

# South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair  
Ms. Allison Dean Love, Vice Chair  
Mr. Paul O. Batson, III  
Dr. Bettie Rose Horne  
Ms. Dianne C. Kuhl  
Dr. Louis B. Lynn  
Vice Admiral Charles Munns, USN (ret.)  
Mr. Clark B. Parker  
Mr. Kim F. Phillips  
Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemyer  
Mr. Hood Temple  
Dr. Evans Whitaker  
  
Mr. Gary S. Glenn  
Interim Executive Director

## Committee on Access & Equity and Student Services Thursday, March 3, 2016 1:00 p.m. Main Conference Room

### AGENDA

1. Introductions and Approval of Minutes Dr. Jennifer Settlemyer, Chair
2. SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) FY2015-16 First Quarter Report  
*(For Information, No Action Required)* Dr. Karen Woodfaulk
3. 2016-17 Guidelines for Appeal: SC HOPE, LIFE, and Palmetto Fellows Scholarship Programs *(For Information, No Action Required)*
4. College Application Month 2015: Overview and Data Report  
*(For Information, No Action Required)*
5. Notification: Using the Past SAT and the Redesigned (New) SAT for State Scholarship Eligibility *(For Information, No Action Required)*
6. Other Business Dr. Jennifer Settlemyer

Adjournment

**South Carolina Commission on Higher Education  
Committee on Access & Equity and Student Services**  
1122 Lady Street, Suite 300  
Columbia, SC 29201

**Minutes of the Meeting  
Main Conference Room  
December 21, 2015  
10:00 a.m.**

**Members Present**

Dr. Jennifer Settlemyer, Chair  
Mr. Paul Batson (Phone)  
Dr. Bettie Rose Horne (Phone)  
Mr. Hood Temple (Phone)

**Guests**

Dr. Eric Brown (Phone)  
SC Technical College System

**Staff Present**

Mr. Gary Glenn  
Dr. Karen Woodfaulk  
Ms. Julie Carrullo  
Ms. Camille Brown  
Ms. Lorinda Copeland  
Mr. Kevin Glears  
Mr. Gerrick Hampton  
Mr. Frank Myers  
Ms. Vickie Pratt  
Ms. Laverne Sanders  
Dr. Erica Von Nessen  
Ms. Leslie Williams

**1) Introductions and Approval of Minutes**

Dr. Jennifer Settlemyer called the meeting to order. Introductions were made by all in attendance. A **motion** was made (Temple), **seconded** (Batson), and **carried** to approve the minutes of September 9, 2015.

**2) Consideration of Proviso 11.41 – Technical College Study *(For Approval)***

Dr. Woodfaulk provided background information for Proviso 11.41, Technical College Study Report. She stated that the Commission was directed to examine the viability of a program which allows for students to attend a state technical college without paying tuition. Dr. Woodfaulk reported that CHE staff met with the State Technical College System staff in October, November and December 2015 to review the state models in the development of this report. She stated that CHE staff also met with legislative staff who were familiar with the origins of the proviso and were provided guidance by the legislative staff. Dr. Woodfaulk reported that staff had previously completed a comparison of Tennessee's Promise Program and conducted a side by side analysis comparing SC scholarships and Grants programs alongside Tennessee scholarships and grants programs.

Dr. Woodfaulk explained the criteria for the SC Lottery Tuition Assistance Program (LTAP). She reported that in the fall of 2014 there were 41,585 students receiving LTAP in SC. She stated that in order to receive LTAP a student must be a SC resident. Dr. Woodfaulk reported that students must

complete the FASFA or submit a FASFA waiver. She stated that students must use all of their federal grant aid and the SC Need-based Grant aid before receiving Lottery Tuition Assistance. Dr. Woodfaulk further stated that a student must be enrolled in a minimum of six credit hours per semester. She said students can attend either part-time or full-time in order to receive Lottery Tuition Assistance in SC. She stated that a student must be enrolled in a certificate, diploma or a degree seeking program at one of the state's two-year public or independent institutions, including the University of South Carolina regional campuses. She stated that Proviso 11.41 only addressed the technical colleges and that a student may annually receive \$100 per credit hour to a maximum of \$1,200 per semester.

Dr. Erica Von Nessen provided a PowerPoint presentation of a side by side analysis entitled "Providing Free Tuition and Required Fees for Students at SC Technical Colleges." She explained the methodology used for the different scenarios that were considered.

Dr. Von Nessen explained that Scenario A is basically what Proviso 11.41 requested. She said that Scenario A provided how much it would cost for the state to provide coverage of any gaps between what a student is currently receiving in aid versus tuition and mandatory fees for students enrolling in at least 6 credit hours at a state technical college and after all other aid is applied first.

Dr. Von Nessen explained that Scenario A would cost about \$72,000,000 to provide free tuition and fees for all of the existing students and the potential new students who were expected to enter into a technical college based on a new financial aid program.

Dr. Von Nessen explained that there were about 21,000 students who received aid that did not fully cover the cost of their tuition and fees in fall 2014. She stated that there were almost 10,000 students during fall 2014 who received no state or federal aid. She said there was no reason provided as to why the students did not receive aid. Dr. Von Nessen explained there could be several reasons including the fact that the students were not eligible for any aid or because they missed deadlines and did not complete the application for aid. Dr. Von Nessen stated that per the proviso, all of the students' current existing tuition and mandatory fees would be required to be covered. She stated that they considered the potential for new students to be attracted to the program and they also looked at the Tennessee's Promise Program and the first year enrollment of their program. Dr. Von Nessen explained that based on additional financial aid, the number of high schools seniors who graduated and immediately enrolled in college increased about five percentage points. She stated that SC currently has a high college going rate. Dr. Von Nessen explained that four percentage points were used for the scenario and that 1,700 additional new students may be attracted into the program. She said she ran a scenario doubling that number to 3,400 students to see if a huge difference would be evident and the cost increased to \$74,000,000 per year. Dr. Von Nessen stated that they used the additional 1,700 students and projected how many students would receive aid versus no aid and looked at the average gap between these two groups. The result is that \$1.27 million is needed for the new students in this new financial aid program for the fall semester.

Mr. Hood Temple inquired about the justification of providing this type of funding for one sector of higher education over another sector. Dr. Woodfaulk explained that the proviso is directed to a particular sector and our agency was required to identify what the possibilities may be within this sector. She stated that there was a concern about making sure to consider all sectors of higher education. Dr. Woodfaulk stated consideration was taken in the report to not place one sector over another sector.

Ms. Julie Carullo explained the Proviso process. She stated that Proviso 11.41 requested CHE to consider only the technical college sector. Ms. Carullo also stated that CHE clarified with legislative staff that only the technical colleges would be considered in the proviso.

Dr. Von Nessen stated that after meeting with legislative staff that an analysis of aid targeted toward students who had the most need should be explored. She explained that all federal grant aid is applied first and that the state Need-based Grant is applied second. She stated that if there are any remaining

gaps between aid and tuition and fees, the student can qualify for Lottery Tuition Assistance up to the cost of tuition and fees. If tuition gaps were only covered for “Pell-eligible” students, the cost would be about \$5.6 million per year.

Dr. Von Nessen stated that the last scenario would allow recent high school graduates to receive a Pell Grant, enroll in at least six credit hours at a state technical college, and apply Lottery Tuition Assistance for the cost of attendance rather than award the amount for tuition and required fees only.

Dr. Von Nessen explained that the scenarios in the report are just example scenarios. She stated that the design of such a program depends on what the ultimate goals are for that program. Dr. Von Nessen stated that any new financial aid program would need to be aligned with existing financial aid programs to prevent problems. She said the focus of two scenarios was placed on students with the most need.

Mr. Batson asked how the report would be presented to the legislators. Dr. Woodfaulk explained that after it is approved by the Committee on Access & Equity and Student Services, the report goes to the full Commission. Ms. Julie Carullo also explained that with this type of report, unless CHE is requested to do a presentation, the report is submitted to the SC General Assembly through Legislative Services. Ms. Carullo explained that Legislative Services would post the report on their website and let the SC General Assembly know that the report is available for review.

A **motion** was made (Temple) to accept the staff recommendations and **seconded** (Batson) and the motion **carried**.

### **3) Purpose and Responsibilities of the Committee on Access & Equity and Student Services**

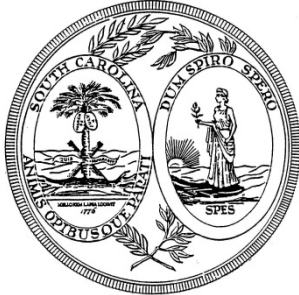
Dr. Settlemyer explained that one of the Committee’s action items is to provide the duties and responsibilities of the Committee on Access & Equity and Student Services to the full Commission. She provided the mission of the Student Services Division from the CHE website. Dr. Settlemyer stated that the timeline is the February CHE meeting. Dr. Woodfaulk will provide documentation to the Committee for review via email.

### **4) 2016 Proposed Committee Meeting Dates**

It was agreed upon that the selected meeting dates for 2016 are March, May and September. The meetings will tentatively be held following the CHE meeting if there is no conflict.

### **5) Other Business**

With no further business, the meeting adjourned at 11:00 am.



# South Carolina Commission on Higher Education

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## Memorandum

March 3, 2016

To: Dr. Jennifer Settlemyer, Chair, and Members  
Committee on Access & Equity and Student Services

From: Dr. Karen Woodfaulk, Director  
Student Affairs Division

### SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) FY 2015-16 First Quarter Report

#### Background

In FY 2014-15, Part 1B Proviso 1A.8 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) directed allocation of \$4,243,527 in EIA funds, which flow through SDE to CHE for allocation, to two teacher recruitment programs, CERRA and SC-PRRMT. Of these funds, the proviso directs 92% or \$3,904,045 to CERRA and 8% or \$339,482 to SC-PRRMT. Of the funds directed to CERRA, \$3,045,155 (78%) is directed to Teaching Fellows and the remaining 22% (\$692,588) for other CERRA programs, of which \$166,302 must be used for specific programs to recruit minority teachers. In FY 2015-16, the appropriations remained level with FY 2014-15 and direction by the proviso (1A.8 in FY 2015-16) regarding the recruitment programs also remained the same as the prior year.

According to the proviso, the SC-PRRMT program is funded as a recruitment program to attract minorities to the teaching profession. However, the Commission on Higher Education (CHE) expressed concerns about the directives provided in the proviso, the program's limit in focus, and small number of sites for the delivery of coursework to non-traditional students. Due to concerns raised by the CHE regarding the costs to administer SC-PRRMT, per student costs based on the overall budget, and the program's recruitment efforts throughout the state, the revised FY 2014-15 budget in the amount of \$339,482 for minority teacher recruitment was approved by the Commission on November 7, 2013\* under the following conditions:

- a. All funds appropriated to SC-PRRMT in FY 2015-16 were to be used to meet direct student costs. No funds were to be used for administrative oversight of the program.
- b. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; and

\*[http://www.che.sc.gov/CHE\\_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda\\_Item\\_703A.pdf](http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda_Item_703A.pdf)

- c. CHE shall retain approval of the budget and monitor the use of funds to ensure that all funds are used to meet direct student costs to promote minority teacher recruitment on a statewide basis.

As a part of monitoring process, CHE requested that SC-PRRMT provide a quarterly report beginning in FY2015-16 demonstrating the programs' progress in meeting the goals outlined in the approved SC-PRRMT's Expansion Plan\*\* including the program's plans to: 1) increase the number of students and graduates from the targeted population; and 2) increase the number of critical geographic sites (as provided by recruitment and retention data, as well as graduation data). SC State University officials agreed to provide a quarterly report of SC-PRRMT's progress in meeting the tenants of the proviso and the approved Expansion Plan.

The attached SC-PRRMT quarterly report (**Attachment I**) provides information for the first quarter of FY2015-16:

- 1) Proviso and Mission Statement of SC-PRRMT
- 2) Program history of SC-PRRMT and program outcomes - five year data scan (beginning FY2009 – FY2014)
- 3) State appropriations and carried forward funding each year
- 4) Total number of geographical sites established each year per information provided in the approved Expansion Plan
- 5) Total number of participants per site each year (include breakdown of freshmen, sophomores, juniors, seniors and MATs)

**Student Demographics and Retention:**

- 1) Number applied/number eligible participants
- 2) Applied and entry level profile - number of entering non-traditional (teaching assistants, transfer from 2-year, career changers, etc.)
- 3) Participants majoring in critical needs areas. Critical need/subject areas (2009-2014 for five year reporting)
- 4) Retention of participants each year (freshmen to sophomore, sophomore to junior, junior to senior)
- 5) Basic skills examination during PRAXIS pass rate per year

\*\*[http://www.che.sc.gov/CHE\\_Docs/studentervices/commmeet/July15\\_2014/SCPRRMT2014\\_2015BudgetRequestandrecommendation.pdf](http://www.che.sc.gov/CHE_Docs/studentervices/commmeet/July15_2014/SCPRRMT2014_2015BudgetRequestandrecommendation.pdf)

**Graduation Rates:**

- 1) Number of SC-PRRMT graduates each year per site
- 2) Graduates place in critical Needs/geographic areas
- 3) Certification subject/employment in SC Public Schools
- 4) Placement of graduates (position – elementary, middle, high, media specialist, guidance counselor, speech therapist, principal, administrator, other)
- 5) Retention after five years

**Financial Assistance**

- 1) Forgivable loans awarded to participants each year:
- 2) Remaining need after federal/scholarship/gift aid is awarded
- 3) Number of participants in loan repayment (amount)

**Other Information:**

- 1) Plans to establish a mentoring program
- 2) Partnership: CERRA and Call Me Mister – innovative ways to recruit teachers

With regard to funds appropriated for SC-PRRMT, of significant concern is the number of participants in the program and the program's production of graduates and costs for the program. SCSU officials reported that the total amount appropriated to SC-PRRMT for FY2015-16 was \$339,482.00. In addition, the total collections revenue and carried forward funds appropriated to the program for FYY 2015-16 is \$193,247.14. The total FY2015-16 funding for SC-PRRMT is \$532,749.14 ( $\$339,482.00 + \$193,247.14 = \$532,749.14$ ).

By the end of the 2015 summer term, SC-PRRMT graduated 15 students. Among this group of graduates, 13 students were employed in schools located in critical geographic areas in South Carolina and four of the 15 graduates taught in critical needs subject areas.

Thirty-six students applied for the SC-PRRMT for fall 2015, and 14 students were accepted into the program. As of the end of the first quarter, 45 students (13 seniors, 10 juniors 14 sophomores, two freshmen and six graduate students were participating in the program.

Another concern regarding SC-PRRMT were the small number of sites for the delivery of coursework to non-traditional students. SC-PRRMT's Expansion Plan approved by the CHE called for the creation of additional sites. As of the first quarter of FY2015-16, five sites were established - Moncks Corner, Berkeley, Richland District 1, Fairfield, Georgetown, Williamsburg/Florence and Horry Counties. Three of the five are combined sites. SCSU officials explained that the sites were combined using on-line/virtual programming for the purpose of expanding to additional geographic areas.

According to SC-PRRMT, there are no plans to start a mentoring program since the participants, once graduated and employed by the school districts, offer mentoring programs for their beginning teachers with the intent of ensuring teachers have every opportunity to attain success.

As a follow up to the first quarter report, SC-PRRMT provided answers to addition questions from CHE staff (**Attachment II**).





South Carolina Program for the  
Recruitment & Retention of Minority Teachers

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*Lift a Life...Teach*

SC- PRRMT Quarterly Report

Prepared for: The South Carolina Commission on Higher Education  
Submitted by: Reinell Thomas-Myers, Program Manager

South Carolina State University  
Orangeburg, South Carolina 29117  
October 2015

Dr. W. Franklin Evans, Interim President

## 1) Proviso and Mission Statement of SC-PRRMT

**PROVISO 1A.7:** (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

**MISSION STATEMENT:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

**Table 1**

- 2) Program history of SC-PRRMT and Program Outcomes - ten year data scan (Beginning FY 2004 to FY2014) or five year data scan (Beginning FY2009 – FY2014):
  - a. State appropriations and carried forward funding each year

**Program History of SC-PRRMT and Program Outcomes  
FY2009 – FY2014**

**Budget for FY 2009-2010, FY 2010-2011, FY 2011-2012, FY 2012-2013, FY 2013-2014, FY 2014-2015**

<b>Year</b>	<b>FY 2009-2010</b>	<b>FY 2010-2011</b>	<b>FY 2011-2012</b>	<b>FY 2012-2013</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>
<b>APPROPRIATIONS REQUESTED</b>	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>APPROPRIATIONS RECEIVED</b>	\$350,111.52	\$350,111.52	\$339,482.00	\$339,482.00	\$339,482.00	\$339,482.00
<b>Total Collections Revenue/Carried Forward</b>	\$93,588.50	\$119,828.51	\$124,646.93	\$136,176.66	\$170,771.68	\$193,247.14
<b>Total (Appropriations Received / Collections Revenue/Carried Forward)</b>	\$443,700.02	\$469,940.03	\$464,128.93	\$475,658.66	\$510,253.68	\$532,749.14
<b>Collections Revenue used if needed for additional Forgivable Loans.</b>						

2) Program history of SC-PRRMT and Program Outcomes - ten year data scan (Beginning FY 2004 to FY2014) or five year data scan (Beginning FY2009 – FY2014):

- b. Number of geographical sites established each year since \_\_\_\_ (Use information provided in the approved Expansion Plan)
- c. Number of participants per site each year (include breakdown of freshmen, sophomores, juniors, seniors and MATs (do not include graduates – see Graduation Rates below)

**TABLE 2**  
**Geographical Site and Number of Participants**

<b>Year</b>	<b>FY 2009-2010</b>	<b>FY 2010-2011</b>	<b>FY 2011-2012</b>	<b>FY 2012-2013</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>
<b>Sites</b>	Holly Hill Moncks Corner Berkeley Lake City SC State	Holly Hill Moncks Corner Berkeley Lake City SC State	Holly Hill Moncks Corner Berkeley Lake City SC State	Holly Hill Moncks Corner Berkeley Lake City SC State	Moncks Corner Berkeley Richland Dist. #1 Fairfield SC State	Moncks Corner Berkeley Richland Dist. #1 Fairfield Georgetown Williamsburg/Florence Horry SC State
<b>No. of Participants</b>	<b>34</b> Seniors = 6 Juniors = 11 Sophomores = 5 Freshmen = 6 MAT = 6	<b>28</b> Seniors = 8 Juniors = 5 Sophomores = 2 Freshmen = 3 MAT = 10	<b>27</b> Seniors = 7 Juniors = 5 Sophomores = 4 Freshmen = 4 MAT = 7	<b>27</b> Seniors = 6 Juniors = 3 Sophomores = 2 Freshmen = 2 MAT = 14	<b>52</b> Seniors = 14 Juniors = 7 Sophomores = 6 Freshmen = 8 MAT = 17	<b>70</b> Seniors = 11 Juniors = 18 Sophomores = 16 Freshmen = 12 MAT = 13

(3) Participants:

Student demographics and Retention

- 1) Number applied/Number eligible
- 2) Applied and Entry level profile - number of entering non-traditional (Teaching Assistants, transfer from 2-year, career changers, etc.)
- 3) Participants majoring in critical needs areas. Critical Need Subject areas (2009-2014 for five year reporting)
- 4) Retention of participants each year (freshmen to sophomore, sophomore to junior, junior to senior)
- 5) Basic skills examination during PRAXIS pass rate per year

**TABLE 3**  
**Student Demographics and Retention**

<b>YEAR</b>	<b>FY 2009-2010</b>	<b>FY 2010-2011</b>	<b>FY 2011-2012</b>	<b>FY 2012-2013</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>
<b>1) Number Applied Number eligible</b>	25 Applied 11 Eligible	14 Applied 10 Eligible	42 Applied 15 Eligible	70 Applied 43 Eligible	65 Applied 21 Eligible	48 Applied 10 Eligible
<b>2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)</b>	7 (TA) 2 (T) 2 (CC)	5 (TA) 2(T) 3(CC)	7 (TA) 7 (T) 1 (CC)	15(TA) 10 (TA&T) 18(CC)	7 (TA) 11(TA &T) 3 (T)	4(TA) 4(TA&T) 2(T)
<b>3) Critical Need Subject Areas</b>	12	10	9	7	16	25
<b>4) Retention of Participants</b>	<b>34</b> Seniors = 6 Juniors =11 Sophomores= 5 Freshmen = 6 MAT = 6	<b>28</b> Seniors =8 Juniors = 5 Sophomores = 2 Freshmen = 3 MAT = 10	<b>27</b> Seniors =7 Juniors =5 Sophomores =4 Freshmen =4 MAT= =7	<b>27</b> Seniors = 6 Juniors =3 Sophomores =2 Freshmen =2 MAT= =14	<b>52</b> Seniors =14 Juniors = 7 Sophomores = 6 Freshmen = 8 MAT= =17	<b>70</b> Seniors =11 Juniors =18 Sophomores =16 Freshmen =12 MAT =13
<b>5) Praxis Rate</b>	35%	30%	30%	40%	45%	35%

(4) Forgivable Loans Awarded to Participants Each Year:

- 1) Remaining need after federal/scholarship/gift aid is awarded
- 2) Per student Forgivable Loan awards
- 3) Number of participants in loan repayment (amount).

**TABLE 4**  
**Forgivable Loans Awarded to Participants Each Year**

<b>YEAR</b>	<b>FY 2009-2010 N=34</b>	<b>FY 2010-2011 N=28</b>	<b>FY 2011-2012 N=27</b>	<b>FY 2012-2013 N=27</b>	<b>FY 2013-2014 N=52</b>	<b>FY 2014-2015 N=70</b>
<b>1)F/A Disclosure</b>	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.			
<b>2) Forgivable Loan award</b>	1. \$1,000.00 2. 4,214.00 3. 3,675.00 4. 5,808.00 5. 7,056.00 6. 7,653.90 7. 1,000.00 8. 3,203.00 9. 7,096.55 10. 3,406.00 11. 5,556.00 12. 1,000.00 13. 5,808.00 14. 2,675.00 15. 3,556.00 16. 4,203.00 17. 6,697.55 18. 1,808.00 19. 8,406.00 20. 1,000.00 21. 8,406.00 22. 5,808.00 23. 3,770.00 24. 8,406.00 25. 3,675.00 26. 2,000.00 27. 5,808.00 28. 3,406.00 29. 5,406.00	1. \$4,000.00 2. 2,500.00 3. 3,500.00 4. 5,747.00 5. 4,749.00 6. 6,10,998.00 7. 8,798.00 8. 3,250.00 9. 9,798.00 10. 8,000.00 11. 9,498.00 12. 5,376.00 13. 3,750.00 14. 9,798.00 15. 6,228.00 16. 9,498.00 17. 5,098.00 18. 4,683.00 19. 3,000.00 20. 7,588.00 21. 3,750.00 22. 3,736.00 23. 8,406.00 24. 5,808.00 25. 3,675.00 26. 2,000.00 27. 5,808.00 28. 4,203.00	1. \$ 3,000.00 2. 7,131.00 3. 2,500.00 4. 1,008.00 5. 1,863.00 6. 9,008.00 7. 6,568.00 8. 3,529.00 9. 3,834.00 10. 5,729.00 11. 7,342.00 12. 9,008.00 13. 9,708.00 14. 6,151.00 15. 4,929.00 16. 5,000.00 17. 6,151.00 18. 2,500.00 19. 6,500.00 20. 6,500.00 21. 13,705.00 22. 3,284.00 23. 6,500.00 24. 4,308.00 25. 2,500.00 26. 6,500.00 27. 6,151.00	1. \$4,716.00 2. 4,283.00 3. 3,000.00 4. 9,258.00 5. 3,000.00 6. 7,776.00 7. 3,000.00 8. 7,086.00 9. 3,000.00 10. 3,000.00 11. 3,000.00 12. 3,000.00 13. 11,158.00 14. 6,000.00 15. 3,000.00 16. 5,000.00 17. 5,000.00 18. 11,158.00 19. 10,658.00 20. 5,329.00 21. 5,000.00 22. 5,000.00 23. 5,000.00 24. 8,944.00 25. 6,000.00 26. 10,000.00 27. 2,377.00	1. \$ 7,391.57 2. 2,000.00 3. 5,488.00 4. 4,200.00 5. 5,200.00 6. 4,831.00 7. 1,500.00 8. 5,488.00 9. 1,000.00 10. 6,940.60 11. 8,330.00 12. 5,282.00 13. 1,000.00 14. 7,469.00 15. 2,500.00 16. 2,500.00 17. 1,000.00 18. 1,000.00 19. 4,964.73 20. 1,000.00 21. 5,763.00 22. 1,000.00 23. 1,000.00 24. 1,000.00 25. 2,890.00 26. 5,791.25 27. 4,000.00 28. 1,920.30 29. 6,395.95	1. \$1,000.00 2. 5,344.00 3. 1,000.00 4. 5,660.00 5. 5,444.00 6. 1,000.00 7. 1,000.00 8. 3,980.00 9. 1,000.00 10. 1,000.00 11. 3,228.00 12. 5,992.00 13. 5,892.00 14. 500.00 15. 6,532.00 16. 5,344.00 17. 3,710.00 18. 5,128.00 19. 1,000.00 20. 1,000.00 21. 1,244.00 22. 3,479.00 23. 2,050.00 24. 1,000.00 25. 500.00 26. 5,344.00 27. 1,000.00 28. 1,000.00 29. 1,000.00

<b>YEAR</b>	<b>FY 2009-2010</b>	<b>FY 2010-2011</b>	<b>FY 2011-2012</b>	<b>FY 2012-2013</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>
<b>1)F/A Disclosure</b>	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.			
<b>2) Forgivable Loan award</b>	30. 5,808.00 31. 8,406.00 32. 8,406.00 33. 5,808.00 34. 5,808.00				30. 1,000.00 31. 2,000.00 32. 1,000.00 33. 2,000.00 34. 2,000.00 35. 2,000.00 36. 1,000.00 37. 1,000.00 38. 8,976.00 39. 4,390.00 40. 1,000.00 41. 2,331.00 42. 6,390.00 43. 1,000.00 44. 2,000.00 45. 1,000.00 46. 1,000.00 47. 1,000.00 48. 1,000.00 49. 1,000.00 50. 1,000.00 51. 2,000.00 52. 5,530.60	30. 1,000.00 31. 5,344.00 32. 600.00 33. 5,444.00 34. 1,000.00 35. 500.00 36. 1,000.00 37. 8,688.00 38. 600.00 39. 5,480.00 40. 500.00 41. 1,968.00 42. 1,000.00 43. 2,208.00 44. 5,344.00 45. 2,000.00 46. 7,324.00 47. 1,000.00 48. 1,000.00 49. 500.00 50. 1,000.00 51. 4,344.00 52. 4,660.00 53. 4,344.00 54. 4,992.00 55. 1,000.00 56. 3,881.00 57. 3,900.00 58. 5,344.00 59. 1,000.00 60. 1,000.00 61. 1,000.00 62. 1,500.00 63. 1,000.00 64. 2,500.00 65. 1,000.00 66. 1,500.00

YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1)F/A Disclosure	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.	MTR does not maintain document after scholarship is awarded.			
2) Forgivable Loan award	<b>TOTAL \$163,743.00</b>	<b>TOTAL \$163,743.00</b>	<b>TOTAL \$153,743.00</b>	<b>TOTAL \$153,743.00</b>	<b>TOTAL \$155,063.00</b>	67. 1,500.00 68. 1,500.00 69. 1,000.00 70. 1,000.00 <b>TOTAL \$182,826.00</b>
3) No. of participants in loan repayment	4	0	4	3	5	6

Graduation Rates:

- 1) Number of graduates each year per site
- 2) Graduates place in critical Needs/geographic areas
- 3) Certification subject/employment in SC Public Schools
- 4) Placement of graduates (~~position – elementary, middle, high, media specialist, guidance counselor, speech therapist, principal, administrator, other~~) Per Dr. Woodfaulk we do not have to provide this information.
- 5) Retention after five years

**TABLE 5**  
**Graduation Rates**

YEAR	FY 2009-2010	FY 2010-2011	FY 2011-2012	FY 2012-2013	FY 2013-2014	FY 2014-2015
1) No. of Graduates	9	10	7	12	14	15
2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)	1=CNSA 4=GA	3=CNSA 7=GA	5=CNSA --GA	2=CNSA 10=GA	2=CNSA 14=GA	4=CNSA 13=GA
3) Cert. Subject/Employment	44%	100%	100%	100%	100%	87%
4) Placement of Graduates	7	10	5	9	14	14
5) Retention After 5 years	6	N/A	N/A	N/A	N/A	N/A

Other:

- 1) **Plans to establish a mentoring program** – PRRMT has no plan to start a mentoring program, once the participants graduate from SC State University and become employed the School districts offer mentoring programs for their beginning teachers with the intent of ensuring teachers have every opportunity to attain success.
- 2) **Partnership: CERRA and Call me Mister – Innovative Ways to Recruit Teachers:** Per conversation with Dr. Woodfaulk she will initiate a meeting with CERRA(Jane Turner, Call Me Mister(Dr. Roy Jones) and PRRMT(Reinell Thomas-Myers).



Follow up questions regarding the FY2015-16 SC PRRMT Quarterly Report. Answers provided by SC-PRRMT are **in black**

I. Please provide the following updated information regarding the total number of students participating in SC-PRRMT effective fall term 2015:

- Total number of seniors
- Total number of juniors
- Total number of sophomores
- Total number of freshmen
- Total number of MAT students

**Fall 2015 N=50**

<b>Graduates as of fall 2015</b>	<b>5</b>
<b>Seniors</b>	<b>13</b>
<b>Juniors</b>	<b>10</b>
<b>Sophomores</b>	<b>14</b>
<b>Freshmen</b>	<b>2</b>
<b>MAT</b>	<b>6</b>

II. Please provide the number of applicants who applied for fall 2015 and the number who were accepted.  
**36 Applied/ 14 Accepted**

III. The total forgivable loan award for FY 2014-15 was \$182,826.00 (n=70). What is the total Forgivable Loan award for 2015 (n=\_\_)? Please provide the average award per student for the first quarter of FY2015-16 (fall, 2015).

**Fall 2015**

**N=50**

**Forgivable Loan awards = \$162,612.00**

**Forgivable Loan awards average= \$3,252.24**

IV. Five sites were established for FY2014-15 - Moncks Corner, Berkeley, Richland District 1, Fairfield, Georgetown, Williamsburg/Florence, and Horry. As of the first quarter of FY2015-16 were any more sites established? No Please identify any combined sites.

**Moncks Corner/Berkeley**

**Richland Dist. #1/Fairfield**

**Georgetown/Williamsburg/Florence/Horry**

**SC State**

- V. The chart in the Quarterly Report (below) does not show the number of students retained in the program. Of the freshmen cohort who entered the program in FY2009, please provide the number/% who graduated from that cohort four years later);
- provide the same for the sophomore cohort and the number/% of the original cohort who graduated three years later;
  - the junior cohort and the number/% of the original cohort who graduated two years later;
  - the senior cohort and the number/5 of the original cohort who graduated one year later;
  - the MAT cohort and the number/5 of the original cohort who graduated two years later;
- (if applicable, please use CHE methodology for reporting enrollment of part time students)

**The Student Demographics and Retention Table below provides the total number of students that were retained each year in the Minority Teacher Recruitment Program. Additionally, we have included the Graduation Rates Table, which shows the total number of graduates each year.**

**The retention number is a cumulative total of all students presently enrolled in the Program. This information is an actual accounting of our retention and graduation numbers.**

**We are open to any suggestions for future data reporting.**

**TABLE 1  
Student Demographics and Retention**

<b>YEAR</b>	<b>FY 2009-2010</b>	<b>FY 2010-2011</b>	<b>FY 2011-2012</b>	<b>FY 2012-2013</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>
<b>1) Number Applied Number eligible</b>	25 Applied 11 Eligible	14 Applied 10 Eligible	42 Applied 15 Eligible	70 Applied 43 Eligible	65 Applied 21 Eligible	48 Applied 10 Eligible
<b>2) Teacher Assistants(TA) Transfer(T) Career Changers(CC)</b>	7 (TA) 2 (T) 2 (CC)	5 (TA) 2(T) 3(CC)	7 (TA) 7 (T) 1 (CC)	15(TA) 10 (TA&T) 18(CC)	7 (TA) 11(TA &T) 3 (T)	4(TA) 4(TA&T) 2(T)
<b>3) Critical Need Subject Areas</b>	12	10	9	7	16	25
<b>4) Retention of Participants</b>	<b>34</b> Seniors = 6 Juniors =11 Sophomores= 5 Freshmen = 6 MAT = 6	<b>28</b> Seniors =8 Juniors = 5 Sophomores = 2 Freshmen = 3 MAT = 10	<b>27</b> Seniors =7 Juniors =5 Sophomores =4 Freshmen =4 MAT= =7	<b>27</b> Seniors = 6 Juniors =3 Sophomores =2 Freshmen =2 MAT= =14	<b>52</b> Seniors =14 Juniors = 7 Sophomores = 6 Freshmen = 8 MAT= =17	<b>70</b> Seniors =11 Juniors =18 Sophomores =16 Freshmen =12 MAT =13

<b>5) Praxis Rate</b>	35%	30%	30%	40%	45%	35%
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**TABLE 2**  
**Graduation Rates**

<b>YEAR</b>	<b>FY 2009-2010</b>	<b>FY 2010-2011</b>	<b>FY 2011-2012</b>	<b>FY 2012-2013</b>	<b>FY 2013-2014</b>	<b>FY 2014-2015</b>
<b>1) No. of Graduates</b>	<b>9</b>	<b>10</b>	<b>7</b>	<b>12</b>	<b>14</b>	<b>15</b>
<b>2) Graduates in Critical Needs Subject Area (CNSA) Geographic Areas(GA)</b>	1=CNSA 4=GA	3=CNSA 7=GA	5=CNSA --=GA	2=CNSA 10=GA	2=CNSA 14=GA	4=CNSA 13=GA
<b>3) Cert. Subject/Employment</b>	44%	100%	100%	100%	100%	87%
<b>4) Placement of Graduates</b>	7	10	5	9	14	14
<b>5) Retention After 5 years</b>	6	N/A	N/A	N/A	N/A	N/A

VI. Please state that the information is not available since SC-PRRMT does not collect this information. However, if this is not the case and SC- PRRMT has information regarding employment in elementary, middle, high, media specialist, guidance counselor, speech therapist, principal, administrator, or other positions, would you please include this information in your report?

**Table 3**  
**Placement of Graduates**  
**N=199**

**N=199**

<b>Primary Schools</b>	<b>Elementary Schools</b>	<b>Middle Schools</b>	<b>High Schools</b>
18	106	39	36

**N=10 (included in total number of placed graduates)**

<b>Principals</b>	<b>Assistant Principals</b>	<b>Guidance Counselors</b>	<b>PhD Programs</b>
3	3	3	1



SC HOPE, LIFE, and Palmetto Fellows  
Scholarship Programs

***Guidelines for Appeal***  
***2016-17***

# SC HOPE, LIFE, and Palmetto Fellows Scholarship Appeals Outline

## SC HOPE and LIFE Scholarship:

The student is notified through the established institutional notification process that he/she is not eligible to receive the SC HOPE/LIFE Scholarship.

## Palmetto Fellows Scholarship:

The student is notified through the established institutional notification process that he/she is not eligible to receive the Palmetto Fellows Scholarship.

Student obtains an Application for Appeal from the Commission on Higher Education's Web site at:  
<http://www.che.sc.gov/Students,FamiliesMilitary/Appeals.aspx>  
or by calling 1-803-737-2290

Student must submit the following:

1. Completed Application for Appeal;
2. Detailed letter of request for appeal, written and signed by student, that describes the extenuating circumstance(s);
3. Supporting documentation (see pages 6-7);
4. Academic transcript(s) from current and any previous institutions attended in an officially sealed envelope (*If this is the student's second appeal, new/updated transcripts must be submitted*). All transcripts must be received at the Commission on Higher Education no later than 5:00 pm on Friday, **September 23, 2016**; and
5. All documentation must be received at the Commission on Higher Education by no later than 5:00 pm on **September 23, 2016** for the appeal to be considered.

The Commission on Higher Education will only review **COMPLETE** SC HOPE, LIFE, and Palmetto Fellows Scholarship appeals packets received by no later than 5:00 pm on the **September 23<sup>rd</sup> deadline**. All incomplete appeal packets and appeal documentation submitted after the **September 23<sup>rd</sup> deadline** will not be considered. CHE will **NOT** contact students to inform them of missing materials from their appeals packet. CHE will notify the student of the rendered decision and, if approved, the institution will also be notified.

Upon receipt of a denial decision letter, the student will have 5 business days from receipt of letter to submit in writing a request to have the Appeals Committee reconsider their appeal. **Please note that no new information will be accepted with a student's request for reconsideration.**

**Decisions should be rendered by January 1<sup>st</sup>. The decision rendered by the Appeals Committee is final.**

# SC HOPE, LIFE, and Palmetto Fellows Scholarship Appeals Guidelines

## Definition of Terms

An **appeal** shall be defined as the complete and timely documentation of an extenuating circumstance(s) that causes a student enrolled in college to fail to meet the academic requirements (cumulative grade point average and/or credit hours) for regaining or renewing a LIFE Scholarship or renewing a Palmetto Fellows Scholarship. An **appeal** is also defined as the complete and timely documentation of an extenuating circumstance(s) that causes a SC HOPE Scholarship recipient to not receive the maximum available terms of funding. **Students who fail to meet the initial eligibility criteria or who were never eligible to receive the SC HOPE, LIFE, or Palmetto Fellows Scholarship are not eligible to submit an appeal. In addition, students who fail to appeal by the established September deadline upon the first fall term of re-enrollment at an eligible South Carolina institution are not eligible to submit an appeal.**

An **extenuating circumstance** shall be defined as a situation that involves a serious health condition of the student, death or serious health condition of an immediate family member, or a traumatic/extraordinary event. (see below)

An **immediate family member** shall be defined as the spouse, great-grandparents, grandparents, parents or legal guardians, brothers, sisters (including step-brothers/sisters), or children of either the student or the student's spouse.

A **serious health condition** shall be defined as an illness, injury, impairment, or physical or mental condition that involves: (1) Any period of incapacity or treatment in connection with or consequent to inpatient care in a hospital, hospice, or residential medical care facility; or (2) Any period of incapacity requiring absence from classes **for more than five consecutive class days** that also involves continuing treatment by (or under the supervision of) a health care provider; or (3) Continuing treatment by (or under the supervision of) a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity that would adversely affect the academic performance of the student.

A **traumatic/extraordinary event** shall be defined as a sudden, uncontrollable event which adversely affects the student's academic performance, such as a natural disaster (earthquake, hurricane, tornado, etc.), divorce, sexual assault, **required** missionary duty, active military duty, death of a significant non-immediate family member, or any other events deemed traumatic/extraordinary by the Commission.

## Extenuating Circumstances

Extenuating circumstances are the following situations:

- Serious health condition of the student;
- Death or serious health condition of an immediate family member; or
- Traumatic / Extraordinary event

In order to determine if a particular situation is an eligible extenuating circumstance, refer to the above "Definition of Terms." Please be aware that poor academic performance prior to the documented extenuating circumstance will impact the outcome of an appeal. **A student cannot appeal the loss of scholarship due to an institution's lack of or failure to provide adequate accommodations (i.e.: note taker, extended test taking time, attendance flexibility). Students who have never been awarded or received the LIFE, SC HOPE or Palmetto Fellows Scholarships are not eligible to file an appeal.**

**\*Please Note\*: A traumatic event DOES NOT include college adjustment issues, such as homesickness, problems with roommates, problems with the faculty or staff at the college or university, difficult course-load, misunderstanding of scholarship requirements, misadvisement by financial aid officers or advisors, dependent care issues, transportation problems, financial issues, exceptions to scholarship regulation (initial eligibility, transfer issues, exceeding terms of eligibility), etc. This is not an exhaustive list. Other issues may be deemed as inappropriate for appeal.**

## **Notification of Scholarship Eligibility**

### **SC HOPE and LIFE Scholarship:**

Each institution is responsible for notifying students about financial aid awards through normal institutional notification procedures, such as personal financial award accounts within the institutional system available for all students to review; telephone notification; award letters; and student bills. Therefore, each student awarded the SC HOPE or LIFE Scholarship must make himself or herself aware of the institutional notification process and his or her SC HOPE or LIFE Scholarship eligibility. If a SC HOPE or LIFE Scholarship recipient finds that he or she is ineligible and would like to file an appeal, appeal applications are available on page 9 of this document. If a student wishes to submit an appeal, then he or she must follow the approved appeals process.

### **Palmetto Fellows Scholarship:**

Each institution is responsible for notifying students about financial aid awards through normal institutional notification procedures, such as personal financial award accounts within the institutional system available for all students to review; telephone notification; award letters; and student bills. Therefore, each student awarded the Palmetto Fellows Scholarship must make himself or herself aware of the institutional notification process and his or her Palmetto Fellows Scholarship eligibility. If a Palmetto Fellows Scholarship recipient finds that he or she is ineligible and would like to file an appeal, appeal applications are available on page 9 of this document.

The student's home institution will notify each Palmetto Fellow of the discontinuation of their Palmetto Fellows Scholarship and provide information about the opportunity to appeal. If a student wishes to submit an appeal, then he or she must follow the approved appeals process.

## **Time Limitation for Filing an Appeal**

The regulations governing each scholarship program allows for you to appeal the loss of your scholarship and request reinstatement should you have a legitimate extenuating circumstance as defined in these guidelines that prevented you from meeting the continued eligibility criteria. Appeals solely pertaining to either LIFE or Palmetto Fellows Scholarship Enhancements will not be considered. Only one appeal is allowed to be submitted each academic year. If you wish to submit an appeal, please contact your financial aid office for the appeals information or you may also access the appeals information on our website by visiting [www.che.sc.gov](http://www.che.sc.gov) or you can access the appeals application [here](#). Appeals must be submitted by the established September deadline upon the first fall term of re-enrollment at an eligible South Carolina institution after losing eligibility for a state scholarship. For this academic year, your appeals information must be received by the Commission no later than 5:00 pm on **Friday, September 23, 2016**. **No appeals applications will be accepted AFTER 5:00 pm on September 23, 2016.** Students who submit an appeal after the deadline will **NOT** have their appeal heard. Please note that students who have never been awarded or received the LIFE, SC HOPE or Palmetto Fellows Scholarships, or who failed to meet the continued eligibility requirements to regain a previously lost scholarship are not eligible to file an appeal.



## **Filing an Appeal**

The following is a checklist of the appeals documentation the student must submit to be considered:

- ❑ **Application for Appeal**
  - 1) The student may obtain an Application for Appeal from the Commission on Higher Education's website at <http://www.che.sc.gov/Students,FamiliesMilitary/Appeals.aspx>
  - 2) The application must be **completed and signed by the student. An unsigned application will be considered incomplete. It is not the responsibility of Commission staff to inform appellants if the application or portions thereof, are incomplete. Therefore, the incomplete appeal will not be considered.**
  
- ❑ **Letter of Request (Must be written and signed by student)**
  - 1) The student must state the reason for appealing and describe the extenuating circumstance(s) as defined in these guidelines that prevented him/her from renewing the scholarship. A student should specify the term and academic year for which they are appealing.
  - 2) The student must provide an explanation as to why he/she did not attend any and all terms during the academic year in question, including Maymester and summer school (Sessions I & II). A student must receive permission from a doctor (see number 1 under "supporting documentation below") in order to take a reduced course load for the academic year in question. The reduced course load would need to be approved and the documentation of the reduced course load on file at the home institution's Disabilities Office and/or the financial aid office prior to the start of each term.
  - 3) **Summer school provides an additional opportunity for students to increase their LIFE GPA or Institutional GPA, and/or earn additional credit hours for continued scholarship eligibility. It is expected that students will attend Maymester and summer school to meet ALL continued eligibility requirements (credit hours and/or LIFE GPA) for the LIFE and (credit hours and/or institutional GPA) for the Palmetto Fellows Scholarships. A student must receive an excuse from a doctor if he/she is unable to earn the credits and GPA to regain their scholarship during Maymester and summer school. Financial situations will not be taken into consideration for not attending Maymester and summer school. Students who do not attend Maymester and summer school must provide an explanation as to why they did not attend.**
  - 4) The hours and grades earned during summer school will be considered in the appeals deliberation, and can affect the outcome of the appeal.
  - 5) If the student is appealing because of poor academic performance, the student must explain to the Committee whether he/she used the institutional appeals process to have the grades changed due to an extenuating circumstance each term. The student must also explain each term of poor academic performance.
  - 6) If the student is appealing due to a death of an immediate or a non-immediate family member, the student must **provide documentation of the death (i.e.: obituary, funeral program, death certificate) as well as** explain in detail (1) the extent of the relationship; (2) how this situation affected his/her inability to meet academic requirements to renew the scholarship; and (3) how the situation meets the definition of a traumatic /extraordinary event. The student must also provide a letter from a professional counselor detailing how the traumatic or extraordinary event affected the student's academic performance during the academic year in question.
  - 7) If the student is appealing due to a chronic or long-term health condition, the student must be registered with the Institutional/Campus Disabilities Office prior to the start of each academic term, and the student should address this in their letter.



## □ **Supporting Documentation**

Students are ultimately responsible for providing sufficient supporting documentation with their appeal which satisfies the burden of proof of an extenuating circumstance. Self diagnosis or parental diagnosis of medical or mental health related conditions will not be considered for appeal. All appeals must include supporting documentation providing diagnosis from licensed professionals (i.e. physician, psychiatrist, etc.). Documentation ~~may~~ **shall** include **but is not limited to the following**:

### **For medical-related appeals:**

- 1) Signed letter from the physician on letterhead (medical, psychiatrist, and/or psychologist) detailing duration and extent of serious health condition (this letter must include specific details and time period regarding the health condition) and any recommendations made regarding school non-attendance (fall, spring, Maymester and summer);
- 2) For chronic or long-term health conditions, official letter from the Institutional/Campus Disabilities Office verifying that the student is registered with their office. The letter must include specific details regarding all accommodations including any reduced course loads;
- 3) If the student served as a primary caregiver, documentation from a doctor or physician detailing time period in which student served in that capacity from doctor.  
**DO NOT** submit any insurance statements, account information, list of charges/appointments, etc.

### **For death-related appeals:**

- 1) Signed letter from the professional counselor on letterhead (psychiatrist, and/or psychologist, minister, etc.) detailing duration and extent of grief period (this letter must include specific details and time period regarding the effect the loss had on academic performance) and any recommendations made regarding school non-attendance (fall, spring, Maymester and summer);
- 2) Death certificate;
- 3) Newspaper obituary; and
- 4) Funeral program

### **For traumatic/extraordinary event appeals:**

- 1) Signed letter from the professional counselor on letterhead (psychiatrist, and/or psychologist, minister, etc.) detailing duration and extent of event (this letter must include specific details and time period regarding the effect the event had on academic performance) and any recommendations made regarding school non-attendance (fall, spring, Maymester and summer);
- 2) Police report;
- 3) Major medical documentation (excluding insurance statements and bills); and
- 4) Legal/Court documents.

### **Other relevant documentation:**

- 1) For poor academic performance, official letter from the college or university verifying the outcome of the institutional appeal or a statement from the student to explain why he/she did not utilize the institutional appeals process; and/or
- 2) Any other documentation, which will substantiate the appeal.

## ❑ Official Academic Transcripts

- 1) The student must request an official transcript(s) from current and any/all previous post-secondary institutions attended, enrolled, and/or earned credit hours from, including dual enrollment coursework. If an institution is using courses for GPA/credit hours then a transcript from the institution in which the credit hours were earned needs to be provided to the Commission. **Please note that grades and credits earned through dual enrollment must be presented on the official transcript from the institution through which they were earned** (high school transcripts will not be accepted). *Even though some institutions will place credits on their transcript if they are earned at a different institution, they may not list the grades earned, which could impact an appeal. For this reason, we ask for official transcripts from every institution attended, even those institutions attended through dual credit programs.*

Academic transcript(s) must be in an officially sealed envelope from the institution(s) and may be mailed with the appeals application or be mailed directly from the institution to the Commission on Higher Education, Attn: Scholarship Appeals, 1122 Lady Street, Suite 300, Columbia, SC 29201 or be included with the Application for Appeal. **Please note that unofficial transcripts will not be considered. It is the student's responsibility to ensure that all transcripts are sent by the institution and received by the Commission no later than 5:00pm on September 23, 2016. EVEN IF YOU HAVE PREVIOUSLY APPEALED, NEW/UPDATED TRANSCRIPTS MUST BE SUBMITTED IN ORDER FOR AN APPEAL TO BE HEARD.**

Should you wish you submit an electronic transcript, it is the student's responsibility to verify with the institution that the electronic submission will be considered "official" and therefore may be used for a complete appeal submission. The Commission cannot guarantee that any electronic transcript will be considered official and acceptable for processing. Any electronic submissions direct from the student or electronic submission that demonstrates "unofficial" will NOT be accepted.

It may be in your best interest to request an official hard copy be sent to the Commission.

## ❑ Submission of Application for Appeal

- 1) The completed application and all other documentation must be received by the Commission on Higher Education by September 23<sup>rd</sup> of the academic year that scholarship aid is requested. Incomplete applications will not be considered. **It is the student's responsibility to ensure that all documents are submitted to the Commission by the deadline including a detailed student letter, completed application signed by the student, all necessary transcripts and supporting documentation. It is not the responsibility of CHE staff to ensure that the student's file is complete or that the information in the file is correct. Commission staff will NOT contact the student, parent/guardian or the institution to ensure the student's files are complete for review.**

## Notification Process for Appeals Decisions

Once the decision regarding an appeal has been determined, the Commission on Higher Education will notify the student in writing, and, if approved, the institution will also be notified. Students who attend Maymester, Summer I or II should be aware that a decision on their appeal will be held until the student has completed all Summer work, and has submitted updated official transcripts **to reflect the summer grades/credit hours** to the Commission by the established **September 23, 2016 5:00 pm** deadline.

Upon receipt of a denial decision letter, the student will have **5 business days** from receipt of letter to submit in writing a request to have the Appeals Committee reconsider his or her appeal (this request can be made via email, postal mail, or hand delivered to the Commission). **PLEASE NOTE THAT NO ADDITIONAL INFORMATION WILL BE ACCEPTED WITH A RECONSIDERATION REQUEST.** No requests for re-appeal will be accepted after 5:00 pm on **November 4, 2016**. If the student has filed an appeal, and has yet to receive notification of a decision by **October 31, 2016**, he/she is responsible for contacting the Commission on Higher Education to determine if a decision has been made, so that they may submit a re-appeal before the **November 4<sup>th</sup>** deadline. **For re-appeals, the Appeals Committee will review only the information submitted with the student's original appeal. No additional information will be accepted after a decision has been rendered regarding the student's completed initial appeal. Decisions should be rendered by January 1<sup>st</sup>. The Appeals Committee's decision is final. .**

**Students should understand that their appeal may not be granted. Therefore, they must take the necessary actions to secure funds to pay their tuition and fees during the time the appeal is being reviewed. If the appeal is granted, the scholarship funds may be awarded retroactively. In addition, CHE does not guarantee that a decision will be rendered prior to any institutional deadlines for tuition and fee payment. In these cases, it is up to the student to ensure that any financial obligation to the institution is fulfilled. If the appeal is granted, the scholarship funds may be awarded retroactively**

### **Approval of Appeals**

If an appeal is granted to a student who does not have the required cumulative 3.0 grade point average or the required number of credit hours, he or she may receive scholarship funding only for the academic year for which the appeal was granted. After the completion of that academic year, the student is expected to comply with all eligibility requirements as stipulated in the grant letter, in order to receive scholarship funding for each subsequent academic year.

### **Appeals Committee**

The Appeals Committee Membership may be comprised of the following at a minimum:

- ◆ One representative from the staff of the SC Commission on Higher Education;
- ◆ One representative from the board of the Commission on Higher Education;
- ◆ Three institutional representatives of which one will be from a public senior college, one from a private senior college, and one from a two-year/technical college;
- ◆ One public or private high school guidance counselor;
- ◆ One business representative; and
- ◆ One representative from the General Assembly or legislative staff member.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
SC HOPE, LIFE, AND PALMETTO FELLOWS SCHOLARSHIP PROGRAMS
APPLICATION FOR APPEAL

Deadline: September 23, 2016, 5:00 pm
(ALL application materials in receipt of the Commission)

Part I. Student Information (Please Print)

Name: Social Security Number:

Mailing Address:

Street City State Zip code
Phone Number: E-mail:

What year did you graduate from high school? What term and year did you first enroll in college?

Institution that denied scholarship eligibility:

List any previous institutions attended:

Is this your first time filing an appeal with CHE? If not, when did you previously appeal?

Scholarship Program: SC HOPE Scholarship LIFE Scholarship Palmetto Fellows Scholarship

Check all that apply:

- 1. I am appealing: Deficient Credit Hours Deficient Grade Point Average
2. Extenuating Circumstance: Serious health condition of the student Traumatic/Extraordinary Event
Death or serious health condition of an immediate family member

Part II. Appeal Documents

In order for the appeal to be considered by the Commission, the following must be submitted:

- 1. Completed Application for Appeal and signed by student;
2. Detailed letter of request for appeal, written and signed by student, that describes the extenuating circumstance(s);
3. Sufficient supporting documentation;
4. The most up to date academic transcript(s) in an officially sealed envelope from current and all previous post-secondary institutions attended, including dual enrollment coursework (high school transcripts not accepted); and
5. All documents must be received at the Commission on Higher Education no later than 5:00 pm on September 23, 2016.
6. Incomplete appeals documents and files will not be considered.

IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT ALL DOCUMENTS ARE RECEIVED BY SEPTEMBER 23, 2016. INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED.

The student is responsible for providing to the Commission on Higher Education any and all evidence, which satisfies the burden of proof. The Commission will consider any and all evidence provided concerning such claim but will not necessarily regard any single item of evidence as conclusive. Appeals regarding SC residency will not be considered.

I understand that I am responsible for ensuring that all required documentation is submitted to the Commission by the established deadline for a complete application and that all submitted information is true and accurate. I understand that Commission staff is not responsible for ensuring that my Appeals application is complete for review and that Commission staff will not contact me, my parents/guardians or the institution concerning documentation that is missing and/or incorrect in my application. I understand that decisions will be based entirely on written documents received by the September deadline. I also understand that my appeal may not be granted. Therefore, I must take the necessary action to secure funds to pay my tuition and fees during the time the appeal is being reviewed. I understand that if the appeal is granted, the scholarship funds may be awarded retroactively.

I agree that the information requested on this form may be released to the Commission on Higher Education and authorize that any information, including medical records, legal documents, etc. be released to the Commission on Higher Education. I also understand that I will have five business days from the receipt of the decision letter to submit my request to have the Appeals Committee reconsider my appeal, if denied. I also understand that no new information can be submitted with my re-appeal. I also understand that no requests for re-appeal will be accepted after 5:00 pm, November 4, 2016. I also understand that the decision rendered by the Appeals Committee is final.

Student Signature (required)

Date

I agree that any information regarding my appeal may be shared with my parents or legal guardians. If this is not signed, then the appeal will only be discussed with the student.

Student Signature (optional)

Date

## Checklist for Appeals

**In order to expedite the appeal's process, please complete the following checklist before mailing your appeal.**

- Did you read the definition of a traumatic/extraordinary event? Please refer to pages 3-4 of the *Guidelines for Appeal* to determine if your traumatic/extraordinary event is considered to be an appealable situation.
- Did you attend Maymester and/or summer school to meet continued eligibility requirements, or at least to improve your standing in the eyes of the Appeals Committee? If not, please explain why you chose not to attend. If your reason for non-attendance was related to your extenuating circumstance, please provide the appropriate paperwork from a medical professional or counselor recommending/requiring your non-attendance.
- Did you complete, sign and enclose your application and letter? Have you provided a valid address, telephone number and email in case staff needs to contact you? (Please note that **the student** who is appealing must write/type and sign the letter. *Appeals packets containing unsigned letters and incomplete or previous versions of the Appeals Application will not be considered.*)

### Letter

- Did you provide an explanation and documentation for any summer school sessions that you did not attend? *It is expected that students will attend Maymester and/or summer school to meet ALL continued eligibility requirements (credit hours and/or GPA) for the LIFE and Palmetto Fellows Scholarships. A student must receive permission from a doctor if he/she is unable to earn the credits and GPA to regain their scholarship during summer school. Financial situations will not be taken into consideration for not attending summer school.*
- Does your letter address whether or not you underwent the institutional appeals process?
- If suffering from a disability, chronic or long term illness, did you register with the Institutional/Campus Office of Disabilities? If you were registered, did you include this documentation in your appeal?

### Doctor's Letter/Medical Documentation (if applicable)

- Is your doctor's letter on official letterhead (not paper from a prescription pad) and is it signed by the doctor?
- Does your doctor's letter describe?
  - the specific time periods of your illness?
  - the diagnosis and extent of your illness?
  - the effect that your illness had on your academic performance?
  - any recommendations regarding non-attendance?



If you withdrew from classes, does your doctor's letter state whether or not he/she recommended/required withdrawal? If your doctor did not recommend withdrawal, does your letter state your doctor's opinion regarding your ability to attend classes?

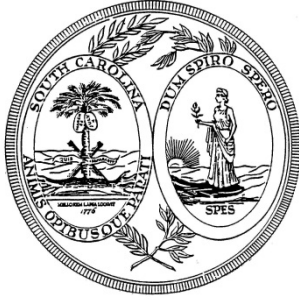
Does your medical documentation/doctor's letter cover the entire time period of poor academic performance and or non-attendance? *(If the student is appealing because of poor academic performance, the student must explain to the Committee whether he/she used the institutional appeals process to have the grades changed due to an extenuating circumstance each term. The student must also explain each term of poor academic performance.)*

If you are appealing due to death of a family member/non-immediate family member, did you include a letter from the counselor explaining how this traumatic extenuating circumstance affected your academic performance? **Did you include supporting documentation in regards to the death? (Obituary, and/or death certificate, and/or funeral program)**

### **Transcripts**

Did you send or request for transcripts to be sent for all of the colleges/universities you have attended? Is each transcript in an official, sealed envelope from the institution? Have they been delivered to the Commission by the September deadline? Even if you have previously appealed you will need to submit updated transcripts from all institutions you have attended.

If you completed dual enrollment coursework, did you request an official transcript from the institution through which the coursework was earned (excluding high school transcripts)? Have they been delivered to the Commission by the September deadline? *(Even though some institutions will place credits on their transcript if they are earned at a different institution, they may not list the grades earned, which could impact an appeal. For this reason, we ask for official transcripts from every institution attended, even those institutions attended through dual credit programs).*



# South Carolina Commission on Higher Education

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Mr. Gary S. Glenn  
Interim Executive Director

March 3, 2016

## **MEMORANDUM**

**TO:** Commissioner Jennifer Settlemyer, Chair, and Members,  
Access & Equity and Student Services Committee

**FROM:** Dr. Karen Woodfaulk, Director  
Student Services Division

### **An Overview and Data Report on College Application Month 2015**

#### **Background**

The American College Application Campaign (ACAC), launched by the American Council on Education (ACE), is a national effort implemented in 50 states whose primary focus is to increase the number of first-generation and low-income students who pursue a postsecondary education. ACAC highlighted research studies that found students are either not applying to college or not applying early enough in their senior year, not applying to colleges that are a good fit, and are not applying to enough colleges. Findings included: a) positive correlations between the number of colleges high school students apply and their likelihood of four-year college enrollment (*College Board Advocacy and Policy Center Research Brief, October 2011*); and 2) only a small number of high-achieving, low-income students apply to colleges that resemble their achievement's like their counterparts (*Hoxby & Turner, 2013*). Also, the research indicated that providing college application "coaching" to high school seniors increased postsecondary enrollment (*Carrell & Sacerdote, 2013*), and the decision to not apply to college suggests that decisions are made before high school graduation (*Hahb & Price, 2008*).

As a proactive response to the findings, the national effort aims to assist high school seniors in navigating the college admissions process and to ensure that each participating student submits at least one college admissions application.

The South Carolina Commission on Higher Education (CHE) staff, in collaboration with the South Carolina Department of Education, met with North Carolina/GEAR UP in 2009 to study the College Application Day model and possibly implement a program in South Carolina. SC joined ACE in 2009 as the fifth state to implement CAM events statewide. With additional support from community and business leaders, volunteers and college admission professionals, CAM has transitioned from a month into a "season" which includes September, October, and November each year. South Carolina is among 50 states that actively participate in the national college application effort.

## **Program Model: College Application Month**

In 2015, 215 high schools across the state hosted College Application events in the fall (September – November) during regular school business hours in academic spaces such as computer labs or classrooms utilizing laptops/desktops/tablets. Depending on the needs/space/time available at the individual high school, events were held during a full class period, full day, two-day or for an entire month to allow for flex-scheduling for appointments with seniors by the school counselor. During these events, high school seniors were provided with the opportunity to receive one-on-one college application assistance from the community, school volunteers and college admissions professionals. In addition to the assistance received, many college admission professionals, as approved by their respective institution, provided application fee waivers to students to be validated either on that specific event day or during the length of CAM. **(Attachment I)**

## **Sustainability**

CAM 2009-2014 was funded by the College Access Challenge Grant (CACG), a federal grant from the U.S. Department of Education. The purpose of the CACG grant was to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Due to the inability to meet the maintenance of effort requirement from the State to fund higher education, which was a required component of CACG, grant funding was not awarded in FY 2015. After careful evaluation of the program, estimated costs to host basic CAM events statewide, is approximately \$5,500. CAM 2015 was funded through efforts and contributions from current partners, including the SC Chamber of Commerce and the SC Department of Education. Moving forward, CHE will continue to evaluate additional funding sources and resources to support CAM, including absorbing the cost into the agency's budget. With the additional assistance of an eight member College Application Month Sustainability Committee which consisted of college admissions officers and high school counselors, CHE staff created interactive materials that were made available online via [www.sccango.org](http://www.sccango.org), such as the Site Coordinator Toolkit, Student Resource Manual, CAM flyer and poster templates, and the "Step 1 Step 2 College" brochures. Each of the items are available on the website and are print and email responsive. Current partners of CAM events consist of CHE, SC Department of Education, and the SC Chamber of Commerce.

CAM 2015 also saw the introduction of an additional partnership with the Carolina Association of Collegiate Registrars & Admissions Officers (CACRAO). CACRAO is the professional organization that represents the Admissions and Recruitment officers at the State's higher education institutions. A large part component of the CAM effort is the presence of college and university representatives at the CAM events in each high school to assist with application and admissions questions. In previous years, the feedback from the higher education institutions was that CAM represented an opportunity for greater collaboration coordination amongst the institutional Admission's departments and CHE. To address this opportunity, CHE and CACRAO developed a partnership that would introduce preferred weeks for high schools to hold their CAM events in 2015. In the agreement, high schools would be encouraged to hold their events during specific weeks, based on their geographic region of the state. If a high school held their CAM event during their preferred week, CACRAO could guarantee college representation for their CAM event. While a high school could still register for an event outside of that preferred week, they would do so without a guarantee of having a college representation at their CAM event. The feedback from the higher education institutions and high schools indicate that the partnership between CHE and CACRAO was successful in its first year and will likely continue for CAM 2016.



## **Evaluation of the Data**

In 2015, 215 South Carolina high schools (public, charter, virtual and adult education centers) participated in CAM events. Originally, 218 high schools registered for CAM, however three schools notified CHE staff that they were unable to hold their 2015 events. These high schools consisted of approximately 45,828 high school seniors who had the opportunity to participate in a CAM event at their respective high schools. Of the total number of high school seniors, 21,904 (47%) signed-in to a CAM event. 6,595 (30%) of the signed-in high school seniors completed and submitted an online student survey during an event. According to the student survey data, 9,662 applications were completed by students who completed the survey. Based on these numbers, an estimated 32,090 college applications were completed and submitted by all high school seniors who signed-in to a CAM event. Moving forward, CHE will work with the CAM Sustainability Committee to determine how to encourage more students to complete the survey, as the estimation of completed applications is directly impacted by the survey response rate. **(Attachment II)**

The online student survey (n=6,595) produced data from areas that focused on gender, race/ethnicity, first in family status, application assistance, promotional efforts (where did the student about CAM), application completion and institutions the student applied to during a CAM event. The survey presented the following results: 55% of the participating high schools seniors were female and 45% were male; of the students that self-identified in a specific race/ethnicity category, 46% reported Caucasian, 44% reported Black or African American, and 8% reported Hispanic or Latino. Thirty-two percent reported that they were the first in their family to go to college, 96% reported they learned about CAM events from their school counselor, teacher or friend, and 86% reported they received college application assistance mainly from their school counselor and a college representative. Seventy-nine percent reported they plan to attend a College Goal South Carolina event in the spring of 2016.

Fifty percent of the students completed one college application, 20% completed two, 16% completed three or more and 13% reported they did not complete a college application during CAM. Lastly, Coastal Carolina University, College of Charleston, and Winthrop University received the highest number of applications as reported by the students who participated in the student survey. **(Attachment III)**

## **Three Step Process**

Once high school seniors complete and submit college applications during CAM (Step 1), the second step for high school seniors is to seek sources to help pay for postsecondary education. For several students in SC, timely completion and submission of the Free Application for Federal Student Aid (FAFSA) is an essential part of this process. College Goal SC (Step 2) is funded by the National College Access Network, administered statewide by CHE staff and supported by the South Carolina Association of Student Financial Aid Administrators.

College Goal SC is an annual event during the month of February which provides assistance to students and families/guardians who are completing the FAFSA. Additionally, the FAFSA can be a prerequisite for qualifying for the SC Need-based grant and private awards. Students receive professional financial aid assistance in completing and submitting the FAFSA during a College Goal SC event. Students are also provided information on state scholarship programs, as well as information about the state's two and four-year higher education institutions.

This spring (2016), CHE will add a third step to the college access process, College Decision Day. College Decision Day is a part of the First Lady's Reach Higher Initiative, and is being implemented on a national scale this spring. College Decision Day can take various forms, depending on the high school in which the event takes place, however the purpose is constant in every school. The purpose of College Decision Day is to celebrate the academic achievements of high school students, and their decision to attend a post-secondary institution upon high school graduation, much in the manner that high school athletes are celebrated on their College Signing Day. High schools are asked to place emphasis on a high school junior's decision to attend college and a college senior's decision on which college they wish to attend upon high school graduation. High schools will be able to access promotional materials to support their College Decision Day event through the SCANGO website.

## **Attachment I**

### **College Application Month 2015 Event Sites**

*\* Final End of Event Reports for these College Application Month events were not submitted by the site coordinator by the deadline 1/30/16.*

<b>School</b>	<b>Date</b>	<b>Start Time</b>	<b># of Signed in Students</b>
Abbeville High School	9/22/2015	10:00AM	82
AC Flora High School	9/21/2015	9:00 AM	204
Academy for Technology and Academics	10/16/2015	8:30 AM	89
Academy for the Arts, Science, and Technology	11/18/2015	9:00 AM	73
Aiken High School	11/17/2015	8:30 AM	55
Airport High School	10/6/2015	9:00 AM	90
Alfred Rush Academy		9:00AM	5
Allendale-Fairfax High School	9/16/2015	8:30 AM	50
Andrew Jackson High School	9/30/2015	9:00 AM	125
Andrews High School	10/29/2015	1:30 PM	60
Ashley Ridge High School	11/5/2015	8:00 AM	142
Aynor High School	10/28/2015	8:30 AM	*
Bamberg-Ehrhardt High School	9/22/2015	8:00 AM	*
Baptist Hill Middle High School	11/5/2015	8:00 AM	54
Barnwell High School	9/17/2015	8:00 AM	25
Batesburg-Leesville High School	9/3/2015	10:00 AM	*
Battery Creek High School	9/24/2015	8:00 AM	72
Beaufort High School	9/24/2015	8:00 AM	239
Beaufort-Jasper Academy for Career Excellence	10/9/2015	8:30 AM	15
Belton Honea Path High School	10/8/2015	8:30 AM	195
Berea High School	10/20/2015	11:00 AM	138
Berkeley High School	11/6/2015	8:30 AM	75
Bethune-Bowman Middle/High School	9/16/2015	8:30 AM	40
Blacksburg High School	10/16/2015	8:00 AM	91
Blackville-Hilda High School	9/14/2015	9:00 AM	25

Blue Ridge High School	10/1/2015	9:00 AM	108
Bluffton High School	10/1/2015	8:00 AM	33
Blythewood High School	9/24/2015	8:30 AM	120
Boiling Springs High School	10/1/2015	8:30 AM	*
Branchville High School	10/30/2015	9:15 AM	*
Brashier Middle College Charter High School	10/9/2015	11:30 AM	66
Brookland Cayce High School	9/11/2015	9:00 AM	*
Broome High School	9/24/2015	8:30 AM	213
Buford High School	10/22/2015	2:00 PM	80
Burke High School	10/1/2015	9:00 AM	25
C. E. Murray High School	11/4/2015	9:00 AM	56
C.A. Johnson High School	10/29/2015	9:00 AM	*
Calhoun County High School	10/30/2015	9:00 AM	90
Calhoun Falls Charter School	10/22/2015	9:00 AM	22
Cane Bay High School	10/9/2015	8:30 AM	162
Carolina Forest High School	11/3/2015	8:00 AM	206
Carolina High School	10/30/2015	9:00 AM	68
Carvers Bay High	10/13/2015	8:00 AM	73
Chapin High School	10/26/2015	8:30 AM	350
Chapman High School	9/3/2015	8:30 AM	194
Charleston Charter School for Math and Science	11/3/2015	9:00AM	Cancelled Event
Cheraw High School	10/23/2015	8:30 AM	*
Chesnee High School	10/21/2015	8:00 AM	153
Chester High School	10/1/2015	8:00 PM	91
Chesterfield High School	10/22/2015	8:00 AM	110
Clinton High School	9/23/2015	8:30 AM	89
Clover High School	10/2/2015	10:00 AM	180
Colleton County High School	11/9/2015	8:30 AM	92
Columbia High School	10/28/2015	9:00 AM	*
Conway High School	10/29/2015	8:30 AM	202
Creek Bridge High School	11/6/2015	8:30 AM	22
Crescent High School	10/27/2015	8:00 AM	118
Crestwood High School	11/16-20/2015 ENTIRE WEEK	9:00 AM	237
Darlington High School	10/13/2015	8:00 AM	208
Denmark-Olar High School	9/24/2015	8:30 AM	40
Dillon High School	10/14/2015	9:00 AM	237
Dixie High School	9/3/2015	8:00 AM	66
Dreher High School	10/9/2015	8:00 AM	176
Dutch Fork High School	10/9/2015	8:00AM	69
Easley High School	9/11/2015	9:00 AM	8
East Clarendon High School	10/14/2015	8:30 AM	39

Eastside High School	9/30/2015	8:45 AM	180
Eau Claire High School	9/18/2015	8:30 AM	109
Edisto High School	9/23/2015	8:00 AM	115
Emerald High School	10/1/2015	9:00 AM	117
Estill High School	10/14/2015	8:00 AM	40
F.E. DuBose Career Center	9/10/2015	12:00 PM	20
Fairfield Central High School	10/14/2015	9:00 AM	141
Fort Dorchester High School	10/1/2015	7:30 AM	163
Fort Mill High School	9/24/2015	8:30 AM	123
Fox Creek High School	10/9/2015	9:00 AM	98
Gaffney High School	11/6/2015	8:00 AM	275
Garrett Academy of Technology	10/29/2015	9:00 AM	62
Georgetown High	10/27/2015	11:00 AM	57
Georgetown County Adult Education	10/27/2015	12:00PM	21
Gilbert High School	10/1/2015	8:30 AM	51
Goose Creek High School	10/1/2015	8:30 AM	89
Great Falls High School	9/8/2015	12:00 PM	43
Green Sea Floyds High School	9/1/2015	8:00 AM	39
Greenville High School	9/30/2015	11:30 AM	85
Greenville Tech Charter High School	10/28/2015	10:00 AM	19
Greenwood High School	10/13/2015	8:30 AM	66
Greer High School	10/7/2015	10:15 AM	121
Greg Mathis Charter High School	10/30/2015	9:00 AM	15
Hanahan High School	10/23/2015	8:30 AM	52
Hannah-Pamplico High School	11/4/2015	8:00 AM	*
Hartsville High School	10/28/2015	8:00 AM	255
HCS Early College High School	10/9/2015	8:00 - 2:00 (24th) 11-2:20 (25th)	84
HCS Scholars Academy	11/16/2015	12:00 PM	3
Hemingway High School	11/17/2015	8:30 AM	86
Heyward Career and Technology	10/26/2015	9:00 AM	*
Hillcrest High School	10/26/2015	9:30 AM	*
Hilton Head Island High School	10/28/2015	8:00 AM	83
Horry County Schools Adult Ed - Conway Education Center	9/3/2015	10:00:00 AM	51
Horry County Schools Adult Ed - Myrtle Beach Family Learning Center	10/14/2015	9:00:00 AM	65
Hunter-Kinard-Tyler High School	10/28/2015	9:30 AM	*
Indian Land High School	10/27/2015	9:00 AM	102
Irmo High School	9/14/2015	8:30 AM	300
J.L. Mann High School	9/30/2015	8:45 AM	158
James F Byrnes High School	10/29/2015	8:00 AM	379
James Island Charter High School	10/15/2015	8:30 AM	135
Kingstree Senior High School	10/21/2015	8:30 AM	102
Lake City High School	10/13/2015	8:15 AM	135

Lake Marion High School and Technology Center	10/23/2015	9:00 AM	141
Lakewood High School	9/18/2015	9:00 AM	*
Lamar High School	9/10/2015	8:00 AM	46
Lancaster High School	9/16/2015	8:30 AM	160
Landrum High School	10/1/2015	8:30 AM	90
Latta High School	10/20/2015	8:00 AM	95
Laurens District 55 HS	10/6/2015	9:00 AM	157
Lee Central High School	9/22/2015	8:30 AM	90
Legacy Charter School	9/9/2015	9:00 AM	*
Lewisville High School	10/15/2015	8:15 AM	62
Lexington High School	10/2/2015	9:00 AM	78
Liberty High School	9/30/2015	8:00 AM	75
Lincoln Middle High School	10/7/2015	9:00 AM	20
Loris High School	11/3/2015	10:00 AM	84
Lower Richland High School	10/27/2015	8:30 AM	222
Manning High School	10/14/2015	8:30 AM	165
Marion High School	10/8/2015	8:30 AM	144
Marlboro County High School	11/18/2015	8:30 AM	*
Mauldin High School	10/7/2015	9:00 AM	50
McBee High School	10/12/2015	9:50 AM - 2:15 PM	70
McCormick High School	11/18/2015	12:30 PM	32
Mid Carolina High School	9/28/2015	8:30 AM	*
Midland Valley High School	10/8/2015	8:00 AM	111
Midlands Middle College	9/16/2015	12:30 PM	44
Midlands Technical College TRIO Program	10/31/2015	9:00 AM	*
Military Magnet	10/21/2015	9:00 AM	*
Mullins High School	11/16/2015	8:30 AM	100
Myrtle Beach High School	10/13/2015	6:00 PM	*
Nation Ford High School	10/1/2015	9:00 AM	207
Newberry High School	9/25/2015	8:30 AM	103
Ninety-Six High School	9/25/2015	8:25 AM	100
North Augusta High School	9/15/2015	8:30 AM	102
North Charleston High School	10/14/2015	9:00 AM	45
North Middle High School	9/18/2015	10:00 AM	*
North Myrtle Beach High	10/30/2015	8:25 AM	210
Northwestern High School	9/30/2015	11:30 AM	173
Orangeburg-Wilkinson High School	9/16/2015	8:00 AM	129
Olympia High School	10/30/2015	8:30 AM	*
Palmetto High School	10/6/2015	7:45 AM	20
Palmetto Scholars Academy	11/5/2015	9:00AM	Canceled Event
Paul M. Dorman High School	10/15/2015	8:30 AM	425
Pelion High School	10/8/2015	12:00 PM	27
Pendleton High School	10/8/2015	8:30 AM	97
Pickens County Career & Technology Center	10/26/2015	8:00 AM	15

Pickens High School	10/5/2015	9:00 AM	210
Powersville High School	10/7/2015	9:00 AM	45
Provost Academy	10/16/2015	9:00 AM	10
RB Stall High School	11/5/2015	6:00 PM	114
Richland Northeast High School	9/29/2015	9:00 AM	250
Richland One Middle College	10/29/2015	9:00 AM	Cancelled Event
Ridge Spring-Monetta High School	9/18/2015	8:30 AM	43
Ridge View High School	10/5/2015	9:00 AM	197
Ridgeland Hardeeville High School	11/10/2015	9:00 AM	103
Right Choices High School	9/24/2015	12:00PM	8
River Bluff High School	10/21/2015	8:00 AM	262
Riverside High School	10/14/2015	10:00 AM	60
Rock Hill High School	9/29/2015		155
Saluda High School	10/14/2015	9:00 AM	84
Scott's Branch HS	10/27/2015	8:30 AM	40
Seneca High School	Enitre Month of October	8:15 AM	177
Silver Bluff High School	9/15/2015	4:30 PM	43
Socastee High School	10/1/2015	9:00 AM	233
South Aiken High School	10/14/2015	8:00 AM	75
South Pointe High School	10/1/2015	10:00 AM	275
Southside High School	10/14/2015	8:30 AM	58
Spartanburg High School	10/28/2015	8:30 AM	340
Spring Hill High School	10/22/2015	8:30 AM	159
Spring Valley High School	10/1/2015	9:25 AM	548
St James High School	10/28/2015	10:00 AM	118
St. John's High School	9/1/2015	9:00 AM	25
Stratford High School	11/3/2015	8:40 AM	51
Sumter County Adult Education	9/8/2015	8:00 AM	14
Sumter High School	10/29/2015	9:00 AM	243
Swansea High School	9/1/2015	8:30 AM	81
Tamassee-Salem High School	10/19/2015	8:30 AM	34
Timberland High School	10/15/2015	8:45 AM	66
Timmons ville High School	10/14/2015	8:00 AM	38
TL Hanna High School	10/6/2015	8:30 AM	419
Travelers Rest High School	10/23/2015	9:00 AM	31
Union County High School	10/20/2015	8:00 AM	257
W. J. Keenan High School	10/14/2015	8:45 AM	114
Waccamaw High School	10/26/2015	9:00 AM	98
Wade Hampton High School (Greenville)	10/2/2015	8:00 AM	116
Wade Hampton High School (Varnville)	10/9/2015	9:00 AM	*
Wagener Salley High School	9/15/2015	9:00 AM	42
Walhalla High School	10/9/2015	8:00 AM	52
Wando High School	11/6/2015	9:00 AM	250

Ware Shoals High School	10/7/2015	8:30 AM	43
West Ashley High School	10/1/2015	8:30 AM	250
West Florence High School	10/13/2015	8:30 AM	166
West-Oak High School	10/5/2015 (ENTIRE WEEK)	9:15 AM	157
Westside High School	10/6/2015	9:00 AM	277
Westwood High School	10/6/2015	9:40 AM	302
Whale Branch Early College High School	9/24/2015	8:00AM	94
White Knoll High School	9/23/2015	8:30 AM	155
Whitmire Community School	9/25/2015	8:30 AM	31
Williston-Elko High School	10/2/2015	8:30 AM	73
Wilson High School	10/8/2015	9:00 AM - 12:00 PM	150
Woodland High School	10/8/2015	11:00 AM	118
Woodmont High School	10/8/2015	8:45 AM	145
Woodruff High School	10/1/2015	8:45 AM	*
Wren High School	10/5/2015	8:00 AM	*
York Comprehensive High School	10/21/2015	8:30 AM	150
York Preparatory Academy	10/1/2015	8:30 AM	31
<b>TOTAL</b>			<b>21,904</b>

## **Attachment II**

### **Results of CAM 2009-2015**

*N/A = information was either not collected or requested by ACE during that specific program year*

*\*There are ~293 public high schools and ~207 private high schools in South Carolina*

*\*\*191 out of 215 End of Event reports were submitted to CHE following CAM events by the deadline (1/30/16)*

*\*\*\*Total # of high school seniors who signed-in to a CAM event divided by # of signed-in high school seniors who completed the Student Survey multiplied by the # of completed college applications reported by high school seniors who completed the Student Survey/sign in sheet.*

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Total # of Participating High Schools</b>	12	57	121	152	186	214*	215*
<b>Total # of high school seniors reported by site coordinators</b>	1,000	15,000	20,820	32,178	39,358	43,931	45,828
<b>Total # of volunteers and college representatives who assisted with CAM events.</b>	N/A	N/A	N/A	N/A	1,763	2,240	854
<b># of high school seniors who signed into a CAM event</b>	N/A	N/A	N/A	N/A	20,262	20,416	21,904**
<b># of signed in high school seniors that completed the Student Survey</b>	N/A	N/A	N/A	4,958	8,302	8,505	6,595

<b># of students who completed the Student Survey self-reported as "First in Family"</b>	N/A	N/A	N/A	N/A	N/A	2,475	2,088
<b># of completed college applications reported from high school seniors who completed the Student Survey/sign in sheet</b>	N/A	N/A	N/A	8,638	14,497	26,907	9,662
<b>Estimated # of completed college applications for all high school seniors who signed into a CAM event</b>	N/A	N/A	N/A	N/A	35,382	64,598***	32,090***

### **Attachment III**

#### **Student Survey Results (n=6,595) from College Application Month 2015**

1. **Gender:** 55% (female), 45% (male)
2. **Race/Ethnicity:** 46% (white), 44% (Black or AA), 8% (Hispanic or Latino), 2.0% (other - included two or more races), 1% (Asian), .1% (American Indian or Alaska Native), and .5% (Native Hawaii or other Pacific Islander).
3. **First in Family:** 32% (Yes), 68% (No)
4. **Application Assistance:** 58% (School Counselor), 28% (College Representative), 8% (Other), 4% (Teacher), 1% (Community Volunteer), .8% (Parent), .2% (Business Leader), and .09% (Principal).
5. **Promotional Effort:** 68% (School Counselor), 15% (Teacher), 14% (Friend), 1% (Parent), .9% (Other), .7% (Flyers/Posters), .2% (News/Media), .2% (Social Media).
6. **Completion of Applications:** 50% (one), 20% (two), 22% (three or more), and 13% (Did not complete an application).
7. **Top 10 Applications:** Coastal Carolina University, College of Charleston, Winthrop University, University of South Carolina/Columbia, Francis Marion University, Greenville Technical College, University of South Carolina/Upstate, Clemson University, South Carolina State University, and Charleston Southern University.

#### **Student Comments from the 2015 Student Survey (n=6,595)**

Students were asked to comment on their experiences and provide insight on improvements during CAM. Very similar to last year, the responses on how to improve CAM centered on having additional time to participate in the CAM events. "More time" was categorized in two ways: longer class time during the event or allowing for multiple days to host the event. An additional areas that were recommended was to simplify or shorten the application for the colleges. This area will be listed along with a review of the student comments provided in the survey as an action item when collaborating with CACRAO to plan for CAM 2016. Overall, the general student response communicated in the survey was positive towards CAM. Collectively, the responses provided an overall feeling that CAM was successful and the students appreciated the opportunity to receive assistance in completing the college application process.



## **Notification: Using the Past SAT and the Redesigned (New) SAT for State Scholarship Eligibility**

The January 2016 SAT was the last test offered prior to the implementation of the redesigned SAT. Starting March 2016, College Board will employ a redesigned (new) SAT test that includes new components and scoring. From March 2016 moving forward the new SAT will be the only test offered. College Board has issued its own statement regarding the new SAT. In preparation of the employment of the new SAT College Board communicates the following statement:

*“We recognize that many institutions have built effective predictive models and comparative processes using “Super Scoring.” During the transition from the current SAT to the redesigned SAT, colleges will need to develop policies on use of scores from students who have taken both the current and redesigned SAT.*

*The current and redesigned assessments vary in design and content tested. We ask that colleges consider the implications of comparing and combining scores from two different tests as they design their score use policies. We will continue to work with institutions to communicate their defined policies to students.”*

The SC Commission on Higher Education (CHE) has been working with College Board on a straightforward transition that ensures equity from the past SAT to the new SAT. Currently established LIFE and Palmetto Fellows Scholarship statute and regulations allow for students to “super score,” in that a student has an opportunity to combine the highest math and the highest critical reading score to meet the requisite SAT score for the LIFE and Palmetto Fellows Scholarship programs. **In an effort to hold students harmless this year, students will still be allowed to “super score” by using their highest critical reading (now called “evidence based reading and writing”) and highest math scores regardless of the SAT test they take.**

At this time CHE is not able to share the requisite score for those students who take the new SAT as it will be necessary for College Board to provide the established official concordance table. The official concordance table will demonstrate how scores from the past SAT translate into the new SAT\*. College Board’s anticipated release of their official concordance table that is representative of a national sample of students from the administration of the first new SAT is May 2016. Once in receipt of the official concordance table CHE, students and colleges/universities will be able to translate a score of XXX on the past SAT to its corresponding score on the new SAT as the scores pertain to the determination of eligibility for the South Carolina state scholarship programs. Again, in working with College Board, this stipulation is in place to safeguard all eligible students so that neither score from the two SAT tests is advantaged over the other.

Though the Commission will allow for scoring across the SAT tests, it is **strongly encouraged** that students follow up with their planned institution of enrollment to review any policy in place as it pertains to the redesigned SAT.

*\*It is important to note that students who have already earned the requisite scores from the past SAT have in effect “locked in” that eligibility criterion. All other eligibility requirements for the LIFE and Palmetto Fellows Scholarship still must be met. Starting with the 2018 graduating class only scores from the new SAT will be used for determination of eligibility for the LIFE and Palmetto Fellows Scholarship programs.*