Annual Report of the Faculty Senate Committee on Admissions 2020-2021

2020-2021 Committee Members

Elected

P. Brandon Bookstaver, **Chair**	Pharmacy	(2021)
Andrew Corley	Languages, Literatures and Cultures	(2022)
Matthew Miller	Mathematics	(2022)
Marketa Kubickova	School of Hotel, Restaurant and Tourism	(2023)
Nathan Huynh	Civil and Environmental Engineering	(2023)

Appointed

Mary Wagner, ex-officio, Secretary	Admissions	
Sandra Kelly	Provost's Office	
Ozgur Ince	Darla Moore School of Business	(2023)
Terrance McAdoo	Instruction and Teacher Education	(2022)
Tarek Shazly	Mechanical Engineering	(2022)

During the 2021-2021 academic year, the committee met seven times:

- September 15, 2020
- October 12, 2020
- November 23, 2020
- February 2, 2021
- February 17, 2021
- March 16, 2021
- April 13, 2021

Attached is a summary of key updates and actions.

Faculty Senate Committee on Admissions

Monday, September 15, 2020 at 1:00 pm
Zoom Meeting

COMMITTEE ON ADMISSIONS

<u>**Elected**</u>

P. Brandon Bookstaver, **Chair**	Pharmacy	(2021)
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Sandra Kelly	Provost's Office	
Terrance McAdoo	Instruction and Teacher Education	(2022)
Tarek Shazly	Mechanical Engineering	(2022)

Agenda

I. Welcome, intros
II. Approve minutes from June 29, 2020 meeting
III. New student class overview (see PPT)
IV. Annual Community Standards report
V. New business
    A. Policy proposals:
        1. Adult learner admission for SC residents with 2 years' military service, no college since HS graduation
        2. Online BA in Elementary Education min hours required for transfer consideration.
        3. Readmits without petition required (COVID and Military Activation)
    B. Admissions appeals from students (2)
    C. Discussion regarding interest in amending transfer policy regarding "old work" (no action required at this time)
VI. Adjournment

FYI: Virtual Open House (Sept 21-24; October 5-8)

Register here:
https://sc.edu/about/offices_and_divisions/undergraduate_admissions/connect_with_us/events/open_house.php

SOME LIGHT READING:

Q&A WITH HIGHER EDUCATION AUTHOR JEFF SELINGO: "WHO GETS IN & WHY"

https://www.nasfaa.org/news-item/23272/Q_A_With_Higher_Education_Author_Jeff_Selingo_Who_Gets_In_Why

Minutes - September 15, 2020

Attending: Bookstaver, Miller, Kubickova, Huynh, Kelly, McAdoo, Shazly, Wagner

Bookstaver called meeting to order at 1 pm.

Approval of minutes: McAcadoo moved to approve, Miller seconded. **Motion Carried.**

Wagner presented overview of new student class and enrollment trends.

Three policy amendments were presented for consideration.

1. Military student policy: Huynh noted that "no scores" requirement should be added for clarify. Huynh moved to accept, Kelly seconded. **Motion carried.**
2. Online BA in Elem Education: Miller - noted that math course is increasingly taken by upper division students. Says that it has not been going well with getting this class out of way prior to transfer. Check for Math 221/222? Don't know. New proposed language does not include "specified." It does not include info about a specific class. Want to know what the specified classes are and whether these will remain intact. Miller moved to table, Huynh seconded. **Tabled** until November meeting.
3. Readmit policy: Miller moves to accept with amendment to include time limit (2 major semesters). Second: Huynh. **Motion carried**.

Two student admission appeals were considered. Both were admitted on appeal.

Wagner introduced need to solicit a committee charge to proceed with pursuit of amended transfer admission policy to included expanded use of holistic review. While additional research is needed, this may include excluding a fixed amount of transfer coursework beyond a certain number of years in cases where the student has otherwise demonstrated that they are willing and able to recommit to their education/studies. UG Admissions is evaluating what peers do and will commit to socializing the idea with Assistant and Associate Deans Council, as well as a proposal for some options. Additional attention will need to be paid to returning USC students with older work from other USC campuses, as these students are technically considered transfers for reporting purposes, yet they also have a USC GPA that affects their progression requirements within their chosen major.

Meeting adjourned at 3:01 pm

Respectfully submitted,

Mary Wagner, Secretary, ex-officio.

FACULTY SENATE ADMISSIONS COMMITTEE

September 15, 2020

UNIVERSITY OF
South Carolina

NEW STUDENT OVERVIEW

UofSC **South Carolina**

NEW UNDERGRADUATE STUDENTS FALL 2020*
PROJECTING OVER 7,750

- Freshmen
- Transfers
- Other New Student
- Pathway+ Gateway

4%   3%
19%
74%
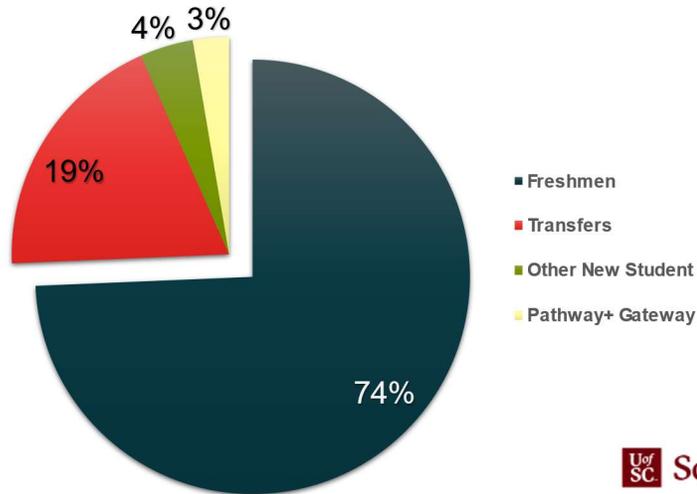
*preliminary as of 8/23/20

U of SC South Carolina

2020 INCOMING CLASS PROFILE*

	All Freshmen	Capstone Scholars	Honors College	Gateway	PalmettoPathway
Number	5776	1490	580	155	54
Avg. SAT	1240	1352	1467	961	968
Avg. ACT	27.7	30.2	33	17.7	18.8
GPA	4.25	4.43	4.82	3.64	3.51

*unofficial, counts as of 8/18/20

U of SC South Carolina

FALL 2020 ENROLLMENT FUNNEL

Stage	Value
Prospects	380,158
Inquiries	166,124
Applicants	34,946
Admits	23,883
Deposits	6,108
Enrollees	5,776
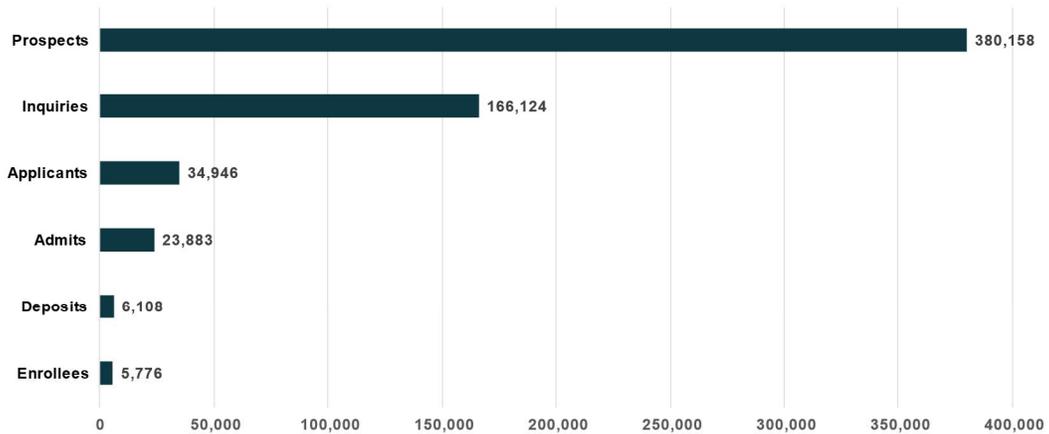
UofSC South Carolina

APPLICATIONS BY RESIDENCY

Ten-Year Application Trend
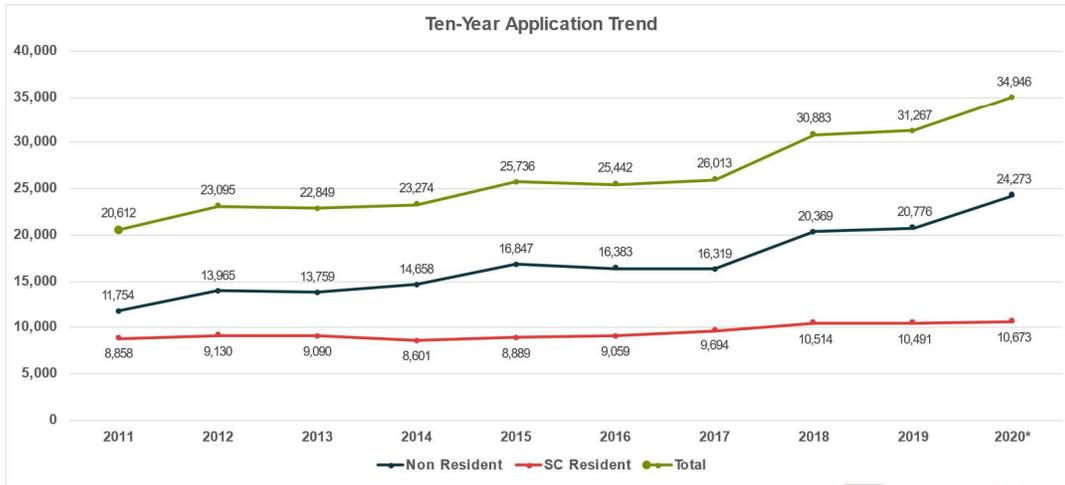
ENROLLMENT BY RESIDENCY

Ten-Year Enrollment by Residency
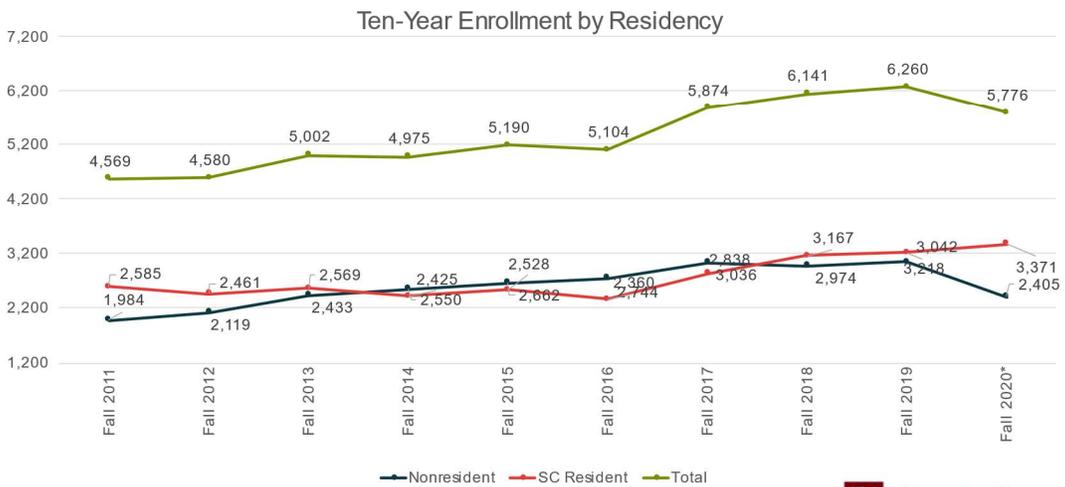
COVID PIVOT

- Developed communication plan and virtual landing page to communicate virtual offerings to admitted and prospective students and their families.

- Between March and July 2020, offered more than 500 virtual events with more than 11,000 attendees. In 2019, we offered 26 virtual events for 600 attendees.

- Offered more than 2,000 timeslots for one-on-one meetings with an admissions representative and more than 300 students attended one of those meetings.

- Available daily on Live Chat sessions.

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FRESHMAN CLASS TOP 10 STATES 2020

North Carolina	New York
Georgia	Pennsylvania
New Jersey	Massachusetts
Virginia	Ohio
Maryland	Illinois

UofSC South Carolina

OPPORTUNITY ABOUNDS FOR SC RESIDENTS

99%
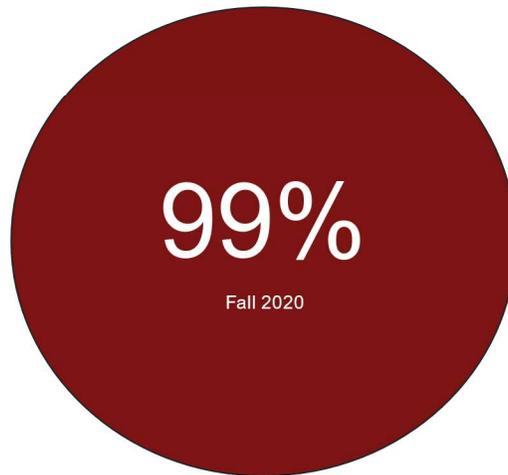
Fall 2020

Proportion of SC applicants who are admitted to fall freshman class, Gamecock Gateway, or Palmetto Pathway

Uof SC. South Carolina

SINCE 2008 RECESSION, RESIDENT ENROLLMENT HAS GROWN FASTER THAN HS PIPELINE AS A WHOLE

All South Carolina HS Graduates +18%

SC Resident Freshmen +53%

Freshman Class (Total) +51%
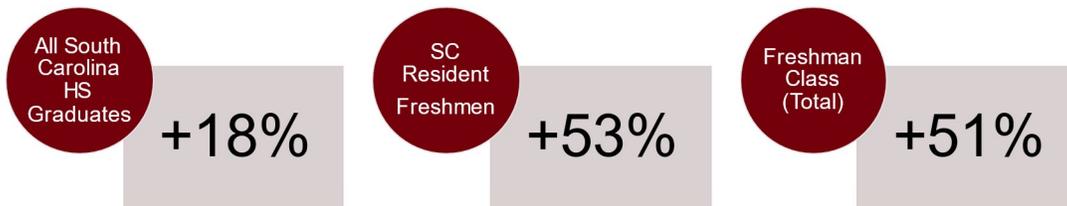
Fall 2008–Fall 2020
Source: UG Admissions Annual Report, WICHE

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DEMOGRAPHIC PROJECTIONS FOR FALL 2020

- Record Number of Undergrad SC Residents Enrolled (+3%)
  - 57% of Freshmen are SC Residents
- Decrease in Undergrad Non -Residents (-4.7%)
- Decrease in International Students (-16%)
- Increase in Overall Underrepresented Minority Enrollment (+8%)
- Increase in Overall African American Enrollment (+ 10%)
- Increase in Overall Hispanic Enrollment (+6%)
- Increase in Pell Recipients (+ 2%)

Preliminary data as of 8/21/20

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2020 FRESHMAN CLASS TOP MAJORS

Biological Sciences	Exercise Science
Pre-Nursing	Public Health
Undeclared	Computer Science
Business Undeclared	Political Science
Sport & Entertainment Management	Finance
Pre-International Business	Mechanical Engineering
Psychology	Marketing

Majors listed here account for 62% of freshman class

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MORE UNDERREPRESENTED FRESHMEN SINCE 2016

African American + 84%

URM + 64%

Hispanic + 49%

Freshman Class +13%

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TEST-OPTIONAL POLICY

Option 1: SAT or ACT scores (both superscored)

Option 2: Three exams from approved list
(AP/IB/Cambridge)

Option 3: Graded essay from 11th or 12th grade

Full name
Date paper submitted
Grade earned
Teacher comments

HONORS AND SCHOLARSHIPS

Honors application available Sept. 1

Two essay prompts

One short-answer question

Two letters of recommendation

Test-optional for Honors and merit scholarships

PUBLIC UNIVERSITY
NATION'S BEST
HONORS COLLEGE

DEADLINES

October 15: Early Action application

November 2: Early Action supplemental materials

November 15: Honors College / Top Scholars application

December 1: Regular application and Honors College letters of recommendation

February 1: Credentials

VIRTUAL RESOURCES

Open House — coming soon!

Virtual private high school visits

NACAC virtual college fairs

Live chat

1:1 appointments by phone or Zoom

On-demand appointments with admissions rep

Email with a current student

sc.edu/admissions/virtual

# FUTURE CONSIDERATIONS

U of SC South Carolina

SHIFTS IN PARENT OPINIONS SINCE PANDEMIC

- Cost is biggest Source of Anxiety – even more than health and well -being
  - Net Cost, Debt, and Availability of Scholarships are top concerns

- Parents More Unsure on How Much to Spend for College
  - Uncertainty has increased across all income bands
  - Only 45% of middle -income families willing to pay more than $15K/year

- Least affluent parents & students more likely to alter plans by:
  - Consider online programs
  - Stay closer to home
  - Avoid areas with an outbreak

- Safety and Security Growing in Importance

Source: EAB Survey of Parents of College bound students,
Summer 2020

South Carolina

SC High School Graduate Projections
Total Students 2010-2032

+8%
(2018-2026)

-3%
(2018-2021)

-8%
(2026-2032)

-2%
(2018 to 2032)

GRAND TOTAL
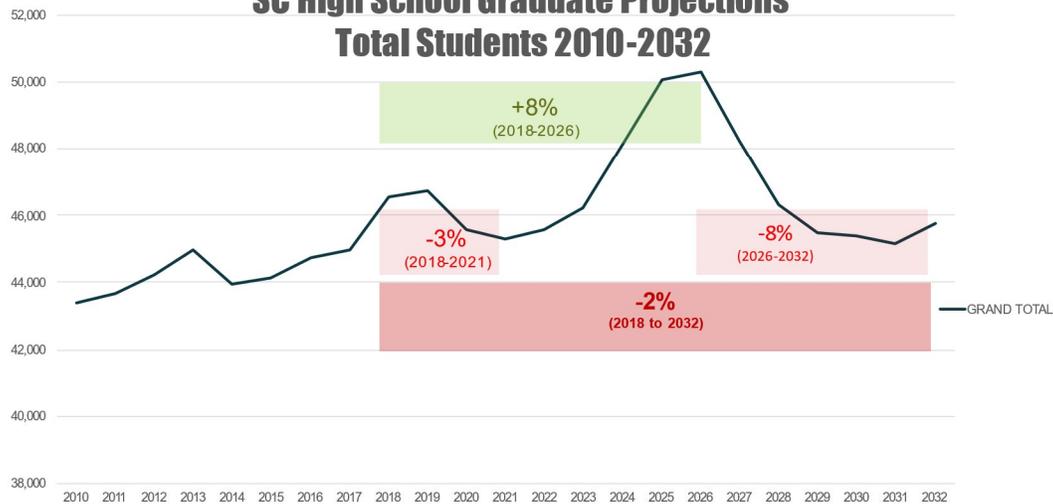
Source: WICHE

South Carolina

SC African American HS Graduate Projections 2010-2032

+2%
(2018-2026)

-8%
(2018-2021)

-12%
(2018-2032)

Source: WICHE

U of SC. South Carolina

NEW BUSINESS

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2020 COMMUNITY STANDARDSREPORT

Community Standards Questions - 2020 Application Cycle	YES
Were you ever disciplined for misconduct by the University of South Carolina during your previous tenure at UofSC?	141
Have you ever been convicted of a crime other than a minor traffic violation?	125
Are there any criminal charges currently pending against you?	54
Have you entered a plea of guilty, a plea of no contest, a plea of nolo contendere, an Alford plea to a criminal charge or a plea under a first offender act?	29
Do you currently have any pending school disciplinary charges (non-academic or academic), or have you ever been suspended or expelled for any reason from a high school, college, university or other postsecondary educational institution since 9th grade?	829
Do you have a restraining order, order of protection or any other form of legal injunction pending?	3
Total	1,181
Committee Review	1
Additional Information Requested	171
Denied	0
Total Applications - 2020 Application Cycle	41,382

South Carolina

POLICY PROPOSALS

1. Adult learner admission for SC residents with 2 years' military service, no college since HS graduation
2. Online BA in Elementary Education min hours required for transfer consideration.
3. Readmits without petition required (COVID and Military Activation)

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ADMISSIONS APPEALS

- Two students

South Carolina

FOR DISCUSSION: CONSIDERATION

- Current transfer admission policy: Everything counts, regardless of age.
- Transfer GPA is calculated on all work attempted.
- There is no current mechanism for holistically reviewing "old work."
- Many peer institutions have a process for reviewing/excluding "old work." UofSC Columbia does not have such a policy.
- Changing demographics and greater emphasis on transfer students makes considering such a policy in the best interest of students and the institution.
- System transfers pose a unique wrinkle —they are considered transfers by CHE and IPEDS, but their USC gpa follows them indefinitely, making intra - system transfer difficult in cases where "old work" exists.

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THE CHARGE

UG Admissions seeks committee support for researching and proposing a new policy based on peer policies, as well as internal research on downstream impact to issues (academic/ advisng record in Banner, financial aid eligibility, reporting, etc.)

South Carolina

Faculty Senate Committee on Admissions

Monday, October 12, 2020, at 11 am
Via TEAMS

COMMITTEE ON ADMISSIONS

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Matthew Miller	Mathematics	(2022)
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Appointed

Mary Wagner, ex-officio, Secretary	Admissions	
Sandra Kelly	Provost's Office	
Terrance McAdoo	Instruction and Teacher Education	(2022)
Tarek Shazly	Mechanical Engineering	(2022)

Agenda

I. Welcome
II. Approve minutes from September 15, 2020 meeting
III. Old Business
  1. Policy proposal:
     a. Online BA in Elementary Education min hours required for transfer consideration.
       Special Guest: Dr. Rob Dedmon, Associate Dean, College of Education

IV. Adjournment

Minutes – October 20, 2020

Attending: Bookstaver, Corley, Miller, Kubickova, Huynh, Kelly, McAdoo, Shazly, Wagner

Guest: Rob Dedmon, College of Education

Meeting called to order at 11:01 am by Chair, Bookstaver.

Minutes of the September 15, 2020, meeting were presented. Huynh moved, Kelly seconded. **Motion carried.**

Dedmon presented (attached) rationale for policy change regarding Palmetto College/College of Education online degree for Elementary Education.

The table below outlines the requested change:

Current	New
•2.5 College GPA •36 Credit hours of specified college level coursework	•2.5 College GPA •30 Credit hours of college level coursework

Discussion followed. McAdoo moved to accept the proposal, Kelly seconded. **Motion carried** unanimously.

Meeting adjourned at 11:23 am

Respectfully submitted,

Mary Wagner, Undergraduate Admissions
Ex-Officio, Secretary

BA in Elementary – Online Degree Completion Program

The Department of Instruction and Teacher Education in the College of Education is requesting to update the admission requirements for the online degree completion option for the BA in Elementary Education. The change does not impact freshmen or transfer admission for applicants to the on-campus BA in Elementary Education.

The table below outlines the requested change:

Current	New
• 2.5 College GPA • 36 Credit hours of specified college level coursework	• 2.5 College GPA • 30 Credit hours of college level coursework

It is important to note that this is not a curriculum change and students will complete the same requirements to graduate. For example, whether taken before or after transfer, students will still take 2 ARP courses plus MATH 221 and MATH 222 as these are degree requirements. Courses which counted toward the specified coursework in the current admission criteria are simply any courses which count toward the degree. So, there is a wide range of types of courses that count toward the current specified courses. With the new criteria we will be able to work with transfer students after they complete the transfer process on a plan to complete all the degree requirements.

This change is being requested to create a more efficient admission process. The current process requires a time-consuming course review by an advisor in the College of Education before the Office of Undergraduate Admissions can extend an official offer of admission. This can create unnecessary delays in student admission. This change will remove an unnecessary step to allow for a smoother admission process.

With this change, the transfer admissions requirements and process will be similar to those of most programs at the university. Requiring specific courses before transfer admission to the university is not common and the requested change would align with other programs at the university.

As this remains a program for transfer students, there will be no change in our commitment to communicating with prospective transfer students. We want prospective students to be well informed about the program and time to degree. A College of Education advisor will continue to review transcripts of prospective students who indicate an interest in the program and submit unofficial transcripts before they apply.

Faculty Senate Committee on Admissions

Monday, November 23, 2020 at 3 pm
Via ZOOM

COMMITTEE ON ADMISSIONS

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Tarek Shazly	Mechanical Engineering	(2022)

Agenda

I. Welcome
II. Approve minutes from October 12, 2020 meeting
III. Admissions Update
IV. Old Business
- Status update on Transfer Admission Policy (no action required at this time)
V. New Business
- Retailing raising Transfer GPA from 2.25 to 2.5, effective Fall 2021
VI. Adjournment

Minutes – November 23, 2020

Attending: Bookstaver, Corley, Miller, Kubickova, Kelly, McAdoo, Shazly, Wagner

Meeting called to order 3:02 by Chair, Bookstaver

Minutes: McAdoo moved to approve, Kubickova second. Motion carried.

Wagner presented update on Admissions for spring and fall 2021 as of November 23, 2020.

Spring 2021	Apps	%	Accept	%
Freshmen	96	-14%	44	340%
Readmit	232	8.90%	84	-23.60%
Nondegree	138	-22.50%	114	5.50%
Transfer	918	-14%	266	27.80%
Fall 2021	**Apps**	**%**	**Accept**	**%**
Freshman Adult (FA)		-100%		
Freshman Early Answer (FE)	20,043	-5.89%		
Freshman First Time (FR)	9,179	69.45%		
Freshman GED (FG)	9	50%		
Freshman International (FI)	166	-3.49%		
Total	**29,397**	**9.29%**		

Fall 2021 Freshman fast facts:
- 75% nonresident
    - NR apps +14.8%
    - SC apps - 4.45%
- 84% applied via Common App
- URM apps +11%, all gains driven by non-resident apps.
- 46% applying Test Optional. Nearly 16K (54%) have or indicated they will submit SAT/ACT scores.
- Most popular test optional material submitted: graded writing sample. About 30% of the applicant pool has selected this option, accounting for vast majority of all test optional applicants. Non-residents were more likely to select this option.
- Rigorous holistic reader training completed about 3 weeks ago. A team of 70+ readers are actively reviewing files now.
- EA decisions will be released week of December 14 via student admissions portal.

Honors applicants
- App deadline was November 15.
- Apps down 11.3% overall, but apps from SC students are up 5.6%.
- Overall decline not surprising given lack of access to testing. Did invite and allow students to opt into honors application process other ways.
- 361% increase in students asking to have the application added manually (i.e. students who did not meet score prescreen criteria)

- 100% of applicants will be reviewed for admission holistically/partner-based review. Additional honors review training concludes this week.
- Round 1 honors decisions will be released online by December 22. Round 2 by mid-February.

Old Business

Transfer admissions policy, which is progressing nicely. Plan is to include an update to bulletin language affording UG admissions latitude to review transfer students holistically. Current admission evaluate and standards will not change as a result.

New Business

FYI on Retailing, which has placed request to increase transfer GPA from 2.25 to 2.5, effective Fall 2021

Meeting adjourned at 3:30 pm.

Respectfully submitted,

Mary Wagner, Undergraduate Admissions
Ex-Officio, Secretary

Faculty Senate Committee on Admissions

Tuesday, February 2, 2021 at 12 pm
Via TEAMS

COMMITTEE ON ADMISSIONS

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Appointed

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Ozgur Ince	Darla Moore School of Business	(2023)

Agenda

I.   Welcome
II.   Approve minutes from November 23, 2020 meeting
III. Admissions Update
IV.   Old Business
- Status update on Transfer Admission Policy (Will be socialized with AADC on Feb. 18)

V.   New Business
- DuoLingo for satisfying English Proficiency requirement in admission.
  - Guest presenter: Frank McClary, Associate Director of for Admission
- Bulletin change regarding International Admission requirements
- Request to extend Test Optional policy through fall 2023 (adds two years to current policy)

VI.   Adjournment

Links of interest for duoLingo:

Page 19 of https://duolingo-papers.s3.amazonaws.com/other/det-technical-manual-current.pdf reports score distributions. Mean is 104.42, median is 105 for total score.

Minutes – February 2, 2021

Attending: Bookstaver, Corley, Miller, Kubickova, Huynh, Kelly, McAddo, Ince, Wagner
Guest: McClary

Meeting called to order at 12 noon by Chair Bookstaver

Welcome to Ozgur Ince, new committee member and guest attendee Frank McClary from Undergraduate Admissions.

Approval of Minutes for 11/23/20 meeting
Huynh moved to approve; Kelly seconded. **Motion carried.**

Wagner presented admissions update on spring enrollment and fall 2021 freshman applications.

Wagner presented status update on transfer admissions policy. Plans to socialize and solicit feedback from Assistant and Associate Deans Council will occur February 18. As review is still underway, **no action is required at this time.**

Guest McClary presented proposal to accept DuoLingo score of 115 or better to verify English proficiency for undergraduate admission. Justification attached. Discussion ensued.
Huynh moved to approve the proposal. McAdoo seconded. **Motion carried.**

One hour was allotted to this meeting and several committee members had to depart by 1 pm to attend to other responsibilities. Due to limited time available to address all agenda items and need for quorum, remaining committee members asked to table remaining agenda items for consideration at a future meeting to be scheduled in February.

Ince moved to table international admission bulletin update proposal. Miller seconded. **Item tabled** until next meeting.

Miller moved to table test optional policy discussion and requested additional research and articles supporting both sides of the argument (e.g., pro-test in admission, pro-test optional for admission) Kubickova seconded. **Item tabled** to next meeting.

Per request of the Chair, Wagner will work with committee members to find another time to meet during February. Doodle poll forthcoming.

Meeting adjourned at 1:18 pm.

Respectfully submitted,
Mary Wagner
Secretary, Ex-Officio

PROPOSAL: ACCEPT DUOLINGO TO DEMONSTRATE ENGLISH PROFICIENCY FOR UNDERGRADUATE ADMISSION

Submitted to FS Admissions Committee: February 2, 2021

Requested effective date: Fall 2022

Background:

The Office of Undergraduate Admissions requests updating international admission requirements to include consideration of DuoLingo English Test (DET) as a testing option for undergraduate non-degree and degree-seeking programs. The COVID 19 pandemic has forced many TOEFL testing centers to close, and fewer international students have access to an assessment that UofSC currently considers. Furthermore, other less expensive and more flexible assessment options are becoming widely acceptable among our peer institutions. Thus, our unwillingness to consider other viable options limits may have the unintended effect of discouraging international students from considering the UofSC.

UG Admissions has determined that a **DET score of 115** is deemed acceptable for demonstrating basic English proficiency based on advice from UofSC English Programs for Internationals, as well as a body of research comparing DET scores to TOEFL and IELTS.

Additional information about DuoLingo's test construction, components, security measures, and reliability is attached.

Justification:

The DET is widely accepted in lieu of the TOEFL or IELTS without restrictions at hundreds of institutions, including many of our competitors.

The Duolingo English Test (DET) is a valid, consistent, and reliable language assessment with multiple security checks, including human review, and the test is accepted by over 1500 universities and colleges worldwide and more than 700 in the US. The test's ease of use and interpretation, innovative features and supporting science all make a compelling case for its use in admissions, and the need for the University of South Carolina Undergraduate Admissions to remain competitive adds some urgency as well.

American universities accepting the DET for admission without restrictions include Georgetown, NYU, Columbia, Dartmouth, U of Chicago, and Yale, all of which require a minimum of 120 on Duolingo. DET scores above 100 are CEFR C2. There are no stated restrictions or limits to admission, suggesting full acceptance based on Duolingo.

Duolingo has created an integrated skills English proficiency test which has been heavily researched and, also substantially revised within the past year. It is now being accepted by a range of Ivy league and other schools. In addition to being shorter and more affordable than many other options, it has the added benefit of having strong security measures built in which make it possible for the test taker to take it from their home.

Because this is a new test and there is less confidence within the field in the cut score recommendations, Dr. Wesley Curtis (Director, UofSC English Programs for Internationals) recommends that we accept the

Duolingo test as a measure of English Proficiency for undergraduate admissions, but use a higher cut score than the one equivalent to the CEFR C2 (see below).

DUOLINGO English Test Score
Undergraduate Admissions: 115

About the DET

The Duolingo English Test (DET) is a valid, consistent, and reliable language assessment with multiple security checks, including human review, and the test is accepted by hundreds of universities and colleges worldwide. The test's ease of use and interpretation, innovative features and supporting science all make a compelling case for its use in admissions, and the need for the University of South Carolina Undergraduate Admissions to remain competitive adds some urgency as well. Therefore, UofSC Undergraduate Admissions should accept the DET as an alternative English-language assessment for admissions.

The DET is easy-to-access, moderately priced, and secure with a fast turn-around.

- delivered online and available on demand 24/7
- Retail = $49 USD each
- Score report in less than 48 hours
- Requires a computer with a webcam to verify identity and record speaking
- Test sessions are recorded and reviewed by human proctors.

Admissions Use Cases

- Completing apps, borderline candidates
- Reaching more markets
- Email campaigns
- Athletics

The DET assesses all language skills, and scoring is scaled to the Common European Framework (CEFR).

- DET assesses reading, writing, listening, and speaking.
- DET items are tied to CEFR bands from A1/A2 (20) to C2 (100+)
- DET scores can be interpreted directly in CEFR terms (e.g. 60 = B2)
- A score of 120, the DET cut off for many top universities, is a CEFR C2.

The DET is a computer adaptive test (CAT), which increases its accuracy and security.

- The first few questions set a baseline and are non-adaptive.
- Machine algorithms will then present test items based on a student's previous answers.
- The test engine can focus on a student's true proficiency level more quickly.
- The use of artificial intelligence means that each test session will be unique and therefore harder for test takers to cheat.

DET tests are highly secure thanks to a combination of internet protocols, human analysis, and algorithms. The security process begins during on-boarding, when the browser and any plug ins are blocked; proctors then review completed tests with the help of artificial intelligence. The security process can be summarized as follows:

1) During on-boarding, when students input personal data, the internet browser is blocked, barring navigation away;

2) All browser plug-ins must be disabled (or already be disabled);

3) Students are also informed of the following prohibited behaviors:

- Interacting with anyone
- Allowing other people in the room
- Using headphones or earbuds
- Disabling the microphone or camera
- Looking off screen
- Moving out of frame of the camera
- Accessing any outside material or devices
- Leaving the web browser

4) Students are required to activate the computer's webcam throughout the test, which is recorded.

5) Human proctors with TESOL expertise review video recordings of completed tests.

6) Their analysis is also supplemented by artificial intelligence to call proctors' attention to suspicious behavior.

7) Tests with evidence of cheating are invalidated during this proctoring, which is completed in 48 hours or less.

There are 7 item types on the DET; the first 5 are adaptive, and the last two are not, although the writing and speaking prompts are selected based on a student's previous performance on the adaptive portion.

Item Type	Description
C-Test	The first and last sentences of a text are intact, while those in the middle have omissions. The student uses context and discourse clues to correct sentences.
Yes/No Vocabulary – Audio	Test takers hear a set of words, some of which are real English and some not. Students must select the real English words.
Yes/No Vocabulary – Visual	Test takers see a set of words, some of which are real English and some not. Students must select the real English words.
Dictation	Student listens to a spoken sentence, and then transcribes it using the keyboard.
Read-Aloud	Students use the microphone to record themselves reading a sentence out loud.
Extended Speaking	Test takers answer 4 speaking prompts: 1 picture description, and 3 independent tasks

Extended Writing	Test takers answer 4 writing prompts: 3 picture description and 1 independent task

All DET items, including speaking and writing tasks, are graded by algorithm. All computer adaptive questions are multiple-choice and are graded as each test is taken because one answer will determine the next question. Although non-adaptive, the extended speaking and writing sections are also rated by different algorithms, one for speaking and another for writing. Speaking and writing tasks are evaluated on the following features:

- Grammatical accuracy and complexity
- Lexical sophistication and diversity
- Task relevance
- Length
- Fluency & acoustic features (speaking)

DET scoring algorithms have been developed using real responses graded by human experts, and statistically the computer-generated scores agree with those of human raters. TESOL and linguistic experts rated 3,626 writing samples and 3,966 spoken responses, and these were used to train each algorithm.

Universities can review speaking and writing samples to assess borderline cases in more detail.

- Each test taker's written essays are provided.
- Extended speaking responses are recorded and may be reviewed in full.

DET scores are highly reliable, and the test is very consistent. Internal consistency measures the extent to which items measure the same thing across a test form. A consistency above 0.90 is acceptable for high-stakes testing, including medical diagnoses. Test-retest reliability here refers to the extent to which two test scores from the same student, taken 30 days apart, will be the same. Effect size, also known as the practice effect, refers to the statistical difference between the test and retest scores; anything below 0.2 is considered insignificant. So, a student who retakes the DET in 30 days will improve by only one or two points on the test.

- Internal consistency = 0.93
- Test-retest reliability = 0.84
- Effect size = 0.1

The DET correlates highly with the TOEFL and IELTS. Anything above 0.70 is considered acceptable for high stakes admissions.

- DET – TOEFL correlation: r = 0.71
- DET – IELTS correlation: r = 0.70

PROPOSAL: Amend UofSC Columbia Undergraduate Bulletin "International Admissions" section to simplify reference to international admissions requirements. The proposed change directs reader to UG Admissions website access full policy detail for Columbia Undergraduate admissions.

Submitted to FS Admissions Committee: February 2, 2021

Requested effective date: Fall 2022

Background:

International admission detail in bulletin is only section pertaining to UG admissions that does not redirect reader to UG Admissions website. This change remedies the disparity and simplifies bulletin changes and policy updates moving forward.

Proposed changes on next page.

Current Policy (items subject to change in red)	Proposed Policy (changes highlighted in yellow)
Admission of International Students The University of South Carolina welcomes the applications of qualified international students.[1] At least six months before the beginning of the semester they wish to enter, and in the case of freshman applicants, at least nine months beforehand, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions. Students who have attended colleges or universities outside of the United States are required to submit a professional credential evaluation of all work completed. International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required. (A score of 210 or higher on the computerized version is required, and a minimum score of 77 on the Internet version is required.) The Office of Undergraduate Admissions also accepts the International English Language Testing System (IELTS) or the PTE Academic Test (PTE). Students must score at least a 6.5 on the IELTS, or at least a 53 on the PTE. English proficiency scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States. An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated. In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements. International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses. The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. Some financial assistance from the University is available to qualified international students. [1] Applicants who are not citizens or permanent residents of the United States.	**Admission of International Students** The University of South Carolina welcomes the applications of qualified international students.[1] At least six months before the beginning of the semester they wish to enter, and in the case of freshman applicants, at least nine months beforehand, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions. Students who have attended colleges or universities outside of the United States are required to submit a professional credential evaluation of all work completed. International applicants must be proficient in the English language. Minimum English proficiency requirements are listed on the Undergraduate Admissions website. English proficiency scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States. An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated. In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements. International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses. The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. Some financial assistance from the University is available to qualified international students. [1] Applicants who are not citizens or permanent residents of the United States.

Note: This proposal was tabled until the April 13, 2021, meeting.

FACULTY SENATE ADMISSIONS COMMITTEE

February 2, 2021

UNIVERSITY OF
South Carolina

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AGENDA 2/2/21

I.   Welcome
II.   Approve minutes from November 23,   2020 meeting
III.   Admissions Update
IV.   Old Business
     A.   Status update on Transfer Admission Policy (Will be socialized with AADC on Feb. 18)
V.   New Business
     A.   DuoLingo for satisfying English Proficiency requirement in admission.
        Guest presenter: Frank McClary, Associate Director of for Admission
     B.   Bulletin change regarding International Admission requirements
     C.   Request to extend Test Optional policy through fall 2023 (adds two years to current policy)
VI.   Adjournment

2

UofSC **South Carolina**

APPROVE MINUTES

For November 23, 2021 Meeting

U of SC **South Carolina**

ADMISSIONS UPDATE – SPRING 2021

Freshman: 65 enrolled (+20.37%)

Readmit: 155 enrolled (-6.63%)

Nondegree : 98 enrolled (-36.36%)

Transfer: 374 enrolled (flat)

- UG Columbia UG enrollment (including new and returning): down ~347 students from Fall 2020 (-1.35%)
- UG Columbia enrollment (including GR, RX, LW, MD): up ~60 students (+0.18%)

*Unofficial

U of SC **South Carolina**

ADMISSIONS UPDATE – FALL 2021

41,553 Freshman applications (+21%)
- Nonresident: 30,295 (+26%)
- SC Resident: 11,258 (+9.25%)
- URM: +27.29% (most of it from out-of-state)

➤ 14,516 offers of admission already extended with more on the way between now and mid -March.
➤ Anticipate roughly 25,000 offers of admission, goal to enroll ~5800 freshmen
➤ Residency balance, URM mix, and profile are leadership/strategic priorities

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U of SC South Carolina

FALL 2021 FRESHMAN APPLICATION TRENDS

- **Students increasingly last minute and deadline driven.** Fewer applied nonbinding Early Action (-5.8%), more applied Regular Decision (+65.7%)
- **Several market competitors added Common App for first time this fall.** That drives volume in our pool, too. CA apps account for 83% of all app volume.
- **Test optional route is popular**.
  - ~40% not submitting scores
  - Among current admits, about 60% of NR and 75% of SC are eligible for admission using scores (assuming they have scores).
  - Students admitted via scores are posting slightly higher SAT/ACT averages PIT
- **Deposits are lagging**, most likely due to softer interest typical of later CA/applicants , inability to visit, concerns over cost. Scholarship offer to be released in March.

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U of SC South Carolina

SPRING RECRUITMENT ACTIVITIES

- Virtual Admitted Student Series ("Going Garnet")
- Small campus tours allowed since fall 2020
- Mini-admitted student events throughout spring by appointment
- Emails, letters, calls from admissions, current students and faculty
- Virtual Top Scholar interview weekends in February
- Round 2 Honors College Admission notification in mid -February.
- General university scholarship notifications by early March.

All in-person gatherings are intentionally small, socially distanced, require masks and must follow university safety protocols.

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Uof SC **South Carolina**

OLD BUSINESS

8

Uof SC **South Carolina**

UPDATE ON TRANSFER ADMISSION POLICY WORKGROUP

NO ACTION REQUIRED AT THIS TIME

Current Bulletin Policy	Proposed Policy
For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work.	For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. This may include a holistic review of the applicant with consideration given to how recent credits were attempted and earned, educational performance, evidence of student persistence and commitment to educational success, and unique life/work experience that may contribute to campus and community life. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work.

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South Carolina

TRANSFER POLICY WORKGROUP RECOMMENDATIONS

- All transfer students will be evaluated according to current transfer admissions policy to determine admissibility under current policy.

- Students who do not meet transfer GPA minimums due to having college-level work older than 4 years (48 months) will be subject to an additional course-by-course evaluation of attempted work with grades of D and F. Such courses, may be removed from the transfer admission GPA evaluation provided there is recent evidence of academic success (e.g., positive grade trend over recent semesters less than 48 months ago, significant life experience, extenuating circumstances).

- Policy change afford UG admissions flexibility to consider how long ago course work was attempted, improved grade trends, student maturation, life experience, and extenuating circumstances of applicants who have considerably older course work that may adversely impact cumulative transfer GPA.

- Note: "Transfer GPA" is used for admissions only. It is not recorded on UofSC academic record. Only course credit earned is posted.

*Seeking comment from Assistant/Associate Deans Council on 2/18/21 prior to bringing this to FS Admissions for a vote

South Carolina

NEW BUSINESS

U of SC South Carolina

INTERNATIONAL ADMISSION

1. DuoLingo for International Admission/English Proficiency
2. International admission bulletin update

U of SC South Carolina

Faculty Senate Committee on Admissions

Wednesday, February 17, 2021 at 11:30 am
Via TEAMS

COMMITTEE ON ADMISSIONS

<u>**Elected**</u>

P. Brandon Bookstaver, **Chair**	Pharmacy	(2021)
Andrew Corley	Languages, Literatures and Cultures	(2022)
Matthew Miller	Mathematics	(2022)
Marketa Kubickova	School of Hotel, Restaurant and Tourism	(2023)
Nathan Huynh	Civil and Environmental Engineering	(2023)

<u>**Appointed**</u>

Mary Wagner, ex-officio, Secretary	Admissions	
Sandra Kelly	Provost's Office	
Terrance McAdoo	Instruction and Teacher Education	(2022)
Tarek Shazly	Mechanical Engineering	(2022)
Ozgur Ince	Darla Moore School of Business	(2023)

Agenda

I. Welcome
II. Old Business
   - Test optional - Request to extend through Fall 2023
III. Adjournment

Minutes – February 17, 2021

Attending: Bookstaver, Corley, Miller, Kubickova, Huynh, Kelly, McAdoo, Ince, Wagner

The meeting was called to order by Chair Bookstaver at 11:31 am.

Wagner presented background and context for request to extend the test optional policy through Fall 2023.

Committee discussion ensued. Minor edits to verbiage and spelling were offered, after which the **committee voted to extend test optional through fall 2023**. Copy of final statement of support is below.

The meeting adjourned at 1:00 pm.

Respectfully submitted,
Mary Wagner
Secretary, Ex-Officio

Faculty Senate Admissions Committee Statement of Support for Extending Test Optional Policy Through Fall 2023

Faculty Senate Admissions Committee supports and affirms the efforts that Undergraduate Admissions has made to accommodate students applying without SAT or ACT scores for the Spring/Summer/Fall 2021 entry term(s). The current test-optional pilot for 2021 directly supports priorities 1 and 4 of UofSC's Strategic plan. Initial review of test-optional pilot practices suggests that UofSC would benefit from extending this policy through Fall 2023 to study student success and retention outcomes for two full cohorts. A one-year pilot does not afford the institution sufficient time and data needed to gauge the impact of test optional approach.

Test Optional Policy Extension Justification

Assessment will be improved with data from more cohorts.

- **Data from several cohorts are needed to gauge effectiveness.** An institution is unable to assess the true impact of test-optional practices without consideration of students' first year success and retention rates over multiple years.
- Preliminary estimate of class profile suggests that **test optional has NOT had an adverse impact on quality** of students admitted, as evidenced by current SAT and ACT score averages.

Restricted testing capacity is still an issue.

- COVID-19 continues to disrupt both in-class and national test administrations of the SAT and ACT. **For the class of 2022 and 2023, the College Board estimates that PSAT registrations are roughly half of what is projected in a normal, non-pandemic year.**
- The PSAT participation is a key tool used by many colleges to identify prospective students. It is also a key college planning tool used by high school educators and students. Fewer testing opportunities lead to narrower opportunities to identify prospective students.
- **Current high school juniors and sophomores need guidance on how to prepare** for applying to college sooner, not later. Access to testing centers is difficult, especially among populations of interest to UofSC, namely low SES, first-generation, and students of color who are historically over-represented in less-resourced communities.

Admissions operations and market position are improving.

- **Current test-optional admissions pilot is working.** A solid foundation for expanded holistic review exists. New models allow for considering students in absence of SAT or ACT scores.

- Approximately **two-thirds of 4-year institutions in the U.S. are test optional** for the 2021 cycle. **About half of all state flagships are permanently test optional** or have announced they intend to continue assessing the approach for an additional 1 to 5 years.
- **Students and the school counseling community are extremely receptive to this approach**. The test optional movement has resulted in **increased application volume** at many of the nation's state flagships and highly selective institutions, including UofSC.
- **Institutions that do not offer a test-optional route are at a competitive disadvantage.** The approach's popularity, combined with **increased likelihood of attracting more diverse populations** of interest to UofSC, suggest that continuing the practice can solidify the institution's commitment to access.
- **Communication and marketing plans for Class of 2022 and 2023 are underway.** The institution must communicate admissions requirements early and often to assist prospective students and the school college counseling community with college search planning. This includes updating UofSC digital and print marketing materials, all of which must finalized in early spring 2020.

Faculty Senate Committee on Admissions

Wednesday, March 16, 2021 at 4 pm
Via TEAMS

COMMITTEE ON ADMISSIONS

<u>Elected</u>

P. Brandon Bookstaver, **Chair**	Pharmacy	(2021)
Andrew Corley	Languages, Literatures and Cultures	(2022)
Matthew Miller	Mathematics	(2022)
Marketa Kubickova	School of Hotel, Restaurant and Tourism	(2023)
Nathan Huynh	Civil and Environmental Engineering	(2023)

<u>Appointed</u>

Mary Wagner, ex-officio, Secretary	Admissions	
Sandra Kelly	Provost's Office	
Terrance McAdoo	Instruction and Teacher Education	(2022)
Tarek Shazly	Mechanical Engineering	(2022)
Ozgur Ince	Darla Moore School of Business	(2023)

Agenda

I. Welcome
II. Minutes
   1. February 2, 2021
   2. February 17, 2021
III. Old Business
   1. Test optional - Request to extend through Fall 2023 was approved by Faculty Senate on March 3, 2021.
   2. International Admissions bulletin update will be tabled until April 13, 2021 to allow more time to discuss new business.
   3. Transfer Policy was presented to AADC on February 18. No issues. This item needs to be tabled until April 13, 2021 to allow more time to discuss new business.
IV. New Business
Carolina Online, Guest Diana Mitchell
   1. Request to remove discipline questions from Carolina Online applications
   2. Carolina Online admission standards
V. Adjournment

Minutes – March 16, 2021

Attending: Bookstaver, McAdoo, Shazly, Corley, Miller, Kelly, Ince, Wagner,
Guests: Houp , Mitchell

Chair Bookstaver called meeting to order at 4:01 pm.

Approval of Minutes: **Minutes** from February 2 (Kelly moved, McAdoo second) and February 17 (Shazly moved, McAddo seconded) **were approved.**

Old Business

Wagner provided update on Faculty Senate's March 3, 2021, vote to approve extension of Test Optional Admissions policy through Fall 2023. BOT Academic Affairs committee is next level of approval required before making public announcement about the policy.

International admission bulletin changes **tabled** to the April 13, 2021 meeting to allow more time to discuss new business/Carolina Online policy requests.

Wagner noted that the pending transfer policy updates were presented to AADC on February 18 with no issues. **Vote tabled** to the April 13, 2021 meeting to allow more time to discuss new business/Carolina Online policy requests.

New Business

Guests Diana Mitchell and Trena Haup from Provost's Office were introduced. Mitchell provided an overview of Carolina Online, eligible programs, and broad marketing initiatives. Anticipated Go-Live of April 1, 2021, was discussed. This date provides impetus for priority action by the admissions committee to ensure that CO is ready to evaluate and admit students soon after they apply. Two admissions policy requests were debated: 1) removal of community standards questions from the CO application, and 2) Different admission standards for CO applicants that would apply to all student types (freshmen, transfer, readmit, system transfer, nondegree).

1.   Discussion of community standards questions, precedent and justification for removal were discussed. Academic integrity questions (e.g., those pertaining to evidence of prior academic/cheating misconduct) will remain on the application. Committee expressed some concern over not having a mechanism to remove/limit campus presence among those with documented behavioral issues. Kelly noted that inclusion of the questions is supported by members of the campus safety/risk management community on campus. Bookstaver asked Wagner to follow up with Dean of Students to inquire about institution's/Student Conduct office's position on the matter as it pertains to online only students.

2.   Discussion of alternate admission standards were discussed. Edits and policy clarifications were offered by committee members. Each of the proposed standards is intended to remove barriers of admission to attract a non-traditional student population, namely adult learners and military/veterans. Lower minimum GPAs were proposed as minimum standard for admission.

Biggest proposed change includes a pathway for admission via non-degree admission. Students not meeting freshman, transfer, readmit, change of campus requirements could apply as non-degree, take/earn 6 hours with 2.25 and secure admission as regular degree seeking student the following term without having to reapply for degree-seeking status. **Clarification added,** ensuring that these 6 hours be courses that are degree-applicable to Carolina Core or the student's major.

Bookstaver noted that additional time was needed by committee to discuss and evaluate the proposals. Also, Bookstaver asked that Mitchell and Houp compile the suggested edits and forward to Chair, who would then forward to the committee for considerations.

No vote concerning either proposed standards was taken during the meeting. Bookstaver agreed to set up two additional discussion meetings for committee members to join the Chair and Secretary Wagner to discuss, explore implications, edits, and clarifications to the proposed policies. Committee agreed to conduct future voting on these two proposed policy changes by email poll.

Voting on the matter was **conducted** by email poll with committee directed to respond by Monday March 29. Results as follows:

a. Do you approve the policy to remove behavioral/criminal offense questions from the Carolina Online application for admission? 7 approved, 0 Abstain, 0 Do Not Approve **Motion Carried**
b. Do you approve the proposed admissions standards policy for Carolina Online?   6 Approve, 2 Abstain, 0 Do Not Approve **Motion Carried**

McAddo moved to adjourn, Corley second.

Meeting adjourned at 5:18pm.

REVISE BEHAVIORAL/CRIMINAL INFRACTIONS POLICY FOR CAROLINA ONLINE: FOR CONSIDERATION BY FACULTY SENATE, APRIL 7, 2021

PROPOSAL: REVISION OF THE BEHAVIORAL/CRIMINAL INFRACTIONS POLICY FOR CAROLINA ONLINE

REQUESTED EFFECTIVE DATE: SUMMER 2021

Background:

A priority of the Strategic Plan, *For Carolina: A Path to Excellence*, is to enhance access, success and affordability for every eligible South Carolina student – traditional and nontraditional – by establishing an integrated online program management. Carolina Online was developed in response to Strategic Priority 5 in an effort to develop end to end bachelor's degree programs to be delivered online.

Carolina Online is intended to be for multiple non-traditional audiences that range from those who are working professionals to those that are serving military and veterans. In each case the non-traditional student brings something different to the classroom by way of lived experiences that will impact how they experience and contribute to class. For this reason, a separate admissions process with corresponding metrics for admission is proposed.

Recruitment for traditional students is different than the online market. The latter prioritizes an efficient and approachable processes with a quick turnaround for the admission decision. For UofSC to be competitive in the market and best serve the students, the following are required:

- Transfer admission GPA: a standard of 2.25, irrespective of the program
- High School GPA: a minimum of 2.25, including for military applicants.
- Credits: permit a student in a non-degree seeking status to change to degree seeking status and carry those credits earned in the former status to the latter.

Carolina Online students will not impact our CHE reporting requirements.

Carolina Online will have a separate admissions process and most students will not be asked to disclose Behavioral/Criminal Infractions due to the modality of their course delivery being online versus in-residence. There are select programs (e.g., Education) in which a student may be asked to disclose behavioral/criminal infractions.

Proposed Policy Revisions to the Behavioral/Criminal Infractions Policy

Current Policy	Proposed Revisions
The University of South Carolina-Columbia expects students who join its community of scholars to uphold the tenets of the Carolinian Creed and to conduct themselves according to these standards. Therefore, all applicants for undergraduate admission must disclose	**In-Residence Programs** The University of South Carolina-Columbia expects students who join its community of scholars to uphold the tenets of the Carolinian Creed and to conduct themselves according to these standards. Therefore, all

any school behavioral, academic or criminal infraction charges occurring prior to their enrollment at the university. Questions pertaining to infractions will be asked on the application for admission. Applicants will be instructed to provide any updated information occurring after submission of the initial application for admission. The signature [or electronic signature] section of the application attests to the accuracy and completeness of all questions on the application. Failure to provide complete and correct information is grounds for immediate revocation of admission and cancellation of registration or enrollment at the University of South Carolina.

The questions dealing with infractions will direct the applicant to provide a written description of the infraction, appropriate date(s), and ultimate resolution or current disposition. Applicants disclosing an infraction will be flagged in the admissions system to prevent any definitive admission decision until the infraction is reviewed and the student cleared for final action by the director of admissions.

Behavioral infractions are defined as disciplinary violations at an educational institution (including a college or university) resulting in sanctions including suspension or expulsion since the 9th grade. A designated member of the admissions staff will review the application to first determine academic admissibility. If the student is admissible, the staff member will review the infraction and follow up as necessary, including contacting the applicant's previous educational institutions. The facts of the case will be documented and sent to the director of admissions who will make the final determination of admission.

Criminal infractions include misdemeanors, felonies or other crimes more serious than minor traffic violations (e.g., speeding, driving without a license, etc.). A designated member of the admissions staff will review the application to first determine academic admissibility. If admissible, the staff member will review the criminal infraction to determine the appropriate course of action. If upon investigation the staff member deems the offense to be minor the case may be documented and referred to the director of admissions for a final determination of admission.

If the infraction is more serious, in most instances the case will be sent to a special ad hoc committee1 for review and determination of eligibility for admission and enrollment. The committee will have access to all

applicants for undergraduate admission must disclose any school behavioral, academic or criminal infraction charges occurring prior to their enrollment at the university. Questions pertaining to infractions will be asked on the application for admission. Applicants will be instructed to provide any updated information occurring after submission of the initial application for admission. The signature [or electronic signature] section of the application attests to the accuracy and completeness of all questions on the application. Failure to provide complete and correct information is grounds for immediate revocation of admission and cancellation of registration or enrollment at the University of South Carolina.

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Behavioral infractions are defined as disciplinary violations at an educational institution (including a college or university) resulting in sanctions including suspension or expulsion since the 9th grade. A designated member of the admissions staff will review the application to first determine academic admissibility. If the student is admissible, the staff member will review the infraction and follow up as necessary, including contacting the applicant's previous educational institutions. The facts of the case will be documented and sent to the director of admissions who will make the final determination of admission.

Criminal infractions include misdemeanors, felonies or other crimes more serious than minor traffic violations (e.g., speeding, driving without a license, etc.). A designated member of the admissions staff will review the application to first determine academic admissibility. If admissible, the staff member will review the criminal infraction to determine the appropriate course of action. If upon investigation the staff member deems the offense to be minor the case may be documented and referred to the director of admissions for a final determination of admission.

If the infraction is more serious, in most instances the case will be sent to a special ad hoc committee1 for review and determination of eligibility for admission

application materials and information regarding the infraction and may at their discretion request additional information from the applicant or appropriate authorities outside the university.

The committee will make a formal recommendation of action to the director of admissions. If the committee approves admission they may also note any special conditions of enrollment or eligibility for on campus housing and/or referral to the campus Judicial Affairs Committee. The final decision will be made by the director of admissions.

The director of admissions will notify the applicant of the final admission decision. If there are special circumstances or conditions on the applicant's admission these will be communicated to the applicant. If the student is deemed as unfit for university enrollment this will be communicated.

The director of admissions will provide an annual written report to the University Admissions Committee regarding number of cases reviewed and final action in each infraction category.

1. The ad hoc committee may include representation from the following offices: Judicial Affairs, Faculty Senate Committee on Admissions, Housing/Student Affairs, Campus Safety and Counseling Center. The director of admissions or designee will be ex officio and provide staff support to the committee.

and enrollment. The committee will have access to all application materials and information regarding the infraction and may at their discretion request additional information from the applicant or appropriate authorities outside the university.

The committee will make a formal recommendation of action to the director of admissions. If the committee approves admission they may also note any special conditions of enrollment or eligibility for on campus housing and/or referral to the campus Judicial Affairs Committee. The final decision will be made by the director of admissions.

The director of admissions will notify the applicant of the final admission decision. If there are special circumstances or conditions on the applicant's admission these will be communicated to the applicant. If the student is deemed as unfit for university enrollment this will be communicated.

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1. The ad hoc committee may include representation from the following offices: Judicial Affairs, Faculty Senate Committee on Admissions, Housing/Student Affairs, Campus Safety and Counseling Center. The director of admissions or designee will be ex officio and provide staff support to the committee.

Carolina Online Programs
The University of South Carolina-Columbia expects students who join its online community of scholars to uphold the tenets of the Carolinian Creed and to conduct themselves according to these standards. Carolina Online applicants must disclose any academic infraction occurring prior to their enrollment.

Select Carolina Online programs may ask an applicant to disclose school behavioral or criminal infraction charges occurring prior to their enrollment at the university, if required by their program of study. If required, questions pertaining to infractions will be asked on the application for admission. The questions dealing with infractions will direct the applicant to provide a written description of the infraction, appropriate date(s), and ultimate resolution or current disposition. For applicants disclosing an infraction, a designated member of the Carolina Online admissions staff will review the information submitted and follow up as necessary. If the infraction is serious, the case

	may be sent to a special ad hoc committee[1] for review and determination of eligibility for admission and enrollment. The committee will make a formal recommendation of action to the Carolina Online director of admissions and may also recommend any special conditions of enrollment and/or referral to the campus Judicial Affairs Committee. The Carolina Online Director of Enrollment Management will make the final determination of admission. If there are special circumstances or conditions on the applicant's admission, these will be communicated to the applicant. The Carolina Online Director of Enrollment Management will provide an annual written report to the University Admissions Committee regarding number of cases reviewed and final action in each infraction category. [1.] The ad hoc committee for Carolina Online may include representation from the following offices: Judicial Affairs and Faculty Senate Committee on Admissions. Carolina Online will provide staff support to the committee.

Justification:

These revisions are proposed in an effort to increase accessibility and equity in the admission process for Carolina Online. This policy emphasizes the commitment and investment of UofSC to educating all South Carolina residents as well as those in the southeastern region and nationally. This policy is also aligned with national trends and consistent with our competitors.

ESTABLISH ADMISSION REQUIREMENTS FOR CAROLINA ONLINE: FOR CONSIDERATION OF FACULTY SENATE, APRIL 7, 2021

PROPOSAL: ESTABLISH MINIMUM FRESHMAN, TRANSFER, AND READMIT ADMISSION REQUIREMENTS FOR CAROLINA ONLINE.

REQUESTED EFFECTIVE DATE: SUMMER 2021

Background:

A priority of the Strategic Plan, *For Carolina: A Path to Excellence*, is to enhance access, success and affordability for every eligible South Carolina student – traditional and nontraditional – by establishing an integrated online program management. Carolina Online was developed in response to Strategic Priority 5 in an effort to develop end to end bachelor's degree programs to be delivered online.

Carolina Online is intended to be for multiple non-traditional audiences that range from those who are working professionals to those who are serving military and veterans. In each case the non-traditional student brings something different to the classroom by way of lived experiences that will impact how they experience and contribute to class. For this reason, a separate admissions process with corresponding metrics for admission is proposed.

Recruitment for traditional students is different than the online market. The latter prioritizes an efficient and approachable processes with a quick turnaround for the admission decision. For UofSC to be competitive in the market and best serve the students, the following are required:

- Transfer admission GPA: a standard of 2.25, irrespective of the program
- High School GPA: a minimum of 2.25, including for military applicants.
- Credits: permit a student in a non-degree seeking status to change to degree seeking status and carry those credits earned in the former status to the latter.

Carolina Online students will not impact our CHE reporting requirements.

Proposed Admission Policy for Carolina Online:

Application to online programs offered through Carolina Online will be submitted to Carolina Online. The following policies only apply to Carolina Online.

Freshman Admission

An applicant who has not attended a regionally accredited college or university after high-school graduation may be considered for freshman admission. Requirements for admission to online programs offered through Carolina Online include:
- Completed application
- Application fee
- Completion of required high school courses as defined by the South Carolina Commission on Higher Education
- Minimum GPA of 2.25
- Official final high school transcript with graduation date
- Standardized test scores (e.g., SAT or ACT), if requested.

Military Freshman Applicants

South Carolina resident applicants with at least two years of active-duty military service may be admitted as freshmen if they graduated high school with a 2.25 GPA, completed minimum college preparatory course requirements outlined by the South Carolina Commission on Higher Education, and have not attempted any postsecondary work since graduation. The application fee is waived for military applicants.

Transfer Admission

An applicant who has attended another regionally accredited postsecondary institution after high school graduation and attempted one or more courses is a transfer student, irrespective of credit earned, and must meet transfer entrance requirements. Requirements for transfer admission to online programs offered through Carolina Online include:

- Completed application
- Application fee (waived for military)
- Official transcripts from postsecondary institution(s); 30 credit hours are needed to qualify for transfer admission
  - Applicants with a Joint Services Transcript may choose to apply up to 15 credit hours towards the 30 credit hours needed to qualify for transfer admission.
- Minimum GPA of 2.25
- Official final high school transcript with graduation date (only if fewer than 30 credit hours of college-level coursework have been completed)
- Standardized test scores [e.g., SAT or ACT], if requested (only if fewer than 30 credit hours of college-level coursework have been completed)

~~Applicants with a Joint Services Transcript may receive up to 30 hours of transfer credit towards the degree program consistent with University policy on transfer of credit.~~ Please refer to https://sc.edu/about/offices_and_divisions/registrar/transfer_credits/index.php for further details on transfer credit guidelines.

Courses attempted at another regionally accredited postsecondary institution will be evaluated consistent with University policy on transfer of credit.

Readmission

A former UofSC student wishing to return to complete an online program through Carolina Online will need to submit a completed application for readmission. Returning students must have a 2.0 UofSC GPA.

Non-degree Seeking Admission

A student who applies for admission to a program offered through Carolina Online and does not meet the freshman, transfer, or readmit admission requirements may be admitted as a non-degree seeking student. After completing two UofSC Carolina Online program courses (minimum of 6 hours) that are degree-applicable to the Carolina Core or the major and approved by the Carolina Online Director of Enrollment, such students with a 2.25 GPA may be admitted as a degree-seeking student to a Carolina Online program without submitting an additional application. However, such students must submit any requested documentation prior to moving to degree-seeking status. Courses completed while in non-degree seeking status may apply toward the Carolina Online degree program.

Justification:

The proposed admission requirements will provide an efficient and equitable admission process. This policy emphasizes the commitment and investment of UofSC to educating all South Carolina residents as well as those in

the southeastern region and nationally. The policy is in alignment with the strategic priority of making access to education more equitable and affordable for all.

Faculty Senate Committee on Admissions

Tuesday, April13, 2021, 2:00 pm
Via TEAMS

COMMITTEE ON ADMISSIONS

Elected

P. Brandon Bookstaver, **Chair**	Pharmacy	(2021)
Andrew Corley	Languages, Literatures and Cultures	(2022)
Matthew Miller	Mathematics	(2022)
Marketa Kubickova	School of Hotel, Restaurant and Tourism	(2023)
Nathan Huynh	Civil and Environmental Engineering	(2023)

Appointed

Mary Wagner, ex-officio, Secretary	Admissions	
Sandra Kelly	Provost's Office	
Terrance McAdoo	Instruction and Teacher Education	(2022)
Tarek Shazly	Mechanical Engineering	(2022)
Ozgur Ince	Darla Moore School of Business	(2023)

Agenda

I. Welcome
II. Approval of Minutes for March 16, 2021
III. Admissions Update
    a. Test optional - Request to extend through Fall 2023 was approved by Faculty Senate on March 3, 2021. Still awaiting final review by BOT Academic Affairs committee before broader announcement to public.
    b. Carolina Online policy changes which were approved by email vote were passed by Faculty Senate on April 7, 2021.
    c. Common App changes/Gender questions will be added for fall 2022 cycle. UofSC is a Common App member.
    d. Fall 2021 Freshmen/Transfer application cycle report
IV. Old Business
    a. Bulletin changes
        i. International admission requirements
        ii. Transfer Policy to afford greater flexibility for holistic review of older transfer work
IV. New Business

a.　　Elect New Chair for 2021-2022
　　V.　　Adjournment

MINUTES – MARCH 16, 2021

Attending: Bookstaver, Miller, Kubickova, Huynh, Herbert (guest, new committee member 2021-2024), Wagner, Kelly, McAdoo, Shazly, Ince.

Meeting called to order by Bookstaver at 2:03 pm.

Approval of minutes for March 16, 2021: Huynh moved to approve; Kelly seconded. **Motion carried.**

Wagner presented admissions updates
  a. Test optional - Request to extend through Fall 2023 was approved by Faculty Senate on March 3, 2021. Still awaiting final review by BOT Academic Affairs committee before broader announcement to public.
  b. Carolina Online policy changes which were approved by email vote were passed by Faculty Senate on April 7, 2021.
  c. Common App changes/Gender questions will be added for fall 2022 cycle. UofSC is a Common App member.
  d. Fall 2021 Freshmen/Transfer application cycle report

Old Business

International bulletin Update
Policy edits (attached) were discussed. Kelly moved to adopt the policy. Huynh seconded. **Motion carried.**

Transfer policy changes
Policy edits (attached) were discussed. Huynh moved to adopt the policy, McAdoo seconded. **Motion carried with suggested edits.**

New business
New chair 2021-2022
  Chair Bookstaver to take nominations offline, and vote by end of April.
  Note: Matthew Miller (Mathematics) has been named Chair for the 2021-2022 academic year.

Meeting adjourned at 3:09 pm

PROPOSAL: AMEND UOFSC COLUMBIA UNDERGRADUATE BULLETIN "INTERNATIONAL ADMISSIONS" SECTION TO SIMPLIFY REFERENCE TO INTERNATIONAL ADMISSIONS REQUIREMENTS. THE PROPOSED CHANGE DIRECTS READER TO UG ADMISSIONS WEBSITE ACCESS FULL POLICY DETAIL FOR COLUMBIA UNDERGRADUATE ADMISSIONS.

Submitted to FS Admissions Committee: February 2, 2021

Requested effective date: Fall 2022

Background:

International admission detail in bulletin is only section pertaining to UG admissions that does not redirect reader to UG Admissions website. This change remedies the disparity and simplifies bulletin changes and policy updates moving forward.

Proposed changes on next page.

Current Policy (items subject to change in red)	Proposed Policy (changes highlighted in yellow)
Admission of International Students The University of South Carolina welcomes the applications of qualified international students.[1] At least six months before the beginning of the semester they wish to enter, and in the case of freshman applicants, at least nine months beforehand, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions. Students who have attended colleges or universities outside of the United States are required to submit a professional credential evaluation of all work completed. International applicants must be proficient in the English language. A score of 550 or above on the paper version of the TOEFL (Test of English as a Foreign Language) is required. (A score of 210 or higher on the computerized version is required, and a minimum score of 77 on the Internet version is required.) The Office of Undergraduate Admissions also accepts the International English Language Testing System (IELTS) or the PTE Academic Test (PTE). Students must score at least a 6.5 on the IELTS, or at least a 53 on the PTE. English proficiency scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States. An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated. In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements. International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses. The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. Some financial assistance from the University is available to qualified international students. [1] Applicants who are not citizens or permanent residents of the United States.	**Admission of International Students** The University of South Carolina welcomes the applications of qualified international students.[1] At least six months before the beginning of the semester they wish to enter, and in the case of freshman applicants, at least nine months beforehand, students must send a complete application, including standardized test scores, school records, and financial statements, to the Office of Undergraduate Admissions. Students who have attended colleges or universities outside of the United States are required to submit a professional credential evaluation of all work completed. International applicants must be proficient in the English language. Minimum English proficiency requirements are listed on the Undergraduate Admissions website. English proficiency scores are not required for international students from countries where the primary language of instruction is English nor from graduates of high schools in the United States. An English proficiency test will be administered to international students, except those from English-speaking countries, upon arrival at the University. All international students must demonstrate sufficient proficiency in written and oral English to progress at the University level. Students who are not proficient in English will be required to take noncredit, concentrated English language training until proficiency is demonstrated. In addition, freshman applicants must have completed a level of education equivalent to that of students entering from accredited secondary schools in the United States and have superior grades on their school work. Applicants who seek to enter from another college or university in the United States must meet transfer admission requirements. International applicants will not be allowed to enroll in classes until they establish their ability to pay education expenses. The policies of certain countries have created financial difficulties for their citizens studying at the University. Applicants from these countries will be so notified and required to make an advance deposit of expenses. Applicants from other nations must submit certification of financial support to satisfy this requirement. Some financial assistance from the University is available to qualified international students. [1] Applicants who are not citizens or permanent residents of the United States.

PROPOSAL: AMMEND UOFSC COLUMBIA UG BULLETIN "TRANSFER ADMISSION" SECTION TO INCLUDE PROVISION TO AFFORD OPPORTUNITY TO CONDUCT HOLISTIC REVIEW ON TRANSFER APPLICATIONS. ALSO, CHANGES SIMPLIFY REFERENCE TO TRANSFER ADMISSIONS REQUIREMENTS. THE PROPOSED CHANGE DIRECTS READER TO UG ADMISSIONS WEBSITE ACCESS FULL POLICY DETAIL FOR COLUMBIA UNDERGRADUATE ADMISSIONS.

Submitted to FS Admissions Committee: March 13, 2021

Requested effective date: Spring 2022

Background:

Transfer admission bulletin detail in outlines policy of using all coursework attempted for calculating transfer GPA for admissions purposes. (Note: "Transfer GPA" is used for admissions purposes only. It is not recorded on UofSC academic record. Only course credit **earned** is posted to the student's record.) As currently written, there is no provision for applying a holistic review of coursework that is older and attempted by the students within a different educational context or point in their lives. For example, course work attempted more than 20 years ago when a student was less mature and less committed to academic performance could negatively affect their transfer GPA, thus making it impossible to earn admission to some UofSC programs, even if they have attempted recent college-level work and demonstrated significant academic improvement. The policy as currently written as the unintended effect of limiting access to students with non-traditional academic paths, especially adult learners and some military students.

It is estimated that policy change will affect less than 1 % of all transfers applying for admission to the university. The vast majority of transfer applicants will be admitted via current evaluation practices because of how recently they attempted their work. Most transfer applicants do not need holistic review to ensure their admission. However, this change is aligned with the University's strategic plan to adopt holistic review as a means of providing access to military and adult learners with unique life experiences.

Proposed bulletin changes on next page.

Current Bulletin Policy https://academicbulletins.sc.edu/undergraduate/policies-regulations/admissions-policies-procedures/#text	Proposed Policy
For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work.	For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. This process may include a holistic review of the applicant with consideration given to how recent credits were attempted and earned, educational performance, evidence of student persistence and commitment to educational success, and unique life/work experience that can contribute to campus and community life. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work.

FACULTY SENATE ADMISSIONS COMMITTEE

April 13, 2021

UNIVERSITY OF
South Carolina

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AGENDA 2/2/21

I.   Welcome
II. Approve minutes from March 16, 2021, meeting
III. Admissions Update
IV. Old Business
  A.   Bulletin Changes
    A.   International admission policies
    B.   Transfer Admission Policy
V.   New Business
  A.   Elect new Chair for 2021 -2022
VI. Adjournment

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Uo**f**
SC. **South Carolina**

APPROVE MINUTES

For March 16, 2021, Meeting

U of SC South Carolina

ADMISSIONS UPDATES

U of SC South Carolina

ADMISSIONS UPDATES

- Test optional - Request to extend through Fall 2023 was approved by Faculty Senate on March 3, 2021. **Still awaiting final review by BOT** Academic Affairs committee before broader announcement   to public.

- Carolina Online policy changes which were approved by email vote were passed by Faculty Senate on April 7, 2021.

- Common App changes/Gender questions will be added for fall 2022 cycle. UofSC is a Common App member.

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FALL 2021 ADMISSIONS -FRESHMEN

- As of 4/12/21
  - Applications are up 21% overall, Admits are up 9 %, Deposits up 8% overall, URM deposits up 5%.
  - Most growth from nonresidents
  - While still early, deposit yield for test optional admits slightly higher than those submitting scores. Test optional URMS are depositing at higher rate than test optional white students.
- Deposit deadline is May 1, 2021
- 2500+ students have asked to remain on waitlist. Only nonresidents were offered WL.
- Residency balance, URM mix, and profile are leadership/strategic priorities
- Goal: Adjusted from 5800 to 6000 since our January meeting

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RESIDENTIAL BRIDGE PROGRAMS

- Gamecock Gateway (MTC -based program)
  - 239 deposits (goal is 240)
- Palmetto Pathway (Lancaster -based program)
  - 105 deposits, 12 waitlist

Note: Bridge opportunities are reserved for qualified SC residents.

Between Bridge and regular freshman admission, nearly 99% of all SC residents with complete files were offered access to UofSC. We refer to this as the "Opportunity Rate."

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FALL 2021 ADMISSIONS -TRANSFERS

As of 4/12/21

Apps: -11% Admits: +43%

URM Apps: -16% URM Admits: +43%

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TRANSFER POLICY – HOLISTIC REVIEW

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TRANSFER POLICY WORKGROUP

Aaron Marterer, Registrar

Allison Scheide, Admissions

Amanda Lucas, UAC

Claire Robinson, UAC

Heidi Waltz, Nursing

Kathy Smiling, HRSM

Mary Wagner, Admissions

Nora Dragovic, Arts & Sciences

Teresa Florentin, Admissions

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WHY REVISIT THIS POLICY

- Changing demographics and greater emphasis on transfer students makes considering such a policy in the best interest of students and the institution.

- UofSC Strategic Plan prioritizes transfer and   veterans admission. Holistic review is considered a means of expanding access to qualified students with unique life experiences.

South Carolina

STRATEGIC PRIORITY 1– GOAL #1

Goal 1: Attract and retain a highly qualified, appropriately sized and diverse student body at all levels.

Objective	Program	Metric
	Sustain adequate first-time, full-time freshman enrollment.	6,000-6,200 each year through 2025
	Increase academic profile of freshman class as indicated by high school grades and standardized test scores.	2-5 points on academic profile scales each year through 2025
	Elevate Freshman to Sophomore Retention Rate.	Sustain and increase relative to peers and peer aspirants each year through 2025
1. Recruit, retain and graduate high achieving students	Enhance 6-year graduation rate.	Increase relative to peers and peer aspirants each year through by 20
	Improve postgraduate employment/graduate school placement and salary/debt ratio ra	Increase 7 percent by 2025
	Grow total graduate enrollment.	Increase 10 percent by 2025
	Produce more conferred doctoral degrees.	Increase 7 percent by 2025
2. Provide accessible and affordable educational opportunities for all students and more nontraditional students.	**Increase the student veteran and active military student population.**	**Increase 20 percent by 2025**
	Inflate the transfer student population.	**Increase 10 percent by 2025**
	Increase the online student population.	Increase 20 percent by 2025
	Enhance holistic admissions.	**Revise and approve criteria and methodology to include life experience and nontraditional student achievements**

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South Carolina

TRANSFER ADMISSION - CURRENT POLICY

- All coursework attempted from all institutions is evaluated in SZATRNS to compute transfer GPA.
- Students are admitted if they meet the GPA for chosen major (some exceptions apply for space limited programs)
- Students who do not meet for chosen major but meet for others are invited to change to new major
- If they do not meet for any majors, they are denied and told to continue coursework elsewhere to bring their GPA up to required minimum.
- Appeals are not advertised or encouraged.
- Colleges may make admissions exceptions. These are extremely rare.

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TRANSFER ADMISSION - CURRENT POLICY ISSUES

- Students with older work are penalized.
- Recent work, even if it is good, isn't always enough to raise student's transfer GPA to required minimums.
- No process for excluding "old work" exists.
- No standard process of holistic review/appeal exists.
- Students who have since improved academic trajectory are forever excluded from some majors. Some may attempt internal transfer to new major, but at a significant financial cost because they pay for courses that are not degree applicable.

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TRANSFER POLICY WORKGROUP RECOMMENDATIONS

- All transfer students will be evaluated according to current transfer admissions policy to determine admissibility under current policy.
- Students who do not meet transfer GPA minimums due to having college-level work older than 4 years (48 months) will be subject to an additional course-by-course evaluation of attempted work with grades of D and F. Such courses, may be removed from the transfer admission GPA evaluation provided there is recent evidence of academic success (e.g., positive grade trend over recent semesters less than 48 months ago, significant life experience, extenuating circumstances).
- Policy change afford UG admissions flexibility to consider how long-ago course work was attempted, improved grade trends, student maturation, life experience, and extenuating circumstances of applicants who have considerably older course work that may adversely impact cumulative transfer GPA.
- Note: "Transfer GPA" is used for admissions only. It is not recorded on UofSC academic record. Only course credit earned is posted.

*Comments from Assistant/Associate Deans Council on 2/18/21 were overwhelmingly supportive of this change.

Uof SC South Carolina

PROPOSED TRANSFER ADMISSION POLICY – BULLETIN CHANGE

Current Bulletin Policy	Proposed Policy
For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work.	For the purpose of admission, a transfer grade point average is calculated using all credits attempted and all grades earned on college-level courses (e.g. non-developmental, non-remedial) at other institutions. This may include a holistic review of the applicant with consideration given to how recent credits were attempted and earned, educational performance, evidence of student persistence and commitment to educational success, and unique life/work experience that may contribute to campus and community life. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Transfer students should consult the section of this bulletin for the college in which the student plans to study for further information about the use of credits and grades from previous college work.

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SC South Carolina

DISCUSSION

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NEW BUSINESS

Elect New Chair for 2021-2022

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ADJOURNMENT

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