

**Corrections to the draft of the "Minding Our 'P's and Q's':
Indications of Productivity and Quality in South Carolina's
Public College's and Universities."**

p. 13 Calculation of percent of instruction provided by part-time faculty corrected for Francis Marion

p. 14 Number of students taking at least one developmental education course corrected by Winthrop University, as well as the corresponding success of those student in existing the course, and their success in completing the subsequent entry level course.

TABLE 3
LOWER DIVISION INSTRUCTIONAL COURSES (SECTIONS)
Fall 1997

Institutional Type / Name	Total Lower Div Sections:	Number Taught by:			Faculty		
		Faculty Full Time	Part Time	Graduate Assistants	Full Time	Part Time	Graduate Assistants
Research Universities							
Clemson	1437	1087	108	242	75.6	75	16.8%
Med U SC	NA	NA	NA	NA	NA	NA	NA
USC Columbia	1677	1200	216	261	71.6	12.9	15.6%
Group Totals/Averages	3114	2287	324	503	73.4%	10.4%	16.2%
Senior Colleges & Comprehensive Teaching Universities							
Citadel	382	317	65	0	83.0%	17.0%	0.0%
Coastal Carolina U	584	431	153	0	73.8%	26.2%	0.0%
C of Charleston	1314	993	286	35	75.6%	21.8%	2.7%
Francis Marion U	465	379	86	0	81.5%	18.5%	0.0%
Lander U	393	322	71	0	81.9%	18.1%	0.0%
SC State U	571	539	32	0	94.4%	5.6%	0.0%
USC Aiken	349	232	117	0	66.5%	33.5%	0.0%
USC Spartanburg	404	302	102	0	74.8%	25.2%	0.0%
Winthrop U	651	477	174	0	73.3%	26.7%	0.0%
Group Totals/Averages	5113	3992	1086	35	78.1%	21.2%	0.7%
Two-Year Campuses							
USC Beaufort	150	86	68	0	57.3%	42.7%	0.0%
USC Lancaster	190	136	54	0	71.6%	28.4%	0.0%
USC Salkehatchie	154	108	46	0	70.1%	29.9%	0.0%
USC Sumter	170	130	40	0	76.5%	23.5%	0.0%
USC Union	55	36	19	0	65.5%	34.5%	0.0%
Group Totals/Averages	719	496	227	0	69.0%	31.0%	0.0%
Technical Colleges							
Aiken	398	232	166	0	58.3%	41.7%	0.0%
Central Carolina	389	225	164	0	57.8%	42.2%	0.0%
Chesterfield-Marlboro	229	150	79	0	65.5%	34.5%	0.0%
Denmark	186	142	44	0	76.3%	23.7%	0.0%
Florence-Darlington	680	454	226	0	66.8%	33.2%	0.0%
Greenville	1323	782	541	0	59.1%	40.9%	0.0%
Horry-Georgetown	551	335	216	0	60.8%	39.2%	0.0%
Midlands	1621	760	861	0	46.9%	53.1%	0.0%
Orangeburg-Calhoun	400	296	104	0	74.0%	26.0%	0.0%
Piedmont	903	566	337	0	62.7%	37.3%	0.0%
Spartanburg	504	377	127	0	74.8%	25.2%	0.0%
T.C. Lowcountry	259	176	83	0	68.0%	32.0%	0.0%
Tri-County	574	278	296	0	48.4%	51.6%	0.0%
Trident	1328	860	468	0	64.8%	35.2%	0.0%
Williamsburg	179	75	104	0	41.9%	58.1%	0.0%
York	593	362	231	0	61.0%	39.0%	0.0%
Group Totals/Averages	8771	5355	3416	0	61.1%	38.9%	0.0%

Success of Students in Developmental Courses

Students are usually enrolled in developmental courses because they have been determined by the institution to lack certain skills that are needed for college level work. While various institutions use different placement tests, those with lower admissions standards typically have higher numbers of students taking developmental courses. None of the research universities provide such courses. Other public institutions generally offer from one to three courses in such areas as written composition, reading, and mathematics. During the period for which the data in this table were collected, several senior institutions contracted with a nearby technical college to offer some developmental courses; students who complete such courses at technical colleges are not included in this report. Additional senior institutions are considering using a similar contract approach.

As reported in Table 4, none of the students enrolled in the three research universities are enrolled in developmental courses. In the comprehensive teaching sector, 17 percent of the students are taking at least one developmental course. Of those completing a subsequent entry level course, 78 percent have been able to satisfactorily complete their courses. The technical college system is in the process of developing a tracking mechanism to assess the progress of students who have needed developmental programming within the technical college system.

TABLE 4 SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES Based on first-time, full-time Freshmen, Fall 1996, and those completing an entry level course by the end of Spring term, 1998						
Institutional Type/Name	INDIVIDUAL STUDENTS:*			COURSE REGISTRATIONS:**		
	Total Freshmen	# Taking at least one dev course	% Taking at least one dev course	# Exiting all Dev Courses	# Completing appropriate entry-level course	% Completing appropriate entry-level course
Research Universities						
Clemson	2581	0	0%	0	0	0%
MUSC	0	0	0%	0	0	0%
USC-Columbia	6235	0	0%	0	0	0%
Group Total	8816	0	0%	0	0	0%
Senior Colleges & Comprehensive Teaching Universities						
Citadel	441	14	3%	8	8	100%
Coastal Carolina U	825	123	15%	101	78	77%
C of Charleston	1878	90	5%	75	75	100%
Francis Marion U	636	88	14%	78	58	74%
Lander U	437	63	14%	59	43	73%
SC State U	812	344	42%	316	258	82%
USC Aiken	423	239	57%	178	122	69%
USC Spartanburg	438	154	35%	88	62	70%
Winthrop U	812	37	5%	35	28	80%
Group Total	6702	1152	17%	938	732	78%
STATE TOTAL	15518	1152	7%	938	732	78%

* Data in these three columns refer to individual students who were required to take at least one developmental course.

** Data in these three columns refer to numbers of course registrations. Many students enroll in more than one remedial or developmental course.