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IV

**Agenda Item 4.04.B.**

**Consideration of Performance Funding Ratings and Appeals for 2003-04 to impact Fiscal Year 2004-05 Allocations**

Recommendations for ratings for the 2003-04 performance year are attached in the "report card" format accompanied by a summary of overall institutional performance. (See **Attachments 1 and 2**) All scoring recommendations, except one, reflect a comparison of performance against the approved standards and an assignment of scores as indicated. The one exception involves an appeal of Northeastern Technical College for special consideration in the scoring for Indicator 1D/E (i.e., the campus-specific indicator related to the institution's strategic plan) in light of special circumstances affecting the institution's performance in the current year. The Committee approved staff's recommendation to accept the institution's appeal and the Committee's recommendation for this appealed case is denoted in Northeastern's report by a footnote and with the letter "A" displayed next to the indicator score.

At its meeting on May 6, the Finance and Facilities Committee considered staff's recommendations for institutional performance ratings for the current year. As has been the case in the past, the Committee considered separately staff's recommendations for those indicators that have been appealed and those indicators for which scores have not been questioned or appealed by institutions. Institutions that submitted an appeal were provided the opportunity to present their case directly to the Committee. After considering the appealed case, the Committee considered staff's recommendations for the performance ratings. The Finance and Facilities Committee's recommendations will be considered by the full Commission at its meeting on June 3, 2004.

**PERFORMANCE RATING FORMAT**

Each institution report is 4 pages in length with a format similar to that used for the past several years.

- Page 1 is a summary display of the institution's overall performance and contains data or "quick facts" about the institution generally.
- Pages 2-4 provide an indicator-by-indicator report of performance and scores and a summary of overall performance. Indicators are listed by "Critical Success Factor." Only indicators yielding numeric data and scores are displayed in detail, and the information displayed includes: the indicator reference number and title, the timeframe for the current year data, three years of historical data, current year performance data, the standard applied to derive the score, information regarding the improvement factor, and the staff recommended score for each subpart measure and for each indicator. Applicable notes regarding scored indicators and other indicators that are not scored numerically are provided for each "Critical Success Factor." A summary of the institution's overall performance is found on page 4.

## RATINGS RECOMMENDATIONS: A REVIEW OF THE PROCESS AND SUMMARY

In the current year and for the past two, institutions' ratings have been based on 13 or 14 indicators that were identified as best reflective of sector missions from among the 37 indicators used in the past. A collaborative process between CHE and the institutions was instrumental in identifying the indicators that now contribute to institutional scores. The applied scored indicators vary across and within sectors, and definitions for a particular indicator may also vary across and within sectors. These differences are footnoted in the ratings reports. A few examples include: indicators (6AB, 7A, 9A) defined specifically for MUSC as a free-standing graduate health sciences institution; an indicator (4A/B) defined differently for each sector and in consultation with each sector focusing on collaboration and cooperation; an indicator (7A) defined differently for two- and four-year institutions, and an indicator (1D/E) specific to each institution that is defined by the institution focusing on institutional and/or state-wide goals.

### **Data Collection and the Process for Developing Scoring Recommendations**

During fall 2003 and early spring 2004, data for indicators are gathered from CHEMIS information or reports from institutions. Timeframes of performance data for indicators typically represent the most recent fall data for academic indicators (Fall 2003 for this year) or the most recent-ended Fiscal Year for financial indicators (2002-03 for this year). All performance data by indicator and institution that were used in determining this year's results are accessible at [http://www.che.sc.gov/Finance/Perf\\_Fund/Yr8Data.htm](http://www.che.sc.gov/Finance/Perf_Fund/Yr8Data.htm). Guidance for the performance funding system and details related to measurement is accessible at [http://www.che.sc.gov/Finance/Perf\\_Fund/Perform\\_F.htm](http://www.che.sc.gov/Finance/Perf_Fund/Perform_F.htm).

Once the data are collected, performance on each indicator is determined by comparing the data to a standard that was approved and set in terms of a range for "Achieves." Institutions receive 2 points for being at or within the designated "Achieves" range, 1 for being out of range in the undesired direction, and 3 for being out of the range in the desired direction. Additionally, for some indicators, institutions scoring 1 or 2 points may be eligible for an additional 0.5 points if their performance is better than their past performance by a specified percentage of that performance. An institution's overall performance is then determined by computing the average of the scores for each indicator. It is the average score that is used in placing an institution in one of five overall performance categories (*Substantially Exceeds*, *Exceeds*, *Achieves*, *Does Not Achieve*, and *Substantially Does Not Achieve*). The category is considered the institution's annual performance and is ultimately used in funding determinations based on an allocation plan adopted by the Commission. The ranges used in determining the overall performance category for an institution have been in effect since 1998-99.

This year represents the third year in which common standards for institutions within sectors based on national, state or peer data, as available, have been in effect. The standards in effect this year were initially approved in 2001 and then reviewed and re-approved in 2003. In determining standards, data are reviewed and a rationale or methodology is determined for establishing a range. As a result, the standards used for a particular indicator vary across and within sectors. For example, in the research sector, peer data for a particular institution in the sector, when available, are used in considering standards for each individual research institution. Therefore, although a similar methodology may have been used to determine standards for an indicator (e.g., being within a certain percentage of a salary average for indicator 2D), each research institution may have different standards on the same indicator because of differences in

peer data considered for each. In other sectors, peer data, when available, are aggregated and considered in establishing ranges for the sector institutions as a whole.

The process for developing the performance rating recommendations has been consistent for the past six years. Preliminary information is distributed to each institution for review. Data concerns or questions are resolved, and institutions are provided the opportunity to appeal in writing any special considerations they wish the Commission to consider.

This year, each institution received a preliminary report of its ratings recommendations on April 2, 2004. As indicated previously, these recommendations were developed by comparing performance against the pre-determined standards. Institutions were asked to respond in writing, with adequate supporting documentation, by April 16, if they wished to appeal a score for special consideration. Only one institution, Northeastern Technical College, submitted written concerns regarding its score on indicator 1D/E. In comparison to past years, there were 2 appealed indicators last year and 7 in the year before that one. Staff also responded to issues raised either internally or externally from institutions as scores and data are reviewed. Staff reviewed such concerns across 9 institutions and 7 indicators and made corrections to 22 data points. Only 7 of the corrections resulted in revised indicator scores and one change resulted in an increased overall score.

#### **Summary of Overall Scores for 2003-04**

The attached recommendations reflect an average score for all institutions of 87% or 2.61. Again this year, institutional performance fell into one of the top three of the five performance categories. Across the 33 institutions, 3 scored "Substantially Exceeds" (1 research, 1 teaching, 1 technical college); 16 scored "Exceeds" (2 research, 3 teaching, 2 regional and 9 technical); and 14 "Achieves" (6 teaching, 2 regional, and 6 technical). In comparison with last year, the average score for all institutions was 87% or 2.61 with 3 scoring "Substantially Exceeds" (2 research, 1 teaching); 16 "Exceeds" (1 research, 2 teaching, 1 regional and 12 technical); and 14 "Achieves" (7 teaching, 3 regional, and 4 technical). The scale for each overall performance range is presented on the first page of each institution's report. For a summary of the 2003-04 scoring recommendations, see **Attachment 1**. Institutional reports are included as **Attachment 2**.

#### **Recommendation:**

***The Finance and Facilities Committee recommends that The Commission on Higher Education approve the 2003-04 indicator and overall performance ratings as indicated in the attached materials.***

**Attachments:**

1. Summary of Overall Institutional Performance for 2003-04
2. Institutional Performance Reports for 2003-04

## **Note Regarding the Recommendations of the Finance and Facilities Committee**

On May 6, 2004, the Finance and Facilities Committee met and considered staff recommendations for the 2003-04 performance ratings. At the meeting, the Committee incorporated several data corrections into its recommendations that had not been included in materials originally mailed to the Finance and Facilities Committee for its May 6, 2004, meeting. The reports herein reflect those corrections as approved by the Committee. The following summarizes the corrections made at the meeting that were not reflected in the earlier materials:

<b>Data Corrections</b>		<u><b>Indicator and Data Point Affected</b></u>	<u><b>Data Reflected in Committee Mail-out</b></u>	<u><b>Corrected Data in Attached Reports</b></u>	<u><b>Impact to Scoring</b></u>
<b>Institution</b>	<b>USC Columbia</b>	2A, 2003-04 Performance	94.2%	95.2%	None
		2D, 2003-04 Performance:			
		Assistant Professor	\$56,181	\$58,423	None
		Associate Professor	\$63,142	\$65,860	None
<b>USC Aiken</b>		Full Professor	\$90,176	\$91,164	None
		2A, 2003-04 Performance	95.9%	93.9%	None
<b>USC Beaufort</b>		1B, 2003-04 Performance	7 approved	11 approved	Indicator score from 2 to 3
					Overall Category from "Achieves" to "Exceeds"
<b>USC Spartanburg</b>		2A, 2003-04 Performance	95.0%	97.5%	None
<b>USC Lancaster</b>		2A, 2003-04 Performance	60.9%	65.2%	None
<b>Northeastern Tech</b>		7A, 2003-04 Performance	45.1%	46.5%	None



**Attachment 4.04.B.1, Overall Scoring Summary for Performance Year 2003-04**

The following report summarizes the recommendations of the Finance & Facilities Committee for consideration of the full Commission on June 3, 2004.

The summary information presented here is found on the first and last page of each institution's 2003-04 report. The reader is cautioned from drawing conclusions based on comparisons of overall score averages and data presented here as different measures and standards apply across sectors and institutions. Institutions within the same sector and performing in the same overall category are considered to be performing at similar levels under SC's performance system. Additional information regarding Performance Funding may be accessed from the Commission's website, [www.che.sc.gov](http://www.che.sc.gov), by selecting "Performance Funding" listed under the heading "Finance."

Overall Rating Scale: Substantially Exceeds =2.85 to 3.00 or 95% to 100%; Exceeds =2.60 to 2.84 or 87% to 94%; Achieves =2.00 to 2.59 or 67% to 86%; Does Not Achieve =1.45 to 1.99 or 48% to 66%; and Substantially Does Not Achieve =1.00 to 1.44 or 33% to 47%.						Scoring Summary of Applicable Performance Indicators					
RESEARCH INSTITUTIONS (Average 2.79 or 93%)	Sum of Numerically Scored Indicators	Number of Numerically Scored Indicators	Resulting Overall Average	Average divided by 3, shown as %	OVERALL CATEGORY FOR 2003-04	Total Applicable Scored Indicators	# Exceeded (scored 3.0)	# Achieved (scored 2.99)	# Does Not Achieve (scored 1 to 1.99)	# Complied	Deferred
Clemson University	29.63	11	2.69	90%	Exceeds	14	9	0	2	1	2
University of South Carolina - Columbia	32.38	11	2.94	98%	Subst Exceeds	14	10	1	0	1	2
Medical University of South Carolina	30.13	11	2.74	91%	Exceeds	14	9	1	1	1	2
FOUR-YEAR COLLEGES AND UNIVERSITIES (Average 2.52 or 84%)											
The Citadel	29.75	12	2.48	83%	Achieves	14	6	5	1	1	1
Coastal Carolina University	31.30	12	2.61	87%	Exceeds	14	6	6	0	1	1
College of Charleston	31.51	12	2.63	88%	Exceeds	14	7	5	0	1	1
Francis Marion University	29.05	12	2.42	81%	Achieves	14	3	8	1	1	1
Lander University	29.88	12	2.49	83%	Achieves	14	6	5	1	1	1
South Carolina State University	26.50	12	2.21	74%	Achieves	14	5	4	3	1	1
University of South Carolina - Aiken	29.18	12	2.43	81%	Achieves	14	5	5	2	1	1
University of South Carolina - Beaufort	20.83	8	2.60	87%	Exceeds	12	4	4	0	2	2
University of South Carolina - Spartanburg	29.80	12	2.48	83%	Achieves	14	7	3	2	1	1
Winthrop University	34.30	12	2.86	95%	Subst Exceeds	14	9	3	0	1	1
TWO-YEAR INSTITUTIONS - BRANCHES OF USC (Average 2.50 or 83%)											
University of South Carolina - Lancaster	26.33	10	2.63	88%	Exceeds	13	6	4	0	2	1
University of South Carolina - Salkehatchie	18.17	8	2.27	76%	Achieves	11	2	5	1	2	1
University of South Carolina - Sumter	21.50	8	2.69	90%	Exceeds	11	5	3	0	2	1
University of South Carolina - Union	19.33	8	2.42	81%	Achieves	11	3	4	1	2	1
STATE TECHNICAL AND COMPREHENSIVE EDUCATION SYSTEM (Average 2.66 or 89%)											
Aiken Technical College	20.67	8	2.58	86%	Achieves	13	3	5	0	4	1
Central Carolina Technical College	21.50	8	2.69	90%	Exceeds	13	5	3	0	4	1
Denmark Technical College	20.67	8	2.58	86%	Achieves	13	5	2	1	4	1
Florence-Darlington Technical College	21.67	8	2.71	90%	Exceeds	13	5	3	0	4	1
Greenville Technical College	21.50	8	2.69	90%	Exceeds	13	4	4	0	4	1
Horry-Georgetown Technical College	22.17	8	2.77	92%	Exceeds	13	6	2	0	4	1
Midlands Technical College	23.17	8	2.90	97%	Subst Exceeds	13	6	2	0	4	1
Northeastern Technical College	18.33	8	2.29	76%	Achieves	13	4	2	2	4	1
Orangeburg-Calhoun Technical College	22.67	8	2.83	94%	Exceeds	13	6	2	0	4	1
Piedmont Technical College	20.50	8	2.56	85%	Achieves	13	4	4	0	4	1
Spartanburg Technical College	22.67	8	2.83	94%	Exceeds	13	5	3	0	4	1
Technical College of Lowcountry	22.17	8	2.77	92%	Exceeds	13	5	3	0	4	1
Tri-County Technical College	20.00	8	2.50	83%	Achieves	13	4	4	0	4	1
Trident Technical College	22.67	8	2.83	94%	Exceeds	13	6	2	0	4	1
Williamsburg Technical College	15.83	7	2.26	75%	Achieves	13	3	2	2	4	2
York Technical College	22.33	8	2.79	93%	Exceeds	13	5	3	0	4	1

(1) USC Beaufort as of June 2002 is transitioning to four-year status and a transition plan for performance funding applies.



## Attachment 4.04.B.2, Finance & Facilities Recommendations for Consideration of CHE Performance Year 2003-04 Ratings to Impact FY 2004-05 Allocation: Ratings by Sector By Institution

### Research Institutions

Clemson University	Medical University of South Carolina
University of South Carolina Columbia	

### Four-Year Colleges and Universities Sector

The Citadel	South Carolina State University
Coastal Carolina University	University of South Carolina Aiken
College of Charleston	University of South Carolina Beaufort
Francis Marion University	University of South Carolina Spartanburg
Lander University	Winthrop University

### Two-Year Institutions - Branches of the University of SC

University of South Carolina Lancaster	University of South Carolina Sumter
University of South Carolina Salkehatchie	University of South Carolina Union

### State Technical and Comprehensive Education System

Aiken Technical College	Orangeburg-Calhoun Technical College
Central Carolina Technical College	Piedmont Technical College
Denmark Technical College	Spartanburg Technical College
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## Attachment 4.04.B.2, Finance & Facilities Recommendations for Consideration of CHE

### Performance Year 2003-04 Ratings to Impact FY 2004-05 Allocation: Ratings by Sector By Institution

#### Research Institutions

Clemson University  
University of South Carolina Columbia  
Medical University of South Carolina

#### Four-Year Colleges and Universities Sector

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College of Charleston  
Francis Marion University  
Lander University  
South Carolina State University  
University of South Carolina Aiken  
University of South Carolina Beaufort  
University of South Carolina Spartanburg  
Winthrop University

#### Two-Year Institutions - Branches of the University of SC

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University of South Carolina Union

#### State Technical and Comprehensive Education System

Aiken Technical College  
Central Carolina Technical College  
Denmark Technical College  
Florence-Darlington Technical College  
Greenville Technical College  
Horry-Georgetown Technical College  
Midlands Technical College  
Northeastern Technical College  
Orangeburg-Calhoun Technical College  
Piedmont Technical College  
Spartanburg Technical College  
Technical College of the Lowcountry  
Tri-County Technical College  
Trident Technical College  
Williamsburg Technical College  
York Technical College



## **Attachment 2.c, Staff Recommendations for Consideration of the Finance and Facilities Committee Performance Year 2003-04 Ratings to Impact FY 2004-05 Allocation: Ratings by Sector By Institution**

### **Research Institutions**

Clemson University	Medical University of South Carolina
University of South Carolina Columbia	

### **Four-Year Colleges and Universities Sector**

The Citadel	South Carolina State University
Coastal Carolina University	University of South Carolina Aiken
College of Charleston	University of South Carolina Beaufort
Francis Marion University	University of South Carolina Spartanburg
Lander University	Winthrop University

### **Two-Year Institutions - Branches of the University of SC**

University of South Carolina Lancaster	University of South Carolina Sumter
University of South Carolina Salkehatchie	University of South Carolina Union

### **State Technical and Comprehensive Education System**

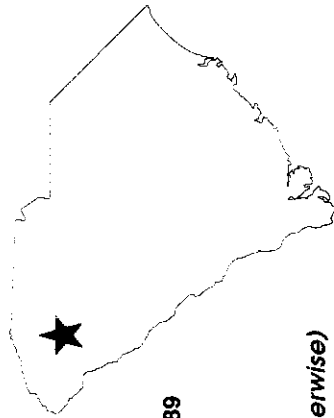
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Florence-Darlington Technical College	Technical College of the Lowcountry
Greenville Technical College	Tri-County Technical College
Horry-Georgetown Technical College	Trident Technical College
Midlands Technical College	Williamsburg Technical College
Northeastern Technical College	York Technical College

## Clemson University

### Sector: Research Institutions

James F. Barker, President  
201 Sikes Hall  
Clemson University  
Clemson, SC 29634-5002  
(864) 656-3413  
www.clemson.edu

Founded in 1889



### 2003-04 Performance Year Score

**Exceeds Standards**

90%  
2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2002-03

- Associates 3,004
- Bachelor's 791
- Post Bachelor's Cert. 5
- Post Master's Cert. 1
- First Professional 6
- Specialist 116
- Doctoral

**Enrollment**  
**Headcount**  
includes full &  
part-time students

17,016  
81% of headcount Undergraduate  
66% of headcount from SC at entry  
10% of headcount Minority

**Full-Time**

12,857 (76% of headcount)

**SAT**

1201 (1st-time entering  
freshmen. Includes  
converted ACT  
scores.)

**Full-Time Faculty**  
1,063 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

**Tuition Academic Year**  
2003-04  
\$6,934 In-State, Full-Time Student  
\$14,532 Out-of-State, Full-Time Student  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey)

**\* Financial Dollars In Millions**  
FY 2001-02  
\$394.8 Revenue, excl. auxiliary & hospital  
\$360.7 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised of October 2003, at [www.che.sc.gov](http://www.che.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
Exceeded Standards (or received scores of 3) on 9 Indicators  
Achieved Standards (or received scores of 2.00-2.99) on 0 Indicators  
Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators  
Achieved Compliance (or received scores of "Complied") on 1 Indicators  
2 indicators are deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.ches.gov](http://www.ches.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

## Research Institutions Sector

## Research Institutions Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	"1" if <# shown	"3" if ># shown	Factor Applied	Subpart	Indicator
Indicator (reference #/letter at far left and title)									
Indicator Subpart (reference #/letter and descriptive title) if applicable									

## 1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2004	96%	98%	100%	100%	95% - 99% or if <95% all but 1	N/A	3.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan <small>(Reviewed in indicator combination 4D &amp; 4E as of Year 6)</small>	FY 2002-03	See performance score at right. Measure and goals vary by institution. Contact CHE for details.						1.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, 1D, and 1E as of Year 07.

## 2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2003	not avail	97.7%	96.5%	97.6%	75.0% to 84.0%	3% of prior 3-yr avg	N/A score=3	3.00
2D	Compensation of Faculty :									3.00
	Assistant Professor Average	Fall 2003	\$50,143	\$52,589	\$54,668	\$56,143	\$42,773 to \$50,740	For each part, 1% of prior year	N/A score=3	3.00
	Associate Professor Average	Fall 2003	\$58,968	\$61,793	\$63,062	\$64,342	\$50,643 to \$60,075		N/A score=3	3.00
	Professor Average	Fall 2003	\$77,073	\$80,353	\$83,949	\$85,956	\$69,559 to \$82,514		N/A score=3	3.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.

**Status of other indicators:** Indicators **2B**, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and **2C**, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator **2E**, *Availability of Faculty to Students Outside the Classroom*, and Indicator **2F**, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator **2B**.



Report for: **Clemson University**

## Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior		This Year	Factor Applied	Subpart	Indicator

**3. CLASSROOM QUALITY**

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, is measured through 3D, *Accreditation of Programs*, which includes NCATE accreditation and 7D, *Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests*, which includes teacher certification examinations.

**Status of other Indicators:** Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	FY 03 / FYs 00,01,02 Avg	37	44	46	56	44 to 48	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages II.85-90 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2002-03	7.3%	5.9%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior 3-yr avg	deferred	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	98.7%	98.4%	99.1%	99.1%	75.0% to 89.9%	5% of prior 3-yr avg	N/A score=3	3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. A comparable measure is defined for MUSC.

**Status of other Indicators:** Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

**7. GRADUATES' ACHIEVEMENTS**

<b>7A</b> Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	71.5%	68.9%	71.7%	72.0%	64.0% to 67.0%	3% of prior 3-yr avg	N/A score=3	3.00
<b>7D</b> Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	91.2%	85.3%	87.7%	89.5%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

Report for: **Clemson University**

## Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year										

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. A comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. As of Year 7, indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

**Status of other indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2008, and is applicable to senior institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

1.63

	Fall 2003	11.5%	12.2%	11.5%	11.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	12.3%	1.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)											
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	86.7%	92.4%	87.7%	89.4%	78.0%	to	87.0%	N/A score=3		3.00
3 % graduate students who are minority (headcount)	Fall 2003	7.4%	7.2%	7.6%	7.6%	10.0%	to	13.0%	7.8%		1.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	8.9%	9.6%	9.8%	9.9%	10.0%	to	13.0%	9.7%		1.50

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 03 / FYs 00,01,02 Avg	145.6%	132.5%	190.9%	129.1%	80.0%	to	119.0%	N/A		3.00
9B Amount of Public and Private Sector Grants	FY 03 / FYs 00,01,02 Avg	113.3%	123.3%	deferred	deferred	Measurement Deferred, See Note Below for 9B			N/A		Deferred

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (pre-K-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring is deferred in Yr 8 due to changes in federal reporting of financial data that affects all public higher education institutions. The institutions were scored in Year 7 using the average of the scores received on 9B for the past three years. The measure is under revision for future years.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

## 14. Total Applicable Scored Indicators

Subtotal : 29.63  
# of indicators averaged 11

Exceeded standards (scores of 3) on 9 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 0 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.

Achieved Compliance on 1 indicator, and 2 indicators are deferred from scoring.

Average: 2.69  
Average / 3.00 Max: 90%  
Category is: "Exceeds"



# University of South Carolina Columbia

## Sector: Research Institutions

Andrew A. Sorensen, President

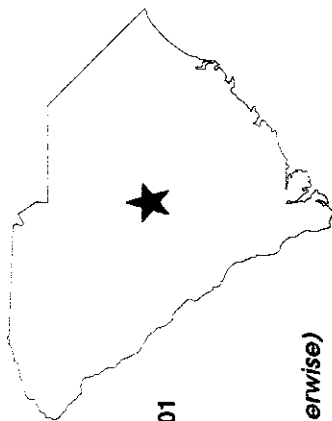
Bull and Pendleton Streets

Osborne Administration Building

Columbia, SC 29208

(803) 777-2001

[www.sc.edu](http://www.sc.edu)



Founded in 1801

2003-04 Performance Year Score

**Substantially Exceeds Standards**

98%

2.94 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.chc.sc.gov](http://www.chc.sc.gov) and select "Performance Funding"

**Degrees Awarded**  
FY 2002-03  
14 Associates  
3,054 Bachelor's  
48 Post Bachelor's Cert.  
1,740 Master's  
- Post Master's Cert.  
339 First Professional  
67 Specialist  
235 Doctoral

### Enrollment

Headcount

includes full & part-time students

25,288

68% of headcount Undergraduate  
77% of headcount from SC at entry  
19% of headcount Minority

### Full-Time

SAT

Average

1142

(1st-time entering freshmen. Includes converted ACT scores.)

### Full-Time Faculty

1,370 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

### Tuition

Academic Year 2003-04

\$5,778 In-State, Full-Time Student

\$15,116 Out-of-State, Full-Time Student

(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excludes medicine and law)

### \* Financial

Dollars In Millions FY 2001-02

\$481.4 Revenue, excl. auxiliary & hospital

\$430.6 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital

(IPEDS Finance Survey)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) - select Performance Funding and then Performance Funding Workbook.

### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on

Achieved Standards (or received scores of 2.00-2.99) on

Did Not Achieve Standards (or received scores of 1.00-1.99) on

Achieved Compliance (or received scores of "Complied") on

2 indicators are deferred from measurement in 2003-04 (See attached detail for explanation)

### 14 Indicators

10 Indicators

1 Indicators

0 Indicators

1 Indicators

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds

Exceeds

Achieves

Does Not Achieve

Substantially Does Not Achieve

95% to 100% or 2.85 to 3.00

87% to 94% or 2.60 to 2.84

67% to 86% or 2.00 to 2.59

48% to 66% or 1.45 to 1.99

33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: University of South Carolina Columbia

### Research Institutions Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3- Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Support	Indicator

### 1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2004	96%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A			3.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.								3.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C.

**Approval of a Mission Statement.** 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Institutions	Fall 2003	not avail	93.6%	94.4%	94.2%	75.0% to 84.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D	Compensation of Faculty:										3.00
	Assistant Professor Average	Fall 2003	\$54,447	\$55,084	\$56,495	\$56,181	\$44,718 to \$53,047	For each part, 1% of prior year	N/A score=3	3.00	
	Associate Professor Average	Fall 2003	\$64,030	\$65,843	\$65,777	\$63,142	\$52,038 to \$61,730		N/A score=3	3.00	
	Professor Average	Fall 2003	\$88,215	\$90,218	\$90,622	\$90,176	\$71,798 to \$85,171		N/A score=3	3.00	

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching Institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, exact instructor.

**Status of other indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## Report for: University of South Carolina Columbia

## Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor > 0.1 to # Applied shown	2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, 3E, Institutional Emphasis on Quality Teacher Education and Reform, is measured through 3D, Accreditation of Programs, which includes NCATE accreditation and 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, which includes teacher certification examinations.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	FY 03 / FYs 00,01,02 Avg	37	44	46	56	44 to 48	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages 11.85-90 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	7.6%	7.6%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior 3-yr avg	deferred	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	95.8%	96.4%	98.1%	99.1%	75.0% to 89.9%	5% of prior 3-yr avg	N/A score=3	3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. A comparable measure is defined for MUSC.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	55.0%	58.2%	59.8%	61.2%	53.0% to 61.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	90.9%	92.0%	94.5%	90.9%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

## Report for: University of South Carolina Columbia

## Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04	
	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Performance Score Indicator
				This Year						

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. A comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. As of Year 7, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

**Status of other Indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.38

	Fall 2003	25.9%	24.5%	23.8%	22.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	26.0%	2.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)											
2 annual retention rate of SC degree-seeking undergrads who are minority	Fall 02 to 03	84.7%	85.7%	87.0%	86.0%	78.0%	to	87.0%		90.1%	2.00
3 % graduate students who are minority (headcount)	Fall 2003	14.5%	14.7%	16.3%	16.4%	10.0%	to	13.0%		N/A score=3	3.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	9.3%	9.3%	10.0%	10.8%	10.0%	to	13.0%		9.8%	2.50

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other Indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

	FY 03 / FYs 00,01,02 Avg	158.7%	121.2%	146.6%	220.1%	80.0%	to	119.0%	N/A	3.00
9A Financial Support for Reform in Teacher Education										
9B Amount of Public and Private Sector Grants	FY 03 / FYs 00,01,02 Avg	127.4%	123.0%	deferred	deferred	Measurement Deferred, See Note Below for 9B			N/A	Deferred

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (pre-K-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring is deferred in Yr 8 due to changes in federal reporting of financial data that affects all public higher education institutions. The institutions were scored in Year 7 using the average of the scores received on 9B for the past three years. The measure is under revision for future years.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

## 14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 10 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 1 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 1 indicator, and 2 indicators are deferred from scoring.

Subtotal : 32.38  
# of Indicators averaged 11

Average: 2.94  
Average / 3.00 Max: 98%

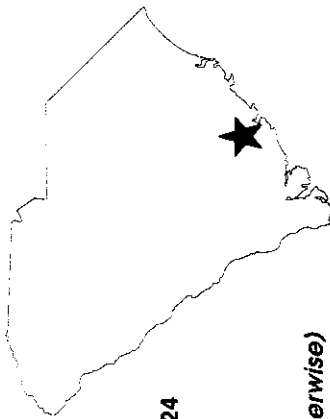
Category is: "Substantially Exceeds"



# Medical University of South Carolina

## Sector: Research Institutions

Raymond S. Greenberg, President  
 171 Ashley Avenue  
 Charleston, SC 29425  
 (843) 792-2300  
 www.musc.edu



Founded in 1824

## 2003-04 Performance Year Score

**Exceeds Standards**

91%

2.74 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.chc.sc.gov](http://www.chc.sc.gov) and select "Performance Funding"

**Degrees Awarded**  
 FY 2002-03

- Associates  
 170 Bachelor's  
 6 Post Bachelor's Cert.  
 260 Master's  
 - Post Master's Cert.  
 235 First Professional  
 - Specialist  
 35 Doctoral

**Enrollment**  
**Headcount**  
 includes full & part-time students

2,303  
 14% of headcount Undergraduate  
 92% of headcount from SC at entry  
 16% of headcount Minority  
 232 (10% of headcount)

**Full-Time**

SAT  
 Average

N/A (1st-time entering freshmen. Includes converted ACT scores.)

**Full-Time Faculty**  
 677 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian.  
 (IPEDS Fall Staff Survey)

**Tuition**  
 Academic Year 2003-04  
 \$6,988 In-State, Full-Time Student  
 \$18,028 Out-of-State, Full-Time Student  
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excludes medicine & dentistry)

**\* Financial**  
 Dollars In Millions  
 FY 2001-02  
 \$334.7 Revenue, excl. auxiliary & hospital  
 \$321.9 Operating & Non-Operating Expenses  
 excl. depreciation, auxiliary & hospital  
 (IPEDS Finance Survey)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
 Exceeded Standards (or received scores of 3) on  
 Achieved Standards (or received scores of 2.00-2.99) on  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on  
 Achieved Compliance (or received scores of "Complied") on

**14 Indicators**  
 9 Indicators  
 1 Indicators  
 1 Indicators  
 1 Indicators

2 indicators are deferred from measurement in 2003-04 (See attached detail for explanation)

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44



"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

### Report for: Medical University of South Carolina

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance					2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		This Year			1 Yr Prior		"1" if <# shown		Factor Applied		Subpart	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	1 Yr Prior	"3" if ># shown	"2" if at/within range	"1" if <# shown	"3" if ># shown	> or = to # shown	Indicator

#### 1. MISSION FOCUS

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2004	100%	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A				3.00
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.										1.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

#### 2. QUALITY OF FACULTY

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2003	not avail	98.1%	99.2%	99.2%	99.2%	75.0% to 84.0%	3% of prior 3-yr avg	N/A score=3			3.00
<b>2D</b> Compensation of Faculty:												3.00
Assistant Professor Average	Fall 2003	\$64,912	\$57,307	\$66,421	\$65,362	\$54,028 to \$64,091	For each part, 1% of prior year		N/A score=3			3.00
Associate Professor Average	Fall 2003	\$71,418	\$68,457	\$76,241	\$75,690	\$62,855 to \$74,562			N/A score=3			3.00
Professor Average	Fall 2003	\$101,878	\$99,125	\$101,016	\$104,180	\$79,965 to \$94,858			N/A score=3			3.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.

**Status of other indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.



## Report for: Medical University of South Carolina

## Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Institution's Performance			2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04	
	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	Performance Score
	This Year								

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, 3E, Institutional Emphasis on Quality Teacher Education and Reform, is measured through 3D, Accreditation of Programs, which includes NCATE accreditation and 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, which includes teacher certification examinations.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community, and Cooperation and Collaboration With Private Industry	FY 03 / FYs 00,01,02 Avg	37	44	46	56	44	to 48	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages 11.85-90 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	9.7%	12.4%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior 3-yr avg	deferred	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B Entrance Examination Scores, College Grade Point Average and College Rank of Entering Graduate and First Professional Students.	Fall 2003	not avail	94.4%	93.5%	95.2%	70.0%	to 85.0%	5% of prior 3-yr avg	N/A	3.00
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**Critical Success Factor 6, Scored Indicator Notes:** A comparable measure to that used for 6A combined with 6B as applicable to other four-year institutions was defined for MUSC. For MUSC, 6A/B measures the percent of first-time, full-time entering graduate and first professional students who take and report required entrance examinations or who have reported a college grade point average (GPA) or a college rank who meet or exceed the Commission-approved target for such examinations and credentials. Targets defined include: MCAT of 26.6 or higher; DAT of 34 or higher; PCAT of 200 or higher; GRE Verbal, Quantitative, and Analytical of 1587 or higher; GMAT of 521 or higher; College GPA of 3.0 or higher on a 4.0 scale; and top 30% of College Class. See current Performance Funding Workbook, pp.11.123-11.129, for complete details.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 6C has never been applicable to this institution.

## 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate Defined for MUSC (1st-time, full-time degree-seeking graduate students completing degree programs within an allowable timeframe)	1997 cohort	not avail	91.7%	94.7%	92.3%	80.0%	to 89.9%	3% of prior 3-yr avg	N/A	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	90.6%	90.3%	90.8%	89.6%	75.0%	to 89.0%	3% of prior 3-yr avg	N/A	3.00

**Report for: Medical University of South Carolina****Research Institutions Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe				Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	This Year				This Year				"1" if <# shown		"3" if ># shown		Factor > or = to # Applied	
	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year					Subpart	Indicator

**Critical Success Factor 7, Scored Indicator Notes:** A measure similar to that of 7A, graduation rate used for other four-year institutions with undergraduates has been defined for MUSC. 7A for MUSC measures the first-time, full-time graduates students except those in PhD programs, and first professional students who complete degree programs within an allowable timeframe. See pp.II.137-140 of the November 2002 Workbook for complete details. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004.

As of Year 7, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

**Status of other Indicators:** Indicator 7F, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State:

2.13

	Fall 2003	19.1%	19.1%	19.1%	19.3%	19.7%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	20.1%	1.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)												
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	95.2%	82.4%	90.3%	87.5%	87.5%	78.0%	to	87.0%	N/A score=3		3.00
3 % graduate students who are minority (headcount)	Fall 2003	16.5%	17.5%	15.4%	15.7%	15.7%	10.0%	to	13.0%	N/A score=3		3.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	4.3%	7.4%	7.9%	9.0%	9.0%	10.0%	to	13.0%	3-yr avg	6.7%	1.50

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other Indicators:** Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

**9. RESEARCH FUNDING**

9A Financial Support for Reform: Improving Child and Adolescent Health (Pre-K to Grade 12 Aged Children)	FY 03 / FYs 00,01,02 Avg	not avail	not avail	187.3%	179.5%	80.0%	to	119.0%	N/A		3.00
	FY 03 / FYs 00,01,02 Avg	122.3%	124.8%	deferred	deferred	Measurement Deferred, See Note Below for 9B			N/A		Deferred

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (preK-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring is deferred in Yr 8 due to changes in federal reporting of financial data that affects all public higher education institutions. The institutions were scored in Year 7 using the average of the scores received on 9B for the past three years. The measure is under revision for future years.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score."

**14 Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 9 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 1 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.

Achieved Compliance on 1 indicator, and 2 indicators are deferred from scoring.

Subtotal:	30.13
# of Indicators averaged	11
Average:	2.74
Average / 3.00 Max:	91%
Category is:	"Exceeds"



## The Citadel

### Sector: Four-Year Colleges and Universities

John S. Grinalds, President  
171 Moultrie Street  
Charleston, SC 29409  
(843) 953-5000  
www.citadel.edu

Founded in 1842

## 2003-04 Performance Year Score Achieves Standards

83%  
2.48 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.chc.sc.gov](http://www.chc.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2002-03

- Associates 416 Bachelor's
- Post Bachelor's Cert. 239 Master's
- Post Master's Cert. 239
- First Professional 27 Specialist
- Doctoral

**Enrollment**  
**Headcount**  
includes full & part-time students

3,695  
58% of headcount Undergraduate  
66% of headcount from SC at entry  
18% of headcount Minority

**Full-Time**

2,037 (55% of headcount)

**SAT**  
**Average**

1100 (1st-time entering freshmen. Includes converted ACT scores.)

**Full-Time Faculty**  
154 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

**Tuition Academic Year 2003-04**  
\$4,999 In-State, Full-Time Student  
\$13,410 Out-of-State, Full-Time Student  
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

**\* Financial Dollars in Millions FY 2001-02**  
\$46.4 Revenue, excl. auxiliary & hospital  
\$42.1 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on 6 Indicators  
Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators  
Did Not Achieve Standards (or received scores of 1.00-1.99) on 1 Indicators  
Achieved Compliance (or received scores of "Complied") on 1 Indicators

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by Institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: The Citadel

### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2004	89%	96%	98%	98%	95% - 99% or if <95% all but 1	N/A	2.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.						3.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2003	not avail	95.0%	96.6%	95.1%	70.0% to 84.0%	3% of prior 3-yr avg	N/A	score=3		3.00
<b>2D</b> Compensation of Faculty:											3.00
Assistant Professor Average	Fall 2003	\$44,509	\$45,631	\$44,797	\$47,148	\$36,840 to \$43,701	For each part, 1% of prior year	N/A	score=3	3.00	
Associate Professor Average	Fall 2003	\$52,674	\$54,890	\$54,626	\$55,885	\$44,787 to \$53,129		N/A	score=3	3.00	
Professor Average	Fall 2003	\$65,293	\$67,126	\$66,959	\$67,072	\$56,164 to \$66,624		N/A	score=3	3.00	

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.

## Report for: The Citadel

### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if	Performance Score
								Factor Applied	> 0? = to # shown

**Status of other indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

### 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	75%	75%	75%	75%	90%-99% or if <90%, all but 1	N/A			2.00
3E Institutional emphasis on quality teacher education and reform:										2.00

1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Completed		
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	89.7%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred		
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		80.2%	83.5%	78.1%	80.7%	75.0% to 89.0%	3% of prior 3-yr avg	83.0%	2.00	
3a % teacher ed. graduates in critical shortage areas	FY 2002-03	15%	17%	17%	11%	20% to 34%	5% of prior 3-yr avg	17%	1.00	
3b % teacher ed. graduates who are minority		20%	28%	21%	26%	10% to 20%	N/A score=3	3.00		

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	4	4	2	to 3	N/A	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11-91-98 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	28.1%	27.1%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	82.5%	81.7%	88.7%	92.8%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3		3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## Report for: The Citadel

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	66.4%	70.3%	65.5%	71.4%	36.0%	to 49.0%	3% of prior 3-yr avg	N/A score=3		3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	82.2%	83.5%	78.1%	80.7%	75.0%	to 89.0%	3% of prior 3-yr avg	83.7%		2.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:	1.75									
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	12.4%	14.6%	16.3%	14.5%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	15.2%	1.00
2 annual retention rate of SC degree-seeking undergrads who are minority	Fall 02 to 03	76.3%	83.1%	81.1%	80.5%	74.0%	to 82.0%	and 8C4= 3% of prior 3-yr avg	84.2%	2.00
3 % graduate students who are minority (headcount)	Fall 2003	20.8%	21.7%	22.6%	21.6%	10.0%	to 13.0%		N/A score=3	3.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	7.8%	8.9%	7.9%	8.2%	10.0%	to 13.0%		8.4%	1.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 03 / FYs 00,01,02 Avg	891.1%	244.4%	164.7%	84.5%	80.0%	to 119.0%	NA		2.00
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

## 14. Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.  
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.  
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.  
Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 29.75  
# of indicators averaged 12

Average: 2.48  
Average / 3.00 Max: 83%  
Category is: "Achieves"



## Coastal Carolina University

### Sector: Four-Year Colleges and Universities

Ronald R. Ingle, President

755 Highway 544

PO Box 261954

Conway, SC 29526-6054

(843) 347-3161

www.coastal.edu

Founded in 1954

## 2003-04 Performance Year Score Exceeds Standards

87%

2.61 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.chc.sc.gov](http://www.chc.sc.gov) and select "Performance Funding"

#### Degrees Awarded

FY 2002-03

- Associates 801 Bachelor's
- Post Bachelor's Cert. 29 Master's
- Post Master's Cert. 29
- First Professional
- Specialist
- Doctoral

#### Enrollment

Headcount includes full & part-time students

6,780  
89% of headcount Undergraduate  
61% of headcount from SC at entry  
15% of headcount Minority  
4,961 (73% of headcount)

#### Full-Time

1038 (1st-time entering freshmen. Includes converted ACT scores.)

#### SAT Average

**Full-Time Faculty** 217 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

**Tuition Academic Year 2003-04**  
\$5,190 In-State, Full-Time Student  
\$12,870 Out-of-State, Full-Time Student  
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

**\* Financial Dollars In Millions FY 2001-02**  
\$48.4 Revenue, excl. auxiliary & hospital  
\$45.7 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) - select Performance Funding and then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on 14 Indicators  
Achieved Standards (or received scores of 2.00-2.99) on 6 Indicators  
Did Not Achieve Standards (or received scores of 1.00-1.99) on 6 Indicators  
Achieved Compliance (or received scores of "Complied") on 0 Indicators  
1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44



"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Coastal Carolina University

### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Performance Score Indicator

## 1. MISSION FOCUS

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2004	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A				3.00
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by institution. Contact CHE for details.									3.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2003	not avail	92.9%	92.1%	90.6%	70.0%	to 84.0%	3% of prior 3-yr avg	N/A score=3		3.00
<b>2D</b> Compensation of Faculty:											2.67
Assistant Professor Average	Fall 2003	\$42,742	\$42,781	\$43,592	\$44,887	\$36,840	to \$43,701	For each part, 1% of prior year	N/A score=3	3.00	
Associate Professor Average	Fall 2003	\$49,859	\$51,556	\$51,832	\$53,937	\$44,787	to \$53,129		N/A score=3	3.00	
Professor Average	Fall 2003	\$60,490	\$62,450	\$63,189	\$62,281	\$56,164	to \$66,624		\$63,821	2.00	

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.



## Report for: Coastal Carolina University

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	Factor Applied	> or = to # shown	Subpart	Indicator
							"3" if ># shown			

**Status of other indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	60%	60%	60%	80%	90%-99% or if <90%, all but 1	N/A			2.00
3E Institutional emphasis on quality teacher education and reform :										2.13

1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Completed		
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	82.1%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred		
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		78.7%	80.0%	89.4%	91.1%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00	
3a % teacher ed. graduates in critical shortage areas	FY 2002-03	6%	8%	6%	9%	20% to 34%	5% of prior 3-yr avg	7%	1.50	
3b % teacher ed. graduates who are minority		11%	8%	13%	1%	10% to 20%	3-yr avg	11%	1.00	

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	4	4	2	to	3	N/A	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11,91-98 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	17.7%	17.0%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	79.9%	82.9%	87.1%	85.6%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3		3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## Report for: Coastal Carolina University

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	31.7%	37.0%	35.2%	36.6%	36.0%	to	49.0%	3% of prior 3-yr avg	35.7%	2.50
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	79.8%	80.0%	89.4%	91.1%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :											2.00
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	17.3%	15.3%	16.7%	18.9%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	17.3%	1.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	77.6%	73.0%	80.4%	78.2%	74.0%	to	82.0%	and 8C4= 3% of prior 3-yr avg	80.9%	2.00
3	% graduate students who are minority (headcount)	Fall 2003	11.3%	6.7%	12.9%	22.7%	10.0%	to	13.0%	N/A score=3	3.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	4.4%	4.5%	4.8%	6.4%	10.0%	to	13.0%	3-yr avg	4.7%	1.50

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 03 / FYs 00,01,02 Avg	151.4%	119.5%	84.0%	109.4%	80.0%	to	119.0%	NA		2.00
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

## 14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.

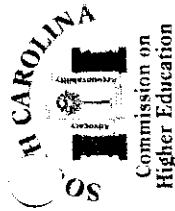
Achieved Standards (scores of 2.00 to 2.99) on 6 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal: 31.30  
# of indicators averaged 12

Average: 2.61  
Average / 3.00 Max: 87%  
Category is: "Exceeds"



## College of Charleston

### Sector: Four-Year Colleges and Universities

Leo I. Higdon, President  
66 George Street  
Charleston, SC 29424  
(843) 953-5507  
[www.cofc.edu](http://www.cofc.edu)

Founded in 1770

## 2003-04 Performance Year Score Exceeds Standards

88%  
2.63 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.che.sc.gov](http://www.che.sc.gov) and select "Performance Funding"

**Degrees Awarded**  
FY 2002-03  
- Associates  
2,107 Bachelor's  
1 Post Bachelor's Cert.  
174 Master's  
- Post Master's Cert.  
- First Professional  
- Specialist  
- Doctoral

**Enrollment**  
**Headcount**  
includes full & part-time students  
11,536  
85% of headcount Undergraduate  
65% of headcount from SC at entry  
12% of headcount Minority  
8,921 (77% of headcount)

**Full-Time**  
**SAT Average**  
1159 (1st-time entering freshmen. Includes converted ACT scores.)

**Full-Time Faculty**  
487 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian.  
(IPEDS Fall Staff Survey)

**Tuition**  
Academic Year 2003-04  
\$5,770 In-State, Full-Time Student  
\$13,032 Out-of-State, Full-Time Student

**\* Financial**  
Dollars In Millions  
FY 2001-02  
\$103.6 Revenue, excl. auxiliary & hospital in-state rebate of \$302 not reflected)  
\$94.8 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
Exceeded Standards (or received scores of 3) on 7 Indicators  
Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators  
Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators  
Achieved Compliance (or received scores of "Complied") on 1 Indicator  
1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Overall Score Range	Percentage Range
Substantially Exceeds	95% to 100%
Exceeds	87% to 94%
Achieves	67% to 86%
Does Not Achieve	48% to 66%
Substantially Does Not Achieve	33% to 47%

**"Performance Funding" in SC** began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by Institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: College of Charleston

### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

## 1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2004	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A		3.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.							3.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

## 2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2003	not avail	90.7%	92.0%	90.0%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3	3.00
2D	Compensation of Faculty:									3.00
	Assistant Professor Average	Fall 2003	\$41,888	\$42,888	\$44,028	\$45,268	\$36,840 to \$43,701	For each part, 1% of prior year	N/A score=3	3.00
	Associate Professor Average	Fall 2003	\$52,250	\$53,247	\$53,143	\$53,901	\$44,787 to \$53,129		N/A score=3	3.00
	Professor Average	Fall 2003	\$63,813	\$65,962	\$66,960	\$68,135	\$56,164 to \$66,624		N/A score=3	3.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.

## Report for: College of Charleston

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

**Status of other indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	86%	88%	88%	90%-99% or if <90%, all but 1	N/A				2.00
3E Institutional emphasis on quality teacher education and reform:											2.38

1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Complied			
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	98.5%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred			
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		88.9%	88.6%	91.7%	93.2%	75.0% to 89.0%	N/A score=3	3.00			
3a % teacher ed. graduates in critical shortage areas	FY 2002-03	17%	22%	24%	14%	20% to 34%	5% of prior 3-yr avg	22%			1.00
3b % teacher ed. graduates who are minority		9%	11%	10%	12%	10% to 20%		11%			2.50

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	2	3	2	to 3	N/A	N/A		2.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	16.7%	15.9%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred			Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	98.3%	98.1%	99.1%	99.6%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3			3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## Report for: College of Charleston

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2003-04 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	52.8%	56.6%	53.9%	55.2%	36.0%	to	49.0%	N/A	3.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	92.5%	88.6%	91.7%	93.2%	75.0%	to	89.0%	N/A	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.13

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	15.9%	16.8%	17.0%	16.3%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	17.4%	1.00
2	annual retention rate of SC degree-seeking undergrads who are minority	Fall 02 to 03	83.8%	82.8%	82.8%	83.7%	74.0%	to	82.0%	N/A score=3	N/A score=3	3.00
3	% graduate students who are minority (headcount)	Fall 2003	10.7%	12.2%	10.2%	14.1%	10.0%	to	13.0%	and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	7.9%	8.1%	7.4%	8.3%	10.0%	to	13.0%		8.0%	1.50

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 03 / FY's 00,01,02 Avg	150.6%	145.0%	157.8%	118.7%	80.0%	to	119.0%	NA		2.00
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

## 14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 7 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal : 31.51  
# of Indicators averaged 12

Average: 2.63  
Average / 3.00 Max: 88%  
Category is: "Exceeds"

## Francis Marion University

### Sector: Four-Year Colleges and Universities

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 4822 E. Palmetto Street  
 PO Box 100547  
 Florence, SC 29506  
 (843) 661-1210  
 www.fmarion.edu

Founded in 1970

## 2003-04 Performance Year Score

### Achieves Standards

81%

2.42 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
 see [www.che.sc.gov](http://www.che.sc.gov) and  
 select "Performance Funding"

**Degrees Awarded**  
 FY 2002-03
 

- Associates 434 Bachelor's 106 Master's
- Post Bachelor's Cert. 106 Master's
- Post Master's Cert. 106 Master's
- First Professional 106 Master's
- Specialist 106 Master's
- Doctoral 106 Master's

**Enrollment**  
**Headcount**  
 includes full & part-time students

3,590  
 88% of headcount Undergraduate  
 94% of headcount from SC at entry  
 35% of headcount Minority

**Full-Time**

2,868 (80% of headcount)

**SAT**

953 (1st-time entering freshmen. Includes converted ACT scores.)

**Full-Time Faculty**  
 165 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

**Tuition Academic Year 2003-04**  
 \$5,082 In-State, Full-Time Student  
 \$10,029 Out-of-State, Full-Time Student  
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

**\* Financial**  
 Dollars in Millions  
 FY 2001-02  
 \$31.6 Revenue, excl. auxiliary & hospital  
 \$31.0 Operating & Non-Operating Expenses  
 excl. depreciation, auxiliary & hospital  
 (IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
 Exceeded Standards (or received scores of 3) on 3 Indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 8 Indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 1 Indicator  
 Achieved Compliance (or received scores of "Complied") on 1 Indicator

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Overall Score	Percentage
Substantially Exceeds	95% to 100%
Exceeds	87% to 94%
Achieves	87% to 94%
Does Not Achieve	67% to 86%
Substantially Does Not Achieve	48% to 66%
	33% to 47%
	2.85 to 3.00
	2.60 to 2.84
	2.00 to 2.59
	1.45 to 1.99
	1.00 to 1.44



**"Performance Funding"** In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Francis Marion University

### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator
								"3" if ># shown			

## 1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2004	100%	98%	100%	100%	95% - 99% or if <95% all but 1	N/A	3.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.						2.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2003	not avail	85.8%	88.4%	87.7%	70.0% to 84.0%	3% of prior 3-yr avg	N/A	score=3			3.00
2D	Compensation of Faculty:												2.67
	Assistant Professor Average	Fall 2003	\$41,095	\$41,123	\$41,676	\$42,672	\$36,840 to \$43,701	For each part, 1% of prior year	\$42,093	2.50			
	Associate Professor Average	Fall 2003	\$50,370	\$50,676	\$51,972	\$53,524	\$44,787 to \$53,129		N/A score=3	3.00			
	Professor Average	Fall 2003	\$57,652	\$58,884	\$58,570	\$59,298	\$56,164 to \$68,624		\$59,156	2.50			

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.



## Report for: Francis Marion University

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if	Performance Score
Indicator Subpart (reference #letter and descriptive title) if applicable	This Year							Factor > or = to # Applied shown	Subpart Indicator

**Status of other Indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

### 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	80%	80%	80%	80%	90%-99% or if <90%, all but 1	N/A		2.00
3E Institutional emphasis on quality teacher education and reform:									2.50

1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Completed	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	100.0%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		75.8%	76.2%	80.1%	88.7%	75.0% to 89.0%	3% of prior 3-yr avg	79.7%	2.50
3a % teacher ed. graduates in critical shortage areas	FY 2002-03	21%	17%	35%	20%	20% to 34%	5% of prior 3-yr avg	26%	2.00
3b % teacher ed. graduates who are minority		28%	22%	13%	31%	10% to 20%	N/A score=3	3.00	

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	3	4	2	to 3	N/A	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11-91-98 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	22.8%	22.2%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	58.4%	73.7%	71.8%	76.9%	50.0% to 79.9%	5% of prior 3-yr avg	71.4%	2.50
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## Report for: Francis Marion University

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	34.4%	35.8%	39.8%	38.1%	36.0%	to	49.0%	3% of prior 3-yr avg	37.8%	2.50
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	80.0%	76.2%	80.1%	88.7%	75.0%	to	89.0%	3% of prior 3-yr avg	81.1%	2.50

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other Indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C		Accessibility to the Institution of All Citizens of the State :										2.38	
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	34.3%	34.8%	36.1%	38.3%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	N/Score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	77.5%	74.6%	76.4%	78.6%	74.0%	to	82.0%	5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	80.0%	2.00	
3	% graduate students who are minority (headcount)	Fall 2003	27.3%	27.6%	24.9%	21.5%	10.0%	to	13.0%		N/Score=3	3.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	4.5%	6.0%	6.4%	5.9%	10.0%	to	13.0%		5.8%	1.50	

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other Indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 03 / FY's 00,01,02 Avg	528.5%	211.2%	80.9%	69.3%	80.0%	to	119.0%	NA		1.00
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

## 14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 3 scored indicators.

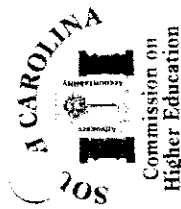
Achieved Standards (scores of 2.00 to 2.99) on 8 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.

Achieved Compliance on 1 Indicator, and 1 Indicator is deferred.

Subtotal : 29.05  
# of Indicators averaged 12

Average: 2.42  
Average / 3.00 Max: 81%  
Category is: "Achieves"



## Lander University

### Sector: Four-Year Colleges and Universities

Daniel W. Ball, President  
320 Stanley Avenue  
Greenwood, SC 29649  
(864) 388-8300  
[www.lander.edu](http://www.lander.edu)

Founded in 1872



## 2003-04 Performance Year Score Achieves Standards

83%  
2.49 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.che.sc.gov](http://www.che.sc.gov) and select "Performance Funding"

**Degrees Awarded**  
FY 2002-03

- Associates 394
- Bachelor's 32
- Post Bachelor's Cert. Master's
- Post Master's Cert. First Professional
- Specialist
- Doctoral

**Enrollment**  
**Headcount**  
includes full & part-time students

2,950  
89% of headcount Undergraduate  
95% of headcount from SC at entry  
21% of headcount Minority  
2,281 (77% of headcount)

**Full-Time**  
SAT Average  
981 (1st-time entering freshmen. Includes converted ACT scores.)

**Full-Time Faculty**  
124 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

**Tuition**  
Academic Year 2003-04  
\$5,400 In-State, Full-Time Student  
\$11,050 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

**\* Financial**  
Dollars in Millions FY 2001-02  
\$24.9 Revenue, excl. auxiliary & hospital  
\$23.3 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
Exceeded Standards (or received scores of 3) on 6 Indicators  
Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators  
Did Not Achieve Standards (or received scores of 1.00-1.99) on 1 Indicator  
Achieved Compliance (or received scores of "Complied") on 1 Indicator  
1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Overall Score	Percentage
Substantially Exceeds	95% to 100%
Exceeds	87% to 94%
Achieves	86% to 88%
Does Not Achieve	86% to 88%
Substantially Does Not Achieve	47% to 49%

"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Lander University											
Four-Year Colleges and Universities Sector											
Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
1. MISSION FOCUS											
1B Curricula Offered to Achieve Mission	as of Apr 2004	100%	100%	100%	100%	95% - 99% or if <95% all but 1		N/A			3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
Critical Success Factor 1, Scored Indicator Notes: 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.											
Status of other Indicators: Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.											
2. QUALITY OF FACULTY											
Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions											
2A	Fall 2003	not avail	87.0%	88.7%	86.3%	70.0% to	84.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D Compensation of Faculty:											
Assistant Professor Average	Fall 2003	\$40,435	\$43,141	\$43,218	\$41,897	\$36,840 to	\$43,701	For each part, 1% of prior year	\$43,650	2.00	
	Fall 2003	\$46,211	\$48,319	\$51,364	\$51,007	\$44,787 to	\$53,129		\$51,878	2.00	
	Fall 2003	\$57,233	\$56,318	\$57,229	\$57,008	\$56,164 to	\$66,624		\$57,801	2.00	
Critical Success Factor 2, Scored Indicator Notes: 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.											

## Report for: Lander University

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor > or = to # Applied shown	Subpart Indicator
	This Year								

**Status of other Indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

### 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	71%	71%	71%	88%	90%-99% or if <90%, all but 1	N/A	2.00	
3E Institutional emphasis on quality teacher education and reform:								2.25	
1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Completed	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	82.5%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		89.9%	76.9%	89.0%	89.5%	75.0% to 89.0%	3% of prior 3-yr avg N/A score=3	3.00	
3a % teacher ed. graduates in critical shortage areas	FY 2002-03	41%	21%	21%	20%	20% to 34%	5% of prior 3-yr avg	2.00	
3b % teacher ed. graduates who are minority		10%	3%	16%	4%	10% to 20%	10%	1.00	

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	3	3	2	to 3	N/A	N/A	2.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11.91-98 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	22.5%	22.4%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	70.8%	81.5%	84.3%	90.4%	50.0% to 79.9%	5% of prior 3-yr avg score=3	N/A	3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## Four-Year Colleges and Universities Sector

## Report for: Lander University

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2003-04 Standard		2003-04	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Score <3: Earn 0.5 for Improvement if	Performance Score

## 7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	42.4%	48.0%	47.6%	45.7%	36.0%	to 49.0%	3% of prior 3-yr avg	47.4%	2.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	86.2%	79.2%	90.7%	91.8%	75.0%	to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other Indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State: 1.63

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	21.8%	21.4%	21.7%	23.0%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	22.7%	2.50
2	annual retention rate of SC degree-seeking undergrads who are minority	Fall 02 to 03	76.8%	77.4%	81.1%	75.3%	74.0%	to 82.0%	and 8C4= 3% of prior 3-yr avg	82.4%	2.00
3	% graduate students who are minority (headcount)	Fall 2003	9.6%	13.7%	9.0%	8.5%	10.0%	to 13.0%		11.3%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	7.9%	11.2%	10.5%	9.9%	10.0%	to 13.0%		10.2%	1.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other Indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 03 / FYs 00,01,02 Avg	101.9%	116.2%	111.8%	120.6%	80.0%	to 119.0%	NA		3.00
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

## 14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.

Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal: 29.88  
# of indicators averaged 12

Average: 2.49  
Average / 3.00 Max: 83%  
Category is: "Achieves"



## South Carolina State University

### Sector: Four-Year Colleges and Universities

Andrew Hugline, Jr., President  
300 College Street NE  
Orangeburg, SC 29117  
(803) 536-7000  
www.scsu.edu

Founded in 1896

## 2003-04 Performance Year Score

### Achieves Standards

74%  
2.21 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.chc.sc.gov](http://www.chc.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2002-03

- Associates  
631 Bachelor's  
139 Master's
- Post Bachelor's Cert.  
139 Master's
- Post Master's Cert.  
12 Specialist  
26 Doctoral

**Enrollment**  
**Headcount**  
includes full &  
part-time students

4,466  
80% of headcount Undergraduate  
80% of headcount from SC at entry  
92% of headcount Minority  
3,225 (72% of headcount)

**Full-Time**

821 (1st-time entering  
freshmen. Includes  
converted ACT  
scores.)

**Full-Time Faculty**

197 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

**Tuition**  
Academic Year  
2003-04

\$5,570 In-State, Full-Time Student  
\$10,850 Out-of-State, Full-Time Student  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey)

**\* Financial**  
Dollars In Millions  
FY 2001-02

\$69.3 Revenue, excl. auxiliary & hospital  
\$69.5 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

**14 Indicators**  
5 Indicators  
4 Indicators  
3 Indicators  
1 Indicators

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44



"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: South Carolina State University

### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor														
Indicator (reference #/letter at far left and title)														
Indicator Subpart (reference #/letter and descriptive title) if applicable														
Measure Timeframe		Institution's Performance					2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score			
This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator			

## 1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission		as of Apr 2004	90%	95%	96%	99%	95% - 99% or if <95% all but 1	N/A						2.00
	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.											3.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Institutions		Fall 2003	not avail	91.0%	86.8%	86.3%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3					3.00
	Instructors, as defined for research and teaching sector														
2D	Compensation of Faculty:														2.00
	Assistant Professor Average		Fall 2003	\$43,034	\$45,001	\$44,676	\$44,375	\$36,840 to \$43,701	For each part, 1% of prior year	N/A score=3	3.00				
	Associate Professor Average		Fall 2003	\$50,985	\$50,748	\$52,725	\$51,394	\$44,787 to \$53,129		\$53,252	2.00				
	Professor Average		Fall 2003	\$56,638	\$57,496	\$56,611	\$55,282	\$56,164 to \$68,624		\$57,177	1.00				

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching Institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.



## Report for: South Carolina State University

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score
	This Year						"3" if ># shown	Factor Applied	Subpart Indicator

**Status of other indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	79%	71%	71%	71%	90%-99% or if <90%, all but 1	N/A		1.00
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Completed	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	96.9%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		90.4%	90.6%	80.0%	100.0%	75.0% to 89.0%	N/Score=3	3.00	
3a % teacher ed. graduates in critical shortage areas	FY 2002-03	75%	42%	36%	38%	20% to 34%	5% of prior 3-yr avg	3.00	
3b % teacher ed. graduates who are minority		95%	96%	95%	91%	10% to 20%	N/Score=3	3.00	

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	4	4	2	10	3	N/A	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	25.0%	17.4%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	46.2%	35.5%	41.5%	47.3%	50.0% to 79.9%	5% of prior 3-yr avg	43.1%		1.50
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## Report for: South Carolina State University

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Score <3: Earn 0.5 for Improvement if	

## 7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	46.9%	45.2%	50.9%	48.6%	36.0% to 49.0%	3% of prior 3-yr avg	49.1%	2.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	89.7%	88.2%	78.8%	82.7%	75.0% to 89.0%	3% of prior 3-yr avg	88.1%	2.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State:	3.00								
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	96.7%	96.9%	97.9%	98.0%	21.0% to 28.0%	8C1,2,3= 5% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	83.5%	83.6%	84.2%	82.5%	74.0% to 82.0%	and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
3	% graduate students who are minority (headcount)	Fall 2003	75.5%	62.7%	61.8%	69.4%	10.0% to 13.0%		N/A score=3	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	69.9%	71.4%	76.3%	72.0%	10.0% to 13.0%		N/A score=3	3.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 03 / FY's 00,01,02 Avg	507.6%	190.9%	230.2%	46.7%	80.0% to 119.0%	NA		1.00
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

## 14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 3 scored indicators.

Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal: 26.50  
# of Indicators averaged 12

Average: 2.21  
Average / 3.00 Max: 74%  
Category is: "Achieves"



## University of South Carolina Aiken

### Sector: Four-Year Colleges and Universities

Thomas L. Hallman, Chancellor  
471 University Parkway  
Aiken, SC 29801  
(803) 648-6851  
www.usca.edu

Founded in 1961

## 2003-04 Performance Year Score Achieves Standards

81%  
2.43 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.chc.sc.gov](http://www.chc.sc.gov) and  
select "Performance Funding"

Degrees  
Awarded  
FY 2002-03

47 Associates  
471 Bachelor's  
- Post Bachelor's Cert.  
13 Master's  
- Post Master's Cert.  
- First Professional  
- Specialist  
- Doctoral

Enrollment  
Headcount  
includes full &  
part-time students

3,350  
97% of headcount Undergraduate  
86% of headcount from SC at entry  
24% of headcount Minority  
2,329 (70% of headcount)

Full-Time  
SAT  
Average

977 (1st-time entering  
freshmen. Includes  
converted ACT  
scores.)

Full-Time  
Faculty  
147 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

Tuition  
Academic Year  
2003-04  
\$5,084 In-State, Full-Time Student  
\$10,224 Out-of-State, Full-Time Student  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey)

\* Financial  
Dollars In Millions  
FY 2001-02  
\$29.0 Revenue, excl. auxiliary & hospital  
\$27.5 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) - select Performance Funding and then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

14 Indicators  
5 Indicators  
5 Indicators  
2 Indicators  
1 Indicators

1 Indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

**"Performance Funding"** In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: USC Aiken

### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

## 1. MISSION FOCUS

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2004	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A				3.00
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions		Fall 2003	not avail	91.2%	90.4%	95.9%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3		3.00
<b>2D</b> Compensation of Faculty:											2.17
Assistant Professor Average		Fall 2003	\$43,983	\$44,560	\$45,145	\$43,641	\$36,840 to \$43,701	For each part, 1% of prior year	\$45,596	2.00	
Associate Professor Average		Fall 2003	\$48,484	\$49,345	\$51,301	\$51,849	\$44,787 to \$53,129		\$51,814	2.50	
Professor Average		Fall 2003	\$61,384	\$63,226	\$64,465	\$63,915	\$56,164 to \$66,624		\$65,110	2.00	

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.

## Report for: USC Aiken

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor Applied	> or = to # shown	
	This Year								Subpart Indicator

**Status of other indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
3E Institutional emphasis on quality teacher education and reform:									1.88

1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Completed	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	97.5%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		90.1%	88.8%	89.3%	87.7%	75.0% to 89.0%	92.1%	2.00	
3a % teacher ed. graduates in critical shortage areas	FY 2002-03	7%	9%	5%	7%	20% to 34%	5% of prior 3-yr avg	1.50	
3b % teacher ed. graduates who are minority		15%	20%	19%	17%	10% to 20%	19%	2.00	

**Critical Success Factor 3, Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	3	3	2 to 3	N/A	N/A	2.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	16.7%	16.7%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	71.0%	81.7%	88.7%	82.5%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3	3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

Report for: USC Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
		This Year									

7. GRADUATES' ACHIEVEMENTS												
	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	33.9%	39.6%	36.2%	44.6%	36.0%	to	49.0%	3% of prior 3-yr avg	37.7%	
7A												2.50
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	90.1%	84.3%	87.1%	84.8%	75.0%	to	89.0%	3% of prior 3-yr avg	89.8%	2.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other Indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION												
8C Accessibility to the Institution of All Citizens of the State :												
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	24.2%	24.3%	25.1%	23.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	25.8%	2.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	75.6%	76.2%	78.7%	70.3%	74.0%	to	82.0%		80.7%	1.00
3	% graduate students who are minority (headcount)	Fall 2003	20.0%	16.1%	17.5%	9.7%	10.0%	to	13.0%		18.8%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	7.7%	9.1%	10.9%	11.3%	10.0%	to	13.0%		9.5%	2.50
1.63												

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other Indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

9. RESEARCH FUNDING											
9A	Financial Support for Reform in Teacher Education	FY 03 / FYs 00,01,02 Avg	121.8%	93.5%	107.7%	109.9%	80.0%	to	119.0%	NA	2.00

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

<b>PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)</b>											
Based on scores in the above column at far right labeled "2003-04 Performance Score:"											
14 Total Applicable Scored Indicators											
Exceeded Standards (scores of 3) on 5 scored indicators.											
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.											
Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.											
Achieved Compliance on 1 indicator, and 1 indicator is deferred.											
										# of indicators averaged	Subtotal: 29.18
										Average:	12
										Average / 3.00 Max:	2.43
										Category is:	81%
											"Achieves"



# University of South Carolina Beaufort

## Sector: Four-Year Colleges and Universities (\*)

\* Approved as a four-year degree-granting institution in June 2002. A performance plan is in place for USC Beaufort during the transition period. See Score Summary below.

Jane Upshaw, Chancellor

801 Carteret Street

Beaufort, SC 29902

(843) 521-4100

[www.sc.edu/beaufort](http://www.sc.edu/beaufort)

Founded in 1959

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.che.sc.gov](http://www.che.sc.gov) and select "Performance Funding"

Degrees Awarded  
FY 2002-03

- 79 Associates
  - Bachelor's
  - Post Bachelor's Cert.
  - Master's
  - Post Master's Cert.
  - First Professional
  - Specialist
  - Doctoral

### Enrollment

**Headcount**  
includes full & part-time students

1,209  
100% of headcount Undergraduate  
75% of headcount from SC at entry  
27% of headcount Minority

### Full-Time

SAT  
Average

956 (1st-time entering freshmen. Includes converted ACT scores.)

### Full-Time Faculty

40 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian.  
(IPEDS Fall Staff Survey)

### Tuition

Academic Year 2003-04  
\$4,208 In-State, Full-Time Student  
\$10,112 Out-of-State, Full-Time Student  
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

### \* Financial

Dollars In Millions  
FY 2001-02  
\$6.9 Revenue, excl. auxiliary & hospital  
\$6.6 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

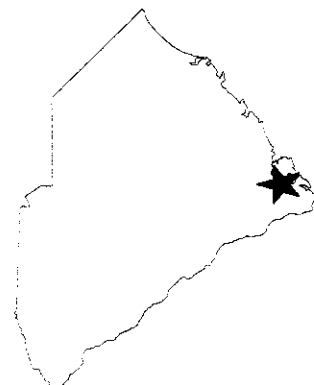
## 2003-04 Performance Year Score

## Achieves Standards

83%

2.48 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) - select Performance Funding and then Performance Funding Workbook. Details for USC Beaufort's transition plan are on pages II.195-200 of the Workbook.

### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on 10 Indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 3 Indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 5 Indicators  
 Achieved Compliance (or received scores of "Complied") on 0 Indicators  
 2 indicators are deferred from measurement in 2003-04 (See attached detail for explanation)

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44



"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

**Note:** USC Beaufort was approved as a baccalaureate degree-granting institution in June 2002. The institution is currently following a transition plan for performance funding. Indicators and standards apply per the four-year college and universities sector definitions except as noted below in the notes section for each critical success factor. Several indicators are deferred until USC Beaufort has baccalaureate graduates. Please see the current Performance Funding Workbook, pages II.195-200, for transition plan details.

Report for: USC Beaufort										Approved as baccalaureate degree-granting institution Jun 2002										Four-Year Colleges and Universities Sector																	
Measures Presented by Critical Success Factor										Measure Timeframe		Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score																	
Indicator (reference #/letter at far left and title)										This Year		1 Yr Prior		2 Yrs Prior		3 Yrs Prior		This Year		"1" if <# shown		"3" if ># shown		Factor Applied		> or = to # shown		Subpart		Indicator							
Indicator Subpart (reference #/letter and descriptive title) if applicable										This Year																											
1. MISSION FOCUS																																					
1B		Curricula Offered to Achieve Mission								as of Apr 2004		not avail		YES		7		Transition (3-8 programs added)				N/A		N/A						2.00							
1D/E		Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)								FY 2002-03		See performance score at right. Measure and goals vary by institution. Contact CHE for details.																						2.00			
Critical Success Factor 1, Scored Indicator Notes: 1B for USC B as it transitions to four-year status is was measured last year as a compliance indicator based on timely activity in seeking CHE program approvals. This year 1B measures the number of programs approved. Institution achieved compliance on 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.																																					
Status of other Indicators: Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.																																					
2. QUALITY OF FACULTY																																					
2A		Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions								Fall 2003		not avail		85.7%		84.2%		85.7%		70.0%		to		84.0%		3% of prior 3-yr avg		N/A		N/A		3.00					
2D		Compensation of Faculty:								Fall 2003		\$38,219		\$35,294		\$39,271		\$42,679		\$36,840		to		\$43,701		For each part, 1% of prior year		\$39,664		2.50							
		Assistant Professor Average								Fall 2003		\$42,921		\$44,085		\$48,494		\$50,542		\$44,787		to		\$53,129				\$48,979		2.50							
		Associate Professor Average								Fall 2003		\$53,058		\$54,416		\$57,844		\$57,114		\$56,164		to		\$66,624				\$58,422		2.00							
		Professor Average								Fall 2003																											
Critical Success Factor 2, Scored Indicator Notes: 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D for USC B applied as a transition measure last year. In Yr 8, 2D applies per definition for others and measures of average faculty salary by rank, except instructor.																																					



## Report for: USC Beaufort

Approved as baccalaureate degree-granting institution Jun 2002

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Institution's Performance			2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if a/within range	Factor Applied	Subpart Indicator
	This Year							> or = to # shown	

**Status of other Indicators:** Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2003	N/A	N/A	NO	YES	YES	N/A		Completed
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	Spring 2003	Deferred until teacher education program and graduates.							
2a % students passing PRAXIS II - Professional Knowledge	as of Apr 2004								
2b % students passing PRAXIS II (or NTE) - Specialty Area Exams									
3a % teacher ed. graduates in critical shortage areas	Spring 2004								
3b % teacher ed. graduates who are minority									

**Critical Success Factor 3, Scored Indicator Notes:** 3D for USC B as it transfers to four-year status is a compliance indicator related to pursuing SACS accreditation at the 4-year level. Last year, USCB earned "non-compliance on 3D because although USC B was pursuing SACS accreditation at the 4-year level, SACS had not yet accredited USC B as a 4-year institution. USC B is expected to be approved as a 4-yr institution by SACS at their meeting in June. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. 3E will apply once USC B has teacher education graduates.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	4	4	2	to	3	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	19.7%	20.1%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement is deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	47.5%	47.2%	46.4%	54.4%	20.0%	to	49.9%	5% of prior 3-yr avg	N/A	score=3	3.00
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**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. Note: As USCB transitions to 4-year status, standards applied to regional campuses apply.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

Approved as baccalaureate degree-granting institution Jun 2002

**Report for: USC Beaufort**      **Four-Year Colleges and Universities Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

**7. GRADUATES' ACHIEVEMENTS**

<b>7A</b> Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	Indicator 7E defined for regional campuses applies until USC B has baccalaureate graduates. (See 7E below)									
<b>7D</b> Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2001 - Mar 31, 2002	Deferred until USC B has programs yielding student results on examinations considered.									
<b>7E</b> Number of Graduates Who Continued Their Education	1997 cohort	27.7%	28.4%	33.3%	38.1%	25.0%	to 40.0%	3% of prior 3-yr avg	30.7%		2.50

**Critical Success Factor 7, Scored Indicator Notes:** 7A is deferred for USC B as it transitions to 4-year status. For research and teaching sectors, 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. USC B is instead measured on 7E for the regional campuses sector which measures the percent of first-time, full-time degree-seeking students (associate-level students) who earn a baccalaureate degree within 6 years from an in-state public institution or out-of-state institution for which there is available information. 7D, a measure of the percent of total students taking certification examinations who pass the examination, is deferred for USC B until it has relevant programs. Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, are not applicable to this sector.

**Status of other indicators:** Indicator 7F, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

<b>8C</b> Accessibility to the Institution of All Citizens of the State:	2.00										
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	27.4%	27.7%	31.1%	28.7%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	30.2%	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority	Fall 02 to 03	48.3%	39.2%	53.4%	50.7%	74.0%	to 82.0%	and 8C4= 3% of prior 3-yr avg	49.3%	1.50	
3 % graduate students who are minority (headcount)	Fall 2003				deferred				N/A	deferred	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	4.1%	5.6%	6.4%	7.9%	10.0%	to 13.0%		5.5%	1.50	

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 for USC B is deferred until the institution has graduate-level programs.

**Status of other indicators:** Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

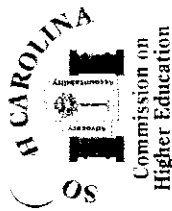
**9. RESEARCH FUNDING**

<b>9A</b> Financial Support for Reform in Teacher Education	FY 03 / FYs 00,01,02 Avg	Deferred until USC B has a baccalaureate teacher education program in operation.									
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. As USC B transitions to 4-year status, this indicator is deferred until USC B has a teacher education program in operation. 9B, *Amount of Public and Private Sector Grants*, does not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 20004-05 ALLOCATION)**

<b>Based on scores in the above column at far right labeled "2003-04 Performance Score."</b>		<b>Subtotal:</b> 19.83	
<b>10. Total Applicable Scored Indicators</b>		<b># of Indicators averaged:</b> 8	
Exceeded standards (scores of 3) on 3 scored indicators.		<b>Average:</b> 2.48	
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.		<b>Average / 3.00 Max:</b> 83%	
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicator.		<b>Category is:</b> "Achieves"	
Achieved Compliance on 2 indicators, and 2 indicators are deferred.			



# University of South Carolina Spartanburg

## Sector: Four-Year Colleges and Universities

John C. Stockwell, Chancellor  
 800 University Way  
 Spartanburg, SC 29303  
 (864) 503-5200  
 www.uscs.edu

Founded in 1967

## 2003-04 Performance Year Score Achieves Standards

83%  
 2.48 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.chc.sc.gov](http://www.chc.sc.gov) and select "Performance Funding"

**Enrollment**  
**Headcount**  
 includes full & part-time students  
 4,507  
 98% of headcount Undergraduate  
 93% of headcount from SC at entry  
 30% of headcount Minority

**Degrees Awarded**  
 FY 2002-03  
 71 Associates  
 706 Bachelor's  
 - Post Bachelor's Cert.  
 9 Master's  
 - Post Master's Cert.  
 - First Professional  
 - Specialist  
 - Doctoral

**Full-Time**  
 3,445 (76% of headcount)  
**SAT Average**  
 991 (1st-time entering freshmen. Includes converted ACT scores.)

**Full-Time Faculty**  
 179 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)  
**Tuition Academic Year 2003-04**  
 \$5,460 In-State, Full-Time Student  
 \$11,086 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)  
**\* Financial Dollars In Millions FY 2001-02**  
 \$35.6 Revenue, excl. auxiliary & hospital  
 \$34.7 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) - select Performance Funding and then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
 Exceeded Standards (or received scores of 3) on 7 Indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 3 Indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators  
 Achieved Compliance (or received scores of "Complied") on 1 Indicator  
 1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

### Report for: USC Spartanburg

#### Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

### 1. MISSION FOCUS

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2004	100%	100%	100%	100%		95% - 99% or if <95% all but 1		N/A		3.00
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									1.00

**Critical Success Factor 1, Scored Indicator Notes:** 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

### 2. QUALITY OF FACULTY

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2003	not avail	96.1%	93.8%	95.0%	70.0%	to 84.0%	3% of prior 3-yr avg	N/A score=3		3.00
<b>2D</b> Compensation of Faculty:											2.17
Assistant Professor Average	Fall 2003	\$41,206	\$41,655	\$42,656	\$42,461	\$36,840	to \$43,701	For each part, 1% of prior year	\$43,083	2.00	
Associate Professor Average	Fall 2003	\$48,088	\$49,367	\$51,078	\$51,895	\$44,787	to \$53,129		\$51,589	2.50	
Professor Average	Fall 2003	\$58,805	\$60,143	\$60,808	\$60,819	\$56,164	to \$66,624		\$61,416	2.00	

**Critical Success Factor 2, Scored Indicator Notes:** 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures of average faculty salary by rank, except instructor.

## Report for: USC Spartanburg

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title)	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score
Indicator Subpart (reference #letter and descriptive title) if applicable	This Year							Factor Applied	Subpart Indicator

Status of other indicators: Indicators 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented: CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	80%	80%	100%	90%-99% or if <90%, all but 1	N/A		3.00
3E Institutional emphasis on quality teacher education and reform:									2.00
1 NCATE accreditation	Spring 2004	YES	YES	YES	YES	YES	N/A	Completed	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2002 - Mar 31, 2003	100.0%	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred	2.00
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		89.0%	74.4%	81.0%	79.7%	75.0% to 89.0%	83.9%		
3a % teacher ed. graduates in critical shortage areas		10%	12%	13%	12%	20% to 34%	5% of prior 3-yr avg	12%	1.50
3b % teacher ed. graduates who are minority		10%	10%	15%	12%	10% to 20%		12%	2.50

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. See also 7D for additional information on Praxis examination results.

Status of other indicators: Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2002-03	not avail	not avail	4	4	2 to 3	N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11.91-98 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2002-03	19.2%	18.5%	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

Status of other indicators: Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2003	66.1%	71.1%	74.4%	85.1%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

Status of other indicators: Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## Report for: USC Spartanburg

## Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	Factor Applied	Subpart	Indicator
							"3" if ># shown	> or = to # shown	

## 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1997 cohort	29.5%	34.2%	36.1%	34.9%	36.0%	to 49.0%	3% of prior 3-yr avg	34.3%	1.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	89.3%	79.4%	80.8%	89.2%	75.0%	to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

**Status of other indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to research and teaching institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:

	Fall 2003	26.9%	29.1%	29.3%	30.7%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	N/A score=3	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)										
2 annual retention rate of SC degree-seeking undergrads who are minority	Fall 02 to 03	74.5%	74.7%	75.5%	75.7%	74.0%	to 82.0%	5% of prior 3-yr avg	78.6%	2.00
3 % graduate students who are minority (headcount)	Fall 2003	4.8%	5.3%	2.7%	7.3%	10.0%	to 13.0%	and 8C4= 3% of prior 3-yr avg	4.5%	1.50
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	12.2%	10.4%	12.8%	10.2%	10.0%	to 13.0%		12.2%	2.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4.

**Status of other indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 03 / FY's 00,01,02 Avg	288.0%	207.8%	129.4%	311.7%	80.0%	to 119.0%	NA		3.00
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**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

## 14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 7 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.

Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal: 29.80  
# of Indicators averaged 12

Average: 2.48  
Average / 3.00 Max: 83%  
Category is: "Achieves"

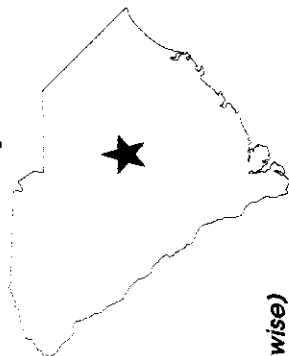


Commission on  
Higher Education

# Central Carolina Technical College

## Sector: State Technical and Comprehensive Education System

Kay R. Raffield, President  
 506 North Guignard Drive  
 Sumter, SC 29150-2499  
 (803) 778-1961  
[www.cctech.edu](http://www.cctech.edu)



Founded in 1962

## 2003-04 Performance Year Score

**Exceeds Standards**

90%

2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.chc.sc.gov](http://www.chc.sc.gov) and  
select "Performance Funding"

Degrees  
Awarded  
FY 2002-03  
100 Certificates  
47 Diplomas  
204 Associates

Enrollment  
Headcount  
includes full &  
part-time students  
3,191

100% of headcount Undergraduate  
100% of headcount from SC at entry  
51% of headcount Minority  
1,022 (32% of headcount)

Full-Time  
Continuing  
Education  
FY 2002-03  
347,434

Technical Education and  
Occupational Advancement  
Program Contact Hours  
(1 continuing education  
unit = 10 contact hrs)

Full-Time  
Faculty  
79 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

Tuition  
Academic Year  
2003-04  
\$2,350 In-State/In-County, Full-Time  
\$5,188 Out-of-State, Full-Time  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey,  
excl. non-refundable app/regs fees)

\* Financial  
Dollars In Millions  
FY 2001-02  
\$17.6 Revenue, excl. auxiliary & hospital  
\$15.9 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) select Performance Funding, then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
 Exceeded Standards (or received scores of 3) on  
 Achieved Standards (or received scores of 2.00-2.99) on  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on  
 Achieved Compliance (or received scores of "Complied") on  
 1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

13 Indicators  
 5 Indicators  
 3 Indicators  
 0 Indicators  
 4 Indicators

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100%	or 2.85 to 3.00
Exceeds	87% to 94%	or 2.60 to 2.84
Achieves	67% to 86%	or 2.00 to 2.59
Does Not Achieve	48% to 66%	or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47%	or 1.00 to 1.44



"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Central Carolina Technical College

### State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

#### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

#### 2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A		3.00	
2D Compensation of Faculty (average all ranks)	Fall 2003	\$37,500	\$38,889	\$38,673	\$39,220	\$34,188	to \$43,260	1% of prior year	\$39,060	2.50	

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.



## State Technical and Comprehensive Education System Sector

### Report for: Central Carolina Technical College

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if	Performance Score
	This Year							Factor Applied	Subpart Indicator

### 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%		90%-99% or if <90%, all but 1	N/A	3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	98.8%	100.0%	80.0%	to 95.0%	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	16.5%	22.3%	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, *High School Class Standing, GPA and Activities of Student Body*, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

### 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	37.5%	34.4%	44.8%	39.3%	30.0%	to 45.0%	3% of prior 3-yr avg	40.1%	2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	94.5%	91.7%	91.8%	89.3%	75.0%	to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Central Carolina Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2003-04 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State :

2.00

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	44.6%	50.6%	52.8%	51.5%	32.0%	to	43.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	56.6%	61.0%	53.5%	48.5%	49.0%	to	60.0%		59.9%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	15.1%	9.2%	13.2%	12.4%	10.0%	to	13.0%		12.9%	2.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, *Financial Support for Reform in Teacher Education*, and 9B, *Amount of Public and Private Sector Grants*, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13 Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 21.50

# of Indicators averaged

8

Average:

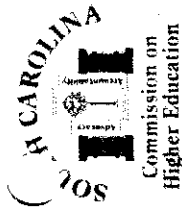
2.69

Average / 3.00 Max:

90%

Category is:

"Exceeds"

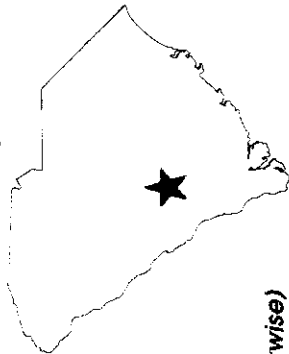


## Denmark Technical College

### Sector: State Technical and Comprehensive Education System

Joann R. G. Boyd-Scotland, President  
Solomon Blatt Boulevard  
PO Box 327  
Denmark, SC 29042-0327  
(803) 793-5100  
www.den.tec.sc.us

Founded in 1947



### 2003-04 Performance Year Score

#### Achieves Standards

86%  
2.58 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

Degrees  
Awarded  
FY 2002-03  
89 Certificates  
26 Diplomas  
162 Associates

Enrollment  
Headcount  
includes full &  
part-time students

1,464  
100% of headcount Undergraduate  
98% of headcount from SC at entry  
95% of headcount Minority  
1,070 (73% of headcount)

Full-Time  
Continuing  
Education  
FY 2002-03

17,755 Technical Education and  
Occupational Advancement  
Program Contact Hours  
(1 continuing education  
unit = 10 contact hrs)

Full-Time  
Faculty

33 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

Tuition  
Academic Year  
2003-04

\$2,348 In-State/In-County, Full-Time  
\$4,136 Out-of-State, Full-Time  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey;  
excl. non-refundable app/regist fees)

\* Financial  
Dollars In Millions  
FY 2001-02

\$10.0 Revenue, excl. auxiliary & hospital  
\$9.8 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

13 Indicators  
5 Indicators  
2 Indicators  
1 Indicators  
4 Indicators

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Denmark Technical College

### State Technical and Comprehensive Education System Sector

Report for: Denmark Technical College												
Measures Presented by Critical Success Factor												
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable												
Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score			
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

#### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)

See performance score at right. Measure and goals vary by institution. Contact CHE for details.

3.00

**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, *Curricula Offered to Achieve Mission*, and 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, *Expenditure of Funds to Achieve Institutional Mission*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

#### 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A					3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$33,520	\$35,499	\$34,790	\$34,867	\$34,188	\$43,260	1% of prior year	\$35,138				2.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other indicators:** Indicator 2B, *Performance Review System for Faculty to Include Student and Peer Evaluations*, and 2C, *Post-tenure Review System for Tenured Faculty*, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, *Availability of Faculty to Students Outside the Classroom*, and Indicator 2F, *Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid*, are measured through Indicator 2B.

**Report for: Denmark Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement If		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor Applied	> or = to # shown	Subpart	Indicator

**3. CLASSROOM QUALITY**

3D Accreditation of Degree-Granting Programs	as of Apr 2004	67%	67%	67%	100%	90%-99% or if <90%, all but 1	N/A			3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	100.0%	100.0%	80.0% to 95.0%	N/A			3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	23.7%	30.1%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A			Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

**6. ENTRANCE REQUIREMENTS**

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

**7. GRADUATES' ACHIEVEMENTS**

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	27.6%	33.3%	29.6%	29.3%	30.0% to 45.0%	3% of prior 3-yr avg	31.1%		1.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	68.4%	74.4%	80.0%	93.9%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3		3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

Report for: Denmark Technical College				State Technical and Comprehensive Education System Sector			
Measures Presented by Critical Success Factor				Institution's Performance		2003-04 Standard	
Indicator (reference #/letter at far left and title)				Measure Timeframe		Score <3: Earn 0.5 for Improvement if	
Indicator Subpart (reference #/letter and descriptive title) if applicable				3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year
				This Year		"1" if <# shown	"3" if ># shown
						Factor Applied	> or = to # shown
						Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :				2.67			
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	94.3%	92.8%	94.9%	94.7%	39.0% to 52.0%
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	52.5%	54.6%	58.1%	52.3%	49.0% to 60.0%
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	84.8%	81.3%	84.9%	83.8%	10.0% to 13.0%

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

### 13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.  
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.  
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.  
Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

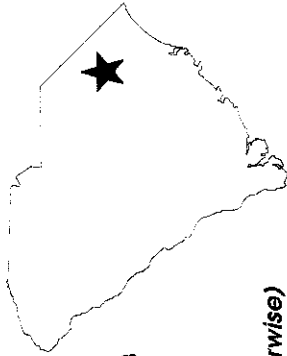
Subtotal :	20.67
# of Indicators averaged	8
Average:	2.58
Average / 3.00 Max:	86%
Category is:	"Achieves"



## Florence-Darlington Technical College

### Sector: State Technical and Comprehensive Education System

Charles W. Gould, President  
2715 West Lucas Street  
PO Box 100548  
Florence, SC 29501-0548  
(843) 661-8324  
www.fdtc.edu



Founded in 1963

### 2003-04 Performance Year Score

#### Exceeds Standards

90%  
2.71 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"	<b>Enrollment</b> <b>Headcount</b> includes full & part time students <b>4,009</b> 100% of headcount Undergraduate 99% of headcount from SC at entry 46% of headcount Minority 2,218 (55% of headcount)	<b>Full-Time Faculty</b>	109 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
<b>Degrees Awarded</b> FY 2002-03 70 Certificates 200 Diplomas 404 Associates	<b>Full-Time Continuing Education</b> FY 2002-03 199,150 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	<b>Tuition</b> Academic Year 2003-04 \$2,370 In-State/In-County, Full-Time \$4,466 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)	\$25.7 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)
		<b>* Financial</b> Dollars In Millions FY 2001-02	

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on  
1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

**13 Indicators**  
5 Indicators  
3 Indicators  
0 Indicators  
4 Indicators

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44



"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Florence-Darlington Technical College

## State Technical and Comprehensive Education System Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for improvement if Factor Applied > or = to # shown	2003-04 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by institution. Contact CHE for details.							3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A		3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$39,343	\$41,224	\$40,739	\$40,642	\$34,188 to \$43,260	1% of prior year	\$41,146	2.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.



## Report for: Florence-Darlington Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

### 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	100.0%	96.2%	80.0% to 95.0%	N/A				3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	25.6%	28.8%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A				Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

### 7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.											
7A	2000 cohort	39.8%	39.9%	39.7%	39.5%	30.0% to 45.0%	3% of prior 3-yr avg	41.0%			2.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	81.6%	84.0%	96.3%	94.1%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3		3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Florence-Darlington Technical College****State Technical and Comprehensive Education System Sector****Measures Presented by Critical Success Factor**

Indicator (reference #/letter at far left and title)  
Indicator Subpart (reference #/letter and descriptive title) if applicable

**Institution's Performance**

Measure Timeframe	2003-04 Standard "2" If at/within range				2003-04 Performance Score	
This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	Factor Applied	Subpart Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	45.7%	46.1%	47.7%	46.2%	29.0%	to	39.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	59.7%	58.9%	60.0%	55.4%	49.0%	to	60.0%		62.5%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	15.1%	17.4%	15.9%	15.7%	10.0%	to	13.0%		N/A	3.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13 Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 5 scored indicators.

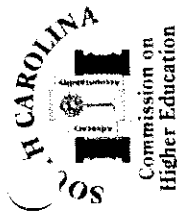
Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 21.67  
# of Indicators averaged 8

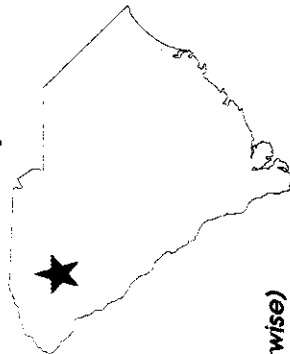
Average: 2.71  
Average / 3.00 Max: 90%  
Category is: "Exceeds"



# Greenville Technical College

## Sector: State Technical and Comprehensive Education System

Thomas E. Barton, Jr., President  
 506 S. Pleasantburg Drive  
 Greenville, SC 29607  
 Mailing: PO Box 5616, Zip Code 29606  
 (864) 250-8000  
[www.greenvilletech.com](http://www.greenvilletech.com)



Founded in 1962

## 2003-04 Performance Year Score

### Exceeds Standards

90%  
 2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.che.sc.gov](http://www.che.sc.gov) and select "Performance Funding"

### Enrollment

12,516

Headcount  
 includes full & part-time students

100% of headcount Undergraduate  
 98% of headcount from SC at entry  
 26% of headcount Minority

### Full-Time

4,594 (37% of headcount)

Degrees Awarded  
 FY 2002-03  
 861 Certificates  
 148 Diplomas  
 801 Associates

725,639 Technical Education and Occupational Advancement  
 Program Contact Hours  
 (1 continuing education unit = 10 contact hrs)

### Full-Time Faculty

282 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian.  
 (IPEDS Fall Staff Survey)

### Tuition Academic Year 2003-04

\$2,600 In-State/In-County, Full-Time  
 \$5,550 Out-of-State, Full-Time  
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)

### \* Financial Dollars In Millions FY 2001-02

\$61.9 Revenue, excl. auxiliary & hospital  
 \$57.8 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on 4 Indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 4 Indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators  
 Achieved Compliance (or received scores of "Complied") on 4 Indicators  
 1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Greenville Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.										3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A	3.00			
2D Compensation of Faculty (average all ranks)	Fall 2003	\$38,019	\$39,582	\$40,028	\$40,756	\$34,188 to \$43,260	1% of prior year	\$40,428	2.50		

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## Report for: Greenville Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement If		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor Applied	> or = to # shown	Subpart	Indicator

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1		N/A		3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	99.0%	97.7%	80.0% to 95.0%		N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages 11.105-113 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	16.1%	14.8%	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## 7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	34.6%	40.4%	42.3%	43.1%	30.0% to 45.0%	3% of prior 3-yr avg	40.3%		2.50
Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	83.9%	86.5%	88.4%	88.1%	75.0% to 89.0%	3% of prior 3-yr avg	88.9%		2.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Greenville Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Applied	2003-04 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State :

2.50

		Fall 2003	22.2%	24.5%	25.3%	25.7%	13.0%	to	17.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
1	% of the undergraduate SC citizens enrolled who are minority (headcount)											
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	51.3%	58.5%	54.3%	53.9%	49.0%	to	60.0%		57.4%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	9.4%	9.5%	9.9%	10.1%	10.0%	to	13.0%		9.9%	2.50

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13. Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 4 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 21.50  
# of Indicators averaged 8

Average: 2.69  
Average / 3.00 Max: 90%  
Category is: "Exceeds"



# Horry-Georgetown Technical College

Sector: State Technical and Comprehensive Education System

Neyle Wilson, President  
 2050 Highway 501 East  
 PO Box 261966  
 Conway, SC 29526  
 (843) 347-3186  
[www.hor.tec.sc.us](http://www.hor.tec.sc.us)



Founded in 1966

2003-04 Performance Year Score

**Exceeds Standards**

92%

2.77 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.che.sc.gov](http://www.che.sc.gov) and select "Performance Funding"

Degrees Awarded  
 FY 2002-03  
 262 Certificates  
 28 Diplomas  
 440 Associates

Enrollment  
 Headcount  
 Includes full & part time students

5,172  
 100% of headcount Undergraduate  
 91% of headcount from SC at entry  
 27% of headcount Minority  
 2,431 (47% of headcount)

Full-Time  
 Continuing Education  
 FY 2002-03

449,927 Technical Education and Occupational Advancement  
 Program Contact Hours  
 (1 continuing education unit = 10 contact hrs)

Full-Time Faculty 117 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)  
 Tuition Academic Year 2003-04 \$2,394 In-State/In-County, Full-Time \$4,248 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regs fees)  
 \* Financial Dollars In Millions FY 2001-02 \$24.6 Revenue, excl. auxiliary & hospital \$22.9 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)  
 Exceeded Standards (or received scores of 3) on 6 Indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 2 Indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators  
 Achieved Compliance (or received scores of "Complied") on 4 Indicators  
 1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44



"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Horry-Georgetown Technical College

### State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

## 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised Indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.										3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A	3.00			
2D Compensation of Faculty (average all ranks)	Fall 2003	\$39,757	\$40,729	\$40,576	\$40,407	\$34,188 to \$43,260	1% of prior year	\$40,982	2.00		

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

**Report for: Horry-Georgetown Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor		Institution's Performance		2003-04 Standard		Score <3: Earn 0.5 for Improvement If		2003-04 Performance Score	
Indicator (reference #/letter at far left and title)		Measure Timeframe		This Year		"1" if <# shown		"3" if ># shown	
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	Factor Applied	Subpart Indicator

**3. CLASSROOM QUALITY**

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	95.6%	95.8%	95.8%	80.0% to 95.0%	N/A	3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.7%	23.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

**6. ENTRANCE REQUIREMENTS**

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

**7. GRADUATES' ACHIEVEMENTS**

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.		2000 cohort	37.0%	37.3%	46.5%	51.3%	30.0% to 45.0%	3% of prior 3-yr avg score=3	N/A	3.00
Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests		Apr 1, 2002 - Mar 31, 2003	87.1%	93.9%	87.5%	89.7%	75.0% to 89.0%	3% of prior 3-yr avg score=3	N/A	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Horry-Georgetown Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State:

Accessibility to the Institution of All Citizens of the State :												2.17
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	23.3%	25.1%	27.6%	28.5%	16.0%	to	21.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	55.4%	52.8%	52.9%	54.4%	49.0%	to	60.0%		56.4%	2.00
	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	6.6%	8.9%	9.6%	9.5%	10.0%	to	13.0%		8.6%	1.50

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13. Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 6 scored indicators.  
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.  
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.  
Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

# of indicators averaged	Subtotal:	22.17
	Average:	2.77
Average / 3.00 Max:		92%
Category is:		"Exceeds"

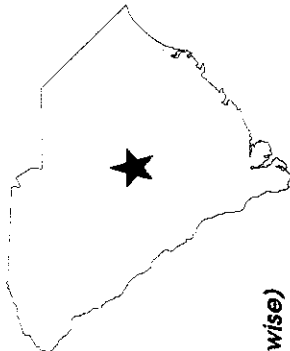


## Midlands Technical College

### Sector: State Technical and Comprehensive Education System

Barry W. Russell, President  
316 S. Beilene Blvd.  
PO Box 2408  
Columbia, SC 29205-2408  
(803) 738-1400  
www.midlandstech.com

Founded in 1963



### 2003-04 Performance Year Score

**Substantially Exceeds Standards**

97%

2.90 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

Degrees  
Awarded

FY 2002-03

675 Certificates  
110 Diplomas  
827 Associates

#### Enrollment

Headcount  
includes full &  
part-time students

10,925

100% of headcount Undergraduate  
96% of headcount from SC at entry  
40% of headcount Minority  
4,859 (44% of headcount)

#### Full-Time

Continuing  
Education

FY 2002-03

397,916 Technical Education and  
Occupational Advancement  
Program Contact Hours  
(1 continuing education  
unit = 10 contact hrs)

#### Full-Time Faculty

221 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

#### Tuition Academic Year 2003-04

\$2,836 In-State/In-County, Full-Time  
\$8,308 Out-of-State, Full-Time  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey;  
excl. non-refundable app/regis fees)

#### \* Financial Dollars In Millions FY 2001-02

\$54.2 Revenue, excl. auxiliary & hospital  
\$49.8 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

13 Indicators  
6 Indicators  
2 Indicators  
0 Indicators  
4 Indicators

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Midlands Technical College

### State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

## 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)		FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.								3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A				3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$39,635	\$40,586	\$40,449	\$41,338	\$34,188 to \$43,260	1% of prior year	\$40,853			2.50

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## Report for: Midlands Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2003-04 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	89.9%	98.6%	80.0% to 95.0%	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	20.3%	20.1%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	36.7%	39.2%	44.7%	47.1%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	87.3%	91.1%	91.4%	96.7%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

## Report for: Midlands Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.67

	Fall 2003	35.7%	35.7%	39.4%	40.3%	23.0%	to	30.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)											
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	51.9%	53.8%	52.1%	53.2%	49.0%	to	60.0%	55.2%		2.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	15.7%	15.0%	15.9%	17.1%	10.0%	to	13.0%	N/A	score=3	3.00

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

## 13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 6 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

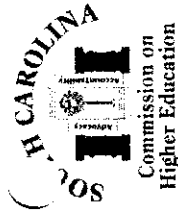
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

# of Indicators averaged  
Subtotal : 23.17  
8

Average:  
Average / 3.00 Max:  
Category is: "Substantially Exceeds"  
2.90  
97%



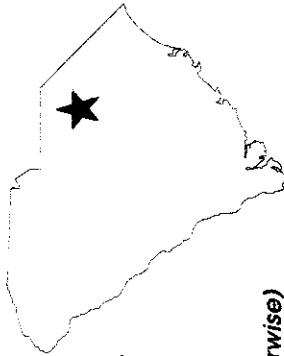


## Northeastern Technical College

### Sector: State Technical and Comprehensive Education System

James C. Williamson, President  
1201 Chesterfield Highway  
PO Drawer 1007  
Cheraw, SC 29520-1007  
(843) 921-6900  
[www.netc.edu](http://www.netc.edu)

Founded in 1967



### 2003-04 Performance Year Score Achieves Standards

76%

2.29 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"	Enrollment		Full-Time Faculty	29 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
	Headcount	1,098		
	includes full & part-time students	100% of headcount Undergraduate 99% of headcount from SC at entry 45% of headcount Minority		
	Full-Time	574 (52% of headcount)		
	Continuing Education	69,047 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)		
Degrees Awarded	75 Certificates 37 Diplomas 76 Associates	FY 2002-03	FY 2001-02	
	</			

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
Exceeded Standards (or received scores of 3) on 4 Indicators  
Achieved Standards (or received scores of 2.00-2.99) on 2 Indicators  
Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators  
Achieved Compliance (or received scores of "Complied") on 4 Indicators  
1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Northeastern Technical College

### State Technical and Comprehensive Education System Sector

<u>Measures Presented by Critical Success Factor</u> <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.	2.00 'A'
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years. Score for 1D&E recognizes appeal for special consideration.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$33,043	\$33,436	\$34,247	\$34,168	\$34,188 to \$43,260	1% of prior year	\$34,589		1.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

**Report for: Northeastern Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

**3. CLASSROOM QUALITY**

3D Accreditation of Degree-Granting Programs	as of Apr 2004	0%	0%	0%	0%	90%-99% or if <90%, all but 1	N/A		1.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	96.7%	100.0%	80.0% to 95.0%	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages 11-105-113 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	31.9%	28.0%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication of and Waste in Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

**6. ENTRANCE REQUIREMENTS**

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

**7. GRADUATES' ACHIEVEMENTS**

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	28.9%	29.6%	44.5%	45.1%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	77.8%	71.4%	70.6%	93.3%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Northeastern Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

**Status of other indicators:** Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State:

2.33

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	40.2%	45.8%	44.8%	29.0%	to	39.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority	Fall 02 to 03	51.5%	50.8%	51.3%	49.0%	to	60.0%			52.4%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	12.2%	11.3%	11.9%	10.0%	to	13.0%			12.1%	2.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

**Status of other indicators:** Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

**Critical Success Factor 9, Scored Indicator Notes:** 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13 Total Applicable Scored Indicators**

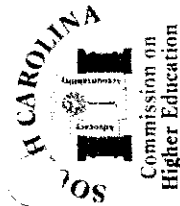
Exceeded standards (scores of 3) on 4 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal :	18.33
# of Indicators averaged	8
Average:	2.29
Average / 3.00 Max:	76%
Category is:	"Achieves"

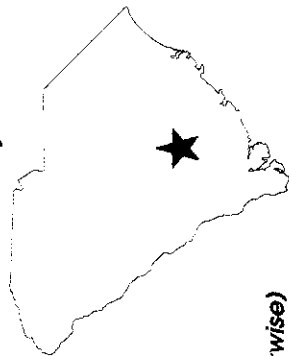


# Orangeburg-Calhoun Technical College

## Sector: State Technical and Comprehensive Education System

Anne S. Crook, President  
 3250 St. Matthews Road  
 Highway 601  
 Orangeburg, SC 29118  
 (803) 536-0311  
 www.otech.edu

Founded in 1968



## 2003-04 Performance Year Score

**Exceeds Standards**

94%

2.83 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"	<b>Enrollment</b> <b>Headcount</b> includes full & part-time students <b>2,491</b> 100% of headcount Undergraduate 99% of headcount from SC at entry 80% of headcount Minority 1,380 (55% of headcount)	<b>Full-Time Faculty</b> <b>Tuition</b> Academic Year 2003-04 <b>* Financial</b> Dollars In Millions FY 2001-02	78 Includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey) \$2,496 In-State/In-County, Full-Time \$4,464 Out-of-State, Full-Time (Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees) \$15.0 Revenue, excl. auxiliary & hospital \$13.3 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)
<b>Degrees Awarded</b> FY 2002-03	<b>Continuing Education</b> FY 2002-03		
101 Certificates 40 Diplomas 217 Associates	67,979 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)		

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on  
 Achieved Standards (or received scores of 2.00-2.99) on  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on  
 Achieved Compliance (or received scores of "Complied") on

**13 Indicators**  
 6 Indicators  
 2 Indicators  
 0 Indicators  
 4 Indicators

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Orangeburg-Calhoun Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if	2003-04	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown		Factor Applied	Subpart Indicator

### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.	3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$34,205	\$36,996	\$37,930	\$37,914	\$34,188 to \$43,260	1% of prior year	\$38,309		2.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## Report for: Orangeburg-Calhoun Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	88%	88%	88%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	96.2%	98.6%	80.0% to 95.0%	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	23.3%	24.0%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr. 7 and again in Yr. 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	46.4%	41.6%	45.5%	47.0%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	81.5%	77.9%	87.6%	92.0%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's



**Report for: Orangeburg-Calhoun Technical College****Slate Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement If		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	55.1%	58.4%	59.8%	59.5%	41.0%	to	55.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	58.8%	54.5%	59.2%	59.4%	49.0%	to	60.0%		60.4%		2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	24.8%	25.2%	28.3%	26.4%	10.0%	to	13.0%		N/A	score=3	3.00

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13. Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 6 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 22.67  
# of Indicators averaged 8

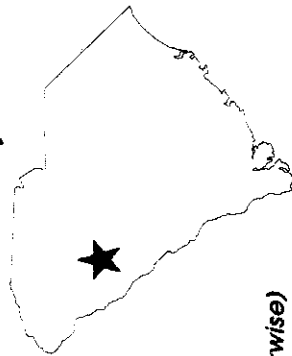
Average: 2.83  
Average / 3.00 Max: 94%  
Category is: "Exceeds"



# Piedmont Technical College

## Sector: State Technical and Comprehensive Education System

Lex D. Walters, President  
 620 N. Emerald Road  
 PO Drawer 1467  
 Greenwood, SC 29646-1467  
 (864) 941-8324  
 www.piedmont.tec.sc.us



Founded in 1966

## 2003-04 Performance Year Score

### Achieves Standards

85%

2.56 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"	<b>Enrollment</b>		<b>Full-Time Faculty</b>
	<b>Headcount</b> includes full & part-time students	5,031	
<b>Degrees Awarded</b> FY 2002-03	<b>Full-Time</b>		<b>Tuition</b> Academic Year 2003-04
	<b>Continuing Education</b> FY 2002-03	230,923 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	
	508 Certificates 126 Diplomas 473 Associates		<b>* Financial</b> Dollars in Millions FY 2001-02
			\$26.1 Revenue, excl. auxiliary & hospital \$24.8 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)
			104 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
			\$2,646 In-State/In-County (Greenwood), Full-Time \$4,302 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regist fees)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on 4 Indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 4 Indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators  
 Achieved Compliance (or received scores of "Complied") on 4 Indicators  
 1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

13 Indicators  
 4 Indicators  
 4 Indicators  
 0 Indicators  
 4 Indicators

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100%	or 2.85 to 3.00
Exceeds	87% to 94%	or 2.60 to 2.84
Achieves	67% to 86%	or 2.00 to 2.59
Does Not Achieve	48% to 66%	or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47%	or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Piedmont Technical College

### State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range		Factor Applied	Subpart shown

## 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised Indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.	3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	99.6%	100.0%	99.7%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A	3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$34,778	\$36,634	\$38,291	\$38,516	\$34,188 to \$43,260	1% of prior year \$38,674	2.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## Report for: Piedmont Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	97.9%	100.0%	80.0%	to 95.0%	N/A			3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	23.2%	22.8%	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## 7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	45.5%	45.0%	44.9%	44.6%	30.0%	to 45.0%	3% of prior 3-yr avg	46.5%		2.00
Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	87.3%	97.3%	88.6%	83.1%	75.0%	to 89.0%	3% of prior 3-yr avg	93.8%		2.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Piedmont Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe			Institution's Performance			2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	1 Yr Prior	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State :

2.50

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	36.0%	37.2%	39.9%	39.4%	24.0%	to	31.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	59.0%	61.9%	64.0%	59.8%	49.0%	to	60.0%			64.7%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	11.2%	12.4%	13.5%	13.0%	10.0%	to	13.0%			12.7%	2.50

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13 Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 4 scored indicators.

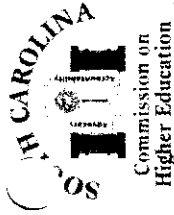
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

# of Indicators averaged  
Subtotal : 20.50  
8

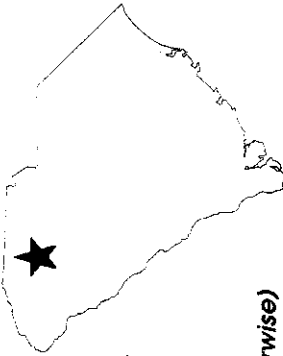
Average: 2.56  
Average / 3.00 Max: 85%  
Category is: "Achieves"



# Spartanburg Technical College

Sector: State Technical and Comprehensive Education System

Dan Terhune, President  
 Bus. 1-85 at New Cut Road  
 PO Drawer 4386  
 Spartanburg, SC 29303  
 (864) 591-3600  
 www.stcsc.edu



Founded in 1963

2003-04 Performance Year Score

**Exceeds Standards**

94%

2.83 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

## At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.chc.sc.gov">www.chc.sc.gov</a> and select "Performance Funding"	<b>Enrollment</b> <b>Headcount</b> includes full & part-time students <b>4,123</b> 100% of headcount Undergraduate 99% of headcount from SC at entry 34% of headcount Minority <b>2,166 (53% of headcount)</b>	<b>Full-Time Faculty</b> <b>102</b> includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
<b>Degrees Awarded</b> FY 2002-03 136 Certificates 117 Diplomas 347 Associates	<b>Full-Time</b> <b>Continuing Education</b> FY 2002-03 308,456 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	<b>Tuition</b> Academic Year 2003-04 <b>\$2,660</b> In-State/In-County, Full-Time <b>\$5,060</b> Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regs fees)
		<b>* Financial</b> Dollars In Millions FY 2001-02 <b>\$24.5</b> Revenue, excl. auxiliary & hospital <b>\$22.6</b> Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

## Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) select Performance Funding, then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
 Exceeded Standards (or received scores of 3) on 5 indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 3 indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 indicators  
 Achieved Compliance (or received scores of "Complied") on 4 indicators  
 1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

## Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Spartanburg Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	Subpart Indicator

### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$36,624	\$38,371	\$39,566	\$40,672	\$34,188 to \$43,260	1% of prior year	\$39,962			2.50

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.



## Report for: Spartanburg Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

## 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 4. INSTITUTIONAL COOPERATION &amp; COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	85.6%	97.9%	80.0% to 95.0%	N/A				3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

## 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	27.9%	28.0%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A				Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

## 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

## 7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.											
7A	2000 cohort	39.8%	36.5%	47.4%	52.9%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3			3.00
7D	Apr 1, 2002 - Mar 31, 2003	89.5%	77.8%	82.1%	88.6%	75.0% to 89.0%	3% of prior 3-yr avg	85.6%			2.50

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

## Report for: Spartanburg Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	30.7%	32.0%	33.5%	33.7%	16.0%	to	21.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	54.7%	57.2%	58.2%	56.7%	49.0%	to	60.0%		59.5%		2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	10.7%	8.0%	10.1%	13.2%	10.0%	to	13.0%		N/A	score=3	3.00

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

## 13. Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

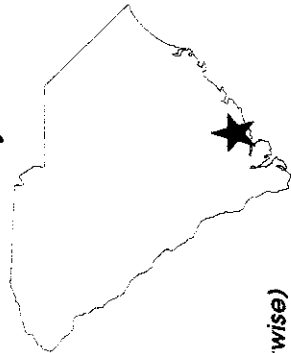
# of Indicators averaged	Subtotal :	22.67
Average:		8
Average / 3.00 Max:		2.83
Category is:		94%
		"Exceeds"



## Technical College of the Lowcountry

### Sector: State Technical and Comprehensive Education System

Anne McNutt, President  
921 S. Ribaut Road  
PO Box 1288  
Beaufort, SC 29902-1288  
(843) 525-8324  
www.tclonline.org



Founded in 1979

### 2003-04 Performance Year Score

#### Exceeds Standards

92%  
2.77 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see [www.chc.sc.gov](http://www.chc.sc.gov) and select "Performance Funding"

Degrees Awarded  
FY 2002-03  
210 Certificates  
21 Diplomas  
112 Associates

Enrollment  
Headcount  
includes full & part-time students

1,796  
100% of headcount Undergraduate  
99% of headcount from SC at entry  
48% of headcount Minority  
688 (38% of headcount)

Full-Time  
Continuing Education  
FY 2002-03

60,694 Technical Education and Occupational Advancement  
Program Contact Hours  
(1 continuing education unit = 10 contact hrs)

Full-Time Faculty

50 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian.  
(IPEDS Fall Staff Survey)

Tuition  
Academic Year 2003-04  
\$2,600 In-State/In-County, Full-Time  
\$3,860 Out-of-State, Full-Time  
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regist fees)

\* Financial  
Dollars In Millions  
FY 2001-02  
\$11.6 Revenue, excl. auxiliary & hospital  
\$11.1 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) select Performance Funding, then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on 5 Indicators  
Achieved Standards (or received scores of 2.00-2.99) on 3 Indicators  
Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators  
Achieved Compliance (or received scores of "Complied") on 4 Indicators  
1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Overall Score	Percentage
Substantially Exceeds	95% to 100%
Exceeds	87% to 94%
Achieves	67% to 86%
Does Not Achieve	48% to 66%
Substantially Does Not Achieve	33% to 47%

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Technical College of the Lowcountry

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance					2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by institution. Contact CHE for details.										
		3.00										

**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A					3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$38,491	\$41,150	\$41,692	\$41,190	\$34,188 to \$43,260	1% of prior year	\$42,109				2.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

**Report for: Technical College of the Lowcountry****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

**3. CLASSROOM QUALITY**

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	97.2%	96.2%	80.0% to 95.0%	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	34.2%	32.6%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

**6. ENTRANCE REQUIREMENTS**

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

**7. GRADUATES' ACHIEVEMENTS**

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.									
7A	2000 cohort	27.5%	28.6%	31.0%	33.8%	30.0% to 45.0%	3% of prior 3-yr avg	29.9%	2.50
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	86.4%	91.1%	93.1%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Technical College of the Lowcountry****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance				2003-04 Standard		2003-04 for	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	48.1%	50.6%	51.1%	48.5%	26.0%	to	35.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	47.2%	47.0%	48.8%	49.8%	49.0%	to	60.0%		50.1%		2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	13.8%	17.2%	13.0%	17.5%	10.0%	to	13.0%		N/A	score=3	3.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score."

**13 Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 5 scored indicators.

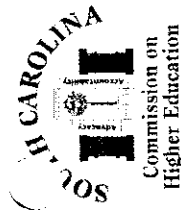
Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal : 22.17  
# of indicators averaged 8

Average: 2.77  
Average / 3.00 Max: 92%  
Category is: "Exceeds"



## Tri-County Technical College

### Sector: State Technical and Comprehensive Education System

Ronnie L. Booth, President  
 7900 Highway 76  
 PO Box 587  
 Pendleton, SC 29670-0587  
 (864) 646-3636  
 www.tctc.edu



Founded in 1962

### 2003-04 Performance Year Score

#### Achieves Standards

83%  
 2.50 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"	<b>Enrollment</b> <b>Headcount</b> includes full & part time students <b>Full-Time</b>	4,548 100% of headcount Undergraduate 97% of headcount from SC at entry 18% of headcount Minority 2,278 (50% of headcount)	<b>Full-Time Faculty</b>	89 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
<b>Degrees Awarded</b> FY 2002-03	<b>Continuing Education</b> FY 2002-03	294,013 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	<b>Tuition</b> Academic Year 2003-04	\$2,450 In-State/In-County, Full-Time \$5,820 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)
			<b>* Financial</b> Dollars In Millions FY 2001-02	\$23.5 Revenue, excl. auxiliary & hospital \$22.9 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on  
 Achieved Standards (or received scores of 2.00-2.99) on  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on  
 Achieved Compliance (or received scores of "Complied") on

13 Indicators  
 4 Indicators  
 4 Indicators  
 0 Indicators  
 4 Indicators

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44



"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Tri-County Technical College

### State Technical and Comprehensive Education System Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if	2003-04	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range shown		Factor Applied	Performance Score

## 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other Indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A		3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$37,842	\$38,691	\$38,634	\$38,827	\$34,188 to \$43,280		1% of prior year \$39,020		2.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

# Report for: Tri-County Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor											
Indicator (reference #/letter at far left and title)											
Indicator Subpart (reference #/letter and descriptive title) if applicable											
Measure Timeframe		Institution's Performance			2003-04 Standard "2" if at/within range		2003-04 Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score		
This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if < shown	"3" if > shown	Factor Applied	> or = to # shown	Subpart	Indicator

### 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	N/A	3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	72.9%	93.3%	80.0% to 95.0%	N/A	N/A	2.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages 11.105-113 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.6%	17.6%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A	N/A	Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

### 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	43.1%	46.0%	47.1%	54.7%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	85.7%	88.7%	91.4%	82.0%	75.0% to 89.0%	3% of prior 3-yr avg	91.3%	2.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

# Report for: Tri-County Technical College

Measures Presented by Critical Success Factor		Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year			This Year		"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	3 Yrs Prior	2 Yrs Prior					

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:

2.00

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	13.9%	14.3%	16.0%	18.0%	9.0%	to	12.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority	56.3%	54.2%	60.6%	57.8%	49.0%	to	60.0%		59.9%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	9.4%	11.0%	11.2%	9.8%	10.0%	to	13.0%		10.8%	1.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. *Minority* is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other indicators: Indicator 8A, *Transferability of Credits To and From the Institution*, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, *Continuing Education Programs for Graduates and Others*, does not apply to this sector.

## 9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: 9A, *Financial Support for Reform in Teacher Education*, and 9B, *Amount of Public and Private Sector Grants*, do not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

### 13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal: 20.00  
# of Indicators averaged 8

Average: 2.50  
Average / 3.00 Max: 83%  
Category is: "Achieves"

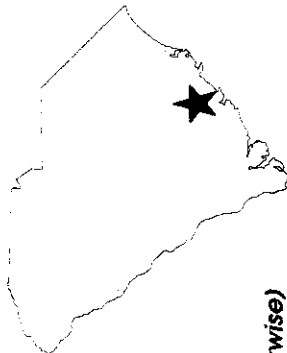


## Trident Technical College

### Sector: State Technical and Comprehensive Education System

Mary D. Thornley, President  
7000 Rivers Avenue  
PO Box 118067  
Charleston, SC 29411-8067  
(843) 574-6111  
[www.tridenttech.edu](http://www.tridenttech.edu)

Founded in 1964



## 2003-04 Performance Year Score

### Exceeds Standards

94%  
2.83 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Enrollment**  
**Headcount**  
includes full &  
part-time students

11,791

100% of headcount Undergraduate  
99% of headcount from SC at entry  
34% of headcount Minority  
5,167 (44% of headcount)

**Degrees**  
**Awarded**  
FY 2002-03  
646 Certificates  
120 Diplomas  
982 Associates

**Continuing**  
**Education**  
FY 2002-03

356,322 Technical Education and  
Occupational Advancement  
Program Contact Hours  
(1 continuing education  
unit = 10 contact hrs)

**Full-Time**  
**Faculty**

253 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

**Tuition**  
Academic Year  
2003-04  
\$2,446 In-State/In-County, Full-Time  
\$4,976 Out-of-State, Full-Time  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey;  
excl. non-refundable app/regist fees)

**\* Financial**  
Dollars in Millions  
FY 2001-02  
\$59.8 Revenue, excl. auxiliary & hospital  
\$57.0 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

#### Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

**13 Indicators**  
6 Indicators  
2 Indicators  
0 Indicators  
4 Indicators

1 Indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Trident Technical College

### State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if	2003-04	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Performance Score

## 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by institution. Contact CHE for details.								3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A				3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$40,458	\$41,352	\$41,081	\$40,588	\$34,188 to \$43,260	1% of prior year	\$41,492			2.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

## Report for: Trident Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard		2003-04	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score

### 3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

**Status of other indicators:** Indicators 3A, Class Size and Student/Teacher Ratios, and 3B, Number of Credit Hours Taught by Faculty, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	95.3%	99.3%	80.0% to 95.0%	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

### 5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	20.4%	22.1%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, Use of Best Management Practices; 5C, Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs; and 5D, Amount of General Overhead Costs, are measured through Indicator 5A.

### 6. ENTRANCE REQUIREMENTS

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other indicators:** Indicators 6C, Post-Secondary Nonacademic Achievement of Student Body, and 6D, Priority on Enrolling In-State Students, are monitored by the Commission on a 3-year cycle beginning in 2005.

### 7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	34.7%	34.9%	46.9%	48.3%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	90.8%	91.7%	90.9%	91.5%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Trident Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State :

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	31.8%	33.1%	35.2%	34.3%	23.0%	to	30.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	53.2%	57.0%	58.7%	52.9%	49.0%	to	60.0%			59.1%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	8.9%	11.4%	12.1%	13.2%	10.0%	to	13.0%		N/A	score=3	3.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score."

**13 Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 6 scored indicators.

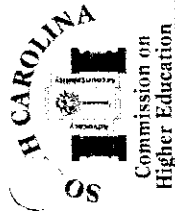
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.

Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.

Subtotal :	22.67
# of indicators averaged	8
Average:	2.83
Average / 3.00 Max:	94%
Category is:	"Exceeds"





## Williamsburg Technical College

### Sector: State Technical and Comprehensive Education System

Cleve H. Cox, President  
 601 Martin Luther King, Jr. Avenue  
 Kingstree, SC 29556  
 (843) 354-2021  
[www.williamsburgtech.com](http://www.williamsburgtech.com)



Founded in 1969

### 2003-04 Performance Year Score

## Achieves Standards

75%  
 2.26 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"	Enrollment	Headcount includes full & part-time students	595 100% of headcount Undergraduate 100% of headcount from SC at entry 71% of headcount Minority 269 (45% of headcount)	Full-Time Faculty	16 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2002-03	64 Certificates 7 Diplomas 32 Associates	Continuing Education FY 2002-03	11,522 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Tuition Academic Year 2003-04	\$2,112 In-State/In-County, Full-Time \$3,912 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)
		* Financial Dollars In Millions FY 2001-02	\$5.5 Revenue, excl. auxiliary & hospital \$5.1 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)		

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
 Exceeded Standards (or received scores of 3) on 13 Indicators  
 Achieved Standards (or received scores of 2.00-2.99) on 3 Indicators  
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators  
 Achieved Compliance (or received scores of "Complied") on 2 Indicators  
 2 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: Williamsburg Technical College

## State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement if	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart Indicator

### 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2002-03	See performance score at right. Measure and goals vary by institution. Contact CHE for details.									3.00
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**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

**Status of other indicators:** Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

### 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A		3.00
2D Compensation of Faculty (average all ranks)	Fall 2003	\$28,795	\$30,490	\$30,456	\$30,513	\$34,188	\$43,260	1% of prior year	\$30,761	1.00

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

**Report for: Williamsburg Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

**3. CLASSROOM QUALITY**

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

**Status of other Indicators:** Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	83.3%	83.3%	80.0% to 95.0%	N/A		2.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	89.8%	42.4%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other Indicators:** Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

**6. ENTRANCE REQUIREMENTS**

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other Indicators:** Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

**7. GRADUATES' ACHIEVEMENTS**

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2000 cohort	54.0%	35.8%	30.0%	28.6%	30.0% to 45.0%	3% of prior 3-yr avg	41.1%	1.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	N/A	100.0%	50.0%	deferred	75.0% to 89.0%	3% of prior 3-yr avg	77.3%	Deferred

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

**Report for: Williamsburg Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Institution's Performance					2003-04 Standard	Score <3: Earn 0.5 for Improvement if		2003-04 Performance Score	
	Measure Timeframe				This Year	"2" If at/within range	Factor Applied	> or = to # shown	Subpart	Indicator
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior		"1" if <# shown	"3" if ># shown			

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

**8. USER-FRIENDLINESS OF THE INSTITUTION**

8C Accessibility to the Institution of All Citizens of the State:

2.83

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2003	65.3%	73.7%	71.1%	45.0%	to	61.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	51.1%	52.6%	57.8%	49.0%	to	60.0%		56.2%	2.50
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	26.8%	22.6%	18.8%	10.0%	to	13.0%		N/A score=3	3.00

**Critical Success Factor 8, Scored Indicator Notes:** For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

**9. RESEARCH FUNDING**

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

**PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)**

Based on scores in the above column at far right labeled "2003-04 Performance Score:"

**13. Total Applicable Scored Indicators**

Exceeded standards (scores of 3) on 3 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

# of Indicators averaged

Subtotal:

7

15.83

Average:

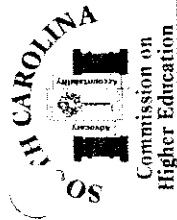
2.26

Average / 3.00 Max:

75%

Category is:

"Achieves"



## York Technical College

### Sector: State Technical and Comprehensive Education System

Dennis Merrell, President  
452 S. Anderson Road  
Rock Hill, SC 29730  
(803) 327-8000  
www.yorktech.com



Founded in 1964

### 2003-04 Performance Year Score

**Exceeds Standards**

93%

2.79 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees  
Awarded**  
FY 2002-03

168 Certificates  
73 Diplomas  
261 Associates

**Enrollment  
Headcount**  
includes full &  
part-time students

4,171

100% of headcount Undergraduate  
99% of headcount from SC at entry  
30% of headcount Minority

**Full-Time**

2,027

(49% of headcount)

**Continuing  
Education**  
FY 2002-03

215,998 Technical Education and  
Occupational Advancement  
Program Contact Hours  
(1 continuing education  
unit = 10 contact hrs)

**Full-Time  
Faculty**

113 includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

**Tuition**

Academic Year  
2003-04

\$2,736 In-State/In-County, Full-Time  
\$6,016 Out-of-State, Full-Time  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey;  
excl. non-refundable app/regist fees)

**\* Financial**

Dollars In Millions  
FY 2001-02

\$22.2 Revenue, excl. auxiliary & hospital  
\$21.4 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.che.sc.gov](http://www.che.sc.gov) select Performance Funding, then Performance Funding Workbook.

**Total Scored Indicators** (See the following pages for details by indicator)  
Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

**13 Indicators**  
5 Indicators  
3 Indicators  
0 Indicators  
4 Indicators

<sup>1</sup> Indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2004-05 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at [www.che.sc.gov](http://www.che.sc.gov) to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2003) and additional data details by institution.**

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2003-04, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

## Report for: York Technical College

### State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance				2003-04 Standard		Score <3: Earn 0.5 for Improvement If		2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Support	Indicator

## 1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission  
1D/E Statement and Attainment of Goals of the Strategic Plan (revised Indicator combining 1D & 1E as of Year 6)

FY 2002-03

See performance score at right. Measure and goals vary by Institution. Contact CHE for details.

3.00

**Critical Success Factor 1, Scored Indicator Notes:** Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

Status of other Indicators: Indicator 1A, Expenditure of Funds to Achieve Institutional Mission, is measured through Indicator 5A, Ratio of Administrative Costs to Academic Costs.

## 2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2003	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A		3.00	
	Fall 2003	\$39,200	\$40,407	\$40,209	\$41,390	\$34,188 to \$43,260		1% of prior year		\$40,611	

**Critical Success Factor 2, Scored Indicator Notes:** 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

**Status of other Indicators:** Indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations, and 2C, Post-tenure Review System for Tenured Faculty, involve institutional policies that have been implemented. For 2B and 2C, CHE is monitoring continued compliance on a 3-year cycle beginning in 2004. However, 2C does not apply to technical colleges as these colleges do not have a tenure system for faculty. Indicator 2E, Availability of Faculty to Students Outside the Classroom, and Indicator 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, are measured through Indicator 2B.

**Report for: York Technical College****State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2003-04 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2003-04 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

**3. CLASSROOM QUALITY**

3D Accreditation of Degree-Granting Programs	as of Apr 2004	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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**Critical Success Factor 3 Scored Indicator Notes:** 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

**Status of other indicators:** Indicators 3A, *Class Size and Student/Teacher Ratios*, and 3B, *Number of Credit Hours Taught by Faculty*, will be monitored by the Commission on a 3-year cycle beginning in 2006. Indicator 3C, *Ratio of Full-Time Faculty as Compared to Other Full-Time Employees*, is measured through Indicator 5A, *Ratio of Administrative Costs to Academic Costs*.

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2002-03	not avail	not avail	86.7%	100.0%	80.0% to 95.0%	N/A		3.00
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**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.4%	22.2%	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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**Critical Success Factor 5, Scored Indicator Notes:** 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement was deferred in Yr 7 and again in Yr 8 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

**Status of other indicators:** Indicators 5B, *Use of Best Management Practices*; 5C, *Elimination of Unjustified Duplication Of and Waste In Administrative and Academic Programs*; and 5D, *Amount of General Overhead Costs*, are measured through Indicator 5A.

**6. ENTRANCE REQUIREMENTS**

**Critical Success Factor 6, Scored Indicator Notes:** 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, GPA and Activities of Student Body, do not apply to this sector. These indicators have been combined as one measure and apply to each of the other sectors.

**Status of other indicators:** Indicators 6C, *Post-Secondary Nonacademic Achievement of Student Body*, and 6D, *Priority on Enrolling In-State Students*, are monitored by the Commission on a 3-year cycle beginning in 2005.

**7. GRADUATES' ACHIEVEMENTS**

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.									
7A	2000 cohort	37.2%	36.2%	40.6%	39.8%	30.0% to 45.0%	3% of prior 3-yr avg	39.1%	2.50
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2002 - Mar 31, 2003	92.1%	94.0%	95.3%	92.5%	75.0% to 89.0%	3% of prior 3-yr avg score=3	3.00

**Critical Success Factor 7, Scored Indicator Notes:** 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's



## Report for: York Technical College

## State Technical and Comprehensive Education System Sector

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	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	Factor Applied	# shown	Subpart	Indicator

Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as measurement development continued. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

Status of other Indicators: Indicator 7F, Credit Hours Earned of Graduates, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC.

## 8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :

2.33

	Fall 2003	28.9%	31.0%	31.1%	29.7%	15.0%	to	20.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)												
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 02 to 03	52.4%	53.3%	50.5%	48.5%	49.0%	to	60.0%			54.7%	1.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2003	13.9%	14.7%	15.2%	16.3%	10.0%	to	13.0%			N/A	3.00

Critical Success Factor 8, Scored Indicator Notes: For 8C, total headcount is inclusive of all categories: minority, unknown race, white, and non-resident alien. Minority is defined as African American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic. Applicable for parts 1 & 2, SC citizens are SC residents for fee purposes plus those with approved non-resident exceptions including those eligible to pay in-state tuition including military, faculty/administration employees, full-time employees or retired persons and dependents of each exception category. For parts 3 & 4, the measure is not limited to SC citizens, and minority is defined consistently for parts 1-4. Part 3 of 8C that measures the percent of graduate students who are minority is not applicable to two-year institutions.

Status of other Indicators: Indicator 8A, Transferability of Credits To and From the Institution, is monitored by the Commission on a 3-year cycle beginning in 2005. Indicator 8B, Continuing Education Programs for Graduates and Others, does not apply to this sector.

## 9. RESEARCH FUNDING

Critical Success Factor 9, Scored Indicator Notes: 9A, Financial Support for Reform in Teacher Education, and 9B, Amount of Public and Private Sector Grants, do not apply to this sector.

## PERFORMANCE YEAR 2003-04 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2004-05 ALLOCATION)

Based on scores in the above column at far right labeled "2003-04 Performance Score."

## 13. Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 5 scored Indicators.

Achieved Standards (scores of 2.00 to 2.99) on 3 scored Indicators.

Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored Indicators.

Achieved Compliance on 4 Indicators, and 1 Indicator is deferred from scoring.

Subtotal : 22.33  
# of Indicators averaged 8

Average: 2.79  
Average / 3.00 Max: 93%  
Category is: "Exceeds"