AFTER add/drop deadline” is going to be problematic to implement for all Banner schools and likely so for other schools that use commercial software to manage financial aid.”

# Credit hour requirement

## *Comments/Suggestions*

- “Schools must define full time hours in accordance with Federal Title IV Aid regulations which state 12 hours is full time. That then drives what constitutes  $\frac{3}{4}$  time,  $\frac{1}{2}$  time, and less than  $\frac{1}{2}$  time status in the software. This is a global setting and we do not have the capacity to set a numerical value at each fund level. We do not have the capacity to require more than the federally defined number of hours.
- I would suggest that this requirement be modified to say that:
  - The student must be enrolled on a full time basis (12 hours) at the time of disbursement consistent with federal regulations,
  - **Restate that the student is limited to 8 potential semesters of eligibility.**
- You already have in this section that the student must complete an average of 30 credit hours per year. I think we would still be promoting the acceleration to degree completion with these criteria while still allowing some flexibility for enrollment patterns of students in certain disciplines due to course sequencing.”

# Credit hour requirement

## *Comments/Suggestions*

- “Census and drop/add may mean different things to each school. Further define what the Commission is looking for. Is there any flexibility by CHE for a school to either use the drop/add or census date?”
- “Eliminate 15 credit hour requirement per term – 30 hour annual requirement is adequate and in line with annual award and 8 semester limit.”
- “We do not support a requirement of 15 hours of enrollment at the end of the drop/add period. **This creates a moving target since there are multiple starts within a term.** The current requirement of being fulltime and earning 30 credit hours annual is effective.”

# Credit hour requirement

## *Comments/Suggestions*

- “A high percentage of students that earn the LIFE scholarship are in need of at least one developmental course which the LIFE Scholarship will not pay for. **Students needing one developmental course in the past have been able to enroll in 15 hours, with 12 hours being covered by their LIFE scholarship and the 3 developmental hours being covered by Pell. If these student are required to enroll in 15 LIFE-eligible hours, they would not be eligible for the scholarship initially because they have a developmental course to complete or it would require them to take 18 hours, which puts them at an academic disadvantage.”**

# Credit hour requirement

*Comments/Suggestions*

Other discussion on the Credit Hour Requirement

# SC Department of Education & Collegeboard Changes

# 7-Point Grading Scale vs. 10-Point Grading Scale

## 7- Point Grading Scale

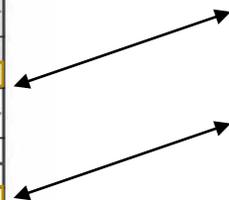
Prior to Fall 2016

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ Dual Credit
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
—	WP	0.000	0.000	0.000

## 10 Point Grading Scale

Starting Fall 2016

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/ Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100



# CollegeBoard Concordance Tables

ACT to New SAT Concordance Table	
ACT Composite Score	New SAT Total (400-1600)
36	1600
35	1570
34	1540
33	1500
32	1470
31	1430
30	1400
29	1360
28	1320
27	1290
26	1260
25	1220
24	1180
23	1140
22	1110
21	1070
20	1030
19	990
18	950
17	910
16	870
15	830
14	780
13	740
12	680
11	590

Table 15 <https://collegereadiness.collegeboard.org/educators/higher-ed/scoring-changes/concordance>

New SAT to ACT Concordance Table	
New SAT Total (400-1600)	ACT Composite Score
1600	36
1590	35
1580	35
1570	35
1560	35
1550	34
1540	34
1530	34
1520	34
1510	33
1500	33
1490	33
1480	32
1470	32
1460	32
1450	32
1440	31
1430	31
1420	31
1410	30
1400	30
1390	30
1380	29
1370	29
1360	29
1350	29
1340	28
1330	28
1320	28
1310	28
1300	27
1290	27
1280	27
1270	26
1260	26
1250	26
1240	26
1230	25
1220	25
1210	25
1200	25
1190	24
1180	24
1170	24
1160	24

Table 7

# Palmetto Fellows Scholarship

# Palmetto Fellows Scholarship

## Initial Eligibility: ACT → SAT

- Rank in the Junior or Senior Year
- 2018 – 3.7 SC UGP/1270 SAT or 27 ACT/  
rank in the top 5.75%
- 2019 – 3.8 SC UGP/1300 SAT or 28 ACT/  
rank in the top 5.50%
- 2020 – 3.9 SC UGP/1330 SAT or 29 ACT/  
rank in the top 5.25%
- 2021 – 4.0 SC UGP/1370 SAT or 30 ACT/  
rank in the top 5.00%

OR Alternative Criteria

- 4.0 SC UGP/1440 SAT or 32 ACT

## Initial Eligibility: SAT → ACT

- Rank in the Junior or Senior Year
- **2018** – 3.7 SC UGP/1280 SAT or 27 ACT/  
rank in the top 5.75%
- **2019** – 3.8 SC UGP/1310 SAT or 28 ACT/  
rank in the top 5.50%
- **2020** – 3.9 SC UGP/1350 SAT or 29 ACT/  
rank in the top 5.25%
- **2021** – 4.0 SC UGP/1390 SAT or 30 ACT/  
rank in the top 5.00%

OR Alternative Criteria

- 4.0 SC UGP/1450 SAT or 32 ACT

# Palmetto Fellows Scholarship

## Continued Eligibility

- 30/60/90 credit hours each academic year (average)
- Enroll in a minimum of 15 credit hours **AFTER** add/drop deadline
- Scholarship GPA
  - 2018 – 3.2
  - 2019 – 3.3
  - 2020 – 3.4
  - 2021 – 3.5
- Summer can only be used for recovery or continuation of scholarship.
- Students can use IB, AP, CLEP, or Dual Enrollment hours toward annual credit hour requirement.
- Remove ‘average’ from regulations and use ‘actual’ room/board
- Proration of award for the last semester in which the student graduates

# Palmetto Fellows Scholarship

## *Comments/Suggestions*

### **Initial Eligibility - Rank**

- “**We do not support the changing of the class rank requirement.**”
- “**We do not support removing the Class Rank requirement.** This would greatly impact those students who tend not to test well on standardized tests but rank very high in their class and have high GPAs.”
- “For LIFE (And Palmetto Fellows), will there be any exceptions to the class ranking for small graduating classes? Many of our local schools have 20 or fewer graduates. If the students are not required to take SAT or ACT, students who would potentially be eligible may be lost in the rankings.”

\* **62-320. (H).** “...For those high schools with fewer than twenty students in the class, the top two students (students ranked as number one and two) shall be considered for the Scholarship regardless of whether they rank in the top six percent of the class. These students must meet all other eligibility criteria.”

# Palmetto Fellows Scholarship

## *Comments/Suggestions*

### Continued Eligibility - GPA Requirement

- “The incremental increase in Palmetto Fellows GPA will deal a significant blow to students at our school. **With a 3.5 renewal to keep Palmetto Fellows, approximately 700 students per year would lose their Palmetto Fellows Scholarship.** Assuming they renew at the LIFE Scholarship level, they could stand to lose \$5,250,000 over the 6 remaining semesters of eligibility.”
- “**Require a 3.2 “Scholarship GPA”** to renew the scholarship for sophomore, junior and senior year. We believe the 3.5 GPA might have the unintended consequence of sending SC’s best and brightest high school students to non-SC colleges because they will no longer be incentivized with Palmetto Fellows. We estimate that 20% of the Palmetto Fellows recipients at our school will lose their scholarship if the GPA is increased to 3.5. While 4% of Palmetto Fellows recipients would still lose their scholarship with a 3.2 GPA requirement, we recognize that requiring a higher renewal GPA over LIFE recipients is reasonable. ”

# Palmetto Fellows Scholarship

## *Comments/Suggestions*

### **Continued Eligibility - GPA Requirement**

- “While we support moving to the use of the “scholarship GPA” already used for LIFE eligibility, we do not support changing the scholarship GPA requirements as proposed for continuing students. The GPA requirement should remain 3.00. **If the GPA requirement of 3.5 as proposed was in effect currently, 285 Palmetto Fellows recipients would be ineligible.** This includes many students enrolled in the academically-challenging STEM majors.”

# Palmetto Fellows Scholarship

## *Comments/Suggestions*

### **Continued Eligibility - GPA Requirement**

- “We have concerns with the move to a 3.5 renewal GPA. **Approximately 8% of our current Palmetto Fellows would not renew based on this GPA.** Instead, we are proposing an immediate move to a 3.25 renewal GPA. There are also some concerns with not only the administration of an incremental GPA but the confusion that could result as we communicate this to families.”
- **“Effective with Fall 2018 Cohort – Move to 3.25 GPA for renewal.”**

# Palmetto Fellows Scholarship

## *Comments/Suggestions*

### **Continued Eligibility - Summer**

- “Support using summer to improve GPA only if the 15-hour rule per semester is removed.”
- “We support keeping the Summer term to be used to earn additional hours and GPA needed toward the benchmarks for the year.”

# Palmetto Fellows Scholarship

## *Comments/Suggestions*

### **Proration of Awards**

- “We do support the proration of the award during the final term of enrollment.”

# Palmetto Fellows Scholarship

## *Comments/Suggestions*

### **Remove 'average', add 'actual'**

- “We support the change to defining charges for room and board for Palmetto Fellows (62-330) and SC Grant (62-470) to be consistent with what is already in the LIFE regulations which only defines Cost of Attendance (62-1200.5).”
- “We supports the use of actual room and board, rather than average.”
- “The “Remove ‘average’ from regulations and use ‘actual’ room/board” needs to be modified to simply read: **The Cost of Attendance (COA) for state aid programs will be calculated in accordance with Federal Title IV Student Aid regulations. This change would allow consistency with federal program regulations and insure state scholarship recipients are treated consistently while recognizing individual circumstances when a student has course fees unique to his/her schedule or program of study.**”

# Palmetto Fellows Scholarship

*Comments/Suggestions*

Other discussion on the Palmetto Fellows Scholarship

LIFE Scholarship

# LIFE Scholarship

## Initial Eligibility: ACT → SAT

- Same criteria for both 2-year and 4-year institutions;
- **2017** – 3.2 SC UGP/1150 SAT or 24 ACT and/or rank in the top 27.5%
- **2018** – 3.3 SC UGP/1190 SAT or 25 ACT and/or rank in the top 25%
- **2019** – 3.4 SC UGP/1230 SAT or 26 ACT and/or rank in the top 22.5%
- **2020** – 3.5 SC UGP/1270 SAT or 27 ACT and/or rank in the top 20%

\*Rank can round up to the next whole student

## Initial Eligibility: SAT → ACT

- Same criteria for both 2-year and 4-year institutions;
- **2017** – 3.2 SC UGP/1160 SAT or 24 ACT and/or rank in the top 27.5%
- **2018** – 3.3 SC UGP/1200 SAT or 25 ACT and/or rank in the top 25%
- **2019** – 3.4 SC UGP/1240 SAT or 26 ACT and/or rank in the top 22.5%
- **2020** – 3.5 SC UGP/1280 SAT or 27 ACT and/or rank in the top 20%

\*Rank can round up to the next whole student

# LIFE Scholarship

## **Continued Eligibility**

- 30/60/90 credit hours each academic year (average)
- Enroll in a minimum of 15 credit hours AFTER add/drop deadline
- 3.0 Scholarship GPA
- Summer can only be used for recovery or continuation of scholarship
- Students can use IB, AP, CLEP, or Dual Enrollment hours toward annual credit hour requirement
- Proration of award for the last semester in which the student graduates

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “The complex changes to LIFE eligibility rules increases complexity, decreases transparency, and significantly increases the potential for administrative error and student frustration.”
- “Systematically collecting SAT and ACT data places an additional administrative burden on our Admissions and Financial Aid Offices to collect the items and determine LIFE eligibility. All of our Colleges are open admissions and many do not currently collect this information on all students. The ACT/SAT requirement creates a hurdle for our post-traditional students because many have never completed the ACT/SAT.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- **“We support maintaining different eligibility requirements for Life scholarship for students in 2-year and 4-year institutions.** As open door institutions, technical colleges do not serve the same population as the 4-year colleges and universities, and they do not compete for the same students.”
- “We oppose changing the eligibility requirements to include the SAT and ACT scores for 2-year colleges and to the decrease in the ranking percentage.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “We understand that the new 10 point grading scale might affect the number of students who receive LIFE and that there could possibly be a need to raise the GPA requirement over time in order not to overspend. **We are not opposed to a GPA change that accurately translates the equivalency of a 7 point grading scale to the 10 point grading scale.**”
- “**We do not support changing the 2-year to the same requirements for LIFE as 4-year** (whether adding rank in class or SAT/ACT requirement). This would serve to financially impact the students of our campuses.”
- “**Do NOT decrease Class Rank size**, as this affects lower income students, and do not Increase SAT/ACT scores more than 1 time, as this continues to eliminate lower income students who tend to not test as well on standardized tests. Research confirms that SAT/ACT are not the best predictors of college readiness.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “Essentially, to receive a LIFE scholarship two-year and four-year students would have to meet the same eligibility criteria. The proposal would drastically reduce the number of students receiving LIFE scholarships at our institution.”
- “Current two-year college requirement for the LIFE Scholarship:
  - 3.0 GPA **or** 1,100 SAT/24 ACT = \$5,000 LIFE ScholarshipProposed two-year college requirement for LIFE Scholarship beginning Fall 2018:
  - 3.2 GPA **and** 1,100 SAT/24 ACT = \$5,000 LIFE Scholarship

Approximately 84% of our freshman qualify for LIFE under the current requirements. Approximately 6% will qualify under the proposed requirements.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility – GPA**

- “We fully understand the impact the new 10 point grading scale will have on overall grade point inflation. **However, increasing the initial LIFE Scholarship requirements from a 3.0 to a 3.5 over a four year period seems aggressive and will likely eliminate students from this academic award.** In other words, the escalation of GPA is more aggressive than the results of the 10 point scale decision. In addition, aggressively increasing the required SAT or ACT scores again seems overly robust. This will create financial aid gaps that will need to be filled by the student. Many families can’t afford to bridge this gap and students will be forced to take out additional student loans. More student loans will delay or defer graduations, and even after graduation will defer other significant purchases (i.e. house and car). The burden of additional student debt will likely have a greater negative impact on the economy here in South Carolina than the impact on maintaining the current level of funding for student scholarships.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

“Our Request – in order of preference:

1. Allow the increase of GPA from 3.0 to 3.2 for two-year colleges and eliminate the proposed 1,100 SAT requirement for two-year colleges.
2. Implement an outcome-based parameter: students who attend a two-year college that achieves a 70% success rate qualify for LIFE Scholarship under the existing “or” requirement using the increased GPA requirement of 3.2 GPA OR 1,100 SAT/24 ACT.
3. Phase in the SAT requirement for two-year colleges as follows:
  - 900 in 2018
  - 1,000 in 2019
  - 1,100 in 2020

The phase-in would allow two-year colleges time to educate high school students, as early as the freshmen year, on the impact of test scores on scholarships. This would allow for more student test preparation in an effort to meet the minimum requirements.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “The proposed changes would sharply reduce the number of students eligible for the LIFE Scholarship at our college. **The proposal fails to recognize the difference in mission and student population of two- and four-year institutions.**”
- “Will a waiver term still be allowed for students qualifying at the time of graduation if remedial coursework is required? Will you require a FAFSA be completed before a LIFE award is granted, if this is to be a last dollar award? So students **MUST** take 15 hours to use this scholarship? This may be difficult for some colleges to offer enough courses in a program to allow this.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “One of the stated purposes of the Life Scholarship is to increase access to higher education. Given the demographics of South Carolina students (almost 27% in poverty) and that only 49 percent of 9th grade students graduate from high school on time, and worse, less than 50 percent of African Americans and Latinos graduate, it is imperative not to limit access to higher education. **Requiring students to meet two of the three criteria for the two-year schools will do just that by making college financially unfeasible for many students.”**

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “Requiring LIFE recipients at a 2-year school to also obtain an SAT/ACT and class rank requirement will substantially reduce the overall number of LIFE eligible students. Increasing the GPA threshold would reduce the number of LIFE students, but the addition of an SAT/ACT and class rank requirement will likely reduce the number of eligible LIFE students well beyond the reduction necessary to meet budget requirements.”
- “This change will hurt our students, many of them do not have the class rank or test scores and will be eliminated from receiving the scholarship”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “ LIFE proposed changes would have a negative impact on our students, our community and our two year institutions. **The proposed LIFE changes would cause a great reduction in the number of LIFE recipients attending college whether it be a 2 year or 4 year.** Those students who do not meet 2 of the 3 required eligibility requirements may find that they are unable to attend college. Community College students have other obligations such as families and jobs that may not allow them to take 15 credit hours per term but are still academically successful when taking 12 credit hours. Based on the proposed changes, our institution could loose 2/3 of our LIFE recipients.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “Requiring 2 of the 3 criteria for two-year colleges: **This requirement may negatively impact many students since a large group of students attending the two-year colleges do not take the SAT/ACT upon entry.** Students enrolling in technical certificates are not required to take an entrance exam and therefore the SAT and ACT are not required.”
- “Class ranking is based on total grades and not GPA. This could be discriminating against students of smaller communities.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “The proposed initial eligibility requirement for Life scholars at 2 year institutions being equal to that of 4 year institutions would **adversely affect students** who have spent high school years working toward the 3.0 criteria to obtain the Life scholarship being forced to quickly prepare, if possible, for rank in class and/or meet minimum test scores.”
- “The GPA and ACT ranking changes that are being proposed **will result in fewer students enrolled at two year institutions being eligible** to receive the scholarship. Long term this change will adversely impact enrollment at two year institutions. The net result will be fewer SC citizens served and State expenses will increase.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “The change in GPA limits access to students arbitrarily and does not allow those strong students (GPA 3.0) an opportunity for dollars. **This will limit both diversity and access and may impact the Career and Technical Programs, core to our mission, most pointedly.** This may happen because in many CATE programs, you may have larger percentages of students who excel with hands-on learning and experiences more than they do traditional classroom lecture based teaching. High school GPAs in many cases are largely impacted by traditional teaching methods. Students with different strengths and underrepresented students with less opportunity will be negatively impacted. There have to be more strategic ways to deal with our funding issues than to make a GPA hill steeper to climb and therefore limiting access even further to underrepresented groups.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Two-year Institutions**

#### **Initial Eligibility**

- “Changes every year require good, time-sensitive communication for students and institutions' financial aid departments.”
- “These recommendations represent massive changes all at the detriment of the two year sector.”
- “We support maintaining **different eligibility** requirements for Life scholarship for students **in 2-year and 4-year institutions**. • As open door institutions, technical colleges do not serve the same population as the 4-year colleges and universities, and they do not compete for the same students.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Four-year Institutions**

#### **Initial Eligibility**

- “We are concerned with the impact of the changes to the requirements for initial eligibility at the two-year institutions. **Such a change will render many students ineligible for LIFE at two-year institutions, while receiving less funds from the proposed changes to HOPE.”**

# LIFE Scholarship

## *Comments/Suggestions*

### **Four-year Institutions**

#### **Initial Eligibility – SAT/ACT requirements**

- “Reduce the SAT requirements for LIFE to a minimum requirement of 1170 SAT and 24 ACT. College Board is estimating that SAT scores will be approximately 70 points higher under the new test and the ACT test has not changed. Therefore, the proposed regulations which require a minimum SAT score of 1270 or 27 ACT by 2021 seems to be aimed, not to offset the new SAT scores, but to instead ensure fewer students qualify for the LIFE scholarship. Requiring an SAT score of 1270 (283 points higher than the SC mean SAT score of 9879 ) and 27 ACT (8.5 points above the SC mean ACT score of 18.510) provides an extreme disadvantage to students from high poverty schools and puts the LIFE scholarship out of reach for the majority of SC high school students. These students are often from lower-income families where the LIFE scholarship is financially necessary to help make a college degree a reality”

# LIFE Scholarship

## *Comments/Suggestions*

### **Four-year Institutions**

#### **Initial Eligibility – SAT/ACT requirements**

- “...**Our administration does not support changing the test scores and class ranking requirements each year.** It was discussed that test scores are not a strong predictor of college success because there are many students that do not test well. This will create a disadvantage for those students who have learning styles that are different and are not compatible with standardized testing. We are deeply concerned about a reduction in eligible students based on the proposed changes.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Four-year Institutions**

#### **Initial Eligibility – Class Rank**

- “**We do not support decreasing the Class Rank per year.** This would greatly impact those students who tend not to test well on standardized tests but rank very high in their class and have high GPAs.”
- “**We do not support the changing of the class rank requirement.**”

# LIFE Scholarship

## *Comments/Suggestions*

### **Four-year Institutions**

#### **Initial Eligibility – Class Rank**

- **“Maintain the requirement of top 30% of class rank.** We estimate 20% of incoming freshmen would no longer qualify for the LIFE scholarship if the class rank were lowered to the top 20% of their high school class. Allowing a student to qualify for LIFE scholarship based on GPA and Class Rank makes the initial eligibility requirements more equitable, especially for students from high poverty schools where test scores tend to be lower. It is our understanding that there has been no change to the high school ranking system; therefore reducing the class rank to 20% seems solely aimed at reducing the number of students who qualify for the LIFE scholarship. This seems contradictory with CHE’s mission to work with institutions to promote access to higher education”

# LIFE Scholarship

## *Comments/Suggestions*

### **Four-year Institutions**

#### **Proration of Award**

- “We would support a pro-ration of the final semester of LIFE Scholarship if the student needs less than a full time load to graduate.”
- “We support the proration of the award during the final term of enrollment.”

# LIFE Scholarship

## *Comments/Suggestions*

### **Four-year Institutions**

#### **Summer**

- “Support using summer to improve GPA only if the 15-hour rule per semester is removed. would support a pro-ration of the final semester of LIFE.”

# LIFE Scholarship

*Comments/Suggestions*

Other discussion on the LIFE Scholarship

SC HOPE

# SC HOPE

## Initial Eligibility

- Limited to 2-year institutions ONLY
- **2017** – 3.2 SC UGP
- **2018** – 3.3 SC UGP
- **2019** – 3.4 SC UGP
- **2020** – 3.5 SC UGP

\*Last dollar award

## Continued Eligibility

- SC HOPE is a one-year scholarship
- Must meet eligibility requirements for the LIFE Scholarship to receive in the 2nd year
- For LIFE eligibility:
  - Enroll in a minimum of 15 credit hours AFTER add/drop deadline
  - 3.0 Scholarship GPA
  - Students can use IB, AP, CLEP, or Dual Enrollment hours toward annual credit hour requirement

# SC HOPE

## *Comments/Suggestions*

### **Two-year Institutions**

- “Will a student be eligible for HOPE and LTAP in the same academic year? Will students in certificates and diplomas also be eligible for HOPE? Will you require a FAFSA be completed before a HOPE award is granted, if this is to be a last dollar award?”
- “Not sure this is a fair replacement for LIFE.”
- “**Bringing the HOPE scholarship to the two year institution as a replacement for LIFE seems a great idea.** However, current regulations indicate that students may not use HOPE and Lottery together. If students are not eligible to use both of these awards together, HOPE is not an adequate replacement for students. These student would go from being eligible for up to \$2500 per semester to only \$1400 per semester. This could also cause student debt to increase as students would need to borrow funds to pay the balance of tuition and also for books and other cost of attendance related items”

# SC HOPE

## *Comments/Suggestions*

### **Two-year Institutions**

- “The legislative intent of HOPE was to provide students that did not meet 2 of 3 LIFE criteria the opportunity to attend a four year institution and gain LIFE eligibility year two. **Offering HOPE to the two-year institutions as a means of subsidizing the loss of the LIFE scholarship will create a financial hardship for students/families.**”
- “**This proposal appears to be a weak consolation for the cuts the College would experience with the LIFE Scholarship proposal.** The current system of administering LIFE and HOPE Scholarships seems more advantageous.”
- “**The GPA changes that are being proposed will result in fewer students enrolled at two year institutions** being eligible to receive the scholarship. Long term this change will adversely impact enrollment at two year institutions. The cost to the State be significantly higher. Overall fewer South Carolinians will be served.”

# SC HOPE

## *Comments/Suggestions*

### **Two-year Institutions**

- “The addition of the HOPE scholarship to 2 year schools will add a significant number of eligible students to our enrollment, since many of these would have previously been LIFE recipients and gone to a 4-year school. Many current LIFE students will now only qualify for HOPE scholarship, which will lower the amount of aid they would be eligible for in their first year. Can a HOPE recipient also be eligible for LTAP in the same academic year? For example, can a student receive HOPE and Lottery in one term which will pay up to the cost of their tuition or the max of each award? If students ARE able to receive both HOPE and LTAP in the same semester, that would provide a seamless alternative to students who would have previously been eligible for LIFE, and allow an increased number of our students to have the majority of their tuition covered by state grants. This will result in a net increase of students eligible for state grants at our institution.”

# SC HOPE

## *Comments/Suggestions*

### **Two-year Institutions**

- “To move the SC Hope to two year schools in lieu of students being eligible for the Life on GPA alone places needy students and their families at an unfair disadvantage because of the annual award amount differential. **The proposal for the Hope scholarship to be the last dollar award at best maybe perceived as discriminatory since a large percentage of students enrolled receive a Pell grant, what is intended to be a meritorious award has no merit if students aren't able to benefit from the Hope award because of other grant funding.** Though the cost of attending a 2 year college is substantially less than a 4 year college, students still incur costs outside of tuition and fees. Absent of being able to benefit from Life or the proposed Hope scholarship, students could be faced with having to take out student loans to cover costs once covered by State scholarships.”

# SC HOPE

## *Comments/Suggestions*

### **Two-year Institutions**

- “Most Technical College students who previously received LIFE would now get HOPE.
  - This would represent a drop in funding from \$5,000 to \$2,800 per year.
  - LIFE currently covers approximately 15 credits of tuition for our students. **The proposed change would add \$1,100 per semester to the cost of attendance, which would likely be covered by student loans or prohibit enrollment.**

The definition of a last dollar grant should be clarified before any official proposal is released. Not doing so creates the potential for later changes to occur without appropriate input and public scrutiny. Also, it appears that Veterans Affairs funding was not taken into consideration when making the determination of a last dollar grant. This could negatively affect all veteran students and reduce their VA funding.”

# SC HOPE

## *Comments/Suggestions*

### **Two-year Institutions**

- “SC Hope only pays \$2,800 per year, spread across two terms during a student’s freshman’s year. Currently, students can get up to \$1,140 from the LTA program three terms of the year. This would represent about a 20% reduction in funding. With the proposed changes to the LIFE Scholarship, we believe we are going to lose some students. **If given the possibility of having the Hope Scholarship available for two year college students, it will give our students another funding source, even though it would be a cut as compared to LTA. This is not a beneficial model to our institution.”**

# SC HOPE

## *Comments/Suggestions*

### **Two-year Institutions**

- “Given the changes to the SC Uniform Grading Policy, the changes to the SC Hope scholarship are understandable. In this proposal, the technical college sector is the only sector that loses dollars. The dollars lost in the technical college sector are gained by the three other sectors.”
- These recommendations represent massive changes all at the detriment of the two year sector. Most of our students who previously received LIFE would now get HOPE, that is a drop in funding from \$5,000 to \$2,800 per year. LIFE currently covers 15 credits of tuition for in-county students, going from owing approximately \$0 to 1,100 per semester or having to use Pell to cover and reduce excess for books, supplies, and living will really hurt our students and might not be enough for our students to matriculate.”
- “This is great for technical colleges.”

# SC HOPE

## *Comments/Suggestions*

### **Four-year Institutions**

- “Limiting the SC HOPE Scholarship to only students attending a two-year institution will impact students in this category electing to attend a four-year institution right out of high school. At our institution, we have numerous students each year that fail to qualify for the LIFE Scholarship due to just falling short of the eligibility requirements. **Many of these students have strong study skills and move onto earning the LIFE Scholarship during their second year. Unfortunately, many of these students would not be able to attend our institution without the assistance of the HOPE Scholarship.** This again increases the burden on the State since our institutions cost the State less than public colleges, and our retention and graduation results exceed public colleges.”

# SC HOPE

## *Comments/Suggestions*

### **Four-year Institutions**

- “We do not support the loss of the HOPE scholarship at comprehensive institutions. **The loss of HOPE at our institution would impact 231 students.**”
- **“Allow students to receive the HOPE scholarship at 2-year and 4-year institutions.** We understand that HOPE students qualify for the LIFE scholarship after their first year at a much lower rate than students who have the LIFE scholarship. However, we strongly believe this is an important funding source that helps push students toward a college education.”
- “We do not support the loss of the HOPE Scholarship at 4-year institutions. **The loss of HOPE at our institution would impact approximately 200 students.**”

# SC HOPE

## *Comments/Suggestions*

### **Four-year Institutions**

- “Our administration strongly opposes the removal of the Hope Scholarship from four-year institutions because costs are much greater at the four-year schools. Without the Hope Scholarship for the 2016-17 year, 161 students would have been negatively impacted at our institution. Initially many students are not aware of the Hope Scholarship as they are about the LIFE Scholarship; however, in most cases it makes a significant difference when they need extra funding to cover their expenses. Thus, many are grateful that there is still ‘Hope’ when they do not qualify for the LIFE Scholarship.”
- “Loss of the HOPE Scholarship would have a negative impact on recruitment of a certain population of students in SC.”

# SC HOPE

## *Comments/Suggestions*

### **Four-year Institutions**

- “Students who received the HOPE scholarship in fall 2010 at our institution persisted to graduation at a higher rate than those without a state scholarship.”

# SC HOPE

*Comments/Suggestions*

Other discussion on SC HOPE

SC Need-Based Grant

# SC Need-Based Grant

- Award to eligible institutions based on new methodology only
- **Continued Eligibility**
  - Determined to be 'in need' through completion of the FAFSA
  - SAP based on Federal Standards (Title IV)
  - Remove 'average' from regulations and use 'actual' room/board

# SC Need-Based Grant

## *Comments/Suggestions*

### **Two-year Institutions**

- “**The proposed SCNBG formula reduces funding for 10 of the 16 technical colleges by \$1.1 million.** While only 6 technical colleges stand to receive increases totaling \$66k. The formula takes needed money from the Technical College system students and redistributes those \$ to the 4 year colleges and 2 year regional campuses. Based on the fall 2015 data, nearly 44% of undergraduate in-state students attended 2 year technical colleges yet only 30% of the proposed funding would be available to the Technical College System. To take over \$1.1m from the Technical Colleges would decrease college enrollment, reduce retention and completion rates as funding would not be available. The proposed formula unfairly targets the Technical College System and should not be implemented as proposed.
- However, if it is to be considered apply such formula to new money which would at minimum guarantee each Technical College current funding levels and hold the system institutions harmless against potential reductions.”

# SC Need-Based Grant

## *Comments/Suggestions*

### **Two-year Institutions**

- “Proposed changes in SC Need-Based Grant methodology will negatively affect funding for low income students at many SC two-year colleges. Technical colleges enroll a high number of low income students. SCNDBG funds are important in filling financial gaps and allaying debt for these students. SC two-year colleges stand to lose more than \$1.1 million in SCNDBG funding for our low income students.”
- “Actual room/board will be difficult to obtain and report.”
- “The proposed methodology would create an increase for all four year institutions with the exception of MUSC and **have a negative impact on most of the technical colleges**. Also, some colleges who have not expended all of their funds over the past couple of years would be granted an increase. Why increase funds to an institution who has not utilized all allocated funds.”

# SC Need-Based Grant

## *Comments/Suggestions*

### **Two-year Institutions**

- “The formula was provided with no explanation or rationale, so a thorough review is not possible. The proposal appears to be an effort to redistribute funding away from technical colleges and into other sectors of higher education. From what little information is available on the formula sheet, there seems to be confusion about "in need" based on FAFSA and Pell eligibility. **Many SCNBG recipients are "in need" based on cost of attendance but are not Pell eligible.**”
- “Be sure to the new proviso for the change includes the three Federal SAP standards if this is to be the new metric.”

# SC Need-Based Grant

## *Comments/Suggestions*

### **Two-year Institutions**

- “Rural technical colleges in South Carolina, specifically ours, do not have dormitories. **It would be extremely difficult to calculate an ‘actual’ room/board** charge as the College does not have control over rent in the area. We use statistical data from the U.S. Census Bureau to assist in constructing our students budgets. “
- **“Changing the SAP (Standards of Progress) policy to the Federal Standards would probably help our students in retaining SCNBG from year to year.** Federal Standards require students to pass 67% of course work and maintain a “C” average. Current SCNBG policies state that if you are enrolled full-time (in 12 credit hours) during Fall and Spring terms, you must pass all of the classes and maintain a “C” average to retain it for the next year.”

# SC Need-Based Grant

## *Comments/Suggestions*

### **Two-year Institutions**

- “After reviewing the funding formula chart, the new formula appears primarily to be transferring funds from the two-year technical colleges to the four year colleges. **Given that the two-year college serve the most at-risk and financially insecure segment of S.C.’s population, we find this particularly troubling.**”
- “The Technical College System would receive less funding than other Higher Ed institutions. **CHE’s proposals would devalue the two-year technical college system in favor of providing more funding for a few South Carolinians.** The proposed funding methodology could benefit from a clearer explanation of the proposed changes. The chart is difficult to understand.”

# SC Need-Based Grant

## *Comments/Suggestions*

### **Two-year Institutions**

- “Changes to the funding methodology will negatively impact the neediest technical college students, nontraditional students and adults returning for retraining in jobs that are crucial to the state’s economy, many in the manufacturing and industry sector. A reduction in grant funds for the neediest students would leave them without resources for tuition, fees, books, supplies, tools, uniforms, etc., and could force them to borrow more and increase their debt. Students who currently have SCNBG and are also borrowing money may resort to private loans, which may not be regulated. • In academic year 2015-16, SCNBG was awarded to 954 students at Trident Tech. In this proposal, the technical college sector is the only sector that loses dollars. The dollars lost in the technical college sector are gained by the three other sectors. All of these changes will force the neediest students into prolonged college attendance with higher rates of student debt.”

# SC Need-Based Grant

## *Comments/Suggestions*

### **Two-year Institutions**

- “We would lose more than \$222,000 in SCNB funding for our students. We spend our funding every year and it goes a long way to support the success of our students.”

# SC Need-Based Grant

## *Comments/Suggestions*

### **Four-year Institutions**

- “While we stands to gain funds from this change, the impact on specific two-year institutions is cause for concern.
  - **We support to removal of the 24 hours earned and 2.00 GPA** in favor of the application of the institution’s Satisfactory Academic Progress policy.
  - We support the use of actual room and board, rather than average.”
- **“We believe requiring Satisfactory Academic Progress (SAP) as defined by Title IV regulations will serve the same purpose and be easier and more transparent for students to understand,** while still ensuring students who receive SC Grant funding are progressing toward their degree.”
- “We support the change to defining charges for room and board for Palmetto Fellows (62-330) and SC Grant (62-470) to be consistent with what is already in the LIFE regulations which only defines Cost of Attendance (62-1200.5)

# SC Need-Based Grant

## *Comments/Suggestions*

### **Four-year Institutions**

- “Additional clarification is needed on how the methodology would change and how it would differ from the current formula.”
- “We support the removal of the 24 hours earned and 2.0 GPA and applying the SAP policy based on Federal Title IV guidelines.”
- “The proposed calculations for SC Need Based Grant would increase our allocation slightly, but not enough to make up for the amount that we would lose if we do not offer the Hope Scholarship. We support using federal SAP standards for determining continued eligibility.”

# SC Need-Based Grants

*Comments/Suggestions*

Other discussion on SC Need-Based Grants

# Lottery Tuition Assistance

# SC Lottery Tuition Assistance

## Initial Eligibility

- Award to degree-seeking post-secondary students ONLY;  
(high school students cannot use LTAP funding)
- Completion of FAFSA or FAFSA waiver

## Continued Eligibility

- SAP based on Federal Standards (Title IV)
- Awarded after federal and state need-based aid
- Awarded up to completion of 1st certificate, diploma, or Associates degree
- Must wait 3 years thereafter

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “The removal of Lottery Tuition Assistance from high school students will **essentially kill Dual Enrollment programs statewide**, and will have an immediate negative impact on thousands of students across the state, on the Technical College System as a whole, and on opportunities for students at the high school level.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “**The LTA is the principle source of tuition assistance for these dually enrolled students.** Dually enrolled students are better prepared for college-level work, and enter the top market sooner than many of their peers. The number of high school students taking college courses before graduating is rapidly increasing with no other funding sources currently in place other than LTA.”
- “Lottery dollars for our concurrent students are extremely important to our campus and to the statewide goals of reducing LIFE dollars spent. A student leaving high school with a combination of concurrent hours and AP hours frequently has one college year under the belt and will often need fewer than four full years of LIFE.”
- “**This proposal would negatively affect dual enrollment students.** It runs counter to recent legislative efforts to increase dual enrollment pathways for high school students. This proposal should not be considered unless an alternative funding source is identified to replace LTA for dual enrollment.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “Restricting Lottery funding for high school students will cause colleges to either increase our allotment of remission and exemptions for dual enrollment tuition, or pass this expense along to dual enrollment students to recoup this cost. **This will lead to a significant reduction in the number of students participating in dual enrollment.**”
- **“Aligning LTAP to Federal SAP standard will reduce the number of eligible students** due to the addition of the quantitative completion rate measure, and the 150% maximum timeframe regulations.”
- **“This would hurt our dual enrollment programs** including the early college high school located on our campus. we have 600 dually enrolled students.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “Dual enrollment Students would not be eligible. Currently, our college offers a technical career pathways dual enrollment program that provides high school students an opportunity to complete a college certificate while in high school. Similar programs that focus on meeting emerging workforce needs would no longer be able to leverage LTAP funding. **The message to our high school students is that the state no longer supports their efforts to earn technical credentials while enrolled in high school, thereby, extending the time to enter the workforce.”**

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “We are opposed to the proposed changes to the Lottery Tuition Assistance program that would eliminate funding for dually-enrolled high school students. These changes would disproportionately affect minority and low-income students, who would not be able to afford to enroll in college courses without LTA.
- Additionally, we are opposed to the changes that would transition LTAP to meet Title IV SAP regulations as this change will exclude students with a 2.0 who currently continue to attend using LTAP, when they do not meet the pass rate, or exceed the maximum hours for SAP.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “On behalf of our institution, I am vigorously protesting the proposal to eliminate LTA for high school students. This bill, if passed, would violate and/or **set back important initiatives to increase the number of South Carolina citizens with higher education credentials and harm the extensive efforts to build the workforce and economic development already underway.** While the number of high school students attending post-secondary education has increased since LTA was introduced in 2002, it is not enough to declare ourselves finished. Abolishing the LTA for high school students will be detrimental to all levels: school districts, the CHE, the South Carolina Department of Education, the South Carolina Technical Colleges, the South Carolina Apprenticeship program and South Carolina Businesses.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “I urge you to consider the ramifications of narrowing access to dual enrollment and higher education for our high school students. LTA funding opens the door to educational opportunity for many in South Carolina, and changes to that funding would allow fewer students to take college classes while in high school, to graduate from college, and to enter the workforce with the tools to succeed.”
- “What other funding sources will be available for dual-enrollment students? **We currently have a commitment to the local area high school administration and students for at least three more years of cost-free dual enrollment offerings.** This change would result in a loss of 3% of our total college budget. Be sure to the new proviso for the change includes the three Federal SAP standards if this is to be the new metric.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “Lottery Tuition Assistance proposals seem to directly conflict with the current goals of the state of SC in regard to preparing high school students. This proposal would also remove funding for those students meeting reasonable academic progress. **We currently have over 340 students utilizing funds in this manner at our institution. Those students would be unable to continue based on these proposals.** Students should however, be eligible based on being registered for only 3 credit hours.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “Students often come to a technical college seeking to improve their financial situation by obtaining technical skills, as well as gaining access to a variety of higher education opportunities... and **cannot maintain a 2.0 GPA in their previous 24 attempted credits hours**. Traditionally students enrolled in technical studies have nontraditional class schedules and long hours in laboratory settings. These pressures, combined with life issues, cause students to experience a dip in their academic performance during a semester. These hurdles can cause a student to lose eligibility to most Federal college assistance programs. However, the LTAP funds allow for a second chance for students to continue with their educational goals. **The proposed changes will eliminate this second chance opportunity, and cause the very students that needs the help to lose funding and be unable to continue with their studies.**”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “The dual enrollment of high school students has received conversation from Columbia to Washington yet **the proposal is to disqualify such students for LTA which increases the financial burden of needy students and their families therefore denying students an opportunity to get an early college start.** Additionally, it impacts the Technical College System’s mission of preparing a workforce for critical workforce areas. The pathways created for high school students allow them to start college early, finish early and enter the workforce earlier. However, the inability to get started early shatters the dream of our future workforces as their path to a college earned credential is delayed.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “**We are opposing the change to exclude high school students from using LTAP funds.** This change will have a significant and adverse effect on dual enrollment programs at two year institutions. The cost to attend a four-year institution is 2 ½ times greater than the cost of attendance at a two-year institution. To disallow students access to Lottery funds for college courses because they are taken while in high school will be very discouraging to students seeking access to Higher Education and a step backward for efforts to have a better prepared workforce. •
- We agree with the 6 credit hour minimum within one semester eligibility requirement.
- **We disagree using the uniform federal standard for SAP** and encourage the continued use of the 24 credit hour guideline.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “**Strongly disagree with the elimination of LTA for high school dual enrollment students.** Dual Enrollment provides SC high school students with the opportunity to earn college credit while in high school.
- South Carolina Technical Colleges have invested a tremendous amount of funds and resources to developed strong dual enrollment programs designed to challenge the student and offer the rigor needed as they progress in higher education. Dual enrollment programs in South Carolina are important to the students, parents, school districts, institutions of higher education, and most importantly to our state’s commitment to higher education and workforce development.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “These recommendations represent massive changes all at the **detriment of the two year sector**. Dual Enrollment Students not being eligible is going to be very hard on our students– All of them enrolled in 6+ hours use LTA. How are our Dual enrollment students going to cover these additional costs? I fear it will deter students from taking Dual enrollment because of the cost.
- Shifting LTA renewal eligibility to Title IV – while this increases transparency and simplification **we have a good number of students who have the GPA and receive LTA to get back into good standing**. Without these funds most of these students would have to drop out and would never be able to earn their degree.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “Without LTAP funds there is no other way to fund dual enrollments unless funds come directly to the college and are not funneled through the high school districts. Funding should follow the student, and the school providing the instruction should receive the funds. Also, private school students do not have a school district through which funds can be paid, so no funding unless direct from the state. This would affect home school and online school (i. e. SC Connections Academy) students as well.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Two-year Institutions**

- “We actually don't have an issue with changing dramatically the ability for dual enrollment students to access lottery dollars. We are in an unsustainable model where the original mission of dual enrollment has been diminished. In many ways, we are giving away lottery dollars to students who never choose to step foot on one of our campuses. The dollars should be more preserved for students seeking credentials from the technical colleges (including university transfer). For us, a much better solution would be to allow dual enrollment students to access lottery dollars IF they are enrolled in programs of study with us (while still in high school) that can be completed at the time of high school completion or shortly thereafter.”

# Lottery Tuition Assistance

## *Comments/Suggestions*

### **Four-year Institutions**

- “It is our strong belief that all college work be counted as college work. Whether it is defined as dual enrollment or dual credit. Our state and school districts have been directing our college ready students to pursue multiple avenues of college enrollment while obtaining their high school diploma. **The regression of this policy sends the wrong message to current high school junior and their families.** What the proposed regulations will also cause is a significant delay in when state scholarship eligibility is determined. Colleges are not equipped to discern between dual enrollment and dual credit coursework without the manual review of each college transcript to the final high school transcript. While administrative burden is not viewed as a viable reason, the legislature should consider the volume of unhappy constituents when they are not receiving their scholarship in a timely manner.”

# Lottery Tuition Assistance

*Comments/Suggestions*

Other discussion on Lottery Tuition Assistance

Enhancement

# Enhancements → STEM Stipend

## **Initial Eligibility**

- LIFE/Palmetto Fellow STEM graduates earn STEM Stipend for each term enrolled as eligible scholarship recipient for the 3rd and 4th year.
- Met eligibility requirements as a LIFE/Palmetto Fellow recipient and graduated from 1st bachelor's degree in an eligible STEM Major.

## **Continued Eligibility**

- There are two ways to receive enhancement:
  - 1) Enroll in an approved SC graduate program
    - Receive up to \$1,875 per eligible semester for a maximum of 4 semesters
  - 2) Full-time employment in an eligible SC STEM occupation/
    - Receive 4 payments of \$1,875
- Must be enrolled or working within 3 years of graduation.
- SC residents only

# Enhancement

## *Comments/Suggestions*

- “**Student debt at our schools may increase** with increased requirements to keep scholarships. Combining this with the loss of Enhancement funds will present a much greater burden for SC families.”
- “**Students could leave the state in greater numbers** with the loss of Enhancements. We know of many of our competitors who make better offers with offers of out of state waivers and full tuition scholarships. While we have been able to enroll many of them with the promise of Enhancements in year two, we fear that this will now change.”
- “We understand the state’s argument regarding return on investment and the gaining of the system by students. With this in mind, we are also concerned about the amount of money it takes away from the student’s bill. Families may find this compounded with the more stringent polices found elsewhere in the proposed regulations.”

# Enhancement

## *Comments/Suggestions*

- “We do not support these changes to the Enhancement. **The current STEM enhancements support students in academically-challenging majors** at a time when the state of South Carolina desperately needs more graduates of such programs. The loss of this program would result in increased borrowing by such students. **The loss of the program would also negatively impact the ability of affected institutions to recruit and retain such students** in the state of South Carolina, losing top students to out-of-state institutions. We do not believe that these changes would be viewed positively, and would likely result in very few graduates actually receiving the proposed stipend. In addition, such changes could render the stipend taxable, further eroding the benefit. And finally, the changes as suggested do not appear to be administratively feasible.”

# Enhancement

## *Comments/Suggestions*

- “Eliminate proposal to change Enhancement programs. Hold aid offices accountable for confirming classes are required for STEM majors each year.”
- “We do not support the changes to the Enhancement program. This funding is used to support students in STEM programs as an undergraduate. **This loss would negatively impact the students and cause them to borrow funds**, which is a disservice to the student. We feel this would negatively impact the ability to recruit and retain students. **This is a major recruiting tool** for the University. This change has the potential to decrease the number of students that go into STEM programs.”

# Enhancement

## *Comments/Suggestions*

- “We are concerned about the possibility of shifting the enhancement funding to a post-bachelor’s degree time frame. **This could have the unintended consequence of discouraging undergraduate STEM majors from attending school within SC**, thus increasing the chances they will not return to SC to work in a STEM field and decreasing the number of highly qualified workers available to SC employers. This would seem to contradict CHE’s mission to invest in economic development and a better quality of life. Because of the rigorous nature of STEM majors, these students are often extremely high achieving and have offers from multiple institutions nationwide. In speaking with our science faculty, they often have **students who decide to remain at our institution only because of the Enhancement Scholarship**. We understand there was a concern that students were receiving STEM enhancement money and not graduating with a STEM major. We reviewed the last two years of graduates who had received Enhancement funding and only one student changed major to a non-STEM in her final year. Many of our STEM graduates go on to prestigious graduate programs within our state as well as nationwide.”

# Enhancement

## *Comments/Suggestions*

- “Our administration also opposes the proposal for the Enhancement Scholarship. In addition to increasing the number of students majoring in STEM programs, **the Enhancement Scholarship has alleviated the financial burdens for many students at the undergraduate level.** The additional scholarship funding is a **viable recruiting tool** and helps to retain students in STEM programs.”

# Enhancement

## *Comments/Suggestions*

“We recommend the following:

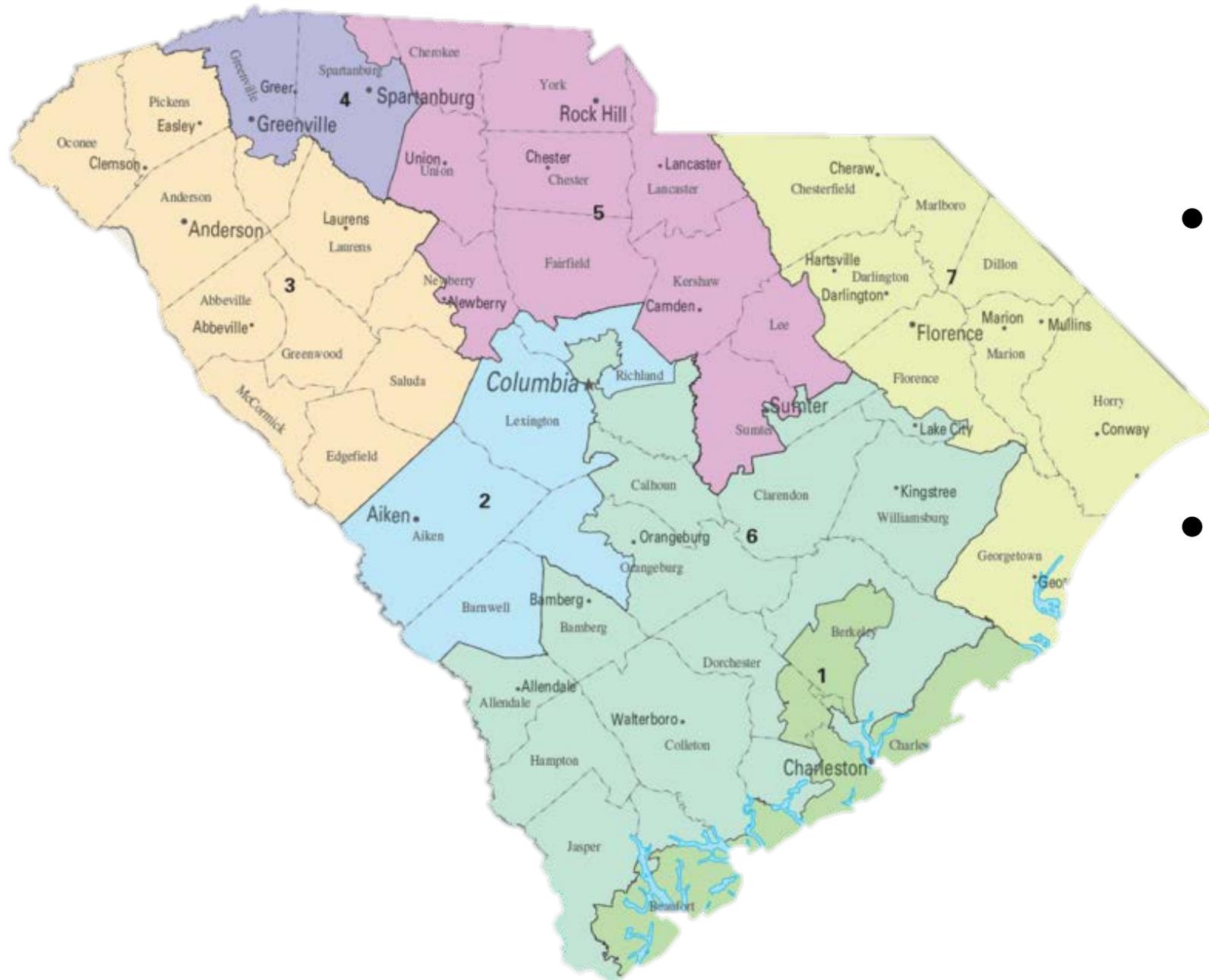
1. Students can begin eligibility for Enhancement beginning their Junior year if they have declared an eligible STEM major.
2. Eligibility for Enhancement is reviewed per semester.”

Enhancements

*Comments/Suggestions*

Other discussion on Enhancements

# Next Steps



- 6-7 Town Hall Meetings in March – April.
  - Volunteers to host?
- Presentation at SCASFAA
  - April 4<sup>th</sup> 2017

# College Goal SC

<b>Battery Creek High School</b> (2/23/17; 4pm-7pm) Beaufort, SC	<b>Piedmont Technical College</b> (2/25/17; 10am-2pm) Greenwood, SC
<b>Darlington High School</b> (2/23/17; 5:00pm-7:30pm) Darlington, SC	<b>St. John's High School</b> (2/25/16; 9am-3pm)
<b>Horry-Georgetown Technical College (Conway Campus)</b> (2/23/17; 4pm-7pm), Conway, SC	<b>Scott's Branch High School</b> (2/16/16; 3pm-7pm) Clarendon, SC
<b>Trident Technical College (Berkeley Campus)</b> (2/23/17; 5:30pm-7pm), Moncks Corner, SC	<b>Spartanburg Community College (Cherokee Campus)</b> (2/25/17; 10am-2pm), Gaffney, SC
<b>Wilson High School</b> (2/23/17; 8:30am-10am) Florence, SC	<b>Trident Technical College</b> (2/25/17; 10am-1pm) North Charleston, SC
<b>Central Carolina Technical College (Main Campus)</b> (2/24/17; 2pm-7pm) Sumter, SC	<b>USC Lancaster</b> 2/25/2017; 10am-1pm) Lancaster, SC
<b>Central Carolina Technical College (Kershaw County Site)</b> (2/24/17; 2pm-7pm) Camden, SC	<b>Kingstree Sr. High School</b> (2/28/17; 10am-5pm) Kingstree, SC
<b>Aiken Technical College</b> (2/25/17; 10am-1pm) Graniteville, SC	<b>Greenville Technical College</b> (3/2/17; 10am-2pm) Greenville, SC
<b>Clafin University</b> (2/25/17; 9am-1pm) Orangeburg, SC	<b>Orangeburg-Calhoun Technical College</b> (3/18/17; 10am-2pm) Orangeburg, SC