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Access & Equity and Student Services  
October 11, 2001

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TO: Mr. Dalton Floyd, Chair,  
Commission on Higher Education

FROM: Ms. Susan Cole, Chair,  
Member, Committee on Access & Equity and Student Services

**Access & Equity Millennium Report**

**Introduction**

The Access & Equity Millennium Report highlights the efforts of Access & Equity in higher education for the 2000 fiscal year. A special emphasis on Performance funding is given to monitor the progress of the State in addressing the issues of access, minority participation, retention, enrollment, and faculty presence. However, there are limitations to the data as defined by each Performance Funding Indicator (for example: 8C1 and 8C2 only measure SC residents and not total population). (The full data set is available at the end of the report).

Our vision is to achieve equity for all students and faculty in higher education. This means that success in college should not be affected adversely by a student's race and/or gender.

Minority enrollment should be at least proportional to the minority population in South Carolina, and minority graduation rates should be comparable to the graduation rates of other students. Moreover, the progress in the recruitment and retention of minority faculty should be made to enhance diversity among those who convey knowledge to our students.

This report is submitted as information to the commission.

# The Access & Equity Millennium Report

...A look at minority access, equity, retention, faculty...  
Commission on Higher Education

# Access & Equity Millennium Report

The Access & Equity Millennium Report highlights the efforts of Access & Equity in higher education for the 2000 fiscal year. A special emphasis on Performance Funding is given to monitor the progress of the State in addressing the issues of access, minority participation, retention, enrollment, and faculty presence.

## **Vision:**

Our vision is to achieve equity for all students and faculty in higher education. This means that success in college should not be affected adversely by a student's race and/or gender.

Minority enrollment should be at least proportional to the minority population in South Carolina, and minority graduation rates should be comparable to the graduation rates of other students. Moreover, the progress in the recruitment and retention of minority faculty should be made to enhance diversity among those who convey knowledge to our students.

## *Executive Summary of the findings*

The Access & Equity Millennium Report highlights the efforts of Access & Equity in higher education for the 2000 fiscal year. A special emphasis on Performance funding is given to monitor the progress of the State in addressing the issues of access, minority participation, retention, enrollment, and faculty presence. However, there are limitations to the data as defined by each Performance Funding Indicator (for example: 8C1 and 8C2 only measure SC residents and not total population). (The full data set is available at the end of the report).

"Minority" is defined as African-American and other minority racial categories as defined according to federal reporting requirements. These categories are: Non-resident Alien, Black/African American, American Indian/Alaskan Native, Asian or Pacific Islander, Hispanic, White/Non-Hispanic.

- **Indicator 8-C1 - Percentage of Minority Students –Undergraduate:** This data reflect those students who are minority compared to total – where headcount students are limited to citizens of SC and those with approved non-resident exceptions including those eligible to pay in-state tuition (e.g., military constituents and their dependents, faculty/administration employees and their dependents, full-time employees and their dependents, or retired persons and their dependents).
  - Fall 2000 data indicated that 116,654 total students attending public colleges and universities in SC, and a total of 34,975 (30%) was minority.
  - Research Sector Average consisted of 4,391 of 22,604 (19.4%) which outperformed many of their peer institutions in the nation.
  - The average minority enrollment percentage for the Teaching Sector comprised of 8,522 of a total 27,697 (30.8%). (Francis Marion registered 34.3% and Winthrop registered 29%. The average minus South Carolina State University was 22.7%.
  - The average minority enrollment for the Regional Campus Sector was 1,179 of 4,281 (27.5%).
  - Many of the colleges in the Technical College Sector registered high percentages of minority students: Denmark Technical College, 94.32%; Williamsburg Technical College, 65.3%; and Orangeburg Calhoun Technical College, 55.1%; four others in the 40% range- Technical College of the Low Country at 48.1%, Florence-Darlington Technical College, 45.7%; Central Carolina Technical College, 44.6%; and Northeastern Technical College, 40.2%; The remaining schools fell in the range 22.2%-36% and Tri-County, 13.9%.
  - The number of Black students increased more than twice as fast as total enrollment in the Southern Region Education Board region and in the nation from 1986 to 1996. In South Carolina, the enrollment increases resulted in 14,450 more Black students, which was a 55.7% increase. From 1986-1996 is 69.8% the percent of increase for Hispanic students was 69.8%.

- **Indicator 8-C2 - Retention of Minority Undergraduate Students:** This measure assesses minority retention based on those undergraduates enrolled in a fall term who enrolled in the subsequent fall term. This part, like part 1, is also limited to the subset of students defined for part 1 as “SC Citizens.” Additionally, the student population is limited to those minority students who are degree-seeking students.
  - The overall retention of students throughout the state needs improvement regardless of race and/or gender.
  - The Research Sector average was 85.4% for minorities and 88.7% for White Students, a difference of 3.3%. One had a higher retention of minority students than White students.
  - Of the nine colleges and universities in the Teaching Sector, six of them registered scores and percentages higher for their minority students than their White students (e.g., Coastal Carolina University, College of Charleston, Francis Marion University, Lander University, South Carolina State University and Winthrop University). The total Teaching Sector average was 80.9 for minorities and 97.7 for White students, a difference of 1.2%
  - The Regional Campus Sector average was 51.1% for Minorities and 53.2% for White students, a difference of 2.1%. Three of the five had higher retention percentages for minorities than for Whites.
  - Only three of the sixteen colleges in the Technical College Sector registered higher retention percentages for their minority students than their White students (e.g., Denmark Technical College, Technical College of the Low Country, and Williamsburg Technical College). The sector average was 53.8% for minorities and 56.9% for White students, a difference of 3.1%. Even though Technical College of the Low Country had a low for this indicator (47.2% retention of minority students compared to the range of 47.2%-59.7% for the sector), their minority retention percentage was 5.6% higher than their White students.
  
- **Indicator 8-C3 - Percentage of Minority Graduate Students:** This data measure the percent of graduate students who are minority. This part is NOT limited to SC citizens; this part included all graduate students. Minority was defined and calculated consistent with the definition for “minority” indicated above.
  - In an effort to keep our best and brightest minority students in the state the state has made particular efforts to promote minority graduate education. Aggressive efforts must be made in Science, Math, Engineering, Pharmacy, Health Administration, etc...
  - Based on the registered number of 1,800 minority students of a total 13,801 students The Research Sector average was 13%.
  - The Teaching Sector average was 23.9% based on the registered numbers of 1,752 minority students of a total 7,329 students. Several interesting facts to consider came from the analysis: Francis Marion University registered 211 minority students out of 774 for a 27.3% minority population; South Carolina State University registered 217 White students for 24.5%.

- **Indicator 8-C4 - Percentage of Minority Faculty (Excluding Graduate Teaching Assistants):** This measures the percent of faculty who are minority. Again, SC citizenship does not apply to this data. Minority was defined consistent with the definition above. Faculty was defined as “all headcount faculty who teach one or more credit courses in the fall semester, excluding graduate students.
  - The complexity of minority faculty is a growing problem. Our state seems to have trouble recruiting minority faculty of all ethnicities but particularly African Americans in comparison to other states in the SREB region.
  - In the Research Sector, Asian American faculty outnumbered African American faculty 118 to 109 and outnumbered Hispanic/Latino Americans (39).
  - In the Teaching Sector four college and universities have less than 20 minority faculty (e.g., Coastal Carolina University, Francis Marion University, Lander University and USC Aiken). In this sector, there were 316 African American faculty, 19 Native American, 54 Asian American faculty and 44 Hispanic/Latino American faculty.
  - In the Regional Campus Sector all schools registered below 7 in the number of minority faculty they have employed as counted by this indicator.
  - Denmark Technical College had 56-minority faculty. (84.8%) Williamsburg Technical College had 15-minority faculty (26.8%) and Aiken Technical College had 25-minority faculty (21.0%). In this sector there were 404 African American faculty, 7 Native American, 52 Asian American faculty, and 21 Hispanic/Latino American faculty.
  
- **Access & Equity Program:** The report also highlights the efforts of the Access & Equity programming across the state of South Carolina. Some of those efforts include: The GIS Scholarship Database, Web Integration, SC Miles to Go Report, 15 Academic Programs, 15 Retention programs, and 18 Leadership Programs, Data Collection and South Carolina Retains a publication about successful retention programs

## History of Access and Equity in South Carolina

**Era of Compliance:** From 1981 to 1986 the state of SC implemented a federally mandated desegregation plan designed to: (1) enhance the State's public historically Black colleges; (2) desegregate student enrollments at the State's baccalaureate degree granting public colleges and universities; and (3) desegregate faculties, staffs, and governing bodies of all public colleges and universities in South Carolina. In 1985, the Commission on Higher Education adopted the South Carolina Plan for Equity and Equal Opportunity in Public Institutions of Higher Education - 1986-87 and Beyond, which over a three year period, provided funds to support (1) a Graduate Incentive Fellowship Program, (2) an Other Race Grants Program, (3) a Minority Recruitment and Retention Grants Program, and (4) programs to enhance the State's two public historically Black institutions.

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

## **The Access and Equity Program's Seven goals developed to achieve its purpose:**

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

Assessments by the Commission on Higher Education staff and institutional self-evaluations were used in reviewing the extent to which progress is made toward achieving Access and Equity Program goals at public colleges and universities. Public higher education institutions were required to have internal evaluation strategies for Access and Equity funded activities and to submit narrative progress reports on an annual basis to the CHE staff. The Commission's Committee on Access and Equity has responsibility for oversight and review of the staff's work in coordinating, monitoring, and evaluating the Access and Equity Program.

This report explores the above seven goals expressed in the mid-eighties that still linger as questions to be answered in 2001 via the 2000 Performance Funding Indicator 8C.

Analysis addresses:

Access to higher education monitored by enrollment headcount data. Census 2000 data for the state of South Carolina is reporting African Americans as 29.5% of the population with other ethnic minorities making up an additional 3.6% (e.g., American Indian 0.3%, Asian 0.9%, and Hispanic/Latino at 2.4%) for a total of 33.1% of the population in South Carolina.

How are these percentages representative of the demographics and the diversity of the populations attending our public institutions of higher learning in our state?

Once students are admitted and pass through the rigors of admissions standards, do they finish? How do we retain our minority students?

During their collegiate experience, will they encounter someone who looks like them? What is the status of minority faculty in the State of South Carolina?

Finally, analysis of the pipeline via graduate education. What is the forecast for potential academicians of color?

The Commission on Higher Education is in its fifth year of implementation of Act 359 of 1996, and is continually working to refine and improve the performance measurement of South Carolina's public higher education institutions. *Indicator 8C addresses the accessibility of all citizens of the state measuring the following:*

- 1) The percent of undergraduate students who are citizens of South Carolina who are minorities according to federal reporting definitions and are enrolled at an institution.
- 2) The annual retention rate of minority undergraduate students as defined in Part 1 of this measure.
- 3) The percent of headcount graduate students enrolled at an institution that is minority according to federal reporting definitions.
- 4) The percent of headcount teaching faculty who are minority



## STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
<b>8C1. Percentage of headcount undergraduates who are SC Citizens who are minority</b>		
Research	21.0% to 28.0%	Based on being at or within 75% of the SC minority population of those 18 and over. The SC minority population estimate used is 28.7% based on a US Census estimates as of October 1998.
Teaching	21.0% to 28.0%	
<u>Regional</u>	Varies by campus as indicated below.	Based on being at or within 75% of the SC minority population of those 18 and over for the designated service area of each campus. The SC minority population estimates used are based on a US Census estimates as of October 1998 and indicated below for each campus.
USC Beaufort	24.0% to 33.0%	Service Area includes: Beaufort, Jasper, and Hampton Counties. Census estimate of 33.2% minority.
USC Lancaster	20.0% to 27.0%	Service Area includes: Lancaster Chester, Chesterfield, Kershaw, Fairfield, and York Counties. Census estimate 27.1% minority.
USC Salkehatchie	36.0% to 48.0%	Service Area includes: Allendale, Barnwell, Bamberg, Colleton, and Hampton Counties. Census estimate of 48.7% minority.
USC Sumter	32.0% to 43.0%	Service Area includes: Sumter, Lee, Clarendon, and Kershaw Counties. Census estimate of 43.2% minority.
USC Union	20.0% to 26.0%	Service Area includes: Union, Laurens, Newberry, Cherokee, Fairfield, York, and Chester. Census estimate of 26.8% minority.
<u>Technical</u>	Varies by campus as indicated below	Based on being at or within 75% of the SC minority population of those 18 and over for the designated service area of each campus. The SC minority population estimates used are based on a US Census estimates as of October 1998 and indicated below for each campus.
Aiken	17.0% to 23.0%	Service Area includes: Aiken County Census estimate of 23.6% minority.
Central Carolina	32.0% to 43.0%	Service Area includes: Clarendon, Kershaw, Lee and Sumter Counties. Census estimate of 43.2% minority.
Northeastern (*Formerly Chesterfield- Marlboro)	29.0% to 39.0%	Service Area includes: Chesterfield, Dillon, and Marlboro Counties. Census estimate of 39.7% minority.

**STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS  
5 (2000-01), 6 (2001-02) AND 7 (2002-03)**

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Denmark	39.0% to 52.0%	Service Area includes: Allendale, Bamberg, and Barnwell Counties. Census estimate of 52.2% minority,
Florence-Darlington	29.0% to 39.0%	Service Area includes: Darlington, Florence, and Marion Counties. Census estimate of 39.3% minority,
Greenville	13.0% to 17.0%	Service Area includes: Greenville County. Census estimate of 18.0% minority,
Horry-Georgetown	16.0% to 21.0%	Service Area includes: Georgetown and Horry Counties. Census estimate of 21.6% minority,
Midlands	23.0% to 30.0%	Service Area includes: Farifield, Lexington, and Richland Counties. Census estimate of 30.8% minority,
Orangeburg-Calhoun	41.0% to 55.0%	Service Area includes: Calhoun and Orangeburg Counties. Census estimate of 55.3% minority,
Piedmont	24.0% to 31.0%	Service Area includes: Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda Counties. Census estimate of 32.0% minority.
Spartanburg	16.0% to 21.0%	Service Area includes: Cherokee, Spartanburg, and Union Counties. Census estimate of 21.4% minority.
Technical College of the Low Country	26.0% to 35.0%	Service Area includes: Beaufort, Colleton, Hampton, and Jasper Counties. Census estimate of 35.3% minority.
Tri-County	9.0% to 12.0%	Service Area includes: Anderson, Oconee, and Pickens. Census estimate of 12.5% minority.
Trident	23.0% to 30.0%	Service Area includes: Berkeley, Charleston, and Dorchester Counties. Census estimate of 30.8% minority.
Williamsburg	45.0% to 61.0%	Service Area includes: Williamsburg. Census estimate of 61.1% minority.
York	15.0% to 20.0%	Service Area includes: Chester, Lancaster, and York Counties. Census estimate of 20.6% minority.
<b>8C 2. Retention of headcount undergraduates who are SC Citizens who are minority</b>		
Research	78.0% to 87.0%	Based on being at or within +/- 5% of the median overall student retention for 4-yr institutions. A median retention of 83.0% is the reference and represents median retention for SC's research and teaching universities institutions in Fall 1999.

**STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS  
5 (2000-01), 6 (2001-02) AND 7 (2002-03)**

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Teaching	74.0% to 82.0%	Based on being at or within +/- 5% of the median overall student retention for 4-yr teaching institutions. A median retention of 78.8% is the reference and represents median retention for SC's teaching institutions in Fall 1999.
Regional	47.0% to 57.0%	Based on being at or within +/- 10% of the median overall student retention for regional campuses. A median retention of 52.7% is the reference and represents median retention for SC's 4-yr regional campuses in Fall 1999.
Technical	49.0% to 60.0%	Based on being at or within +/- 10% of the median overall student retention for regional campuses. A median retention of 55.4% is the reference and represents median retention for SC's technical colleges in Fall 1999.

**SC3. Percentage of headcount graduate students**

Research	10.0% to 13.0%	Based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, educational attainment of persons 25 yrs and older.
Teaching	10.0% to 13.0%	
Regional	Not Applicable	
Technical	Not Applicable	

**SC4. Percentage of headcount teaching faculty who are minority**

Research	10.0% to 13.0%	Based on being at or within +/- 10% of US minority population with graduate degrees. The reference used is 11.9% US minority population with master's and higher degrees based on 1990 census data, educational attainment of persons 25 yrs and older.
Teaching	10.0% to 13.0%	
Regional	10.0% to 13.0%	
Technical	10.0% to 13.0%	Based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, educational attainment of persons 25 yrs and older.

\*If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.

## *Percentage of Minority Undergraduate Enrollment: 8C1*

**Summary:** This data reflect those students who are minority compared to total – where headcount students are limited to citizens of SC and those with approved non-resident exceptions including those eligible to pay in-state tuition (e.g., military constituents and their dependents, faculty/administration employees and their dependents, full-time employees and their dependents, or retired persons and their dependents). In fall 2000 we recorded 34,975 minority students out of a total 116,654 (30% enrollment).

**The Research Sector:** (e.g., USC, Clemson, and MUSC), USC Columbia registered 3,166 minority students, which was 25.9% of its undergraduate population. Clemson registered low in this sector with 1,150 minorities (11.5%). The Sector average was 4,391 of 22,604 (19.4%), which out performs many of their peer institutions in the nation.

**The Teaching Sector:** (e.g., The Citadel, Coastal Carolina University, Francis Marion University, Lander University, South Carolina State University, USC-Aiken, USC-Spartanburg, and Winthrop University) South Carolina State University registered a high at of 2,828 or 96.7% (3.3% of SCSU students are White). The low for the Teaching Sector was registered at the Citadel of 118 or 12.4%. The average minority enrollment percentage for the Teaching Sector was 8,522 of a total 27,697 (30.8%). (Francis Marion registered 34.3% and Winthrop registered 29%. The average minus South Carolina State University was 22.7%).

**The Regional Campus Sector:** (e.g., USC-Beaufort, USC-Lancaster, USC-Salkehatchie, USC-Sumter, and USC-Union) whose total student population (per the 8C1 definition) is 4,281 registered a high at USC-Salkehatchie of 301 or 38.7%. The low registered in the Regional Campus Sector was at USC-Lancaster of 148 or 16.4%. The average minority enrollment for the Regional Campus Sector was a 27.5% or 1,179 of 4,281.

**The Technical College Sector:** (e.g., Aiken Technical College, Central Carolina Technical College, Northeastern Technical College, Denmark Technical College, Florence-Darlington Technical College, Greenville Technical College, Horry-Georgetown Technical College, Midlands Technical College, Orangeburg-Calhoun Technical College, Piedmont Technical College, Spartanburg Technical College, Technical College of the Low of Country, Tri-County Technical College, Trident Technical College, Williamsburg Technical College, York Technical College) registered a high of 1,113 or 94.3% at Denmark Technical College. The low for the Technical College Sector was registered at Tri-County Technical College of 484 or 13.9%. The Technical College Sector average was 33.7% or 20,883 of 61,982. (Many colleges in this Sector registered high percentages (three over 50%): Denmark Technical College 94.3%, Williamsburg Technical College at 65.3% and Orangeburg Calhoun Technical College at 55.1%; four others in the 40<sup>th</sup> percent range Technical College of the Low Country at 48.1%, Florence-Darlington Technical College at 45.7%, Central Carolina Technical College at 44.6%, and Northeastern Technical College at 40.2%. The remaining schools fall in a rage from 22.2%-36% & Tri-County Technical College at 13.9%).

## *Retention of Minority Undergraduates: 8C2*

**Summary:** Retaining students are a continual function of the college and university. This measure assesses minority retention based on those undergraduates enrolled in a fall term who enrolled in the subsequent fall term. This part, like part 1, is also limited to the subset of students defined for part 1 as "SC Citizens." Additionally, the student population is limited to those minority students who are degree-seeking students.

**The Research Sector:** (e.g., USC, Clemson, and MUSC), MUSC registered the high at 95.2% for their minority students. The White students at MUSC registered at 90%. Clemson and USC were both in the mid 80's with the low registering at USC with 84.7%. The sector average was 85.4% for minorities and 88.7% for White Students, a difference of 3.3%.

**The Teaching Sector:** (e.g., The Citadel, Coastal Carolina University, Francis Marion University, Lander University, South Carolina State University, USC Aiken, USC Spartanburg, and Winthrop University) registered a high of 85.2% at Winthrop University and a low of 74.5% at USC Spartanburg. Of the nine colleges and universities in the sector, six of them registered scores and percentages higher for their minority students than their White students (Coastal Carolina University, College of Charleston, Francis Marion University, Lander University, South Carolina State University and Winthrop University). The total Teaching Sector average was 80.9% for minorities and 97.7% for White students, a difference of 1.2%

**The Regional Campus Sector:** (USC-Beaufort, USC-Lancaster, USC-Salkehatchie, USC-Sumter, and USC-Union) USC-Union registered a high of 56.4% and USC-Lancaster registered a low of 47.2%. Of the five Regional campuses in the sector, three registered a higher percentage of retention for their minority students than their White students (e.g., USC-Beaufort, USC Sumter, and USC-Union). The sector average was 51.1% for minorities and 53.2% for White students, a difference of 2.1%

**The Technical College Sector:** (e.g., Aiken Technical College, Central Carolina Technical College, Northeastern Technical College, Denmark Technical College, Florence-Darlington Technical College, Greenville Technical College, Horry-Georgetown Technical College, Midlands Technical College, Orangeburg-Calhoun Technical College, Piedmont Technical College, Spartanburg Technical College, Technical College of the Low of Country, Tri-County Technical College, Trident Technical College, Williamsburg Technical College, York Technical College) Florence-Darlington Technical College registered a high of 59.7% and the Technical College of the Low Country registered a low of 47.2%. Only three of the sixteen colleges in this Sector registered higher retention percentages for their minority students than their White students (e.g., Denmark Technical College, Technical College of the Low Country, and Williamsburg Technical College). The sector average was 53.8% for minorities and 56.9% for White students, a difference of 3.1%. Even though Technical College of the Low Country was the low for this indicator, their minority retention percentage was 5.6% higher than the retention percentage of their White students.

## *Percentage of Graduate Minority Student Enrollment: 8C3*

Summary: A major portion of the Access & Equity program was the Graduate Incentive Scholarship, which was designed 20 years ago to maintain the best and brightest minority students in-state. This program was aimed to recruit and retain college students and was found where graduate degrees were offered throughout the state. Performance Funding indicator 8C3 measured the percent of graduate students who were minority. This part is NOT limited to SC citizens; this part included all graduate students. Minority was defined and calculated consistent with the definition for "minority" indicated above. In the State of South Carolina 21,130 graduate students attended with 3,552 registered as minority (16.8%).

The Research Sector:(e.g., USC, Clemson, and MUSC) MUSC registered a high with 320 minority students (16.5%). Clemson registered the low on this indicator with 250 minority students (7.4%). The Research Sector average was 13% based on the registered number of 1,800 minority students.

The Teaching Sector: (e.g., The Citadel, Coastal Carolina University, Francis Marion University, Lander University, South Carolina State University, USC Aiken, USC Spartanburg, and Winthrop University) South Carolina State University registered a high of 669 or 75.5% and USC-Spartanburg registered a low of 6 (4.8%). The sector average was 23.9% based on the registered numbers of 1,752 minority students. Several interesting facts to consider came from the analysis: Francis Marion University registered 211 minority students out of 774 (27.3% minority population); South Carolina State University registered 217 White students (24.5%).

## *Percentage of Minority Faculty: 8C4*

Summary: Higher education now involves most America. Its faculty and leadership should reflect the nation's diverse population. A diverse faculty with a variety of scholarly perspectives will produce a stronger educational experience for all students. Indicator 8C4 measures the percent of faculty who are minority. Again, SC citizenship does not apply to this part. Minority was defined consistent with the definition above. Faculty was defined as "all headcount faculty who teach one or more credit courses in the fall semester, excluding graduate students. Of the 9,773 faculty employed in the State of South Carolina, 1,204 are minority (12.3%). 843 African Americans, 227 Asian Americans, 107 Hispanic/Latino Americans, and 27 Native Americans make up the 1,204 with 124 Non-Resident Aliens and 34 unknown.

The Research Sector: (e.g., USC, Clemson, and MUSC) USC-Columbia registered a high at 156 (9.3%) and MUSC a low at 11 (4.3%). The sector average was derived from a registered 267-minority faculty of 3,068 (8.7%). In this sector, Asian American faculty outnumbered African American faculty 118 to 109. There were 39 Hispanic/Latino Americans.

The Teaching Sector: (e.g., The Citadel, Coastal Carolina University, Francis Marion University, Lander University, South Carolina State University, USC Aiken, USC Spartanburg, and Winthrop University) South Carolina State University registered a high of 221 (69.9%) and Coastal Carolina University a low of 13 (4.4%). The Sector average was derived from 433-minority faculty of 2,963 (14.6%). In this sector four colleges and universities have less than 20 minority faculty (Coastal Carolina University, Francis Marion University, Lander University and USC Aiken). In this sector there were 316 African American faculty, 19 Native American, 54 Asian American faculty, and 44 Hispanic/Latino American faculty.

The Regional Campus Sector: (e.g., USC-Beaufort, USC-Lancaster, USC-Salkehatchie, USC-Sumter, and USC-Union) USC-Sumter registered a high of seven-minority faculty and USC-Union a low of 1. Of the total 270 minority faculty members in the sector, only 20 are minority for a total of 7.4%. In this sector all schools registered below seven in the number of minority faculty they have employed at their respective universities.

The Technical College Sector: (e.g., Aiken Technical College, Central Carolina Technical College, Northeastern Technical College, Denmark Technical College, Florence-Darlington Technical College, Greenville Technical College, Horry-Georgetown Technical College, Midlands Technical College, Orangeburg-Calhoun Technical College, Piedmont Technical College, Spartanburg Technical College, Technical College of the Low of Country, Tri-County Technical College, Trident Technical College, Williamsburg Technical College, and York Technical College) Midlands Technical College registered a high of 84 (15.7%) and Northeastern Technical College a low of 9 (12.2%). However the percentages reflect a different picture; Denmark Technical College had 54 minority faculty but they constitute 84.8% of the total faculty employed, Williamsburg Technical College had 15 minority faculty but they constitute 26.8%, Aiken Technical College had 25 minority faculty but they constitute 21.0% of the total faculty employed. In this sector there were 404 African American faculty, 7 Native American, 52 Asian American faculty and 21 Hispanic/Latino American faculty. The Sector average was derived from 484-minority faculty of 3,472 (13.9%).

## *Highlights of The Access & Equity Program in 2000*

In 1999, an Ad-Hoc Committee was formed of prominent statewide representatives committed to examining the issues of access. This committee generated 14 recommendations for statewide improvement in higher education. All 14 recommendations were addressed.

The General Assembly appropriated an additional \$500,000 for the purpose of enhancing the area of Access & Equity. These resources were the genesis of a new funding formula and a refocusing of goals and objectives. The refining of the Competitive Grant process and the Graduate Incentive Scholarship simplified and centralized all documents from the Commission on Higher Education (CHE).

The development of the GIS Scholars database enabled SC colleges and universities to access their students in the GIS Pipeline for employment opportunities. A total of 253 students participated. Their information was posted on the CHE website for the purpose of assisting them in acquiring employment in state.

The integration of Web technology has been a major emphasis for Access & Equity. CHE has designed a website with valuable information about the program and each respective institution. All of the correspondence have been converted to electronic mail and all forms can be accessed at any time via the CHE website. Prior to 1999, Access & Equity was not on the CHE website.

The Southern Education Foundation (SEF), a public charity, has worked for more than 130 years to promote equity in education in the South. In 1995, SEF published *Redeeming the American Promise*, a comprehensive report on the status of minorities in public higher education in 12 of the 19 states that once operated dual systems of higher education, including South Carolina. The report included recommendations on ways to foster greater equality in higher education. In 1998, SEF published *Miles to Go*, an analysis of the status of blacks in public higher education in all 19 of the once segregated states. The report provided state-by-state data on indicators of access to and success in public systems of higher education, with a specific focus on the four-year institutions.

The Commission on Higher Education, The South Carolina Task Force (composed of educators, policy makers, and other South Carolinians connected to these issues and the welfare of our state) and the Southern Education Foundation will partner together to produce a *Miles to Go Report* for the state of South Carolina. Far too often, access to higher education remains elusive for minority students. While the number of minorities entering higher education has grown since the 1970s, the percentage of minorities among full-time freshmen is almost unchanged. In almost half of the southern states, the proportion of minorities in their freshmen classes actually declined between 1991 and 1996 (*Miles to Go*, Southern Education Foundation, 1998).



The Miles to Go South Carolina Report data and recommendations will be publicly released and geared to stimulate subsequent actions by state policymakers, educators, businesspeople and interested citizens. Its genesis is in continuing the work of the Southern Education Foundation. The report will provide valuable insight that will serve as a model for other states to examine our best practices.

Expenditure Report/ Accountability Component was established in 2001 to help validate the Access & Equity program success. The Commission on Higher Education generated a survey to be completed with End of the Year report. In addition, institutions must generate a survey that gathers feedback from students (to include students receiving scholarships).

### *Access & Equity Program at the South Carolina colleges and universities:*

The programs implemented across the state can be placed into four major categories or initiatives. They are Academic, Scholarship, Retention, and Leadership/Programming. The specific institution programs can be found in Appendix I.

#### Academic:

<ul style="list-style-type: none"> <li>• Study guides for all major entrance exams</li> </ul>	<ul style="list-style-type: none"> <li>• SPECTRA-a transition program for incoming minority freshmen</li> </ul>
<ul style="list-style-type: none"> <li>• Call Me Mister Designed to increase the number of Black male teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Summer Smart Program-A four week high school transition program for conditional admitted students</li> </ul>
<ul style="list-style-type: none"> <li>• Top 25 Minority Students- Recognition luncheon for academic achievement for high school juniors</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Cultural Enrichment Counselors</li> </ul>
<ul style="list-style-type: none"> <li>• Academic Pursuits Day-4 high school partner to participate in fall luncheon program</li> </ul>	<ul style="list-style-type: none"> <li>• Early Start-Summer bridge program for freshmen</li> </ul>
<ul style="list-style-type: none"> <li>• PLATO Lab</li> </ul>	<ul style="list-style-type: none"> <li>• Open Doors to Success-Featuring Dr. Joe Martin</li> </ul>
<ul style="list-style-type: none"> <li>• Basic Skills Assessment Program Designed to assist area high school students in acquiring the skills needed to pass the high school exit exam</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Excellent Academic Practices (LEAP) A provisional admissions program for freshmen</li> </ul>
<ul style="list-style-type: none"> <li>• Access &amp; Equity Scholars 25 high school seniors participate in a tuition free course</li> </ul>	

#### Scholarship:

<ul style="list-style-type: none"> <li>• Graduate Incentive Scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Other Race Grant</li> </ul>
<ul style="list-style-type: none"> <li>• Other Scholarships</li> </ul>	

Retention:

<ul style="list-style-type: none"><li>• <b>SOAR</b>-Success, Opportunity, Achievement Recognition is a freshmen mentor program</li></ul>	<ul style="list-style-type: none"><li>• The LINK-A network of programs designed to enhance retention via campus involvement</li></ul>
<ul style="list-style-type: none"><li>• <b>MAP</b>-Minority Assistance Peer Program</li></ul>	<ul style="list-style-type: none"><li>• Student Support Services (TRIO)</li></ul>
<ul style="list-style-type: none"><li>• <b>PEER</b>-Programs for Educational Enrichment and Retention assists students as they achieve excellence in their chosen field. This program helped to bring Clemson's graduation rate of Black in Engineering to 5th in the nation</li></ul>	<ul style="list-style-type: none"><li>• <b>Minority Recruitment &amp; Retention (MRRP)</b> Free services including testing, orientation video, seminars, career, financial aid counseling to service area middle &amp; high school students</li></ul>
<ul style="list-style-type: none"><li>• <b>ROOTS</b>-Reaching our objects through solidarity-pairs incoming minority students with upperclassmen</li></ul>	<ul style="list-style-type: none"><li>• <b>Grow Your Own</b>-An initiative to increase the number of minority professional staff and full-time faculty</li></ul>
<ul style="list-style-type: none"><li>• <b>Recruitment/Retention Program</b> A partnership with TRIO's "Success Network"</li></ul>	<ul style="list-style-type: none"><li>• Student Support Services (TRIO)</li></ul>
<ul style="list-style-type: none"><li>• <b>Minorities in Allied Health</b> Efforts to improve the number of minorities in a variety of programs addressing allied health professions</li></ul>	<ul style="list-style-type: none"><li>• <b>BOND-Brothers of Nubian Descent</b>-Designed to pair incoming Black males with students, faculty staff and community leaders</li></ul>
<ul style="list-style-type: none"><li>• <b>Minority Faculty Recruitment Project</b> An effort to utilize a diversity of options in the selection process of faculty &amp; staff to maximize diversity</li></ul>	<ul style="list-style-type: none"><li>• <b>Access &amp; Equity Fee Wavier</b> Program provides economically challenged students a fee waiver for college application and testing</li></ul>
<ul style="list-style-type: none"><li>• <b>Pathway Partnership Program</b> Promotes transfer from STC to USCS</li></ul>	<ul style="list-style-type: none"><li>• <b>Project IMPACT</b>-A minority retention effort</li></ul>

Leadership/Programming:

<ul style="list-style-type: none"> <li>• <b>Leadership Challenge</b>-Recognizes academic skills &amp; leadership in minority students developing university community</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FMU World</b> 65 Students voluntarily choose to live in a diverse environment which includes programs discussions &amp; a roommate of a different ethnicity</li> </ul>
<ul style="list-style-type: none"> <li>• <b>EMERGE</b>-Leadership development series</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Jump Start Program</b>-8<sup>th</sup> Grade program</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Health Careers Opportunity Program</b>-Summer program for disadvantaged youth High School Research Apprentice Program</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Kids in College</b>-Pre-college experience for middle school students</li> </ul>
<ul style="list-style-type: none"> <li>• <b>South Carolina HBCU Summer Institute</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>DIETF</b>-Diversity in Education Task Force Diversity Committee</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Ethnic Music Library</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diversity Advisory Board</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Building Futures Grant</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Black Male Mentoring Program</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Summer Youth Camp</b> 60 students experience opportunities in computer training, career exploration, arts &amp; crafts, and other technical fields</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Access &amp; Equity Advisory Committee</b> The Committee is comprised of representatives from the area business community and top administrative staff</li> </ul>
<ul style="list-style-type: none"> <li>• <b>President's Advisory Council for Access/Equity &amp; Opportunity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pastoral Program</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Students in search of Positive Role Models</b> A special program for minority middle &amp; high school students to be exposed to the positive aspects of striving for success</li> </ul>	<ul style="list-style-type: none"> <li>• <b>"Walk a Mile in my Shoes"</b> A day long event highlighting the changes of the physically challenged</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Rural Outreach Program</b> A partnership with Clemson University and the Kellogg Foundation Places computers into rural areas of the state</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Project Discovery</b> 25 juniors at Spartanburg High school participate</li> </ul>

#### National Data and Information-SREB Comparison:

Of all students seeking bachelor's degrees who entered public four-year colleges and universities in the SREB states in the fall of 1993, about 45% completed their bachelor's degrees within six years. The highest graduation rate (57%) was found in the colleges and universities that awarded the largest number of advanced degrees (doctorates and master's degrees) in the greatest variety of disciplines.

Colleges and universities with selective admissions policies typically have higher graduation rates than do colleges and universities with "open-door" admissions policies. The graduation rate of 45% in the SREB public four-year colleges and universities does not mean that the other 55% of degree-seeking students dropped out of school before earning bachelor's degrees. Of the 55% who did not earn bachelor's degrees in six years, 6% still were enrolled at their original institutions. Another 17% had transferred to other institutions.

Source: SREB-State Data Exchange

The *SREB Fact Book on Higher Education 1998-1999* shows South Carolina in the 5<sup>th</sup> position at 54.5% in the category of *Graduation Rates in Public Universities, Colleges and Technical Institutes*, behind Delaware at 62.2%, Virginia at 61.4%, and North Carolina at 56.7% and Florida at 55.9%.

The National Center for Education Statistics stated that nearly three-quarters (73.1%) of all degrees awarded in 1996-97 were awarded to White students 19.2% were awarded to minority students and 7.7% were awarded to nonresident aliens. The proportion awarded to minority students was highest at the associate's level (22.4%) in 1996-97 and 19.4% of bachelor's degrees, 14.6% of master's degrees and 12.1% of doctor's degrees. One-fifth (20.9%) of all first-professional degrees were awarded to minorities.

Percentage Distribution of Degrees Conferred, by Racial Ethnic Group: 1997-98					
Degree Level	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian/Alaskan Native
Associate	76.7	10.0	7.7	4.5	1.1
Bachelor's	79.5	8.3	5.5	6.0	0.7
Master's	82.6	7.7	4.1	8.0	0.5
Doctor's	83.2	5.4	3.2	7.7	0.5
First-professional	77.4	7.2	4.6	10.1	0.7

Source: U.S. Dept. of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2000

Percentage of full-time higher education instructional faculty and staff, by race/ethnicity and type of institution: Fall 1998					
Type and control of institution	Am Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hisp	Hisp	White, non-Hisp
All <sup>1</sup>	0.7	5.8	5.1	3.3	85.1
Public research	0.5	8.5	3.2	3.4	84.5
Private research	0.2	7.0	3.7	3.5	85.6
Public doctoral <sup>2</sup>	1.3	6.0	3.9	3.0	85.8
Private doctoral <sup>2</sup>	0.7	9.2	4.4	3.9	81.8
Public comprehensive	0.5	5.9	7.4	3.6	82.6
Private comprehensive	1.2	3.7	4.5	2.7	87.8
Private liberal arts	1.1	2.9	6.4	1.6	88.1
Public 2-year	0.8	3.4	6.0	4.6	85.3
Other <sup>3</sup>	0.6	4.6	7.1	1.3	86.4

<sup>1</sup> All public and private not-for-profit Title IV participating, degree-granting institutions in the 50 states and the District of Columbia.

<sup>2</sup> Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

<sup>3</sup> Public liberal arts, private 2-year, and religious and other specialized institutions, except medical.

Source: U.S. Department of Education, National Center for Education Statistics, Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998, 2001.

The number of Black students increased more than twice as fast as total enrollment in the SREB region and in the nation from 1986 to 1996. In South Carolina the enrollment increases resulted in 14,450 more Black students (55.7% increase). From 1986-1996, the percent of increase for Hispanic students was 69.8%. Our performance in this area has been outstanding in most cases in comparison with national data and peer institutions.

### High-School Completion

Between 1987 and 1997, the percentage of high school completers going directly to college increased from 57 to 67 percent. In 1996, there was little relationship between state rankings on high school completion and attainment of bachelor's degrees. The proportions of people completing high school (or its equivalent) vary widely among states ranging from 91 percent in Alaska to 74 percent in South Carolina. Many southern states had lower than average rates of high school completion. For example, the ten lowest ranking states on high school completion were southern and southern border-states. Source: SREB-State Data Exchange

## *Final Analysis*

**Minority Recruitment-**The CHEMIS data highlight our performance as a state to be good in relation to the population demographics provided via the Census 2000 data. We approach the parity of 33.1% minority students. The 2000 Census data indicate a stronger state population percentage of African-Americans (29.5%) than our CHEMIS data indicate in the percentages of African-American students enrolled. The 2000 Census also indicates an increase in the Hispanic/Latino population to 2.4% of the total population of the state. Work must still be done to enhance this area with the potential to become a nationwide leader in educating minority students. We have several schools posting numbers over 20% minority enrollment.

The institutions that are aspirational peers with Clemson University (e.g., Auburn University, Georgia Institute of Technology, Iowa State, Michigan State, Mississippi State University, University of Nebraska-Lincoln, North Carolina State University, Texas A&M University, Virginia Polytechnic Institute and University, and Purdue University) indicate a minority enrollment range from 24-6.1% with Clemson fairing at 10.2%. The institutions that are aspirational peers with University of South Carolina-Columbia (e.g., University of Illinois at Chicago, University of Iowa, University of Kentucky, University of Missouri-Columbia, University of New Mexico, Suny at Buffalo, University of North Carolina at Chapel Hill, and University of Virginia) indicate a minority enrollment range from 49.7-8.2% with USC-Columbia fairing at 23.7%. The institutions that are aspirational peers with the Medical University of South Carolina (e.g., University of Colorado Health Sciences Center, Medical College of Georgia, Louisiana State University-Health Sciences Center, University of Mississippi Medical Center, University of Nebraska Medical Center, University of Oklahoma Health Sciences Center, Oregon Health Sciences University, and University of Tennessee-Memphis) indicate a minority enrollment range from 28.8-6.4% with MUSC fairing at 14.9%. Given this IPEDS data we can surmise that our Research institutions are performing at the 50% range or better with their national peers.

Geographically, rural locations of some of our institutions have become a challenging backdrop to overcome in the recruitment of minority students. The factors of minority faculty, geographic locale, and cultural programming and environment play a large role in the selection process of the minority student. Many of our institutions must overcome large obstacles to improve these numbers. A special emphasis in the areas that can be changed was necessary to impact minority recruitment across our state.

**Minority Retention**-Overall retention of students throughout the state needs improvement. At many of our institutions across the state, minority retention was presented to CHEMIS at a higher rate than their majority (White) peers. A 3% difference in the percentages of retention is presented to CHEMIS in the cases where the Majority students have a higher rate of retention than their Minority student counterparts. The state average for all schools was within the 5 percentage points, which indicate that minority students are keeping pace. The levels of scholarships and the entrance SAT data were not demonstrating good predictors of success of the tenure of the students enrolled in the state's institutions of higher learning. Closer examination should follow the selection criteria in light of the retention data in this report. Many of the students who do appear in this report "as not being retained" experience financial constraints that are overwhelming. If these concerns can be addressed earlier in the pipeline our numbers must change to accommodate the lack of financial stressors which should produce higher numbers of retention. IPEDS does not provide retention data that is broken down using the same language and context for comparison to be used in this report.

**Minority Graduate Studies**-The state has made particular efforts to promote minority graduate education and in an effort to keep our best and brightest minority students in the state. This effort was one of the original tenants of the Access & Equity program. This are must be examined closer by discipline to illuminate the problems that exist. The lack of Black males is prevalent and the lack of minorities in the area of Nursing is also astonishing. Our Minority Graduate students were concentrated in the traditional areas of Education and Psychology. Greater effort must be made in the disciplines of Science, Math, Engineering, Pharmacy, Health Administration, etc...

The institutions that are aspirational peers with Clemson University (e.g., Auburn University, Georgia Institute of Technology, Iowa State, Michigan State, Mississippi State University, University of Nebraska-Lincoln, North Carolina State University, Texas A&M University, Virginia Polytechnic Institute and University, and Purdue University) indicate a minority graduate enrollment range from 15.9-5.6% with Clemson fairing at 6.4%. The institutions that are aspirational peers with University of South Carolina-Columbia (e.g., University of Illinois at Chicago, University of Iowa, University of Kentucky, University of Missouri-Columbia, University of New Mexico, Suny at Buffalo, University of North Carolina at Chapel Hill, and University of Virginia) indicate a minority graduate enrollment range from 28.3-7.8% with USC-Columbia fairing at 13.5%. The institutions that are aspirational peers with the Medical University of South Carolina (e.g., University of Colorado Health Sciences Center, Medical College of Georgia, Louisiana State University-Health Sciences Center, University of Mississippi Medical Center, University of Nebraska Medical Center, University of Oklahoma Health Sciences Center, Oregon Health Sciences University, and University of Tennessee-Memphis) indicate a minority graduate enrollment range from 20.1-6.9% with MUSC fairing at 16.0%. MUSC and USC-Columbia are performing near the top of their peer range while Clemson is closer to the bottom of their peer range.

**Minority Faculty-**The complexity of minority faculty is a growing problem. The institutions that are aspirational peers with Clemson University (e.g., Auburn University, Georgia Institute of Technology, Iowa State, Michigan State, Mississippi State University, University of Nebraska-Lincoln, North Carolina State University, Texas A&M University, Virginia Polytechnic Institute and University, and Purdue University) indicate the percentage of minority faculty within the range from 19.7%-6.6% with Clemson fairing at the bottom at 6.6%. The institutions that are aspirational peers with University of South Carolina-Columbia (e.g., University of Illinois at Chicago, University of Iowa, University of Kentucky, University of Missouri-Columbia, University of New Mexico, Suny at Buffalo, University of North Carolina at Chapel Hill, and University of Virginia) indicate the percentage of minority faculty within the range from 20.0%-9.1% with USC-Columbia fairing at 10.7%. The institutions that are aspirational peers with the Medical University of South Carolina (e.g., University of Colorado Health Sciences Center, Medical College of Georgia, Louisiana State University-Health Sciences Center, University of Mississippi Medical Center, University of Nebraska Medical Center, University of Oklahoma Health Sciences Center, Oregon Health Sciences University, and University of Tennessee-Memphis) indicate the percentage of minority faculty within the range from 12.4%-0% with MUSC fairing at 12.2%.

Our state seems to have trouble recruiting minority faculty of all ethnicities but particularly African Americans in relation to other states in the SREB region. The problem does not rest there, however, the retention of the minority faculty is an ongoing challenge. The tenure process, geographic locale, and environmental stressors seem to contribute to our minority faculty members seeking other opportunities outside the state after a very short time.

Performance Funding does not measure percent of minority staff. IPEDS data however does provide the numbers to Assess percentage of minority staff. The institutions that are aspirational peers with Clemson University (e.g., Auburn University, Georgia Institute of Technology, Iowa State, Michigan State, Mississippi State University, University of Nebraska-Lincoln, North Carolina State University, Texas A&M University, Virginia Polytechnic Institute and University, and Purdue University) indicate the percentage of minority staff within the range from 33.0%-6.5% with Clemson fairing at 13.2%. The institutions that are aspirational peers with University of South Carolina-Columbia (e.g., University of Illinois at Chicago, University of Iowa, University of Kentucky, University of Missouri-Columbia, University of New Mexico, Suny at Buffalo, University of North Carolina at Chapel Hill, and University of Virginia) indicate the percentage of Minority faculty within the range from 42.3%-7.8% with USC-Columbia fairing at 21.7%. The institutions that are aspirational peers with the Medical University of South Carolina (e.g., University of Colorado Health Sciences Center, Medical College of Georgia, Louisiana State University-Health Sciences Center, University of Mississippi Medical Center, University of Nebraska Medical Center, University of Oklahoma Health Sciences Center, Oregon Health Sciences University, and University of Tennessee-Memphis) indicate the percentage of Minority faculty within the range from 48.1%-0% with MUSC fairing at 17.5%.



Appendix I:

## 2000 Completed Initiatives and Program Highlights for the Access & Equity Programs

<p><u>The Citadel</u></p> <ul style="list-style-type: none"> <li>• Study Guides for all major entrance exams</li> <li>• National Black Student Leadership Development Conference</li> <li>• Minority Cadet Peer Mentor Program</li> <li>• Black History Month Programming</li> </ul>	<p><u>College of Charleston</u></p> <ul style="list-style-type: none"> <li>• SPECTRA-Speedy Consolidation and Transition Programs (A transition program for incoming minority freshmen)</li> <li>• The LINK-A network of programs designed to enhance retention via campus involvement</li> <li>• Graduate Incentive Scholarship</li> <li>• Other Race Grant</li> </ul>
<p><u>Clemson University</u></p> <ul style="list-style-type: none"> <li>• Charles Hamilton Houston Center</li> <li>• Graduate Incentive Scholarship</li> <li>• Call Me Mister</li> <li>• Designed to increase the number of Black male teachers</li> <li>• PEER-Programs for Educational Enrichment and</li> <li>• Retention assists students as they achieve excellence in their chosen field. This program helped to bring Clemson's graduation rate of Black in Engineering to 5th in the nation</li> </ul>	<p><u>Coastal Carolina University</u></p> <ul style="list-style-type: none"> <li>• Other Race Grant</li> <li>• First Thursday Program-25% of freshmen participate</li> <li>• Leadership Challenge-Recognizes academic skills &amp; leadership in minority students developing university community</li> <li>• EMERGE-Leadership development series</li> <li>• SOAR-Success, Opportunity, Achievement Recognition is a freshmen mentor program</li> </ul>
<p><u>Francis Marion University</u></p> <ul style="list-style-type: none"> <li>• FMU World-65 Students voluntarily choose to live in a diverse environment which includes programs discussions &amp; a roommate of a different ethnicity</li> <li>• Academic Cultural Enrichment Counselors</li> </ul>	<p><u>Lander University</u></p> <ul style="list-style-type: none"> <li>• Summer Smart Program-A four week high school transition program for conditional admitted students</li> <li>• ROOTS-Reaching our objects through solidarity-pairs incoming minority students with upperclassmen</li> </ul>

<p><u><b>MUSC</b></u></p> <ul style="list-style-type: none"> <li>• Graduate Incentive Scholarship</li> <li>• Health Careers Opportunity Program-Summer program for disadvantaged youth</li> <li>• High School Research Apprenticeship Program</li> <li>• Jump Start Program-8<sup>th</sup> Grade program</li> <li>• South Carolina HBCU Summer Institute</li> </ul>	<p><u><b>SC State University</b></u></p> <ul style="list-style-type: none"> <li>• Other Race Grant</li> <li>• Graduate Incentive Scholarship</li> <li>• Enhancement-Provide SC State an opportunity to build academic programs that would attract other race students (Business, Nursing, Engineering Technology &amp; Science)</li> </ul>
<p><u><b>University of South Carolina</b></u></p> <ul style="list-style-type: none"> <li>• Graduate Incentive Scholarship</li> <li>• BOND-Brothers of Nubian Descent-Designed to pair incoming Black males with students, faculty staff and community leaders</li> </ul>	<p><u><b>USC-Aiken</b></u></p> <ul style="list-style-type: none"> <li>• Other Race Grant</li> <li>• MAP-Minority Assistance Peer Program</li> <li>• African American Students Alliance</li> <li>• DIETF-Diversity in Education Task Force</li> <li>• Diversity Committee</li> </ul>
<p><u><b>USC-Beaufort</b></u></p> <ul style="list-style-type: none"> <li>• Academic Pursuits Day-4 high school partner to participate in fall luncheon program</li> <li>• Top 25 Minority Students-Recognition luncheon for academic achievement for high school juniors</li> <li>• Opportunity Scholars Program</li> </ul>	<p><u><b>USC-Lancaster</b></u></p> <ul style="list-style-type: none"> <li>• Early Start-Summer bridge program for freshmen</li> <li>• CHOICES-Conference for middle &amp; high school students</li> <li>• Kids in College-Pre-college experience for middle school students</li> <li>• TRIO-Opportunity Scholars Program</li> </ul>
<p><u><b>USC-Salkehatchie</b></u></p> <ul style="list-style-type: none"> <li>• Ethnic Music Library</li> <li>• Black History Month Programming</li> <li>• Open House</li> </ul>	<p><u><b>USC-Spartanburg</b></u></p> <ul style="list-style-type: none"> <li>• Other Race Grant</li> <li>• Minority Assistance Peer Program</li> <li>• Student Leadership Conference</li> <li>• Diversity Dialogue Series</li> <li>• Opportunity Network Services</li> </ul>
<p><u><b>USC-Sumter</b></u></p> <ul style="list-style-type: none"> <li>• Students in search of Positive Role Models A special program for minority middle &amp; high school students to be exposed to the positive aspects of striving for success</li> </ul>	<p><u><b>USC-Union</b></u></p> <ul style="list-style-type: none"> <li>• Scholarships</li> <li>• Part-time minority recruiter</li> <li>• TRIO-Opportunity Scholars Program</li> </ul>

<p><u><b>USC-School of Medicine</b></u></p> <ul style="list-style-type: none"> <li>• Graduate Incentive Scholarship</li> <li>• Minority Retention Programming</li> </ul>	<p><u><b>Winthrop University</b></u></p> <ul style="list-style-type: none"> <li>• Graduate Incentive Scholarship</li> <li>• Learning Excellent Academic Practices (LEAP) A provisional admissions program for freshmen</li> <li>• Enhance Programs</li> <li>• Women of Color Conference, SANCO Conference,</li> <li>• MLK Celebration</li> </ul>
<p><u><b>Aiken Technical College</b></u></p> <ul style="list-style-type: none"> <li>• Diversity Advisory board</li> <li>• "Walk a Mile in my Shoes"</li> <li>• A day long event highlighting the changes of the physically challenged</li> <li>• Partnerships with area high schools</li> <li>• Designed to assist in the reduction of local high school drop out rate</li> </ul>	<p><u><b>Central Carolina Technical College</b></u></p> <ul style="list-style-type: none"> <li>• College open House</li> <li>• Student Workshop Day</li> <li>• EXPO 2000</li> <li>• Open Doors to Success-Featuring Dr. Joe Martin</li> </ul>
<p><u><b>Denmark Technical College</b></u></p> <ul style="list-style-type: none"> <li>• Basic Skills Assessment Program Designed to assist area high school students in acquiring the skills needed to pass the high school exit exam</li> <li>• PLATO Lab</li> </ul>	<p><u><b>Florence-Darlington Technical College</b></u></p> <ul style="list-style-type: none"> <li>• Grow Your Own-An initiative to increase the number of minority professional staff and full-time faculty</li> </ul>
<p><u><b>Greenville Technical College</b></u></p> <ul style="list-style-type: none"> <li>• Scholarships (51)</li> <li>• Minority Recruitment</li> <li>• Partnerships</li> </ul>	<p><u><b>Horry Georgetown Technical College</b></u></p> <ul style="list-style-type: none"> <li>• President's Advisory Council for</li> <li>• Access/Equity &amp; Opportunity</li> <li>• Scholarships</li> <li>• Summer Youth Camp</li> <li>• 60 students experience opportunities in computer training, career exploration, arts &amp; crafts, and other technical fields</li> </ul>
<p><u><b>Midlands Technical College</b></u></p> <ul style="list-style-type: none"> <li>• Minority Recruitment &amp; Retention (MRRP)</li> <li>• Free services including testing, orientation video, seminars, career, financial aid counseling to service area middle &amp; high school students</li> <li>• Minority Faculty Recruitment Project-An effort to utilize a diversity of options in the selection process of faculty &amp; staff to maximize diversity</li> </ul>	<p><u><b>Northeastern Technical College</b></u></p> <ul style="list-style-type: none"> <li>• Access &amp; Equity Fee Wavier Program provides economically challenged students a fee waiver for college application and testing</li> <li>• College Transfer Program</li> <li>• The COLORS Workbook</li> <li>• Student Support Services</li> </ul>

<u><b>Orangeburg-Calhoun Technical College</b></u> <ul style="list-style-type: none"> <li>• Minorities in Allied Health-Efforts to improve the number of minorities in a variety of programs addressing allied health professions</li> </ul>	<u><b>Piedmont Technical College</b></u> <ul style="list-style-type: none"> <li>• Minority Retention/Retention</li> <li>• Kick off carnival, leadership retreats, MLK, fashion show, step show, unity quilt, EBONY Club</li> <li>• College high school partnership</li> </ul>
<u><b>Spartanburg Technical College</b></u> <ul style="list-style-type: none"> <li>• Recruitment/Retention Program-A partnership with TRIO's "Success Network"</li> <li>• Pathway Partnership Program</li> <li>• Promotes transfer from STC to USCS</li> <li>• Project Discovery</li> <li>• 25 juniors at Spartanburg High school participate</li> </ul>	<u><b>Tri-County Technical College</b></u> <ul style="list-style-type: none"> <li>• Access &amp; Equity Advisory Committee-Committee is comprised of representatives from the area business community and top</li> <li>• Administrative staff</li> <li>• TRIO Programs</li> <li>• Minority Student Association</li> <li>• Scholarships</li> </ul>
<u><b>Trident Technical College</b></u> <ul style="list-style-type: none"> <li>• Access &amp; Equity Scholars-25 high school seniors participate in a tuition free course</li> <li>• Pastoral Program</li> <li>• Black Male Mentoring Program</li> <li>• Building Futures Grant</li> </ul>	<u><b>Technical College of the Low Country</b></u> <ul style="list-style-type: none"> <li>• Upward Bound</li> <li>• The Summer Component-A 6-week non-residential academic program</li> <li>• African-American Male Mentoring Program-20 male students in 8th and 9th grade participate</li> </ul>
<u><b>Williamsburg Technical College</b></u> <ul style="list-style-type: none"> <li>• Recruitment &amp; Retention</li> <li>• An old Fashion parade, church activities,</li> <li>• EDOPT Day, and Cultural Diversity Month</li> </ul>	<u><b>York Technical College</b></u> <ul style="list-style-type: none"> <li>• Project IMPACT-A minority retention effort</li> <li>• Rural Outreach Program-A partnership with Clemson University and the</li> <li>• Kellogg Foundation-Places computers into rural areas of the state</li> <li>• Student Support Services (TRIO)</li> </ul>

## Appendix II

### 8C1: Percentage of Minority Students (\*Undergraduates with South Carolina Citizenship Only\*)

Institution	Fall 2000		
	Minority	Total	Percent
<b>Research Universities</b>			
Clemson	1,150	10,008	11.5%
U.S.C. - Columbia	3,166	12,203	25.9%
Medical University of S. C.	<u>75</u>	<u>393</u>	19.1%
Sub total Research Universities	4,391	22,604	
<b>Teaching Colleges &amp; Universities</b>			
The Citadel	118	948	12.4%
Coastal Carolina University	475	2,748	17.3%
College of Charleston	949	5,962	15.9%
Francis Marion University	882	2,568	34.3%
Lander University	499	2,288	21.8%
South Carolina State University	2,828	2,924	96.7%
U.S.C. - Aiken	680	2,809	24.2%
U.S.C.-Spartanburg	905	3,361	26.9%
Winthrop University	<u>1,186</u>	<u>4,089</u>	29.0%
Sub total Teaching Colleges & Univ.	8,522	27,697	
<b>Regional Campuses of U.S.C.</b>			
U.S.C. - Beaufort	299	1,091	27.4%
U.S.C. - Lancaster	148	902	16.4%
U.S.C. - Salkehatchie	301	778	38.7%
U.S.C. - Sumter	349	1,148	30.4%
U.S.C. - Union	<u>82</u>	<u>362</u>	22.7%
Sub total Regional Campuses of U.S.C.	1,179	4,281	
<b>Technical Colleges</b>			
Aiken Tech	715	1,987	36.0%
Central Carolina Tech	1,135	2,544	44.6%
Northeastern Tech (Ches/Marl)	392	975	40.2%
Denmark Tech	1,113	1,180	94.3%
Florence-Darlington Tech	1,729	3,785	45.7%
Greenville Tech	2,326	10,467	22.2%
Horry-Georgetown Tech	793	3,410	23.3%
Midlands Tech	3,386	9,490	35.7%
Orangeburg-Calhoun Tech	1,017	1,845	55.1%
Piedmont Tech	1,455	4,042	36.0%
Spartanburg Tech	925	3,017	30.7%
Tech College of the Low Country	843	1,753	48.1%
Tri-County Tech	484	3,475	13.9%
Trident Tech	3,105	9,771	31.8%
Williamsburg Tech	431	660	65.3%
York Tech	<u>1,034</u>	<u>3,581</u>	28.9%
Sub total Technical Colleges	20,883	61,982	
<b>Total</b>	<b>34,975</b>	<b>116,564</b>	

\*Minority includes African American, American Indian, Asian, and Hispanic. \*\*Citizens of SC includes students who are residents of SC or those eligible to pay in-state fees provided that they meet one of the following exception requirements: military and their dependents, administration and their dependents, full-time employees and their dependents; or retired persons and their dependents as defined by the SC Code of Laws of 1976, as amended, Section 59-112-10, et seq. and promulgated regulations governing tuition and fees. Status based on CHEMIS residency classification codes 1A, B, C, and D.

8C2: Retention of Minority Undergraduates with South Carolina Citizenship\* (Fall 1999-Fall 2000)

Institution	Fall 1999 students		Retained in Fall 2000		**Fall 1999 students Grad in F1 99, Sp 00,		Retained in Fall 2000 & Awarded deg prev year		Retained & Graduated/ Fall 1999 Undergraduates	
	*SC Citizenship									
	Min.	White	Min.	White	Min.	White	Min.	White	Min. (C+E-G)/A	White (D+F-H)/B
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)		
<b>Research Universities</b>										
Clemson	1,145	8,469	799	6,002	196	1,676	2	21	86.7%	90.4%
U.S.C. - Columbia	3,129	8,598	2,092	5,734	564	1,758	6	20	84.7%	86.9%
Medical University of S. C.	62	349	29	156	30	159	0	1		
Sub total Research Universities	4,336	17,416	2,920	11,892	790	3,593	8	42	85.4%	88.7%
<b>Teaching Colleges &amp; Universities</b>										
The Citadel	118	847	79	566	11	184	0	0	76.3%	88.5%
Coastal Carolina University	397	2,046	249	1,185	60	341	1	6		
College of Charleston	891	4,660	597	2,966	155	941	5	15		
Francis Marion University	879	1,590	561	969	121	253	1	2		
Lander University	478	1,757	315	1,055	53	287	1	2		
South Carolina State University	2,765	92	1,833	51	479	16	2	0		
U.S.C. - Aiken	579	1,887	370	1,168	73	335	5	14	75.6%	78.9%
U.S.C.-Spartanburg	785	2,384	495	1,362	91	469	1	3	74.5%	76.7%
Winthrop University	1,081	2,674	763	1,738	159	458	1	1		
Sub total Teaching Colleges & Univ.	7,973	17,937	5,262	11,060	1,202	3,284	17	43	80.9%	79.7%
<b>Regional Campuses of U.S.C.</b>										
U.S.C. - Beaufort	178	472	73	190	27	47	14	15		
U.S.C. - Lancaster	127	468	48	227	19	85	7	17	47.2%	63.0%
U.S.C. - Salkehatchie	209	352	86	142	24	56	11	17	47.4%	51.4%
U.S.C. - Sumter	249	570	126	247	35	73	19	20		
U.S.C. - Union	55	185	28	69	3	29	0	6		
Sub total Regional Campuses of U.S.C.	818	2,047	361	875	108	290	51	75	51.1%	53.2%
<b>Technical Colleges</b>										
Aiken Tech	705	1,142	295	490	74	140	10	27	50.9%	52.8%
Central Carolina Tech	843	1,032	378	429	120	183	21	17	56.6%	57.7%
Northeastern Tech (Ches/Marlb)	379	502	141	220	59	75	5	13	51.5%	56.2%
Denmark Tech	830	41	298	15	159	6	21	0		
Florence-Darlington Tech	1,501	1,809	789	857	126	259	19	17	59.7%	60.8%
Greenville Tech	1,887	6,339	821	2,762	200	838	53	141	51.3%	54.6%
Horry-Georgetown Tech	632	2,076	275	853	88	347	13	21	55.4%	56.8%
Midlands Tech	3,329	5,734	1,461	2,708	343	749	76	131	51.9%	58.0%
Orangeburg-Calhoun Tech	873	742	396	337	133	169	16	16	58.8%	66.0%
Piedmont Tech	1,031	1,710	488	751	138	318	18	31	59.0%	60.7%
Spartanburg Tech	805	1,942	350	822	108	327	18	29	54.7%	57.7%
Tech College of the Low Country	708	731	257	220	97	93	20	9		
Tri-County Tech	400	2,580	180	1,158	51	412	6	48	56.3%	59.0%
Trident Tech	2,442	4,877	1,086	2,177	287	824	74	169	53.2%	58.1%
Williamsburg Tech	372	157	142	44	58	23	10	5		
York County	889	2,178	396	952	93	251	23	37	52.4%	53.5%
Sub total Technical Colleges	17,626	33,592	7,753	14,795	2,134	5,014	403	711	53.8%	56.9%
<b>Total</b>	<b>30,753</b>	<b>70,992</b>	<b>16,296</b>	<b>38,622</b>	<b>4,234</b>	<b>12,181</b>	<b>479</b>	<b>871</b>	<b>65.2%</b>	<b>70.3%</b>

\*Minority includes African American, American Indian, Asian, and Hispanic. \*\*Citizens of SC includes students who are residents of SC or those eligible to pay in-state fees provided that they meet one of the following exception requirements: military and their dependents, administration and their dependents, full-time employees and their dependents; or retired persons and their dependents as defined by the SC Code of Laws of 1976, as amended, Section 59-112-10, et seq, and promulgated regulations governing tuition and fees. Status based on CHEMIS residency classification codes 1A, B, C, and D. \*\*\*Includes Certificates and Diplomas.

## 8C3: Percentage of Minority Students Graduate Students Only

Institution	Fall 2000		
	Other Race	Total	Percent
<b>Research Universities</b>			
Clemson	250	3,399	7.4%
U.S.C. - Columbia	1,230	8,462	14.5%
Medical University of S. C.	<u>320</u>	<u>1,940</u>	16.5%
Sub total Research Universities	1,800	13,801	13.0%
<b>Teaching Colleges &amp; Universities</b>			
The Citadel	390	1,877	20.8%
Coastal Carolina University	28	248	11.3%
College of Charleston	147	1,379	10.7%
Francis Marion University	211	774	27.3%
Lander University	48	499	9.6%
South Carolina State University	669	886	75.5%
U.S.C. - Aiken	26	130	20.0%
U.S.C.-Spartanburg	■	124	■
Winthrop University	<u>227</u>	<u>1,412</u>	16.1%
Sub total Teaching Colleges & Univ.	1,752	7,329	23.9%
<b>Total</b>	<b>3,552</b>	<b>21,130</b>	<b>16.8%</b>

\*Minority includes African American, American Indian, Asian, and Hispanic. \*\*Citizens of SC includes students who are residents of SC or those eligible to pay in-state fees provided that they meet one of the following exception requirements: military and their dependents, administration and their dependents, full-time employees and their dependents; or retired persons and their dependents as defined by the SC Code of Laws of 1976, as amended, Section 59-112-10, et seq, and promulgated regulations governing tuition and fees. Status based on CHEMIS residency classification codes 1A, B, C, and D.

# Indicator 8C4 Minority Faculty

Institutions	Non-Res Alien (col B)	Black/ Afr Am (col C)	Amer In Alaska Na (col D)	Asian Pac Isl (col E)	Hispanic (col F)	White/ Non-His (col G)	Unknown (col H)	TOTAL Minority (col C - F)	TOTAL (col A - H)	% Minority (col C - F) (col A - H)
Clemson	5	33	0	■	15	1,022	2	100	1,129	8.9%
U.S.C. - Columbia	■	71	1	61	23	1,447	0	156	1,681	9.3%
Medical University of S. C.	0	5	0	5	1	247	0	11	258	■
Sub total Research Universities	83	109	1	■	39	2,716	2	267	3,068	8.7%
The Citadel	0	12	2	6	2	259	0	22	281	7.8%
Coastal Carolina University	2	10	0	1	2	279	1	13	295	■
College of Charleston	■	28	1	9	20	639	7	58	733	7.9%
Francis Marion University	0	9	0	1	1	235	0	11	246	4.5%
Lander University	0	7	0	5	2	163	0	14	177	7.9%
South Carolina State University	0	194	1	22	4	72	23	221	316	69.9%
U.S.C. - Aiken	3	14	0	5	0	224	0	19	246	7.7%
U.S.C.-Spartanburg	6	21	2	4	3	210	0	30	246	12.2%
Winthrop University	0	21	13	1	10	378	0	45	423	10.6%
Sub total Teaching Colleges & Univ.	40	316	19	54	44	2,459	31	433	2,963	14.6%
U.S.C. - Beaufort	1	2	0	1	0	69	0	3	73	■
U.S.C. - Lancaster	0	5	0	0	0	48	0	5	53	9.4%
U.S.C. - Salkehatchie	0	2	0	1	1	42	0	4	46	8.7%
U.S.C. - Sumter	0	4	0	1	2	69	0	7	76	9.2%
U.S.C. - Union	0	1	0	0	0	21	0	1	22	■
Sub total Regional Campuses of U.S.C.	1	14	0	3	3	249	0	20	270	7.4%
Aiken Tech	0	20	0	5	0	93	1	25	119	21.0%
Central Carolina Tech	0	13	0	2	1	90	0	16	106	15.1%
Northeastern (Ches/Marl)	0	9	0	0	0	65	0	9	74	12.2%
Denmark Tech	0	50	0	6	0	10	0	56	66	84.8%
Florence-Darlington Tech	0	23	3	5	3	191	0	34	225	15.1%
Greenville Tech	0	36	1	8	5	483	0	50	533	9.4%
Horry-Georgetown Tech	0	11	0	2	1	197	0	14	211	6.6%
Midlands Tech	0	69	1	7	7	452	0	84	536	15.7%
Orangeburg-Calhoun Tech	0	27	0	1	0	85	0	28	113	24.8%
Piedmont Tech	0	23	0	3	1	214	0	27	241	11.2%
Spartanburg Tech	0	16	0	3	0	158	0	19	177	10.7%
Tech College of the Low Country	0	13	0	0	0	81	0	13	94	13.8%
Tri-County Tech	0	16	0	2	0	173	0	18	191	9.4%
Trident Tech	0	41	1	2	2	468	0	46	514	8.9%
Williamsburg Tech	0	12	0	2	1	41	0	15	56	26.8%
York Tech	0	25	1	4	0	186	0	30	216	13.9%
Sub total Technical Colleges	0	404	7	52	21	2,987	1	484	3,472	13.9%
Grand Total	124	843	27	227	107	8,411	34	1,204	9,773	12.3%
	124	843	27	227	107	8,411	34	1,204	9,773	12.3%

\*Minority includes African American, American Indian, Asian, and Hispanic. \*\*Headcount Teaching Faculty\* includes all who teach one or more credit courses in the fall semester, excluding graduate students



# Fall 2000 Opening Headcount Enrollment Graduate & First Professional

	African		Amer. Ind./ Alaskan		Asian/ Pacific Islander		Hispanic		White		Non- Resident Alien		Grand
	American		Nat.										Total
Public Senior Institutions	M	W	M	W	M	W	M	W	M	W	M	W	
The Citadel	61	299	0	6	4	9	2	9	357	1,125	1	4	1,877
Clemson University	55	148	3	0	11	12	10	11	1,083	1,263	507	201	3,399
Coastal Carolina University	5	18	0	1	0	1	1	2	34	186	0	0	248
College of Charleston	15	101	2	1	2	8	5	13	218	990	4	9	1,379
Francis Marion University	30	172	1	1	0	2	1	4	100	455	4	4	774
Lander University	2	45	0	0	0	0	0	1	54	396	1	0	499
S C State University	99	565	0	1	0	2	1	1	34	168	1	0	886
USC - Columbia	206	771	4	13	79	73	39	45	2,235	3,875	639	333	8,462
USC - Aiken	4	22	0	0	0	0	0	0	15	89	0	0	130
USC - Spartanburg	1	3	0	0	0	0	0	2	14	100	2	0	124
Winthrop University	56	153	0	0	3	4	4	7	275	882	13	15	1,412
Medical University of S C	50	159	4	5	35	50	4	13	676	881	17	18	1,940
Subtotal	584	2,456	14	28	134	161	67	108	5,095	10,410	1189	584	21,130

# Fall 2000 Opening Headcount Enrollment

By Race, Gender, and Student Level  
South Carolina Colleges and Universities

## Undergraduate

	Non-Resident Alien		African American		Amer. Ind./ Alaskan Nat.		Asian/ Pacific Islander		Hispanic		White		Unknown Race		Grand Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Public Senior Institutions																
The Citadel	65	5	136	31	3	1	36	6	68	12	1,546	86			1,854	141
Clemson University	77	53	485	552	20	14	99	99	69	63	6,837	5,562	84	52	7,671	6,395
Coastal Carolina University	68	45	116	292	13	9	27	33	25	36	1,664	2,050	13	14	1,926	2,479
College of Charleston	113	162	215	550	7	16	47	87	45	81	3,175	5,154	31	67	3,633	6,117
Francis Marion University	38	26	249	614	5	10	9	13	8	6	778	1,001	16	20	1,103	1,690
Lander University	41	15	109	371	1	4	2	14	6	10	743	1,120			902	1,534
S C State University		1	1,534	1,969	4		8	2	4	11	40	60	2	4	1,592	2,047
USC - Columbia	171	134	1,004	1,850	21	23	196	257	107	108	5,292	5,889	108	106	6,899	8,367
USC - Aiken	19	11	152	538	4	8	17	20	15	30	858	1,441	13	22	1,078	2,070
USC - Spartanburg	43	27	213	604	1	7	21	36	18	33	958	1,574	18	32	1,272	2,313
Winthrop University	58	33	307	833	4	15	15	33	9	35	1,031	2,276			1,424	3,225
Medical University of S C		1	6	60	2	1	6			3	59	263		5	67	339
Subtotal	693	513			85	108			374	428	22,981	26,476	285	322	29,421	36,717
Two-Year Regional Campuses																
USC - Beaufort	20	25	60	156	5	8	8	13	36	23	331	460	12	18	472	703
USC - Lancaster		1	28	114	1	1	2	4	1	2	259	408	5	11	296	541
USC - Salkehatchie	1	1	77	220		4		2	2		169	300	3	6	252	533
Sumter	3	10	82	222		1	3	14	18	14	312	474	7	13	425	748
USC - Union			26	52	1		2			1	80	193	5	3	114	249
Subtotal	24	37			7	14			57	40	1,151	1,835	32	51	1,559	2,774

# Technical Colleges

Alken		249	556	3	7	7	13	8	14	654	729	12	16	933	1,335
Central Carolina	1	315	753	4	5	10	14	20	15	611	779	3	16	963	1,583
Denmark		462	704					2	1	27	44			491	749
Florence - Darlington		418	1,261	9	12	3	17	6	8	773	1,268	14	25	1,223	2,591
Greenville	67	73	1,356	14	10	73	68	70	103	3,666	4,577	11	33	4,566	6,220
Horry - Georgetown	27	19	200	10	10	11	10	16	10	1,187	1,590	31	33	1,482	2,211
Midlands	27	23	1,081	13	23	69	76	82	88	2,438	2,991	327	438	4,037	5,665
Northeastern (formerly Ches/Marlb)		99	266	5	18	2	2	1	1	247	339	2		356	626
Orangeburg - Calhoun		274	736	4	3	2	3	1	3	285	534	4	12	570	1,291
Piedmont	9	5	434	995	4	1	8	17	10	1,126	1,487	1		1,589	2,515
Spartanburg	1	2	233	586	2	4	30	38	16	1,027	1,035	16	23	1,325	1,705
T C of the Low Country	3	7	215	551	6	6	8	10	22	356	495	23	45	633	1,143
Tri-County	20	20	175	260	4	3	9	13	14	1,525	1,516	16	12	1,763	1,849
Trident	4	7	831	1,846	19	29	106	129	83	3,079	3,770	79	134	4,201	6,045
Williamsburg		92	336		1	1		1		85	144		1	179	482
York	6	270	634	19	31	16	34	13	21	1,086	1,400	22	45	1,432	2,165
Subtotal	164	157		116	163			362	475	18,172	22,698	561	833	25,743	38,175



# Technical Colleges

Aiken	249	556	805	35.49%	3	7	10	0.44%	7	13	20	0.88%	8	14	22	0.97%	654	729	1,383	60.98%	933	1,335	2,268
Central Carolina	315	753	1,068	41.95%	4	5	9	0.35%	10	14	24	0.94%	20	15	35	1.37%	611	779	1,390	54.60%	963	1,583	2,546
Chesterfield - Marlboro	99	266	365	37.17%	5	18	23	2.34%	2	2	4	0.41%	1	1	2	0.20%	247	339	586	59.67%	356	626	982
Denmark	462	704	1,166	94.03%									2	1	3	0.24%	27	44	71	5.73%	491	749	1,240
Florence - Darlington	418	1,261	1,679	44.02%	9	12	21	0.55%	3	17	20	0.52%	6	8	14	0.37%	773	1,268	2,041	53.51%	1,223	2,591	3,814
Greenville	665	1,356	2,021	18.74%	14	10	24	0.22%	73	68	141	1.31%	70	103	173	1.60%	3,666	4,577	8,243	76.42%	4,566	6,220	10,786
Horry-Georgetown	200	539	739	20.01%	10	10	20	0.54%	11	10	21	0.57%	16	10	26	0.70%	1,187	1,590	2,777	75.20%	1,482	2,211	3,693
Midlands	1,081	<del>2,026</del> 3,107	<del>32.02%</del>	13	23	36	0.37%	69	76	145	1.49%	82	88	170	1.75%	2,438	2,991	5,429	55.96%	4,037	5,665	9,702	
Orangeburg - Calhoun	274	736	1,010	<del>54.27%</del>	4	3	7	0.38%	2	3	5	0.27%	1	3	4	0.21%	285	534	819	44.01%	570	1,291	1,861
Piedmont	434	995	1,429	34.82%	4	1	5	0.12%	8	17	25	0.61%	7	10	17	0.41%	1,126	1,487	2,613	63.67%	1,589	2,515	4,104
Spartanburg	233	586	819	27.03%	2	4	6	0.20%	30	38	68	2.24%	16	17	33	1.09%	1,027	1,035	2,062	68.05%	1,325	1,705	3,030
T C of the Low Country	215	551	766	43.13%	6	6	12	0.68%	8	10	18	1.01%	22	29	51	<del>2.87%</del>	356	495	851	47.92%	633	1,143	1,776
Tri-County	175	260	435	12.04%	4	3	7	0.19%	9	13	22	0.61%	14	25	39	1.08%	1,525	1,516	3,041	84.19%	1,763	1,849	3,612
Trident	831	1,846	2,677	26.13%	19	29	<del>48</del>	0.47%	106	129	<del>235</del>	2.29%	83	130	<del>213</del>	2.08%	3,079	3,770	6,849	66.85%	4,201	6,045	10,246
Williamsburg	92	336	428	64.75%		1	1	0.15%	1		1	0.15%	1		1	0.15%	85	144	229	34.64%	179	482	661
York	<u>270</u>	<u>634</u>	<u>904</u>	25.13%	<u>19</u>	<u>31</u>	<u>50</u>	1.39%	<u>16</u>	<u>34</u>	<u>50</u>	1.39%	<u>13</u>	<u>21</u>	<u>34</u>	0.95%	<u>1,086</u>	<u>1,400</u>	<u>2,486</u>	69.11%	<u>1,432</u>	<u>2,165</u>	<u>3,597</u>
Subtotal	6,013	13,405	19,418		116	163	279		355	444	799		362	475	837		18,172	22,698	40,870		25,743	38,175	63,918