



**Commission on
Higher Education**

Data Verification Report

For

Coastal Carolina University

DATA VERIFICATION REPORTS

The Commission on Higher Education, through the Planning, Assessment, and Performance Funding Division, supports a data verification initiative for the purpose of analyzing the processes used by institutions in administering various requirements of the indicators that support Performance Funding. This initiative is non-punitive and, as such, focuses on providing findings and recommendations that will improve the efficiency, effectiveness and/or compliance with the provisions of the performance funding system. Such a data verification process ensures that data from the various institutions are indeed comparable and provides both the institution and the Commission with increased credibility.

The data verification team is comprised of individuals from the Commission best suited to make determinations on the indicators chosen for verification during this iteration of visits. Additionally, the indicators currently being reviewed were chosen by representatives from the affected divisions of the Commission with the consideration of risk being paramount in their decisions.

With the exception of the Medical University of South Carolina (MUSC), the reports submitted represent the last of the institutions in the Research, Teaching and Regional sectors. The MUSC report will be forthcoming. Additionally, the reports for nine of the sixteen institutions in the Technical Colleges Sector have now been completed with the remaining visits scheduled for completion by the end of the calendar year.

The following reports are presented to the Planning and Assessment Committee for consideration of approval. The Committee's recommendations will be considered by the Commission on Higher Education at its meeting on September 7.

Clemson University

Fike Recreation/Wellness Center Renovation/Addition - \$20,400,000 increase

Source of Funds:	\$ 16,845,000	- Institution Bonds
	<u>3,555,000</u>	- ICPF
	\$ 20,400,000	
Budget:	\$ 1,500,000	- professional service fees
	1,000,000	- equipment and/or materials
	300,000	- site development
	2,000,000	- new construction
	15,200,000	- renovations, building interior
	20,000	- builder's risk insurance
	250,000	- labor costs
	50,000	- bond issue costs
	500,000	- abatement
	<u>180,000</u>	- contingency
Total:	\$ 21,000,000	

Discussion

This request is to revise the scope of the project to include design services through renovations and construction of the addition to the facility, and to increase the budget to reflect construction costs.

The existing facility was built in 1975 when Clemson's student body consisted of an enrollment of approximately 8,500. Additional wellness and recreation space is necessary to accommodate the current students and employees, which now include over 21,000 individuals. Additionally, the renovation will replace obsolete building systems including mechanical and electrical systems.

The renovation will bring the building up to current code requirements, modernize systems, and provide ADA access to all activities. The renovation will make more efficient use of space, thereby minimizing more expensive new construction.

Recommendation

The staff recommends approval of this request.

College of Charleston

Acquisition of 5 Liberty Street

- \$900,000 increase

Source of Funds:

\$ 900,000 - excess debt service

Budget:

\$ 898,000 - land purchase
 4,000 - professional service fees
 5,000 - closing costs
 3,000 - contingency

Total:

\$ 910,000

Discussion

The College requests approval of the purchase of property located at 5 Liberty Street. This property is contiguous to the College's Tate Center for Entrepreneurship. The College has completed the MAI appraisal and the Level One Environmental Assessment and is now requesting approval to purchase the property. The appraisal value is 900,000. A small amount of asbestos was found (<\$2,000 to remove), resulting in a purchase price of \$898,000. The property contains 12,676 sf of lot area and is improved with a 9,735 sf building. The space will be used initially for academic purposes. Long term, the building will be demolished, leaving an area large enough to construct a four-story building of approximately 40,000 sf.

Recommendation

The staff recommends approval of this request, provided the capital improvements unit of the Budget and Control Board finds the appraisal and environmental studies satisfactory.

Central Carolina TC

Accept Donation of F.E. Dubose Property

- \$0

Discussion

The purpose of this project is to request authorization to receive property known as the F.E. Dubose Career Center as a transfer from Clarendon County. Ownership will be transferred at no cost. The property has approximately 39.78 acres and is located in Clarendon County on Highway 521. There is a one-story building (42,000 sf), which contains administrative offices and classrooms, a portable building used for adult education classes, and two storage buildings. The Career Center is used for high school vocational courses, adult education programs, as well as college credit courses.

In June of 1998, a state law (Act 461) was passed which authorized Clarendon County to transfer the management and operations of the F.E. Dubose Career Center to Central Carolina Technical college. The law also allowed for the eventual transfer of the property to the college, which was authorized by Clarendon County in July of 1998.

A Phase One Environmental Assessment has revealed no evidence of recognized environmental conditions in connection with the property, except some 55 gallon drums which contained what appeared to be used oil, some automotive engine parts and batteries that were in contact with the ground, and a small area of discarded construction debris. The drums, engine parts, batteries, and construction debris have since been removed and the site has been cleaned.

An asbestos survey was performed and indicated asbestos was present above the ceiling in the main building. The report stated that the material does not need to be removed, but contractor notification is required when work is to be done.

Central Carolina received \$9.6 million in capital improvement bond funds in FY 1999-2000 for a construction/renovation project at this site. The F.E. Dubose Career Center will become the Workforce and Economic Development Center and will offer the same type courses on an expanded level.

Recommendation

The staff recommends approval of this request, provided the State Board for Technical and Comprehensive Education approves the request at it's meeting on September 17, 2000, and provided that the Budget and Control Board finds the environmental studies satisfactory.

Central Carolina Technical College
Property Acquisition Information
Donation of F.E. Dubose Property
July 3, 2000

Part I

1. Project Number:
2. County: Clarendon (14)
3. Description of Property: The property, known as the F.E. Dubose Career Center is 39.78 acres located in Clarendon County, South Carolina, outside the city limits of Manning. This site contains one building (42,000 square feet), which contains administrative offices and classrooms. This building, built in 1972, is one-story built over a concrete slab. The property also contains a portable building (used for adult education classes), and two storage buildings.
4. Grantor(s) Name and Address: Clarendon County, P.O. Box 486, Manning, SC 29102
5. Grantee(s) Name and Address: Central Carolina Technical College, 506 North Guignard Drive, Sumter, SC 29150
6. County Location: Clarendon (14)
7. Acreage: 39.78
8. Purpose for Acquisition: To complete the final phase in the transfer of the F.E. Dubose Career Center to Central Carolina Technical College (see number 9 below). This property is used for high school vocational courses, adult education programs, as well as college credit courses for citizens of Clarendon County.
9. Demonstrate the need to acquire the property: In June of 1998, a state law was passed which authorized Clarendon County to transfer the management and operations of the F.E. Dubose Career Center to Central Carolina Technical College (see attachment 1). In July of 1998, Clarendon County passed an ordinance authorizing this transfer. The law also allowed for the eventual transfer of the property to Central Carolina Technical College. In fiscal year 2000, the College received state bond funds authorization for \$9.6 million for a construction and renovation project at this site for a new Workforce and Economic Development Center. The Form A-1 for this project (previously approved by the State B&C Board) lists this property as a part of the project costs and as a local source (see attachment 2).
10. Purchase Price: \$0 (ownership will be transferred at no cost)

Central Carolina Technical College
Property Acquisition Information
Donation of F.E. Dubose Property
July 3, 2000

Part II

1. How many sites were evaluated? One—please see explanation in Part I, numbers 8 & 9.
2. Please list the selection criteria used to evaluate sites. Non-applicable—see above.
3. How was the final selection of the site made? Non-applicable—see above.
4. Why was this specific site selected? See above.
5. What is the estimated costs of any construction or renovations to be done on the property and the anticipated source of funds for such work? \$10,611,309 (\$9,611,309 capital improvement bonds; \$1,000,000 local funds). See attached Form A-1 for Workforce and Economic Development Center (attachment 2).
6. What are the estimated additional annual operating costs which will result from acquisition of the property and the anticipated source of funds? Explain the factors that determine the cost. If no costs, explain why not. There are no additional costs. The College is already operating the Career Center. All costs are accounted for in a separate fund with separate funding sources (State Department of Education, Clarendon County, Clarendon County School Districts).
7. What are the estimated additional annual operating costs which will result from construction/renovation on the property and the anticipated source of funds? Explain the factors that determine the costs. If no costs, explain why not. \$574,270—see attached copy of Form A-49 for the Workforce and Economic Development Center project (attachment 3).

NOTIFICATION OF JURISDICTIONAL DETERMINATION
U.S. Army Corps of Engineers
Charleston District

Action ID: 80-2000-0140(y) County Clarendon

Property Owner/Authorized Agent Central Carolina Technical College

Address 506 North Guignard Drive, Sumter, S.C.

29150-2499 Telephone Number 803-778-1961

Size and Location of Property 42.12 acres on the south side of U.S. Highway 521

near Alcolu as indicated on the plat by H.F. Oliver, dated May 12, 1972,

and titled "PLAT of a Tract of land being conveyed by Transim Pacific Corporation to the County

of Clarendon. This being a portion of a plat
by W.B. Sykes recorded in platbook 14, page 26
And a plat by Gamble & Martin of 0.95 acres
dated November 17, 1972, titled "Map of part of property

of Marion Moore &
surveyed at the request of R.E. Wells, Jr. Chairman of the
Clarendon County Area Vocational School District."

Indicate Which of the Following Apply to the Property:

Jurisdictional Determination ("JD") Needed
☒ There are areas within the jurisdiction of the Corps which we strongly suggest should be delineated and surveyed. The surveyed boundaries must be verified by our staff before the Corps will make a final determination.

Large or Commercial Tracts
Because of the size of your property and our present workload, our identification and delineation of the jurisdictional areas cannot be accomplished in a timely manner. You may wish to employ a consultant to obtain a more timely delineation. Once your consultant has flagged the jurisdictional areas, Corps staff will review it, and if it is accurate, we strongly recommend that you have the line surveyed for final approval by the Corps. The Corps will not make a final JD without an approved survey.

JD Finished

The jurisdictional areas have been delineated, and the limits of Corps jurisdiction have been explained to you. Unless there is a change in the law or our published regulations, this JD may be relied upon for a period not to exceed five years from the date of this notification.

No Wetlands

There are no areas which are subject to the permit requirements of Section 404 of the Clean Water Act (33 USC 1344). Unless there is a change in the law or our published regulations, this JD may be relied upon for a period not to exceed five years from the date of this notification.

Coastal Zone

The property is located in the South Carolina Coastal Zone. In addition to any above requirements, you should contact the S. C. DHEC Office of Ocean and Coastal Resource Management at 1-843-744-5838 for their requirements.

Placement of dredged material or fill material in waters of the U.S. without a Department of the Army permit or exemption may result in injunctive relief (restoration) and substantial civil penalties under Section 309 of the Clean Water Act (33 USC 1319). A permit is not required for work restricted entirely to existing high ground. If you have any questions regarding the limits of our jurisdiction, what constitutes a regulated activity, or our regulatory program in general, please contact us at 1-800-208-2054 or 1-843-727-4330.

Property owner/Authorized Agent Signature Terry P. Probst

Project Manager Signature David Chamberlain

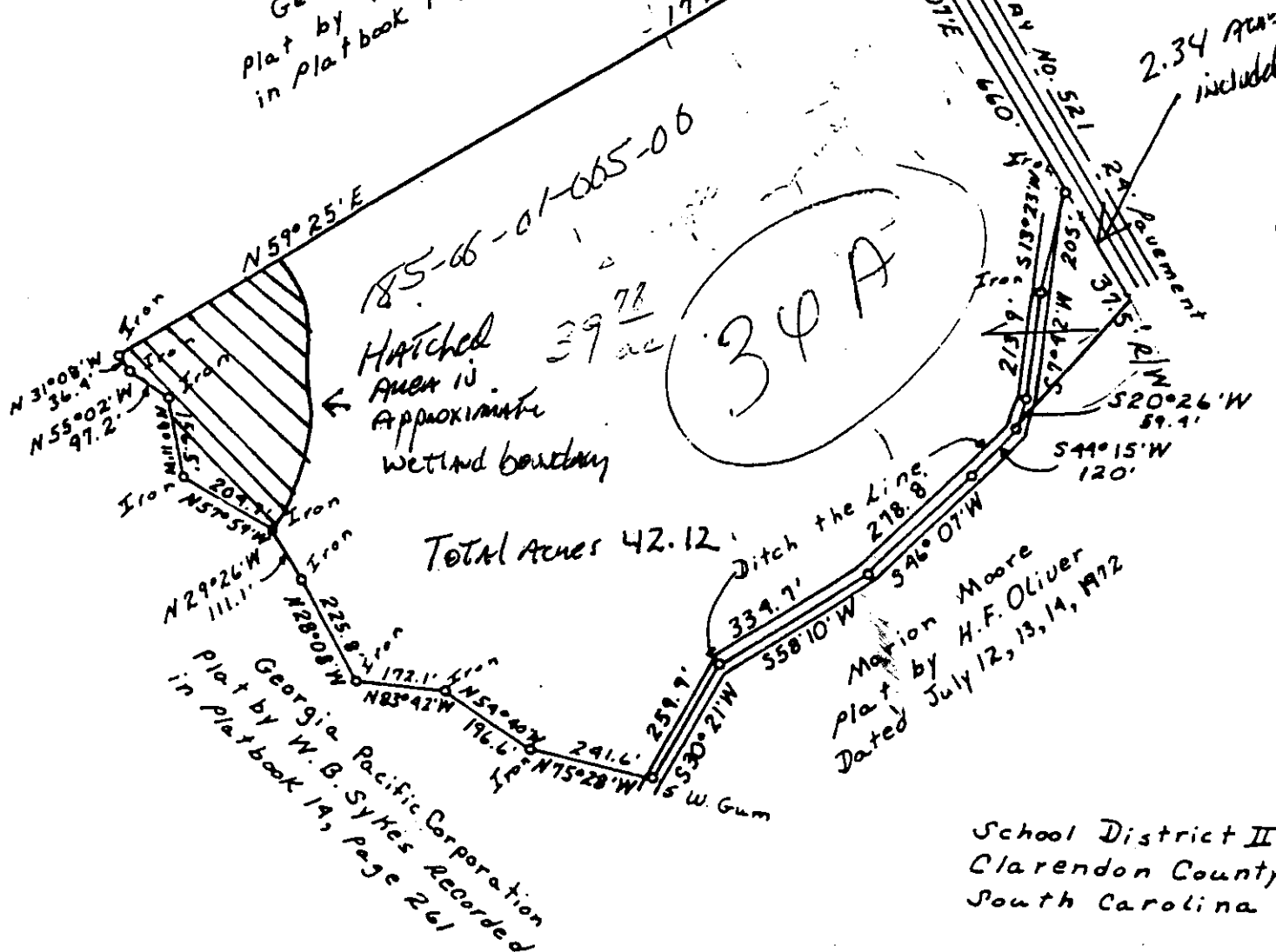
Date 3-2-2000

Survey Plat or Field Sketch of described property and the JD must be attached to the Yellow (File) copy of this form

P. T. Bradham, C.C.C.P.

Georgia Pacific Corporation
Plat by W. B. Sykes Recorded
in platbook 14, page 261

JA
H/10



PLAT

A tract of land being conveyed by Georgia Pacific Corporation to the County of Clarendon. This being a portion of a plat by W. B. Sykes recorded in platbook 14, page 261.

Scale 1 inch = 330 feet

Surveyed by H.F. Oliver

Surveyed May 12, 1972

Area = 39.78 acres

Oliver & Gamble, Surveyors

Wetland Approximation

80-2000-0140(Y)

F.E. Dubose Lumber Center

Clarendon County 3-2-2000

Senate 19980520 read second time
Senate 19980527 Unanimous consent for second
and third reading on the next two
consecutive Legislative days
Senate 19980527 Introduced, read first time,
placed on local and uncontested
Calendar without reference

Product of the Legislative Printing Agency-LPITR

(Text matches printed bills. Document has been reformatted to meet World Wide Web specifications.)

(A461, R439, S1266)

AN ACT TO TRANSFER ALL FUNCTIONS, POWERS, AND DUTIES PROVIDED BY LAW TO THE BOARD OF TRUSTEES FOR THE VOCATIONAL EDUCATION SCHOOL FOR CLARENDON COUNTY TO THE CLARENDON COUNTY GOVERNING BODY UNDER CERTAIN CONDITIONS, TO CREATE THE ADVISORY BOARD FOR THE VOCATIONAL EDUCATION SCHOOL FOR CLARENDON COUNTY AND PROVIDE FOR THE COMPOSITION OF THE BOARD, LENGTH OF TERMS OF MEMBERS, MEETINGS OF THE BOARD, AND PROVIDE THAT THE BOARD SHALL PERFORM THOSE DUTIES WITH REGARD TO THE SCHOOL AS DETERMINED BY THE COUNTY GOVERNING BODY, TO PROVIDE FOR THE POWERS OF THE COUNTY GOVERNING BODY WITH REGARD TO THE OPERATION OF THE SCHOOL, AND TO PROVIDE THAT THE PROVISIONS OF THIS ACT ARE EFFECTIVE UPON ENACTMENT OF AN ORDINANCE BY THE COUNTY GOVERNING BODY IN WHICH THE GOVERNING BODY ACCEPTS THE RESPONSIBILITIES PROVIDED IN THIS ACT.

Be it enacted by the General Assembly of the State of South Carolina:

Functions, powers of board, etc., transferred to county governing body

SECTION 1. Notwithstanding any other provision of law, all functions, powers, and duties provided by law to the Board of Trustees for the Vocational Education School for Clarendon County are hereby transferred to the Clarendon County governing body together with all records, property, personnel, and unexpended appropriations. The Board of Trustees for the Vocational Education School for Clarendon County is hereby abolished and governance over the school must be assumed by the county governing body.

Title to all property of the school must be transferred from the board of trustees of the school and from Clarendon County School Districts 1, 2, and 3, if applicable, to the county governing body.

Advisory board created

SECTION 2. (A) There is hereby created the Advisory Board for the Vocational Education School for

Piedmont Technical College

Laurens County Higher Education Center

- \$900,000 increase

Source of Funds:	\$	900,000	- local funds
Budget:	\$	750,000	- land purchase
		250,000	- professional service fees
		250,000	- equipment and/or materials
		100,000	- site development
		4,190,000	- new construction
		150,000	- other permanent improvements
		10,000	- landscaping
		<u>200,000</u>	- contingency
Total:	\$	5,900,000	

Discussion

Piedmont Technical College requests approval to increase the budget of this project by \$900,000. The College received \$4 million in capital improvement bond funds in 1999, with a \$1 million match from Laurens County. The project was approved for \$250,000 on 11/2/99, and a contract was signed with an architectural firm for architectural and engineering services. The design/planning process is now complete. After construction estimates were received, it became necessary to increase the project budget from \$5 million to \$5.9 million to meet all of the needs required to make the facility functional.

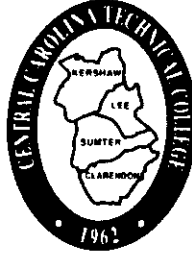
Recommendation

The staff recommends approval of this project as proposed.

**Central Carolina Technical College
Response to Phase I Environmental Study Report
F.E. Dubose Career Center**

The following are the College's responses to the findings on pages 12-13 of the report:

1. The drums, engine parts, batteries, and construction debris have been removed and the site has been cleaned up.
2. Emerald, Inc. was contracted to perform an asbestos survey to determine the possibility and extent of any asbestos. This report is attached, and indicates the existence of asbestos above the ceiling. This report states that the material does not need to be removed—but contractor notification is required. The College will ensure that a copy of this report is reviewed by the architects, and contractors will be notified.
3. A wetlands determination was obtained from the U.S. Army Corps of Engineers. This report is attached, and has been reviewed by the College's architect for the Workforce and Economic Development Center project, to ensure that all construction plans take the areas identified as potential wetlands into consideration. This is also monitored and reviewed by the State Engineer's Office.



Resolution

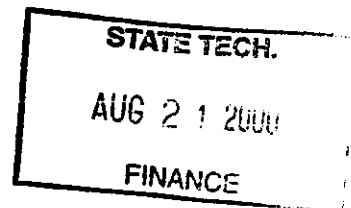
I, Barbara F. Truesdell, Secretary of the Central Carolina Technical College Commission do hereby certify that I am the keeper of the records, corporate seal and minutes of the proceedings of the governing board of Central Carolina Technical College; that on the seventeenth (17th) day of August, 2000, a meeting of the said Board was held in accordance with the laws of South Carolina and Bylaws of the Commission; that a quorum of Board members was present, and the following resolution was duly and legally passed:

Be it Resolved, that:

The Area Commission of Central Carolina Technical College approves the transfer of the F.E. Dubose Career Center property and improvements from Clarendon County to Central Carolina Technical College.

I have hereunto affixed my name as secretary and have caused the Seal of the Organization to be affixed this seventeenth (17th) day of August 2000.


(Secretary)



6.0 FINDINGS AND CONCLUSIONS

Emerald, Inc. has performed a Phase I Environmental Site Assessment in conformance with the scope and limitations of ASTM Practice E 1527-97 on the subject site known as the F.E. Dubose Career Center located on Hwy. 521 North in Manning, South Carolina. Any limitations from or exceptions to this practice are described in Section 2.2 of this report. This assessment has revealed no evidence of recognized environmental conditions in connection with the property as of April 18, 2000, except the following:

1. The site contains at least 10 unlabelled, 55 gallon drums that contain unidentified liquid and sludge material. The material appears to be used oil. In association with these drums are two small areas of surface discoloration (less than 3 feet in diameter). In addition, used automotive engine parts were observed in direct contact with the ground where discoloration is present. Additionally, at least two used automotive batteries were observed in direct contact with the ground. The site review also revealed several small areas of discarded construction debris, including concrete blocks and bricks.

5.0 CONCLUSIONS AND RECOMMENDATIONS

Based upon the analytical results, the black mastic found on the pipe wrap joints above the ceiling, contain asbestos. In addition, the flat tar roof is considered PACM due to its type and history of positive identification. Both materials were observed to be in good condition without any damage which could result in release of fibers. Therefore, the material does not have to be removed; however, it is recommended that periodically the materials should be reviewed to make sure that no damage has occurred, and, disclosure of the asbestos content should be made to any contractors prior to commencement of any work on the two materials.



**Ronny L. Lowder, R.E.P.A.
Licensed Building Inspector
and Management Planner #32201**

Coastal Carolina University
Response



COASTAL CAROLINA UNIVERSITY

Office of Institutional Effectiveness

April 13, 2000

Dr. Michael Smith, Director
Planning, Assessment and Performance Funding
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, S.C. 29201

Dear Mike:

Thank you for the opportunity to review and respond to the draft "Summary Report" on the Commission's data verification visit to Coastal Carolina University. The visit itself and the input from Commission staff, before, during and after the visit, proved to be very beneficial to Coastal staff. We appreciate the time and the effort required of the Commission staff in conducting these reviews and hope that continued efforts in this area will lead to improved communications between the institutions and the Commission and to increased clarity in the definitions and measures utilized in performance based funding.

Thank you and the members of your staff for assisting us throughout this process. If you have any questions or comments, please contact me at your convenience.

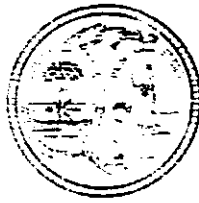
Sincerely,

Lindy Smith
Director, Institutional Effectiveness

an affirmative action, equal opportunity institution

P.O. Box 261954 • Conway, SC 29528-6054 • (843) 349-2994 • Facsimile: (843) 349-2876 • Web site: www.coastal.edu

Transmittal Letter



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

June 19, 2000

Lindy Smith
Director, Institutional Effectiveness
Coastal Carolina University
Post Office Box 261954
Conway, South Carolina 29258-6054

Dear Lindy:

Thank you for your response to the draft Summary Report of the Data Verification Team Visit to Coastal Carolina University. As you know, this was a non-punitive effort where the team was attempting to develop objective standards to ensure consistency and to identify issues that need further review.

The attached document represents the revised final report that will be presented to the Planning and Assessment Committee at its next scheduled meeting.

Thanks again for taking the time to provide this constructive input. Please be assured that several systemic issues have already been identified as a result of the data verification process. Please share our sincere thanks with the staff at Coastal Carolina University for their support during this process.

Sincerely,

A handwritten signature in dark ink, appearing to read "Michael Smith", is written over a horizontal line.

Michael Smith
Director, Planning, Assessment,
and Performance Funding

Attachment

Data Verification

Final Report

Coastal Carolina University

February 28 – March 2, 2000

Introduction

During February 28 – March 2, 2000, the Performance Funding Data Verification Team visited Coastal Carolina University for the purpose of verifying data submitted by Coastal Carolina University in support of selected performance indicators measured in Fall 1998.

The areas in which data were reviewed include:

- Availability of Faculty to Students Outside the Classroom (Indicator 2E1)
- Availability of Faculty Advisors Outside the Classroom (Indicator 2E2)
- Average Class Size (Indicator 3A1)
- Ratio of Full-time Faculty as Compared to Other Full-time Employees (Indicator 3C)
- Use of Best Management Practices (Indicator 5B)
- Priority on Enrolling In-State Students (Indicator 6D) (Residency)
- Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests (Indicator 7D)
- Transferability of Credits To and From the Institution (Indicator 8A)
- Financial Support for Reform in Teacher Education (Indicator 9A)

The team members appreciate the hospitality and support provided by Coastal Carolina University during the visit. Special thanks are owed to Ms. Lindy Smith who served as the coordinator for the team during the visit, and to the many administrators, staff, and faculty who provided support and responded to questions posed by team members.

The main body of this report summarizes the purpose for verifying the indicators selected, the methods used, observations and/or findings resulting from the analyses performed, and any recommendations deemed appropriate for correcting/improving the processes reviewed. The second section projects the effect the variances noted would have had on the performance indicators selected as reported in the Institutional Performance Rating for 1998-99. The final section of the report lists the Data Verification Team members and those individuals who were interviewed or who assisted the team as the data were examined.

Analysis of Selected Performance Funding Indicators

I. Availability of Faculty to Students Outside of the Classroom (Performance Funding Indicators 2E1 and 2E2)

Purpose: To verify that the institution used recommended administrative procedures to survey students on the availability of faculty outside of the classroom and on the availability of faculty advisors and to determine that the percentages reported agree with the supporting documentation.

Method: The persons responsible for coordinating the administration of the surveys were interviewed and relative forms, memoranda, and results were examined. For performance indicator 2E1, total faculty counts were compared to data submitted in support of indicator 2A1 (All Headcount Faculty/Staff Teaching One or More Courses) to determine the formula denominator and the number of instructors with a mean score of "satisfied" or above was used to determine the numerator. For indicator 2E2, the computation was based on the number of positive responses divided by the total number of responses received.

Observations and Findings: The institution used a two-part collection instrument in response to this performance measure. Faculty availability was assessed through an optical code recognition (OCR) form and was administered to students during class time. The question was properly stated and the form and order of the responses were in accordance with that prescribed by the Commission. Actual response documentation was maintained in the Office of Institutional Effectiveness.

Student anonymity was supported by having the instructor leave the classroom during the administration of the survey and by having a student volunteer distribute, collect, and return the forms to the appropriate departmental secretary. Student's handwritten comments were transcribed by the departmental secretary and returned to the faculty member in the following semester, which further strengthened student anonymity.

Forty-eight faculty members were not assessed by the students of Coastal Carolina University and were erroneously excluded from the computation. No prescribed administrative action was taken on instructors identified for assessment who did not administer the survey. Because the institution summed the instructor count by college, 3 faculty members who taught in more than one college were counted twice. Faculty satisfaction mean scores were accurately computed for those instructors who participated in the survey. Including the total teaching faculty count in the computation of the percentage for instructor availability resulted in a change on the performance indicator from 100.0% to 72.6%.

The institution administered the advisor availability survey to specific classes during their 11 a.m. Wednesday final exam period. The survey question was prepared on an OCR form and was administered and collected by the faculty member. Student anonymity was

supported by the absence of the student's name on the form. Although the sample was smaller than desired by the institution, the analysis produced a clear frequency and percentage by total group, class level, and satisfaction level from those classes sampled. Actual response documentation was maintained in the Office of Institutional Effectiveness.

Recommendations: We recommend that Coastal Carolina University require that ALL teaching faculty administer the faculty availability questionnaire. Only course/sections where there is a 1:1 student/teacher ratio should be excluded. We also recommend that the university sum the results of the survey by institution rather than by college to ensure a non-duplicated count. The CHEMIS Course Data File should be used to identify the individual faculty members affected. Finally, we recommend that the university implement a procedure that addresses the problem of some faculty members not administering the evaluation instrument.

Coastal Carolina University has amended its procedures for the administration of the advisor availability survey in an effort to increase the student response rate. This includes surveying across a larger number of courses within a more traditional time period within the semester. In addition to this procedural modification, we recommend that consideration be given to amending the instructions to include language that stresses the importance of this survey to the institution and its students.

II. Average Class Size (Performance Funding Indicator 3A1)

Purpose: To verify the accuracy and completeness of the Fall 98 course level, enrollment type, course credit hours, and course enrollment for Coastal Carolina University which was submitted to the Commission.

Method: We randomly selected a sample size of 50 courses (20 lower division, 20 upper division, and 10 graduate courses). The sample was pulled from the Fall 1998 CHEMIS course data. We verified the accuracy of the enrollment type and course enrollment to the grade verification roster. We verified the method of instruction and course credit hours through the institution's course catalog. The course level was verified based on the course number and the course description in the institution's catalog.

Observations and Findings: Various exceptions were noted as described below:

Lower Division

The institution overstated course enrollment in three of the twenty courses tested resulting in an overstatement of 10 students. The University changed the census date in Fall 1998 from August 26, 1998 to September 3, 1998 due to a hurricane. This change also modified the census date for classes starting later in the semester. This resulted in the

University including students in the course enrollment file that should have been excluded due to dropping the course.

Upper Division

The institution incorrectly reported one student as an enrollment type 2 (junior/senior) that should have been classified as enrollment type 1 (freshman/sophomore). The University is investigating why this occurred.

Graduate

The institution incorrectly reported 23 graduate students as lower division or upper division students (22 lower and 1 upper). The institution is investigating why this occurred.

Recommendations: We recommend the University determine the causes for the exceptions noted above and design and implement procedures to prevent these errors from occurring in the future.

III. Ratio of Full-time Faculty as Compared to Other Full-Time Employees (Performance Funding Indicator 3C)

Purpose: To verify the classification of employees as full-time faculty.

Method: We randomly selected a sample of 10 employees classified as full-time faculty. We verified the employee status and rank through review of the employee's Office of Human Resources Employee Profile form and primary responsibility through review of the faculty offer letter and the faculty contract. We verified that employees with a primary responsibility of instruction had a teaching load of at least three hours during the Fall 1998 semester. We also judgmentally selected three employees from part B of the IPEDS Fall Survey report and reviewed their employee files to ensure that they were properly classified as full-time non-faculty.

Observations and Findings: No findings were noted.

Recommendations: None.

IV. Use of Best Management Practices (Performance Funding Indicator 5B)

Purpose: To verify that the institution implemented and maintained (if appropriate) the initiatives submitted in support of the best management practices performance measure

and that the initiatives resulted in improved efficiency, effectiveness, or programmatic compliance.

Method: A sample of four management practices was judgmentally selected. Included were: 1.) Integration of Planning and Budgeting; 2.) Internal Audit; 10.) External Annual Financial Audit Findings; and 11.) External Review Findings. Institutional representatives were interviewed and documentation supporting results was reviewed. Other indicators were discussed more generically with emphasis placed on the quantification of results for each initiative chosen.

Observations and Findings: Coastal Carolina University published several documents that link their strategic plan to all aspects of the operation of the university. Two of these documents were reviewed to validate the integration of planning and budgeting. A Journey of Excellence: Coastal Carolina University's Strategic Plan and A Case Study in Planning, Budgeting, and Assessment clearly showed this integration. The documents were well developed and references to their content during our conversation indicated that they were "live" documents that were part of the Universities action plan and not just compliance-driven publications with little or no utility.

The internal auditor at Coastal Carolina University is relatively new to the university. Accordingly, our review focused on future activity and audit tools prepared to ensure adequate audit coverage. The work of the internal auditor was reviewed to ensure that risks identified by external financial and programmatic audits were receiving appropriate consideration. We also reviewed the Internal Audit Operations Guide, Policy and Procedures Manual, Audit Policy and Strategic Plan, and Audit Plan. There was a great deal of redundancy in the Audit Policy and Strategic Plan document. However, the others were found to be sophisticated presentations of the work of the internal auditor.

Recommendations: The University may want to consider eliminating the Audit Policy and Strategic Plan document. The audit policy section is already defined in the Policy and Procedures Manual and the strategic plan information could easily be merged into the Audit Plan document.

V. Student Residency (Performance Funding Indicator 6D)

Purpose: To verify that student residency classifications, which are used by the Commission and the institutions for determination of tuition and fees, performance funding, calculation of the MRR, and determination of qualification for student scholarship programs, are accurately reported to the Commission by the institutions.

Method: A random sample of undergraduate and graduate students enrolled in Fall 1998 at Coastal Carolina University was selected from the CHEMIS residency data. CHEMIS residency data represent residency for fee purposes, but beginning with Fall 1998, CHEMIS provided a breakdown for the exceptions granted to students not meeting the

state's residency requirements that enable them to qualify for in-state tuition and fees. These exceptions are coded textually and include the following: (*Exceptions A-E and H are clarified in Regulations 62-600 through 62-609*)

- A Military Personnel and their Dependents,
- B Faculty and Administration Employees and their Dependents
- C Full-time Employees and their Dependents
- D Retired Persons and their Dependents
- E Academic Common Market
- F Scholarships Approved by Boards of Trustees (at least \$250/semester)
Identified in Section 59-112-70, Commission approved \$250 minimum in June 1998
- G Reciprocity Agreements-as Approved by the General Assembly
Identified in Annual Appropriations Act (Proviso 5A.9)
- H Non-resident Alien in approved VISA Classification

The data verification process involved assessing the paper file for each of the students selected.

Observations and Findings:

Undergraduate Students

Of the 125 students in the sample, 68.8 percent (86 students) were charged in-state rates and 31.2 percent (39 students) were charged out-of-state rates. Twenty-nine (23.2 percent) of the files did not adequately support the residency decision made and/or the residency status reported to CHEMIS. Insufficient information was collected regarding the residency status of students in the following areas:

- Files did not contain adequate documentation to support residency decisions.
 - a. Documentation was not available to determine the correct residency code for 14 students. Breaks in student residency status over 30 days that occurred between high school and college and during college matriculation were not documented for 11 students. Three students had unaccounted for breaks in enrollment as well as other incomplete residency information on their application.
 - b. Three student files were incomplete due to microfilm requirements at the institution. Documentation such as the application and additional work or tax information was not required as part of the microfilm record and was, therefore, not available to verify the residency decision made for the students.
- Applications found in the files did not contain sufficient information to support residency decisions.

Sufficient questions or completed information on the application was not included for 12 students. Four students completed the application for high school students

taking courses on the campus at Coastal. The applications provided by/for these students were not completed thoroughly and did not include any detailed information regarding residency status. Three students did not complete the residency section on the application. Two students did not complete thorough parental information and two students did not provide thorough work history. One student was an Honors College student who began attending while in high school. The application included in the folder for this student was not completed.

Graduate Students

Of the 50 students in the sample, 98 percent (49 students) were charged in-state rates. None of the files examined supported the in-state residency decision made and the status reported to CHEMIS. The following conditions were noted within the graduate sample:

Insufficient information was collected regarding the residency status of students.

The institution did not collect sufficient information on applications and/or supporting documentation to support a residency decision for 49 of the 50 students selected for review. Although many of these students were categorized as non-degree seeking students and thus only at the institution for a short period, there was insufficient information supporting residency status. Different variations of graduate applications were used, some of which asked some residency information, but neglected to collect dates of employment, employment verification or signature with a date. Additionally, although many graduate students are financially independent, there was no documentation required to ensure that this was the case for each student.

Recommendations: We recommend that Coastal Carolina University develop procedures to ensure that all information necessary to make accurate decisions on residency is collected. This may include:

Revising all campus application forms and/or other supporting documentation to include more detailed information. Additional information responding to questions of financial dependency, legal custody, or court ordered financial responsibility for the student's college education for dependent students; work history, and employment dates should be considered. Applications for non-degree seeking students should include more comprehensive information to ensure sound residency decisions and should be maintained in individual student files.

- Collecting additional residency information on periods of non-enrollment.
- Strengthening the file and documentation review process for questionable students.
- Reviewing all applications to make sure that all dates relevant to residency are completed and each application is signed and dated. And,

- Complying with the General Records Retention Schedule for State Colleges and Universities published by the Department of Archives and History which calls for student admission and enrollment files to be maintained for “5 years after graduation or date of last attendance” before they can be destroyed. If the institution chooses microfilming as the preferred method of retention, the provisions of section 12-809.10 of this document would still be applicable, i.e. the microfilmed record would still be required to “document a student’s acceptance and matriculation at a state college or university”. This would include but is not limited to “student applications, external transcripts from high schools or other colleges or universities, letter of recommendation, registration forms, drop/add sheets, forms concerning removal of incomplete grades, guidelines concerning student classification, graduation check off sheets, and convenience copies of student loan information.

VI. Scores of Graduates on Licensing and Certification Examinations (Performance Funding Indicator 7D)

Purpose: To verify that pass rates on licensure and certification examinations were accurately calculated and reported.

Method: Student status (Coastal versus non-Coastal students), testing dates, exam type, specialty area alignment with course offerings, and pass rates were compared with the data reported to CHE for the PRAXIS Professional Knowledge and Specialty Area Examinations for teacher certification during the period April 1, 1997 through March 31, 1998.

Observations and Findings: Coastal Carolina University has done a very good job of isolating from the data those students whose relevant education was provided by Coastal Carolina University and whose results, therefore, measure the quality of the program at Coastal. This effort far surpasses that of the previous institutions assessed. The only area of concern was with the application of consistent logic for students who received minimal relevant training (defined as students with less than 60 hours at Coastal). These students were identified in their system as E5 exceptions. Additional analysis of actual transcripts indicated that 3 of these students should have been included and 6 others were questionable.

Recommendations: We recommend that the institution consider a lower threshold for designation as an E5 exception. Based upon the analysis of students whose original classification was or may be incorrect, a 30-hour threshold may be more appropriate.

VII. Transferability of Credits (Performance Funding Indicator 8A)

Purpose: To verify that the information submitted by the institution that indicates the extent to which the criteria stipulated in the Commission's "Policy and Procedures for Transferability of Credits" document is accurate.

Method: Verification of the data for this indicator involved three activities: 1) A comparison of courses in Coastal Carolina University's published guide for potential transfer students to courses on the Commission approved Statewide Articulation Agreement (list of 74 technical college courses); 2) a review of a random sample of 50 transfer students' transcripts to verify that Coastal Carolina University appropriately accepted coursework on the Statewide Articulation Agreement and the Statewide Transfer Blocks; and 3) discussions with the Registrar and other staff about compliance with specific areas of the indicator.

Observations and Findings: The institutional transfer guide was available in print as well as on their website. Both had been updated by September 1 and both included an appropriate definition of a transfer student.

Limitations for acceptance of transfer coursework were appropriately noted. The maximum number of credits acceptable from a technical college in South Carolina was noted as 76. University officials did not include a corresponding number for two-year branches of the University of South Carolina or four-year regionally accredited institutions, stating that the guide's purpose was to inform transfer students from technical colleges. Despite the limitation of transferable course credit, examination of student records demonstrated that three of the fifty transfer students in the sample had successfully transferred over 90 hours from either a two-year branch of USC or from Horry-Georgetown Technical College.

The guide provided information on coursework that can transfer, depending upon the grade received. The guide also provided specific lists of Coastal Carolina's course titles and numbers that corresponded to the Statewide Articulation List. Review of student academic files showed that Coastal had a very good, automated system for printing a record of all coursework at prior institutions which was proposed for transfer and the disposition of that coursework (i.e., accepted for transfer or reviewed and denied.) The very few exceptions to precise application of the rule were limited to accounting courses taken some time ago. According to assurances received from University officials, these exceptions have now been corrected.

Articulated programs with other institutions were also included in the transfer guide, as well as adequate and accurate lists of names, addresses, telephone numbers, fax numbers, and email addresses for transfer officials, and specifics of the University's policy on academic 'bankruptcy', which is called 'forgiveness'. The residency requirement of the last 30 semester hours to obtain the degree was clearly listed.

The major deficiency of the current transfer guide is that it does not in any way recognize the statewide transfer blocks. Instead, it includes its own transfer "modules" which roughly parallel the statewide blocks in name, but are always significantly less in semester hours than their statewide counterparts. The Associate Provost indicated that the next edition of the transfer guide would contain explicit reference to the University's acceptance of the statewide transfer blocks.

The Registrar confirmed that the University annually provides to the original institution of the student the paper transcripts of all students transferring to Coastal from the technical colleges and two-year USC branches.

The institution has purchased software that meets the National Standards Council's requirements for the electronic transfer of student data through SPEEDE/ExPRESS. The University acknowledged that it is currently in test mode with the software. While Coastal has been in test-mode, its principal send-and-receive site has been and continues to be USC-Columbia. At this time, Coastal cannot automatically send, receive, or confirm electronic transmission of student data. Because of its inability to send, receive, and confirm with other institutions the electronic transmission of student academic records in a non-test mode status, Coastal Carolina University is not currently in compliance with this aspect of the statewide transfer policy. Officials of the institution have stated that their software provider, DATATEL, expects to be able to have them in a fully functioning mode for SPEEDE-based operations within three to six months.

Recommendations: Since the transfer guide is generic in its titling (i.e. is not labeled for technical college students) it should contain comparable information for all transfer students originating at any public institution.

Wording in the next edition of the transfer guide should be revised to be consistent with wording in the catalog which limits transferable credits to 90 semester hours from any institution and specifies that the final 30 semester hours of an undergraduate degree at Coastal must be taken "in residence" at Coastal.

VIII. Financial Support for Reform in Teacher Education (Performance Funding Indicator 9A)

Purpose: To verify grant expenditures related to teacher reform grants as reported by Coastal Carolina University and to ensure that grants included met the definition of a teacher reform grant.

Method: We tested all teacher reform grant expenditure amounts for fiscal years 1994-95, 1995-96, 1996-97, and 1997-98 by agreeing them to the University's "General Ledger Summary Trial Balance". We judgmentally selected 5 grants and reviewed the grant award documentation to verify that the award met the definition as a teacher reform grant.

We compared Fall 1998 expenditures to a weighted average of expenditures from the previous three years to determine the performance indicator percentage.

Observations and Findings: Various exceptions resulted in a change of the performance indicator percentage from 144.7% to 254.7%. Exceptions noted were:

- The University used funded grant amounts instead of expenditure amounts for fiscal years 1994-95, 1995-96, and 1996-97.
- The University did not include grant cash match expenditures.
- The University included expenditures made in support of the Waccamaw Math & Science Hub. The University acts only as the fiscal agent for these funds and, therefore, does not benefit directly from these expenditures. Although the current performance funding instructions do not specifically address excluding these types of grant expenditures, it is the position of the Commission on Higher Education that expenditures resulting from a fiscal agent relationship do not qualify for inclusion as expenditures in support of teacher reform grants. The instructions will be amended to address the reporting of these types of grants.

Adjusting for the findings noted above, the revised grant expenditure amounts are as follows:

FY EXPENDITURES	AS REPORTED	CORRECTED
1994-95	\$645,731	\$214,054
1995-96	645,731	305,972
1996-97	515,431	270,218
1997-98	822,533	701,399

A weighted average of 60% for 1996-97, 30% for 1995-96, and 10% for 1994-95 results in a performance percentage of 145% as reported and as 255% as corrected.

Recommendations: We recommend the University develop and implement procedures that will ensure:

- That fiscal year expenditures as opposed to funded grant amounts are reported,
- That cash match expenditures are included, and
- That expenditures be excluded for grants where the University is acting solely as the fiscal agent of the grant funds.

Effect of Variances Noted

The following worksheet shows the effect any variances noted would have had on the Performance Indicator Score for each of the indicators selected. Although the current data verification initiative is non-punitive, failure to adequately address the issues noted in this report could result in reduced funding in the future.

INSTITUTIONAL PERFORMANCE RATING FOR 1998-99 Institution: Coastal Carolina University Sector: Four-year Colleges and Universities <small>Approved by the South Carolina Commission on Higher Education, May 6, 1999 For additional information see www.chc400.state.sc.us or call 803.737.2260</small>				Overall Institutional Performance ACHIEVES STANDARDS <small>Institutions scoring within the same performance category are considered to be performing similarly.</small> <small>PERFORMANCE SCALE - SUSTAINABLY EXCEEDS, 2.00-3.00; Exceeds, 2.60-2.84; Achieves, 2.00-2.59; Does Not Achieve, 1.45-1.99; Substantially Does Not Achieve, 1.00-1.44. (See Note 1 below for information on deriving the overall score.)</small>		Overall Institutional Performance <small>Although the current Data Verification Initiative is non-punitive, certain data elements would have been affected by the variances noted in this report. For information purposes only, the results of these variances are noted below.</small>	
PERFORMANCE CATEGORIES <small>Critical Success Factor followed by related Performance Indicators. Please note that the applicability of individual indicators varies by sector and Institution. For indicator definitions, contact the Commission.</small>		Approved Benchmark <small>Institution's Individual Performance Goal Plus or Minus 1% of the Goal</small>	Institution's Reported Performance <small>Verbal & Numeric Scores: Exceeds Institutional goal or at or above sector goal =3; Achieves Institutional goal =2; Does not achieve Institutional goal =1.</small>	Performance Indicator Scores <small>Verbal & Numeric Scores: Exceeds Institutional goal or at or above sector goal =3; Achieves Institutional goal =2; Does not achieve Institutional goal =1.</small>	Institution's Actual Performance	Performance Indicator Scores	
II. Quality of Faculty							
2E1	% faculty rated satisfied on availability	90-100%=3, 80-89%=2, below 80%=1	100%	Exceeds 3	100%	72.6%	Exceeds Does Not Achieve 3 1
2E2	% students satisfied with advisor availability	90-100%=3, 80-89%=2, below 80%=1	86%	Achieves 2	86%		Achieves 2
III. Instructional Quality							
3A1a	Lower Division Class Size	28.7 to 29.3	29.4	Does Not Achieve 1	29.4	29.3	Does Not Achieve Achieves 1 2
3A1b	Upper Division Class Size	19.8 to 20.2	19.9	Exceeds 3		19.9	Exceeds 3
3C	Full-time Faculty to Full-time Employees	34.2% to 34.8%	36.1%	Exceeds	3.00	36.1%	Exceeds 3.00
V. Administrative Efficiency							
5B	Use of Best Management Practices	99.0% to 101.0%	100.0%	Exceeds	3.00	100.0%	Exceeds 3.00
VI. Entrance Requirements							
6D	In-State Student Enrollment	74.3% to 75.8%	76.0%	Exceeds	3.00	76%	75.4% Exceeds Achieves 2.00 3.00
VII. Graduates' Achievements							
7D	% Passing Professional Exams	93.1% to 94.9%	95.8%	Exceeds	3.00	95.8%	94.3% Exceeds Achieves 2.00 3.00
VIII. User-Friendliness of Institution							
8A	Credit Transfer to and from Institution	99% to 101%	100%	Exceeds	3.00	100%	83.3% Exceeds Achieves 2.00 3.00
IX. Research Funding							
9A	Grants for Teacher Education	104.0% to 106.1%	144.7%	Exceeds	3.00	144.7%	255% Exceeds 3.00
Overall Institution Performance						2.55	2.49

List of Data Verification Team Members

Gary Glenn	Auditor/Coordinator – Planning, Assessment & Performance Funding
Renee Connolly	Project Manager – Planning, Assessment & Performance Funding
Lynn Kelly	Coordinator – Academic Affairs
Joe Pearman	Coordinator – Finance, Facilities, and MIS

List of Individuals Interviewed or Assisting the Team

Lindy Smith	Director of Institutional Effectiveness
Tammy Holt	Grants Accounting
Sally Horner	Executive Vice President
Chris Mee	Assistant Director of Institutional Effectiveness
Brenda Sawyer	Registrar
Charmaine Tomczyk	Associate Provost
Susie Turbeville	Residency Officer
Judy Vogt	Director, Admission & Financial Aid

hours is acceptable towards the degree. While the total number of credits eligible for transfer are listed on the evaluation, only the maximum number of acceptable credits are applied towards the degree. The "exception" cited for the accounting courses reflected appropriate application of credit at a time when Coastal, other universities, and the technical system were still evaluating the course equivalencies in accounting. The 2000-01 Transfer Guide will be consistent with wording in the University Catalog regarding the 30 hour in-residence requirement.

VIII. Financial Support for Reform in Teacher Education (Performance Funding Indicator 9A)

Recommendation 1: Coastal Carolina University's normal practice for the grants accounting office is to report actual expenditures. Conflicting instructions to the accounting technician were given from several sources, causing one grant to be reported at budget rather than actual. In the future, Coastal will report only actual expenditures.

Recommendation 2: The University did not include cash match expenditures in reporting the teacher reform grant totals. A decision not to use these amounts was discussed with CHE staff at the time the cash match expenditures was added to the performance indicator. In the future, the university will include all cash match expenditures in reporting to CHE.

Recommendation 3: The University respectfully disagrees with the logic of excluding the Math & Science Hub from the calculation of the teacher education reform grants. The University does not agree that it acts solely as the fiscal agent of grant funds for this Hub. A university faculty member was responsible for getting the Hub off the ground, the university has repeatedly overmatched this grant with cash to ensure a successful program, and Hub employees are university employees. Contrary to the findings, the university has directly benefited from these expenditures. Math & Science Hub programs are very successfully integrated into university instruction with many cross departmental activities, and have even been used as leverage to attract other grants such as the large NSF grant "Jump for the Sun." More to the point, if this logic is to be followed in the future, the university will need more specific guidance from CHE on how to make the determination of "acting solely as the fiscal agent."

IV. Use of Best Management Practices (Performance Funding Indicator 5B)

Recommendation 1: The Internal Audit department agrees with the CHE review team and will eliminate its Audit Policy and Strategic Planning documents. The necessary information from the Strategic Plan will be incorporated into the University's Audit Plan.

V. Student Residency (Performance Funding Indicator 6D)

Recommendation 1: The University has revised or is in the process of revising all campus application forms to include additional information regarding residency status. Applications on the web have already been updated and all printed applications are now awaiting final approval and printing. All students who are seeking readmission to the university after a major semester of non-enrollment must complete an application for admission and will be required to submit residency information for their period of absence. The file and documentation review process for questionable students was reviewed and changed in fall 1999. All applications are now being reviewed to ensure that all fields have been completed. Additionally, beginning with the Fall 1999 applications, all information relative to applications for residency are included in the student's permanent record.

VI. Scores of Graduates on Licensing and Certification Examinations (Performance Funding Indicator 7D)

Recommendation 1: The University agrees with the data verification draft report and will begin using a 30-hour threshold for designating a student as an E5 exception.

VII. Transferability of Credits (Performance Funding Indicator 8A)

Recommendation 1: Coastal will include the maximum number of credits acceptable for transfer from S.C. technical colleges, two-year and four-year accredited institutions in its Transfer Guide for 2000-01, so as to expand the purpose of the Guide to serve all transfer students. In addition, the Guide's title will clearly represent its purpose and service to all transfers. The statewide transfer blocks will be clearly cited in the 2000-01 Guide, as will the suggested transfer modules for students by major.

The three transcripts evaluated by the review team that showed 90 hours transferred represented four-year transfer work, for which the maximum of 90

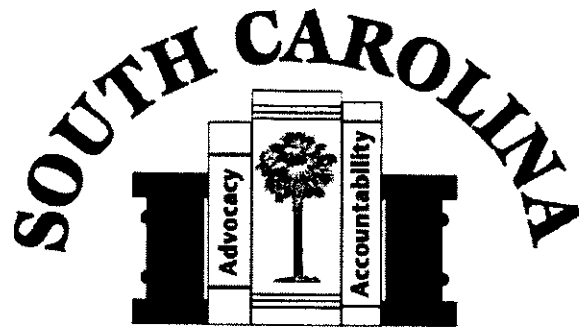
Transmittal Letter

Data Verification

Final Report

South Carolina State University

May 15 – 19, 2000



**Commission on
Higher Education**

Data Verification Report

For

South Carolina State University

**Response to the Data Verification Draft Report
Coastal Carolina University**

I. Availability of Faculty to Students Outside of the Classroom (Performance Funding Indicators 2E1 and 2E2)

Recommendation 1: The results of the survey required for reporting on Performance Funding Indicator 2E1 are gathered by the University through use of the Student Evaluation of Faculty Survey, which is distributed to all faculty for administration in all courses taught. Since the data verification site visit, a process has been established to identify those classes for which student evaluations are not submitted. The process includes a check-in for evaluation forms, to be located in the dean's office area, and a listing of courses and faculty with no evaluation forms will be prepared by the Office of Institutional Effectiveness for the deans. This process will begin with the Spring 2000 administration. Upon notification of the non-participating courses and faculty, the dean will meet with the faculty member to discuss the issue.

The results of the survey are provided to the dean and to the faculty member by course, by instructor, and by college. For reporting to the Commission on Higher Education, the university conducts its analysis by instructor, not by college. However, for the data verification visit, data was made available for the reviewers by college. For future site visits, data will be made available in all formats utilized by the university.

Recommendation 2: The instructions and format utilized by Coastal Carolina University in the administration of the survey concerning availability of the academic advisor were taken directly from the Performance Funding Workbook distributed in March 1999. A memo is also sent to all faculty administering the survey regarding the importance of the survey and instructions for its administration. For the Spring 2001 administration, a statement will be included on the survey stressing the importance of the survey to the institution and its students.

II. Average Class Size (Performance Funding Indicator 3A1)

Recommendation 1: Coastal Carolina University has reviewed the inaccuracies found during the data verification site visit and has determined that the exceptions occurred due to 1) changing the census date because of a hurricane warning after the original census date and 2) human error. A procedure designed to avoid human error is currently being developed and will be implemented during Summer 2000. When future occasions arise that require a change in census date, the university will make every effort to ensure that data are corrected prior to their submission to the Commission.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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July 3, 2000

Betty Boatwright
Director, Institutional Research
South Carolina State University
300 College St., NE
Orangeburg, SC 29117

Dear Betty:

Enclosed is the draft "Summary Report" on the Commission's data verification visit to South Carolina State University. Please review the report and let me know if there are any errors of fact. We would appreciate receiving a response by July 28, 2000. This can be emailed to Gary Glenn at gglenn@che400.state.sc.us. In addition to the email version, if you would send a copy of the signed transmittal letter, that would allow us to complete the package for submission to the Planning and Assessment Committee at the next available meeting.

In your response, you may wish to indicate where you have already implemented the recommendations.

If you have any questions, please let me know or you can call Gary directly at (803)737-3922..

Thank you for all your support!

Sincerely,

Michael Smith
Director of Planning, Assessment
and Performance Funding

Introduction

During May 15 – 19, 2000, the Performance Funding Data Verification Team visited South Carolina State University (SCSU) for the purpose of verifying data submitted in support of selected performance indicators measured in Fall 1999.

The areas in which data were reviewed include:

- Availability of Faculty to Students Outside the Classroom (Indicator 2E1)
- Availability of Faculty Advisors Outside the Classroom (Indicator 2E2)
- Average Class Size (Indicator 3A1)
- Ratio of Full-time Faculty as Compared to Other Full-time Employees (Indicator 3C)
- Use of Best Management Practices (Indicator 5B)
- Priority on Enrolling In-State Students (Indicator 6D) (Residency)
- Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests (Indicator 7D)
- Transferability of Credits To and From the Institution (Indicator 8A)
- Financial Support for Reform in Teacher Education (Indicator 9A)

The team members appreciate the hospitality and support provided by South Carolina State University during the visit. Special thanks are owed to Ms. Betty Boatwright who served as the coordinator for the team during the visit, and to the many administrators, staff, and faculty who provided support and responded to questions posed by team members.

The main body of this report summarizes the purpose for verifying the indicators selected, the methods used, observations and/or findings resulting from the analyses performed, and any recommendations deemed appropriate for correcting/improving the processes reviewed. The second section projects the effect the variances noted would have had on the performance indicators selected as reported in the Institutional Performance Rating for 1999-2000. The final section of the report lists the Data Verification Team members and those individuals who were interviewed or who assisted the team as the data were examined.

Analysis of Selected Performance Funding Indicators

I. Availability of Faculty to Students Outside of the Classroom (Performance Funding Indicators 2E1 and 2E2)

Purpose: To verify that the institution used recommended administrative procedures to survey students on the availability of faculty outside of the classroom and on the availability of faculty advisors and to determine that the percentages reported are supported by appropriate documentation.

Method: Persons responsible for coordinating the administration of the surveys were interviewed and related forms and results were examined. Since this indicator is "off cycle" for the reporting period selected, we reviewed the list of instructors surveyed for Fall 1998 and their corresponding evaluation result. To determine the formula denominator, CHEMIS total faculty counts were used. The numerator was derived from the institutionally reported number of instructors with a mean score of "Satisfied" or above.

The computation for advisor availability (Indicator 2E2) was based on the number of positive responses divided by the total number of responses received. This analysis was based on the survey administered in Spring 1999.

Observations and Findings – 2E1: Faculty availability was assessed through an optical code recognition (OCR) form and was administered to students during class time. The question was properly stated, but the order of responses was reversed from that prescribed by the Commission on Higher Education (CHE). Variation of the order of the responses based on individual institutional needs is allowed (Performance Funding Workbook, March 1999, p. 36). However, proper procedures were not followed by the institution in obtaining authorization to change the order of the responses on the survey.

Having the instructor leave the classroom during the administration of the survey supported student anonymity. However, survey administration was not consistently student-controlled as the institution allowed some departmental secretaries to administer the survey.

Students who responded to the survey were not given an opportunity to make written comments during the survey process. Although this is not specifically required as part of the performance indicator, South Carolina State University is the first institution reviewed that did not provide students with an opportunity to make written comments. Also missing from the procedures used was a mechanism for the students to confidentially inform the administration of instructors who fail to follow the specified procedures.

The institution did not receive survey results from all available headcount faculty nor did it have penalties in place for faculty who did not administer the survey in their classes. Of a possible 317 faculty members at SCSU in Fall 1998, we found recorded survey results for 165. We were unable to determine if the remaining 152 faculty members were surveyed in any way, as the institution did not maintain the Fall 1998 survey documents. Of the faculty surveyed,

only 78 received a mean rating of "Satisfied" or above. Revising the denominator by replacing the reported number based on the faculty assessed with the total faculty count produced a satisfaction percentage of 25% as compared to the 47% reported by SCSU.

Observations and Findings – 2E2: The institution administered the Spring 1998 advisor survey through a mailing to a statistically representative sample of the student population. The advisor availability question was properly stated and the form and order of the responses were in accordance with that prescribed by CHE. The survey question was prepared on an OCR form, distributed by and returned to the Office of Institutional Research. Student anonymity was maintained. As with the question concerning faculty availability, students were not given an opportunity to make written comments on the survey form. A total of 1,006 surveys were mailed to students and 131 completed surveys (13.02%) were returned. Analysis performed by the Office of Institutional Research included the percentage by total group, class level, and satisfaction level. Of the 131 surveys received, 84 surveys recorded "Satisfied" or above for a satisfaction level of 64%. The Office of Institutional Research maintained actual survey results.

Recommendations (2E1): The institution has tightened its faculty survey process somewhat since the Fall 1998 administration to include steps toward central distribution and collection, student-control of the survey, a memo for faculty who do not participate, and maintenance of actual survey results/OCR forms for two years (per the university's records retention policy). SCSU should continue to address these issues in future survey administrations.

In addition to the aforementioned improvements, we also recommend that students be given an opportunity to include written comments in the survey process and that those written comments be transcribed by a party not affected by the survey process. Student comments should be returned to the faculty member with the results from the OCR forms and should be included as part of the faculty member's file.

Recommendations (2E2): Since the Spring 1998 administration, the institution has changed its survey method to include an in-class method for completing the advisor survey. SCSU should continue to monitor the administration of this survey to ensure that a scientifically valid sample is achieved.

II. Average Class Size (Performance Funding Indicator 3A1)

Purpose: To verify the accuracy and completeness of the Fall 1999 course level, enrollment type, course credit hours, and course enrollment for South Carolina State University which was submitted to the Commission.

Method: We randomly selected a sample of 50 courses (20 lower division, 20 upper division, and 10 graduate courses). The sample was pulled from the Fall 1999 CHEMIS course data. We verified the accuracy of the enrollment type and course enrollment to the institution's Student Information System. We haphazardly selected one student from each course and

verified through transcript data that the student had earned sufficient credit hours for the student level assigned. We verified the method of instruction and course credit hours through the institution's course catalog. The course level was deemed reasonable based on the corresponding course number and the course description in the institution's catalog.

Observations and Findings: Student enrollment types were misclassified in 10 of 25 (40%) lower division courses tested; in 8 of 25 (32%) upper division courses tested; and in 2 of 10 (20%) of the graduate courses tested. As a result of the institution improperly coding enrollment type for certain students, the lower division was understated by 40 students; the upper division was overstated by 10 students; and graduates were overstated by 29 students.

The University has a special class of students (special undergraduate students, transfers, readmits, and transient students) that are not initially assigned a regular classification upon entering the University. The program is designed to assign the course level code as the enrollment type for these students. For example, a student enrolled in a remedial class (course level 1) would be assigned an enrollment type of 1 (Lower Division). Similarly, a student enrolled in an upper division course (course level 3) would be assigned an enrollment type of 3 (Graduate I). Graduate credit hours result in a higher funding rate than undergraduate credit hours.

The institution miscoded the method of instruction for one of the 50 courses tested. The seminar course was incorrectly coded as a lecture. This appears to be an isolated incident caused by a keying error.

Recommendations: We recommend the University establish and implement procedures that will ensure that all students are assigned the correct enrollment type. We also recommend that the University ensure that all courses are coded with the correct method of instruction.

The errors in student classification noted above also effect the Mission Resource Requirements (MRR) computation. A separate study is currently underway to determine the materiality of the student classification errors at SCSU. As part of that study, SCSU has been asked to make corrections to their enrollment data for 1998, 1999, and 2000 and to resubmit the data to the Commission on Higher Education. The Commission's Division of Finance, Facilities and Statistical Services will communicate the results of this analysis to SCSU upon completion of this study.

III. Ratio of Full-Time Faculty as Compared to Other Full-Time Employees (Performance Funding Indicator 3C)

Purpose: To verify the classification of employees as full-time faculty.

Method: We randomly selected a sample of 10 employees classified as full-time faculty. We verified the employee's status, rank and primary responsibility through review of the Office of Human Resources Employee Profile and the faculty contract.

Observations and Findings: No findings were noted.

Recommendations: None.

IV. Use of Best Management Practices (Performance Funding Indicator 5B)

Purpose: To verify that the institution implemented and maintained (if appropriate) the initiatives submitted in support of the best management practices performance measure and that the initiatives resulted in improved efficiency, effectiveness, or programmatic compliance.

Method: A sample of four management practices was judgmentally selected. Included were: 1.) Integration of Planning and Budgeting; 2.) Internal Audit; 10.) External Annual Financial Audit Findings; and 11.) External Review Findings. Institutional representatives were interviewed and documentation supporting results was reviewed. Other indicators were discussed more generically with emphasis placed on the quantification of results for each initiative chosen.

Observations and Findings: Representatives of affected areas were easily able to converse about the practices chosen in the sample. Efforts made to connect the institution's Strategic Plan with the budget process were discussed at length. Evidence of their relationship was presented and was found to be appropriate.

The work of the internal auditor was reviewed to ensure that risks identified by external financial and programmatic auditors had received appropriate follow-up. Although external audit findings had been considered in the development of the internal audit schedule, effort by the internal auditor to address a recurring finding noted in the Statewide Single Audit concerning Pell Grants had not been included in the schedule.

In addition to the Single Audit finding, we also identified a significant number of material weaknesses noted in the Agreed-Upon Procedures Audit for the period ending June 30, 1999.

The limited number of audits performed during the past three years combined with the absence of specific recommendations concerning the improvement/elimination of identified conditions may have contributed to this result. Additionally, the absence of specific recommendations and the absence of management's response to the audits performed resulted in our questioning the institutional support needed to ensure audit effectiveness, i.e. consensus concerning the condition, cause, effect, and corrective action was not documented and management's intention to implement the corrective action was not assured.

Recommendations: We recommend that the institution consider revisiting the internal audit calendar, ensuring that priority is given to all findings noted in federal and state audits. The primary focus of the internal auditor should be the elimination of all recurring findings. To this end, we also recommend that all internal audits include recommendations for corrective action and that management be required to formally respond to all internal audit recommendations.

Finally, we recommend that management's response include specific timelines for corrective action and that appropriate emphasis be given to audit follow-up to ensure that the corrective action taken has resulted in the intended improvements.

V. Student Residency (Performance Funding Indicator 6D)

Purpose: To verify that student residency classifications, which are used by the Commission and the institutions for determination of tuition and fees, performance funding, calculation of the MRR, and determination of qualification for student scholarship programs, are accurately reported to the Commission by the institution.

Method: A random sample of 125 undergraduate and 50 graduate students enrolled in Fall 1999 at South Carolina State University was selected from the CHEMIS residency data. CHEMIS residency data identify residency for fee purposes and provide a breakdown for exceptions granted to students not meeting the state's residency requirements but who qualify for in-state tuition and fees. These exceptions are coded textually and include the following: (*Exceptions A-E and H are clarified in Regulations 62-600 through 62-609*)

- A Military Personnel and their Dependents,
- B Faculty and Administration Employees and their Dependents
- C Full-time Employees and their Dependents
- D Retired Persons and their Dependents
- E Academic Common Market
- F Scholarships Approved by Boards of Trustees (at least \$250/semester)
Identified in Section 59-112-70, Commission approved \$250 minimum in June 1998.
- G Reciprocity Agreements-as Approved by the General Assembly
Identified in Annual Appropriations Act (Proviso 5A.9)
- H Non-resident Alien in approved VISA Classification

The data verification process involved assessing the paper file for each of the students selected.

Observations and Findings – Undergraduate Students: Of the 125 students in the sample, 88.8% (111 students) were charged in-state rates and 11.2% (14 students) were charged out-of-state rates. Residency decisions were not adequately supported in 38 of the files (30.4%). Insufficient information was collected regarding the residency status of students in the following areas:

1. Files did not contain adequate documentation to account for breaks in enrollment in support of continuing in-state residency decisions for **28** students.
 - Documentation was not available to determine the correct residency status for **25** students who showed breaks in enrollment or work history. Breaks in student residency

status over 30 days that occurred between high school and college and during college matriculation were not adequately documented for these students.

- **Two** students were coded as being out-of-state students, but were granted in-state rates as an exception "F-Scholarships Approved by Boards of Trustees (at least \$250/semester)." Scholarship verification was found in the file, but there was no indication in the institution's catalogue that either of the scholarships awarded had been approved by the SCSU Board of Trustees.
- **One** student did not have complete transcript information from previously attended schools.

2. Applications in the files did not contain sufficient information to support an in-state residency decision for **8** students.

- **Three** students did not complete thorough parental/guardian information.
- **One** student was a Claflin College student attending SCSU who did not have thorough supporting information. This student's file contained a form used by the two institutions that did not address residency at all.
- **Four** students did not have adequate residency information on their application or in the form of additional paperwork included in their file to support an in-state decision.

3. **Two** students were miscoded with regard to residency status.

- **One** student was coded as a "1" for in-state fees, but information included in the file indicated that the student was from New York and should have been coded as a "2", responsible for out-of-state fees.
- **One** student was coded as a "2", but information included in the file indicated that the student was from South Carolina and should have been coded as a "1", responsible for in-state fees.

Observations and Findings – Graduate Students: Of the 50 students in the sample, 88% (44 students) were charged in-state rates and 12% (6 students) were charged out-of-state rates. Residency decisions were not adequately supported in 28 of the files (56%). Insufficient information was collected regarding the residency status of students in the following areas:

1. Files did not contain adequate documentation to account for breaks in enrollment in support of continuing in-state residency decisions for **5** students.

- Documentation was not available to determine the correct residency code for these students who showed breaks in enrollment or work history. Breaks in student residency status over 30 days that occurred between high school and college, undergraduate college and graduate school, and/or during college matriculation were not adequately documented for these students.

2. Applications in the files did not contain sufficient information to support residency decisions for **19** students.

- Definitive information to support a residency decision was not requested for graduate students. The applications reviewed had no place to complete work history, financial dependency information, or requests for additional documentation.

3. **Four** students were miscoded with regard to residency status.

- **Three** students were coded as a "1" for in-state fees, but information included in the file indicated that the students were not from South Carolina and should have been coded as "2's", responsible for out-of-state fees.
- **One** student was coded as a "2", but information included in the file indicated that the student was from South Carolina and should have been coded as a "1", responsible for in-state fees.

Recommendations: South Carolina State University should develop procedures to collect adequate application information to support all residency decisions made for undergraduate and graduate students. This may include:

1. Revising ALL campus application forms (including those shared with other institutions) to include more detailed information. Additional information responding to questions of financial dependency, work history, and employment history should be considered.
2. Collecting additional residency information on periods of non-enrollment.
3. Strengthening the file and documentation review process for questionable students.
4. Carefully reviewing ALL applications to ensure that all dates relevant to residency are completed and each application is signed and dated. And,
5. Carefully reviewing ALL information submitted to CHEMIS to ensure that coding issues are resolved and reported correctly.

VI. Scores of Graduates on Licensing and Certification Examinations (Performance Funding Indicator 7D)

Purpose: To verify that pass rates on licensure and certification examinations were accurately calculated and reported.

Method: The NCLEX data analysis included a reconciliation of test results with information provided by the State Board of Nursing. Student status (SCSU versus non-SCSU students), testing dates, exam type, specialty area alignment with SCSU course offerings, and pass rates were compared with the data reported to CHE for the Professional Knowledge (PKE) and Specialty Area Examinations. The testing year reviewed included the period April 1, 1998 through March 31, 1999.

Observations and Findings (NCLEX): SCSU omitted the results of the NCLEX in their initial report to CHE dated August 1, 1999. This oversight was detected during the pre-visit and a revised report was submitted. The revised report included students who had been assigned to the correct performance funding year and the data submitted was supported a fourth quarter summary report provided by the State Board of Nursing.

The institution was unable to locate by-name rosters that normally accompany the quarterly reports. The Chair of the Nursing Department and the administrative assistant stated that the institution receives by-name rosters, but could not locate them for the last three quarters of 1998. Accordingly, we could not determine that the students listed were in fact program completers from South Carolina State University.

Observations and Findings (PRAXIS): South Carolina State University administers the teacher licensure program by controlling the students being analyzed based upon their completion of student teaching. A roster is developed of all of the students who student taught and their scores on the PKE and subject area examinations are then recorded, analyzed, and reported. A significant amount of time was spent reconciling the rosters to the individual score reports for each student listed. This reconciliation identified several conditions that affected our reliability of this information. Among the conditions noted were:

- Twenty-seven of the test administration dates entered on the roster were not correct.
- Forty-three PRAXIS individual score sheets were not initially available for review. Once identified, the sheets were retrieved from the individual student files.

Since successful completion of the PKE is a pre-requisite for student teaching at SCSU and since student teaching was a pre-requisite for being included in the analysis, a 100% pass rate resulted for this component of the report. The administration of the subject area examinations resulted in 22 students not meeting the standards for a passing score.

Recommendations (NCLEX): We recommend that the institution retain all supporting documentation for each quarter of the performance funding testing year. This would include

both the quarterly summaries as well as the by-name rosters provided by the State Board of Nursing.

Recommendations (PRAXIS): Additional audit steps are currently being conducted to determine if the limitation on reporting students based upon their completion of student teaching is appropriate. Upon completion of this analysis, a separate report will be issued to South Carolina State University.

If the institution continues to facilitate the reporting of licensure results via the manually prepared rosters used in the past, we recommend that additional steps be implemented to ensure that all data elements entered are correct and that the results of such analysis provide an accurate assessment of the information provided by the PRAXIS testing agency.

VII. Transferability of Credits (Performance Funding Indicator 8A)

Purpose: To verify that the information submitted by the institution concerning their compliance with the criteria stipulated in the Commission's "Policy and Procedures for Transferability of Credits" is accurately reported.

Method: Verification of the data for this indicator involved five activities:

1. A review of a random sample of **50** transfer students' transcripts to verify that South Carolina State University appropriately a) accepted coursework on the Statewide Articulation Agreement and b) accepted coursework as specified in the Statewide Transfer Blocks.
2. Verification of the reporting of the academic performance of transfer students to the technical colleges and the two-year branch campuses of USC on an annual basis.
3. Verification of the elimination of fees or encumbrances such as validation examinations, placement examinations/instruments, or policies, procedures, or regulations that impeded transfer of course work.
4. Verification of the updating of the institution's transfer guide and inclusion within the guide of the required elements. And,
5. Verification of the institution's ability to use SPEEDE/Express as set forth in the "Best Practices" document.

Observations and Findings:

- The institution is in compliance with its acceptance of the list of 74 courses covered in the Statewide Articulation Agreement.

- There is no evidence that any student coming from a two-year public institution in South Carolina has presented any one of the five statewide transfer blocks for consideration at the time of transfer. SCSU does, however, accept all coursework listed on the transfer blocks.
- Institutional officials in two offices confirmed that SCSU did not send any academic performance reports on transfer students from two-year public institutions either to the State Board for Technical and Comprehensive Education or to the USC Office of Institutional Research for analysis for the 1998-1999 academic year
- The statewide agreement requires that each institution update its transfer guide (both hard copy and website) by September 1 of each year. The transfer guide at SCSU is undated, a fact that makes it problematic for students to know the academic period for which it is valid.
- The transfer guide adequately defines a transfer student and addresses limitations placed by the institution on acceptance of courses based on standardized exams and for academic coursework evaluated at the time of admission to SCSU as a transfer.
- Although there is no mention anywhere in the catalog or the transfer guide of an upper limit for upper-division coursework that can be accepted from a transferring student for a baccalaureate degree at SCSU, there is a 30-semester hour residency requirement for attaining any baccalaureate degree at SCSU. This effectively sets such a limit, as well as a total limit of hours that can be accepted.
- Institutional procedures used to calculate a student applicant's GPA for transfer admission are stated in the transfer guide. The transfer guide stipulates that the student "should" have a 2.00 to be admitted while the catalog indicates that a 2.00 is required.
- Since April 2000, only the website has listed course equivalencies at SCSU for courses included in the statewide list of 74 articulated courses. The institution was not in compliance prior to this time. The transfer guide must also contain this information.
- Neither the transfer guide nor the website list the articulation agreements with other public SC institutions of higher education; nor do they contain information about how interested parties can access such information. Institutional officials stated that the office of the Vice President for Academic Affairs maintains these records. Nevertheless, the agreements and their contents are not widely known on the campus or to transfer students through published information.
- The transfer guide does not include the name, e-mail address, or fax number of the Transfer Officer(s) at the institution. This information is required to be printed in the transfer guide and made available on the website. In accordance with the Statewide Agreement, there is a telephone number listed.

- Beginning March 14, 2000, SCSU began to send/receive/confirm academic information for students transferring to and from the institution. Prior to that time, the institution did not comply with this requirement.

Recommendations: The institution made some progress in addressing several of the issues found in indicator 8A between the pre-visit and the data verification visit. We recommend that these initiatives be aggressively pursued, with emphasis on improving the avenues of communication needed to ensure institutional support for all transferring students. Additionally, we recommend the following:

1. Specific responsibility for the reporting of the academic performance of transfer students should be assigned and preparation and reporting of this information should be monitored to ensure compliance in the future.
2. The transfer guide should be dated and each posting of revisions to the guide should be noted. Steps should be taken to ensure that these updates are incorporated and posted prior to September 1 of each year.
3. The catalog and the transfer guide should mention the upper-division coursework limitation established by SCSU for the awarding of a baccalaureate degree.
4. Inasmuch as the transfer guide and catalog do not contain consistent language concerning the requirements for admission as a transfer student, and since the operational policy of the institution is to admit students with less than a 2.00 on a case-by-case basis, the University should revise the catalog so that the operational policy is acknowledged in both documents.
5. Update the transfer guide to include the course equivalencies currently noted on the institutions website.
6. Update the transfer guide (both hardcopy and website) to include information pertaining to articulation agreements between SCSU and other public institutions together with information about how interested parties can access these agreements. Articulation agreements with private colleges and universities may also be included.
7. In addition to the phone numbers now listed, include the name, e-mail address, and fax number of the institutions transfer officer(s) in the both the hardcopy and website versions of the institution's transfer guide. And,
8. Continue to monitor compliance with the "Best Practices" document concerning the use of SPEEDE/ExPRESS in the sending and receiving of ALL student transcript requests.

VIII. Financial Support for Reform in Teacher Education (Performance Funding Indicator 9A)

Purpose: To verify grant expenditures related to teacher reform grants as reported by South Carolina State University and to ensure that grants included met the definition of a teacher reform grant.

Method: We tested all teacher reform grant expenditure amounts for fiscal years 1995-96, 1996-97, 1997-98, and 1998-99, by agreeing them to the University's accounting records. We judgmentally selected 3 grants for testing, and reviewed the grant award documentation to verify that the award met the definition as a teacher reform grant.

Observations and Findings: Various exceptions were noted that resulted in a change of the performance indicator percentage from 332.3% to 102.2% as follows:

- The University reported cumulative grant expenditures through December 6, 1999 instead of fiscal year 1999 expenditures. This resulted in an overstatement of expenditures for eleven of fourteen grants presented. The University's accounting records did not support the expenditures for all 1995-96 grants and one of five grants for 1997-98.
- Two of the three grants tested did not meet the definition of a teacher reform grant. Therefore, these grant expenditures were deducted.
- The University included expenditures for a Math/Science Hub grant. The University acts only as the fiscal agent for these funds by passing the funds through to the Hub. Although the performance funding instructions do not specifically address excluding these types of grant expenditures, it is the position of the Commission on Higher Education that these grant expenditures should be excluded as expenditures for teacher reform grants. The instructions will be amended to address this issue. And,
- Two of the fourteen grants listed as teacher reform grants for 1998-99 were funded by the legislature and, therefore, were not gained through a competitive nature. It is the position of the Commission on Higher Education that a grant must be awarded through a competitive environment to be classified as a teacher reform grant for performance funding indicator 9A.

EXPENDITURES

Per SCSU

<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Performance %</u>
202,240	237,920	667,036	1,226,285	332.3%

As Adjusted				
<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>Performance %</u>
182,240	237,920	326,480	254,578	102.2%

Recommendations: We recommend the University develop and implement procedures that will ensure:

1. That teacher reform grant expenditures are reported for the proper period and are supported by the accounting records.
2. That grants classified as teacher reform grants meet the definition as stipulated by the Commission on Higher Education.
3. That expenditures for grants where the University is acting solely as the fiscal agent of the grant funds be excluded. And,
4. That grants classified and reported as teacher reform grants be obtained through a competitive environment.

Effect of Variances Noted

The following worksheet shows the effect any variances noted would have had on the Performance Indicator Score for each of the indicators selected. Although the current data verification initiative is non-punitive, failure to adequately address the issues noted in this report could result in reduced funding in the future.

INSTITUTIONAL PERFORMANCE RATING FOR 1998-99			Overall Institutional Performance
Institution: South Carolina State University Sector: Four-year Colleges and Universities Approved by the South Carolina Commission on Higher Education, May 6, 1999 For additional information see www.chc400.state.sc.us or call 803.737.2260			ACHIEVES STANDARDS <i>Institutions scoring within the same performance category are considered to be performing similarly.</i> Performance Scale = Substantially Exceeds, 2.85-3.00; Exceeds, 2.60-2.84; Achieves, 2.00-2.59; Does Not Achieve, 1.45-1.99; Substantially Does Not Achieve, 1.00-1.44.
Although the current Data Verification Initiative is non-punitive, certain data elements would have been affected by the variances noted in this report. For information purposes only, the results of these variances are noted below.			

PERFORMANCE CATEGORIES	Approved Benchmark	Institution's Reported Performance	Performance Indicator Scores	Institution's Actual Performance	Performance Indicator Scores
<i>Critical Success Factor followed by related Performance Indicators. Please note that the applicability of individual indicators varies by sector and institution. For indicator definitions, contact the Commission.</i>			Verbal & Numeric Scores: Exceeds institutional goal or at or above sector goal =3; Achieves institutional goal =2; Does not achieve institutional goal =1.		Verbal & Numeric Scores: Exceeds institutional goal or at or above sector goal =3; Achieves institutional goal =2; Does not achieve institutional goal =1.
II. Quality of Faculty					
2E1 % faculty rated satisfied on availability	90-100%=3, 80-89%=2, below 80%=1	47%	Does Not Achieve 1	47%	Does Not Achieve 1
2E2 % students satisfied with advisor availability	90-100%=3, 80-89%=2, below 80%=1	64%	Does Not Achieve 1	64%	Does Not Achieve 1
III. Instructional Quality					
3A1a Lower Division Class Size	20 to 30	25.9	Exceeds 3	25.9	Exceeds 3
3A1b Upper Division Class Size	15 to 25	16.6	Exceeds 3	16.6	Exceeds 3
3C Full-time Faculty to Full-time Employees	28.7% to 29.5%	33.1%	Exceeds	33.1%	Exceeds
V. Administrative Efficiency					
5B Use of Best Management Practices	99.0% to 101.0%	100.0%	Exceeds	100.0%	Exceeds
VI. Entrance Requirements					
6D In-State Student Enrollment	77.6% to 79.9%	86.5%	Exceeds	86.5%	Does Not Achieve
VII. Graduates' Achievements					
7D % Passing Professional Exams	79.8% to 84.8%	86.4%	Exceeds	86.4% Could Not Determine	Does Not Achieve
VIII. User-Friendliness of Institution					
8A Credit Transfer to and from Institution	97% to 99%	100%	Exceeds	100%	Does Not Achieve
IX. Research Funding					
9A Grants for Teacher Education	80.0% to 119.0%	332.3%	Exceeds	332.3% 102.2%	Exceeds Achieves
Overall Institution Performance			2.55		2.11

List of Data Verification Team Members

Gary Glenn	Auditor/Coordinator – Planning, Assessment & Performance Funding
Renee Connolly	Project Manager – Planning, Assessment & Performance Funding
Lynn Kelly	Coordinator – Academic Affairs
Joe Pearman	Coordinator – Finance, Facilities, and MIS

List of Individuals Interviewed or Assisting the Team

James Arrington	Vice President for Academic Affairs
Annie Belton	Director of Records/Registration/Registrar
Janice Belton-Owens	Associate Professor
Betty Boatwright	Director, Institutional Research
Gregory Branch	Associate Vice President for Enrollment Management
Dorothy Brown	Director of Admission and Recruitment
Ronald Garrick	Vice President for Finance and Management
Annette Hazzard-Jones	Student Services Program Coordinator II
Ruth Johnson	Chair, Department of Nursing
Elbert Malone	Director of Sponsored Programs
John Middleton	Accountant/Fiscal Analyst II
Earline Simms	Associate Vice President for Academic Affairs
Rita Teal	Assistant Vice President for Planning and Evaluation
Dennie Ulmer	Internal Auditor

South Carolina State University

Response



South Carolina State University

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FOR ACADEMIC AFFAIRS

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August 18, 2000

Dr. Michael Smith
Director of Planning and Assessment
South Carolina Commission on Higher Education
1333 Main Street
Suite 200
Columbia, SC 29201

Dear Dr. Smith:

We have reviewed the draft report of the Commission's data verification visit to South Carolina State University and found no errors of fact. We have implemented several recommendations identified in the report.

We appreciate the effort and time involved with the data verification visit and report. We are pleased with the outcome. The CHE staff involved was collegial and helpful during the visit and follow-up. We look forward to receiving the final report.

Sincerely,

James H. Arrington
Vice President for Academic Affairs



**The
South Carolina
Technical
College
S•Y•S•T•E•M**

**Performance Indicator Data Verification
On-Site Review Report**

Central Carolina Technical College

March 7 & 8, 2000

State of South Carolina

State Board for Technical and Comprehensive Education

111 Executive Center Drive

Columbia, South Carolina 29210

June 7, 2000

Dr. James L. Hudgins

Executive Director

Dr. Dianne Brandstadter

Associate Executive Director for Academic Affairs and Technology

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: **1A - Expenditure of Funds to Achieve Mission**

MEASURE:

The ratio of instruction costs (area selected by the college) to the amount of educational and general costs expressed as a percentage.

Educational and general costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared the college's actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We reviewed the college's chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. The College understated instruction costs by \$24,458, because it reported certain tutorial costs as student services expenditures.
2. SBTCE Procedure # 7-6-101.1 describes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. However, the College followed a different method, which resulted in a greater allocation of operation and maintenance of plant expenditures and no allocation of institutional support expenditures to auxiliary enterprises. These differences in allocations changed by an undetermined but immaterial amount the total educational and general costs used to calculate indicator 1A.

RECOMMENDATIONS:

1. We recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.
2. We recommend the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: **2E Availability of Faculty to Students Outside of the Classroom**

MEASURE:

A two part measure which includes:

- 1) The percent of instructional faculty who receive a mean rating of "satisfied" or above on a standardized scale administered in a prescribed manner on anonymous student evaluations which are submitted for all courses; and
- 2) The percent of students who report satisfaction with the availability of academic advisors outside the classroom as shown by a mean rating of "satisfied" or above on an anonymous evaluation instrument completed at a minimum during the spring term by a representative sample of freshmen, sophomores, juniors, and seniors.

Part 1 – Availability of Faculty

METHOD:

Data verification of 2E1 (Availability of Faculty) during the on-site visit included analysis of the surveys of availability of faculty to students outside the classroom. Analysis included discussion with the individuals who administered the actual paper survey and analysis of the source data. We also evaluated the directions for survey administration, the date the surveys were administered, the inclusion of all course sections in the survey, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

1. Central Carolina did conduct the survey during the fall term, during which 120 faculty members were identified for inclusion. The 120 faculty members included in the survey process were reconciled against the HRM records for a confirmed count of teaching faculty to be surveyed. Surveys were returned for 114 faculty, with 110 faculty receiving a mean rating of satisfied or greater. This resulted in a 'percent satisfied' score of 91.7% compared to 99% submitted for Year 3 performance, which would not have altered the final scoring.
 2. Central Carolina used a pre-existing survey instrument, which incorporated a 'not applicable' response for the question on availability of faculty. As a result, the survey instrument was not in the exact format prescribed by CHE.
 3. The survey was administered during class times with accompanying instructions, but no reference was incorporated on the 'use of results' as required in the measure. Additionally handwritten comments were available for some faculty, which could compromise the survey anonymity requirements.
-

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

4. No formal actions were identified for faculty who failed to provide survey results.

RECOMMENDATIONS:

1. Utilize the prescribed survey format
2. Consider incorporating in the survey process the opportunity for the respective students returning results to certify institutional compliance with relevant portions of the eight guidelines for administration of the 2E1 survey.
3. Transcribe student comments to ensure anonymity, and maintain documentation on "...steps to address and deal with the problem of some professors not administering the evaluation instrument."

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

Part 2 – Advisor Availability

METHOD:

Data verification of 2E2 (Availability of Advisors) included an analysis of the surveys to students on the availability of advisors. The process included a review of the directions for survey administration, the date surveys were administered, the statistical validity of the survey sample, if utilized, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Central Carolina did conduct the survey during spring 1998, and has revised the questionnaire to comply with the format prescribed by CHE. All students were surveyed with 3,000 surveys sent with 870 responses, and 808 responses of satisfied or above for an actual and reported rate of 92.9%. Students in enrolled programs with multiple courses by the same instructor were told not to complete survey multiple times. Results were not compiled by class-level.

RECOMMENDATIONS:

1. Incorporate 'class-level' in the survey on the availability of advisors.

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: 3A1, Part 1 Class Size and Student/Teacher Ratios

MEASURE:

The average class size for each lower-division lecture classes and upper-division lecture classes.

METHOD:

A random sample of courses was selected for review for the respective fall term. Detailed data on the selected course sections was reviewed to confirm accuracy of course number, section, contact hours, course credit hours, enrollment, instructor, days of the week course offered, start and end time, and building and room identification. Enrollment by course section was compared to the 100% course and student validation previously conducted by the SBTCE audit team with differences noted between the sample data and the audited enrollment reports. CIP codes were not audited in that they are pre-assigned by the SBTCE Academic Affairs and Technology Division. Additionally, lecture designation for course sections were validated against the course descriptions in the college catalog.

OBSERVATIONS AND FINDINGS:

A random sample of ten course sections was reviewed to compare CHEMIS reported enrollment to the previously audited course enrollment data. Enrollment in COL 103 section 1 was reported in CHEMIS as 18 students compared to an SBTCE audited ending fall enrollment of 17. The difference was reconciled as a student transfer after opening fall data were produced.

The college in the computation of class size reported all course sections, while the measure requires the inclusion of 'lecture' sections only. With staff turnover, the college was not aware of this requirement until after the fall 1999 semester data had been provided to SBTCE and CHE.

RECOMMENDATIONS:

1. Maintain a manual database of class size for lecture sections for fall 1999 to serve as an audit basis given the already submitted fall 1999 3A1 class size data. Compute and report 3A1 in future years utilizing the 'lecture' section restriction defined for 3A1.

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: 3C Ratio of Full-time Faculty as Compared to Other Full-time Employees

MEASURE:

The total number of all full-time faculty members as a percent of the total number of all full-time employees.

METHOD:

Analysis of the 3C measure included review of a pre-defined sample of at least ten faculty and ten staff. From this sample, an analysis was made to identify the corresponding EEO coding to insure faculty and staff were assigned the appropriate EEO code.

A second part of the 3C data validation process included a review of position descriptions maintained by the HRM Division of SBTCE and with those on file at the college. Additionally from that same sample, faculty and staff were interviewed briefly to review their respective position description. The overall intent of this portion of the review was to insure that position descriptions were consistent and reflective of current work activities.

OBSERVATIONS AND FINDINGS:

Three faculty, James Fulcher, Martha Upshur and Mary White were coded incorrectly based on their class codes on the college's 1998 IPEDS Fall Staff Survey. Fulcher and Upshur, both classified as UG56-Instructor were listed on the IPEDS as 'T3', an EEO job group used to designate administrative type faculty such as Academic Department Heads and Academic Program Coordinators. Mary White, an Academic Department Head was categorized as a 'T4' the EEO job group used to designate teaching faculty. Both the T3 and T4 EEO job groups equate to CHE's primary responsibility value '01' (faculty) and thus the incorrect coding did not impact any of the performance indicators. These individuals have since been correctly coded in the college's HRS, which generates the IPEDS report.

Staff EEO coding were found to be accurately reported on the college's IPEDS Fall Staff Survey.

Through faculty and staff interviews, determination was made that all interviewees were performing in the capacity indicated on the description of their job duties as of fall 1998. All individuals were found to be either full-time staff or full-time faculty during the reported period of fall 1998.

Recommendations:

Central Carolina should monitor the 3B loading data to ensure that the course load data reported for full-time teaching faculty accurately correspond to the 15 to 18 credit hour load policy and 20 to 24 contact hours equivalent.

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: **5A - Percentage of Administrative Costs as Compared to Academic Costs**

MEASURE:

The ratio of administrative costs to the amount of academic costs expressed as a percentage.

Academic and Administrative costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. The College understated instruction costs and thus academic and administrative costs by \$24,458, because it reported certain tutorial costs as student services expenditures.
2. SBTCE Procedure # 7-6-101.1 describes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. Because the College followed a different method, it did not allocate a proportionate share of institutional support expenditures to its auxiliary enterprises. This lack of allocation changed by an undetermined but immaterial amount the institutional support costs used to calculate indicator 5A.

RECOMMENDATIONS:

1. We recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.
2. We recommend the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: 5D - Amount of General Overhead Costs

MEASURE:

General overhead cost per FTE student.

METHOD:

Compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. Reviewed the chart of accounts, interviewed the chief financial officer, and reviewed adjusting journal entries.

OBSERVATIONS AND FINDINGS:

SBTCE Procedure # 7-6-101.1 describes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. Because the College followed a different method, it did not allocate a proportionate share of institutional support expenditures to its auxiliary enterprises. This lack of allocation changed by an undetermined amount the institutional support costs used to calculate indicator 5D.

RECOMMENDATIONS:

We recommend the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: 7D - Scores of Graduates on Post-undergraduate Professional, Graduate, of Employment-related Examinations and Certification Tests

MEASURE:

Percentages of total students taking certification examinations who pass the examination.

METHOD:

Review of licensure data included the identification of how the licensure pass rate data were collected and a review of the source documents. Reported licensure data was reviewed for a three-year period, and annual reporting was evaluated to confirm the reporting year of April 1 to March 31. Reports were reviewed to determine if student specific or summary data were provided. Additionally, we reviewed the college program matrix and programs qualified for licensure and certification exams via Act 255 reporting criteria to ensure consistency.

OBSERVATIONS AND FINDINGS:

Performance Indicator Year 3 certification exam results were reviewed for the period April 1, 1997 through March 31, 1998. Central Carolina included 42 RNs tested and 41 passed in its year three data when the on-site review of licensure data identified 40 having passed out of a total of 41 taken. Licensure pass rate data were provided for LPN, but no 'by name' rosters were available. Central Carolina Technical College offered Medical Assistant and Surgical Technology. The college had data, which were not reported in Year 3 for Surgical Tech. No data were available for Medical Assistant. *(Overall pass rate was exemplary with 51 of 52 having passed for a 98.1 %.)*

RECOMMENDATIONS:

1. Maintain by name rosters where available for test participants. *(For RN and LPN, if by-name rosters are not being received, contact Pat Purvis at the State Board of Nursing at (803) 896-4550).*
2. Collect and report 7D data for all programs with "...examinations required for licensing or to practice within the State of South Carolina...." For Year Three, those programs reported should have included Medical Assistant and Surgical Technology.

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

INDICATOR: **8A Transferability of Credits To and From the Institution**

MEASURE:

The extent to which the criteria stipulated in the "Policy and Procedures for Transferability of Credits" document are achieved by the institution.

METHOD:

As included in the definition, the on-site visit included an analysis of whether or not courses in the transfer blocks were offered with the intention of being taught. The on-site visit preparation included the identification of all courses the institution actually taught compared to the courses included on all statewide transfer blocks. For courses then identified as not having been taught, validation was required to identify that the course had at least been offered.

Under Part (b), a list of all transfer students was provided for review. For the 74 approved transfer courses, analysis was performed for each fall transfer student from public in-state institutions to determine if the credit earned from the sending institution was accepted by the technical college to which the respective student transferred. This analysis also included the identification of per course credits transferred compared to per course credits earned at the in-state public sending institution.

In addition, this measure tested compliance with all statewide articulation agreements, and ensured, through review of hard copy and web site, the availability of updated transfer guides having been provided by September 1.

Additionally, review of this measure required actual documentation that validated the institution's having sent and received electronic transcript information. To be in compliance, this must have been implemented by January 1, 1999. Additional review of this measure was accommodated through visiting the SPEEDE/ExPRESS homepage for confirmation that the software is registered, that it is operating in live mode rather than test mode, and that live mode is confirmed by reviewing the amount of send/receive activity. Additional items such as catalog review designating the appointment of a chief Transfer Officer were identified in the Statewide Agreement materials provided in the on-site review document.

OBSERVATIONS AND FINDINGS:

8A1a Statewide Transfer Blocks

A review of Central Carolina Technical College's 1998-1999 and 1999-2000 catalogues and the college's schedule of classes for Fall 1998, Spring 1999, and Summer 1999 indicated that the college is not teaching or advertising with the intent to teach all courses in all transfer blocks. A listing of the transfer block courses that the college did not teach or advertise with intent to teach during the 1998-99 academic year follows:

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

1. German 101, German 102, French 101, and French 102 are needed in order for students to meet the foreign language requirements in the General Education Transfer Block for Science and Mathematics majors. French and German courses are not listed in the college's catalogues and were not advertised with the intent to teach.
2. German 101 and 102, or French 101 and 102 are required in the Arts, Humanities, and Social Sciences General Education Transfer Block and the General Education and Business Foundations Transfer Block for Baccalaureate Business Degrees. None of these courses were advertised with the intent to teach.
3. Economics 211 is needed in order to meet the Social and Behavioral Sciences requirement in the General Education and Businesses Foundations Transfer Block for Baccalaureate Business Degrees. This course was not listed in the college's catalogue nor was it advertised the intent to teach.

Recommendation: The college should teach or offer with the intent to teach, at least once per academic year, the courses contained in the statewide transfer blocks.

Data Verification Review Process

Central Carolina Technical College

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8A1b Elimination of Challenges of Coursework

Four transfer students from public colleges and universities within South Carolina enrolled as full-time students at Central Carolina Technical College for the 1998 fall semester. A review of their files showed that the college accepted the courses listed in the Statewide Articulation Agreement. A review of the college's catalogue showed that there were no fees, policies, or procedures that artificially slowed the transfer of course work.

8A3a Comply with the statewide articulation agreement.

A review of student folders, college catalogues, student handbook and WEB page and discussions with the Registrar was undertaken to determine whether the college complied with the state articulation agreement. The findings follow:

The seventy-four courses listed in the Statewide Articulation Agreement appeared in the college's catalogue and on the web site. The 1999-2000 catalogue listed the seventy-four courses; however, the college's web site did not list all of the courses. The following were not listed: CHM 112; ENG 201, 202, 218, and 230; MAT 130; PHI 101 and 115; PHY 202; PSC 215; PSY 208; and SOC 205, 206, 210, and 235. Further, the web site listed thirteen courses that were not included in the Statewide Articulation Agreement.

The catalogue presents the information contained in the Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina as Mandated by ACT 137 of 1995. Some of the information contained in this section of the catalogue must be corrected. The section refers to "an expanded list of 72 courses..." and to "the Statewide Articulation Agreement of 72 courses..." instead of 74. Further, this section of the catalogue does not include items 15-18 of the Statewide Agreement on Transfer and Articulation. Finally, this section of the catalogue does not refer students to the college's or to CHE's web site for additional information.

Recommendation: Insure that the section of the catalogue "Transfer: State Policies and Procedures" includes all of the state's regulations and procedures for transfer in public two-year and four-year institutions in their entirety (except Appendices); that it identifies that there are seventy-four courses in the statewide articulation agreement; and that it refers individuals to the college's and Commission on Higher Education's websites for further information regarding transfer.

8A3b Update transfer guides (both hard copy and web site) by September 1 each year.

-NA-

Data Verification Review Process

Central Carolina Technical College

March 7 – 8, 2000

8A3c Use SPEEDE/EXPRESS

Information on the SPEEDE/ExPress homepage indicated that the college was no longer in the test mode. Report information available from the SPEEDE/ExPress homepage and a demonstration at the college showed that the college could send and receive transcripts via SPEEDE/ExPress.

Data Verification Review Process

Central Carolina Technical College

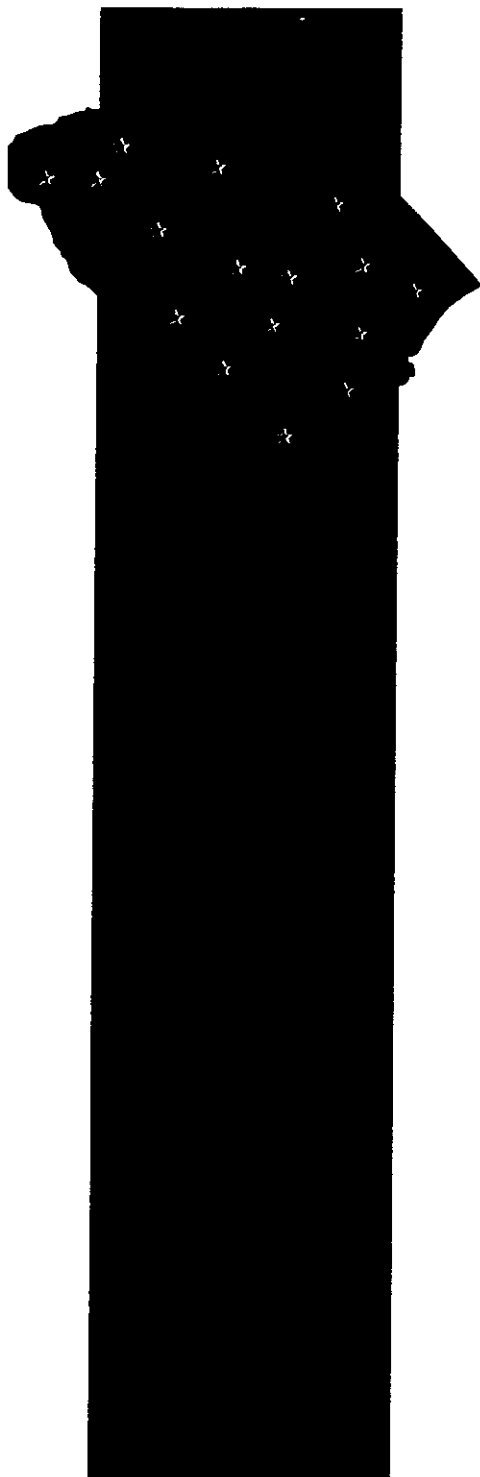
March 7 – 8, 2000

COLLEGE CONTACTS:

Terry Booth, Vice President for Business Affairs
Janice Baroody, HRM
Ann Cooper, CIO
Vicky Fulmer, ISM
Laurie Harden, Certification Review
Priscilla McRee, Certification Review
Lawrence Rouse, CSSO
Henrietta Scott, Student Records, Data Entry Operator
Anna T. Strange, Director, Planning and Institutional Effectiveness
Jack Wise, Acting Registrar

SBTCE STAFF LIAISON:

Gary Glenn (CHE)
Dr. Dianne Brandstadter
Dr. Russ Bumba
Debbe Daughtry
Judy Hrinda
Bob Mellon
Joe Powell
Laney Strickland
Frances Vining



**The
South Carolina
Technical
College
S•Y•S•T•E•M**

**Performance Indicator Data Verification
On-Site Review**

Horry-Georgetown Technical College

May 30-31, 2000

State of South Carolina

**State Board for Technical and Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210**

**Dr. James L. Hudgins
Executive Director**

**Dr. Dianne Brandstadter
Associate Executive Director for Academic Affairs & Technology**

August 2, 2000

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: 1A - Expenditure of Funds to Achieve Mission

MEASURE:

The ratio of instruction costs (area selected by the college) to the amount of educational and general costs expressed as a percentage.

Educational and general costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared the college's actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We reviewed the college's chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. In accordance with generally accepted accounting principles, the College reports formally organized and/or budgeted activities that provide computing support to instruction as academic support expenses and reports the remaining costs as institutional support. Effective July 1, 1999, NACUBO Advisory Report 99-3 allows an institution to report information technology costs in other functional classifications if the institution separately budgets and accounts for such costs within those functional classifications. Reporting separately budgeted and expensed information technology costs by budgeted functional classification will reduce academic support and institutional support expenses and increase operation and maintenance of plant expenses.
2. SBTCE Procedure # 7-6-101.1 prescribes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. However, the College did not allocate any operation and maintenance of plant or institutional support costs to its auxiliary enterprises. Thus, it overstated its operation and maintenance of plant and educational and general costs used to calculate indicator 1A.

RECOMMENDATIONS:

1. We recommend that the College consider separately budgeting and accounting for information technology costs in all functional classifications.
2. We recommend that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: 2E Availability of Faculty to Students Outside of the Classroom

MEASURE:

A two part measure which includes:

- 1) The percent of instructional faculty who receive a mean rating of "satisfied" or above on a standardized scale administered in a prescribed manner on anonymous student evaluations which are submitted for all courses; and
- 2) The percent of students who report satisfaction with the availability of academic advisors outside the classroom as shown by a mean rating of "satisfied" or above on an anonymous evaluation instrument completed at a minimum during the spring term by a representative sample of freshmen, sophomores, juniors, and seniors.

Part 1 – Availability of Faculty

METHOD:

Data verification of 2E1 (Availability of Faculty) during the on-site visit included analysis of the surveys of availability of faculty to students outside the classroom. Analysis included discussion with the individuals who administered the actual paper survey and analysis of the source data. We also evaluated the directions for survey administration, the date the surveys were administered, the inclusion of all course sections in the survey, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Horry Georgetown Technical College administered the survey during fall 1999 as required. In reviewing the survey process, it was determined that the college's question was consistent with the format prescribed by CHE. The scale on the survey was not consistent in that it included a 'NA' response category, and was not in the correct 'Very Dissatisfied' to 'Very Satisfied' order because it was part of a larger survey. The survey instructions contained a note that "...CHE has mandated... this survey in every section, of every class, every semester" which was inaccurate in that the requirement was to survey students in every course (not section) taught by each faculty member at least once during the year.

In the description of the measure, CHE has mandated eight guidelines for administration of the survey including student anonymity. Faculty at Horry Georgetown were allowed to collect and deliver the student completed surveys which comprised anonymity did not fulfill the CHE requirement that "A designated student hands out forms, collects forms, and delivers the completed forms to the appropriate designated location (not the instructor)."¹ Although the

¹ *Performance Funding Workbook*, SC Commission on Higher Education, p.37, March 1999.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

college monitored response rates, no formal process was identified referencing college action for faculty not complying with the survey process.

In tabulating the results, the college calculated the number of faculty receiving a 'satisfied' or above rating as those faculty with a mean score of 2.5 or greater when the scale should have been those faculty receiving a 3.0 or greater.

Evaluations for ten course sections from a random sample were reviewed in detail. From that sample and further review, Horry Georgetown Technical College identified different faculty counts. Independent SBTCE HRM analysis indicated 212 faculty to be included in the survey process. Horry Georgetown from internal reports identified 189 faculty, and produced summary results for 149. From the survey results, 146 faculty were rated satisfied or above, which would have resulted in an audited adjustment satisfaction rating of 68.9% (146 of 212 faculty) which would have resulted in a score of '1' for this measure. It was not determined during the visit what had contributed to the difference in the number of teaching faculty identified by the college and the number of teaching faculty reported to SBTCE and CHE.

In conducting the survey process, the college utilized an analysis software that required a relatively complex conversion of course numbers and sections taught into a 'block completion' course section which had cross-reference to the course section surveyed. As a result, it was not possible to determine which course sections may have been 'miscoded' in the survey process and subsequently which faculty course sections had been excluded. The college indicated it was converting to different scanning software that would allow the identification of course and section taught by each instructor, which would enhance reconciliation of data conflicts.

RECOMMENDATIONS:

1. In calculating the 'satisfied or above' rating for this indicator, exclude the NA responses. In future surveys exclude the NA option for this question. Correct the statement in the 'Instructions for Completing This Survey' to reflect CHE guidelines for administration. Staff at the College confirmed that this has been corrected for future survey administration.
2. Add a student certification component to ensure compliance with the eight *Guidelines for administration* identified by CHE for this measure, including a process to '...address and deal with the problem of some professors not administering the evaluation instrument.'
3. Utilize a scale of faculty receiving a 3.0 or greater in determining the percentage of faculty receiving a satisfactory or above rating.
4. Administer the survey to all teaching faculty.

Suggestion:

- ☐ Continue migration to more flexible scanning software.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

Part 2 – Advisor Availability

METHOD:

Data verification of 2E2 (Availability of Advisors) included an analysis of the surveys to students on the availability of advisors. The process included a review of the directions for survey administration, the date surveys were administered, the statistical validity of the survey sample, if utilized, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Horry Georgetown Technical College did administer the survey in the spring 2000 term. Surveys were administered utilizing the same instrument and process as the survey on availability of faculty as a different question on the same survey instrument. By utilizing the same instrument and process, students surveyed on 2E1 who were enrolled in multiple courses were surveyed on the availability of advisors in each of those courses, which produced multiple responses to the advisor question, by the same students. As a result, the survey results were not in compliance with the requirements of 2E2.

RECOMMENDATIONS:

1. In conducting the survey on the availability of academic advisors, utilize the five *Recommendations for Administration of the Evaluation*.² This process allows for either of two options: 1) the survey of all students, or 2) a statistically valid survey with a representative sample of freshmen and sophomores. Either process requires the ability to report survey results by class level.

²*Performance Funding Workbook*, SC Commission on Higher Education, p. 38, March 99.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: 3A1, Part 1 Class Size and Student/Teacher Ratios

MEASURE:

The average class size for all lower-division lecture classes and upper-division lecture classes.

METHOD:

A random sample of courses was selected for review for the respective fall term. Detailed data on the selected course sections was reviewed to confirm accuracy of course number, section, contact hours, course credit hours, enrollment, instructor, days of the week course offered, start and end time, and building and room identification. Enrollment by course section was compared to the 100% course and student validation previously conducted by the SBTCE audit team with differences noted between the sample data and the audited enrollment reports. CIP codes were not audited in that they are pre-assigned by the SBTCE Academic Affairs and Technology Division. Additionally, lecture designation for course sections were validated against the course descriptions in the college catalog.

OBSERVATIONS AND FINDINGS:

A random sample of ten course sections was reviewed to compare CHEMIS reported enrollment to the previously audited course enrollment data. Enrollment in WLD 113, Section 60, was reported in CHEMIS as 1 student compared to an SBTCE audited ending fall enrollment of 12. This session began 11-2-99. Eleven students enrolled in the course after data had been sent to CHEMIS. Enrollment in PSC 201, Section 1N, was reported in CHEMIS as 22 students compared to an SBTCE audited ending fall enrollment of 19. The difference was reconciled as three students being enrolled in the class who never attended class. The instructor failed to send in the corrected attendance until after data had been sent to CHEMIS.

There were several discrepancies noted in the activity sample. Two resulted from changes made to the curriculum for the Dental Hygiene Program. The catalog showed both AHS 113 and DHG 134 to have labs; however, both were changed to lecture only for the Fall '99 term. In addition, four courses (SFT 101, SFT 103, SFT 109, and SFT 110) were new "Personal Trainer" courses in Fall '99 and the catalog was printed prior to the startup of the program. Two other courses were printed incorrectly to CHEMIS: IST 225 was reported as lecture and was really a lecture-lab and NUR 201 was reported as lecture-lab but was really only lecture. Another lecture course DAT 115 was listed in course display correctly but was left out of the catalog course descriptions. All of these will be reflected in the next printing of the catalog.

RECOMMENDATIONS:

1. Monitor records process to ensure all valid enrollment data are provided to SBTCE and CHE.
 2. Review college catalog and internal reports to ensure sections are reported under the correct activity type, and that 3A1 class size reporting is restricted to lecture sections.
-

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: **3C Ratio of Full-time Faculty as Compared to Other Full-time Employees**

MEASURE:

The total number of all full-time faculty members as a percent of the total number of all full-time employees.

METHOD:

Analysis of the 3C measure included review of a pre-defined sample of at least five faculty and five staff. From this sample, an analysis was made to identify the corresponding EEO coding to insure faculty and staff were assigned the appropriate EEO code.

A second part of the 3C data validation process included a review of position descriptions maintained by the HRM Division of SBTCE and with those on file at the college. Additionally from that same sample, faculty and staff were interviewed briefly to review their respective position description. The overall intent of this portion of the review was to insure that position descriptions were consistent and reflective of current work activities.

OBSERVATIONS AND FINDINGS:

Part I - EEOC

1. All faculty and staff EEO coding were found to be accurately reported on the college's IPEDS Fall Staff Survey.

Part II - Position Descriptions

2. Through faculty and staff interviews, it was determined that all position descriptions were consistent and reflective of the duties that were being performed in the Fall of 1999 and that all interviewees functioned in a full-time capacity.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: **5A - Percentage of Administrative Costs as Compared to Academic Costs**

MEASURE:

The ratio of administrative costs to the amount of academic costs expressed as a percentage.

Academic and Administrative costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. In accordance with generally accepted accounting principles, the College reports formally organized and/or budgeted activities that provide computing support to instruction as academic support expenses and reports the remaining costs as institutional support. The College charged 60% of computer support costs to academic support and 40% to institutional support, but it did not document how it arrived at this distribution of computer support costs. Also, effective July 1, 1999, NACUBO Advisory Report 99-3 allows an institution to report information technology costs in other functional classifications if the institution separately budgets and accounts for such costs within those functional classifications. Reporting separately budgeted and expensed information technology costs by budgeted functional classification probably will reduce administrative (institutional support) expenses and may also impact academic costs.
2. Administrative costs are overstated because the college did not allocate a portion of institutional support costs to its auxiliary enterprises to cover indirect costs, such as accounting services, incurred on behalf of these self-supporting enterprises.
3. Administrative (institutional support) costs are overstated because the College recorded as revenue the reimbursement it received from the Horry - Georgetown Technical College Foundation, a separate entity, for the salary of a College employee who provided services to the Foundation.
4. The College used salaries within each department as its basis for allocating telephone and postage costs. This method may have resulted in an inequitable distribution of costs.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

RECOMMENDATIONS:

1. We recommend that the College review its current procedure for allocating computer support costs and that it maintain written support documentation for allocation of these costs. Also, the College should consider separately budgeting and accounting for information technology costs in all functional categories.
2. We recommend that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.
3. We recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions. In this case, it should reduce expenditures instead of recognizing revenue.
4. We recommend that the College record telephone long distance charges as direct charges to the appropriate departments and that it allocate equipment charges based upon the number of phones/lines within a department. Further, the College should allocate postage to departments according to usage, tracked either by a meter or manually.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: 5D - Amount of General Overhead Costs

MEASURE:

General overhead cost per FTE student.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts, interviewed the chief financial officer, and reviewed adjusting journal entries.

OBSERVATIONS AND FINDINGS:

1. The College charged 60% of computer support costs to academic support and 40% to general overhead (institutional support), but it did not document how it arrived at this distribution of computer support costs.
2. General overhead costs are overstated because the college did not allocate a portion of institutional support costs to its auxiliary enterprises to cover indirect costs, such as accounting services, incurred on behalf of these self-supporting enterprises.
3. General overhead (institutional support) costs were overstated because the College recorded as revenue the reimbursement it received from the Horry - Georgetown Technical College Foundation, a separate entity, for the salary of a College employee who provided services to the Foundation.
4. The College used salaries within each department as its basis for allocating telephone and postage costs. This method may have resulted in an inequitable distribution of costs.

RECOMMENDATIONS:

1. We recommend that the College review its current procedure for allocating computer support costs and that it maintain written support documentation for allocation of these costs. Also, the College should consider separately budgeting and accounting for information technology costs in all functional categories.
2. We recommend that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.
3. We recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions. In this case, it should reduce expenditures instead of recognizing revenue.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

4. We recommend that the College record telephone long distance charges as direct charges to the appropriate departments and that it allocate equipment charges based upon the number of phones/lines within a department. Further, the College should allocate postage to departments according to usage, tracked either by a meter or manually.

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: 7D - Scores of Graduates on Post-undergraduate Professional, Graduate, of Employment-related Examinations and Certification Tests

MEASURE:

Percentages of total students taking certification examinations who pass the examination.

METHOD:

Review of licensure data included the identification of how the licensure pass rate data were collected and a review of the source documents. Reported licensure data was reviewed for a three-year period, and annual reporting was evaluated to confirm the reporting year of April 1 to March 31. Reports were reviewed to determine if student specific or summary data were provided. Additionally, we reviewed the college program matrix and programs qualified for licensure and certification exams via Act 255 reporting criteria to ensure consistency.

OBSERVATIONS AND FINDINGS:

Licensure tests were reviewed to ensure that they had been assigned to the correct performance funding year of April 1, 1998 to March 30, 1999. In reviewing the supporting documentation, by-name rosters were included when the testing company had provided them. Licensure data were reviewed for the NCLEX LPN and RN exams, and the Radiography (AART) exam. Two of the three programs were correctly reported; the NCLES RN exam was slightly under reported with a pass rate of 34/35 which should have been 35/36.

RECOMMENDATIONS:

None

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

INDICATOR: **8A Transferability of Credits To and From the Institution**

MEASURE:

The extent to which the criteria stipulated in the "Policy and Procedures for Transferability of Credits" document are achieved by the institution.

METHOD:

As included in the definition, the on-site visit included an analysis of whether or not courses in the transfer blocks were offered with the intention of being taught. The on-site visit preparation included the identification of all courses the institution actually taught compared to the courses included on all statewide transfer blocks. For courses then identified as not having been taught, validation was required to identify that the course had at least been offered.

Under Part (b), a list of all transfer students was provided for review. For the 74 approved transfer courses, analysis was performed for each fall transfer student from public in-state institutions to determine if the credit earned from the sending institution was accepted by the technical college to which the respective student transferred. This analysis also included the identification of per course credits transferred compared to per course credits earned at the in-state public sending institution.

In addition, this measure tested compliance with all statewide articulation agreements, and ensured, through review of hard copy and web site, the availability of updated transfer guides having been provided by September 1.

Additionally, review of this measure required actual documentation that validated the institution's having sent and received electronic transcript information. To be in compliance, this must have been implemented by January 1, 1999. Additional review of this measure was accommodated through visiting the SPEEDE/EXPRESS homepage for confirmation that the software is registered, that it is operating in live mode rather than test mode, and that live mode is confirmed by reviewing the amount of send/receive activity. Additional items such as catalog review designating the appointment of a chief Transfer Officer were identified in the Statewide Agreement materials provided in the on-site review document.

OBSERVATIONS AND FINDINGS:

8A1a Statewide Transfer Blocks

A review of Horry-Georgetown's Catalog and the schedule of classes for Fall 1998, Spring 1999, and Summer 1999 indicated that the college is not teaching or offering with the intent to teach all courses in all transfer blocks. A listing of the transfer block courses that the college did not teach or advertise with intent to teach during the 1998-99 academic year follows:

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

1. German 101, German 102, and French 102--These courses are needed in order for students to meet the foreign language requirements in the General Education Transfer Block for Science and Mathematics majors.
2. Physics 222--This course is needed in order for students to meet the natural sciences requirement in the General Education Transfer Block for Science and Mathematics majors.

Recommendation: The college should teach or offer with the intent to teach, at least once per academic year, the courses contained in the statewide transfer blocks.

8A1b Elimination of Challenges of Coursework

Thirty-eight students' folders, drawn from a list of 159 students who transferred into Horry-Georgetown from a South Carolina public college or university, were reviewed. This review showed that the college accepted the courses listed in the Statewide Articulation Agreement. A review of the college's catalog showed that there were no fees, policies, or procedures that artificially slowed the transfer of course work.

8A3a Comply with the statewide articulation agreement.

A review of student folders, college catalogues, student handbook and WEB page and discussions with the Registrar was undertaken to determine whether the college complied with the state articulation agreement. The findings follow:

1. The seventy-four courses listed in the Statewide Articulation Agreement appeared in the college's catalog and could be accessed via the web. While the catalog made reference to the seventy-four courses contained in the Statewide Articulation Agreement, some of the information about the transfer blocks was incorrect. Specifically, the catalog lists the grand total of credits in the General Education Transfer Block as 48-51. The Statewide Articulation Agreement lists the grand total as 51-53.
2. The catalog did not include the Statewide Articulation Agreement in its entirety. Items 15-18 of the articulation agreement were not reprinted in the catalog.
3. Also, the wording of item 13, as printed in the catalog, differs from the wording used in the Statewide Articulation Agreement.

Recommendation: Insure that the section of the catalog "Transfer: State Policies and Procedures" includes all of the state's regulations and procedures for transfer in public two-year and four-year institutions in their entirety (except Appendices).

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

8A3b Update transfer guides (both hard copy and web site) by September 1 each year.

-NA-

8A3c Use SPEEDE/EXPRESS

Information on the SPEEDE/ExPRESS website confirmed that the software is registered to Horry-Georgetown Technical College and that the college is using SPEEDE/ExPRESS . A demonstration confirmed that the college could send and receive transcripts and acknowledgements

Data Verification Review Process

Horry-Georgetown Technical College

May 30-31, 2000

COLLEGE CONTACTS:

Dr. Corey Amaker, Director of Institutional Research and Assessment
Ms. Judy Barbour, Director of Human Resources Management
Mr. Frederick J. Bauer, Associate V. P. for Finance and Business Affairs
Ms. Mary Jo Black, Associate V. P. for Records, Registration and Informational Technology
Dr. Gary Davis, V. P. for Institutional Advancement and Technology
Mr. Chuck Fonte, Computer Programmer, Information Systems
Ms. Joyce Freeland, Research Assistant
Ms. Olis Jayroe, Assoc. V. P. for Academic Affairs/Dean of Health Science Technology Careers
Dr. Rennie Wolfe Lansberg, V. P. for Student Affairs and Campus Life
Mr. Neyle Wilson, Chief Business Officer
Ms. Felicia Moore, Chief Records Specialist
Dr. Dan Wysong, Associate V. P. for Academic Support and Development

SBTCE STAFF LIAISON:

Mr. Gary Glenn (CHE)
Dr. Russ Bumba
Ms. Debbe Daughtry
Ms. Judy Hrinda, CPA
Mr. Bob Mellon
Ms. Kandy Peacock
Mr. Joe Powell



**The
South Carolina
Technical
College
S • Y • S • T • E • M**

**Performance Indicator Data Verification
On-Site Review - Draft**

Trident Technical College

January 18 - 19, 2000

State of South Carolina

State Board for Technical and Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210

Dr. James L. Hudgins
Executive Director

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 1A - Expenditure of Funds to Achieve Mission

MEASURE:

The ratio of instruction costs (area selected by the college) to the amount of educational and general costs expressed as a percentage.

Educational and general costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared the college's actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We reviewed the college's chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

The College reported the applicable expenditures in accordance with generally accepted accounting principles for public institutions of higher learning.

COMMENDATION:

We commend the College for its excellence in financial reporting.

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 2E Availability of Faculty to Students Outside of the Classroom

MEASURE:

A two part measure which includes:

- 1) The percent of instructional faculty who receive a mean rating of "satisfied" or above on a standardized scale administered in a prescribed manner on anonymous student evaluations which are submitted for all courses; and
- 2) The percent of students who report satisfaction with the availability of academic advisors outside the classroom as shown by a mean rating of "satisfied" or above on an anonymous evaluation instrument completed at a minimum during the spring term by a representative sample of freshmen, sophomores, juniors, and seniors.

Part 1 – Availability of Faculty

METHOD:

Data verification of 2E1 (Availability of Faculty) during the on-site visit included analysis of the surveys of availability of faculty to students outside the classroom. Analysis included discussion with the individuals who administered the actual paper survey and analysis of the source data. We also evaluated the directions for survey administration, the date the surveys were administered, the inclusion of all course sections in the survey, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Trident Technical College administered the survey during fall 1998 as required. In reviewing the survey process, it was determined that the college's questionnaire was consistent with the format prescribed by CHE. The survey was administered during class time, with standardized instructions. The survey was student controlled and completed anonymously, and students had a compliance notification procedure in place.

Evaluations for twenty course sections from a random sample were then reviewed in detail. From that sample, no variation in response was noted, and results from the sample were consistent with the reported performance funding data submission.

For fall 1998, the college reported for all sections a response rate of 61.1%

RECOMMENDATIONS:

None

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

Part 2 – Advisor Availability

METHOD:

Data verification of 2E2 (Availability of Advisors) during the on-site visit included an analysis of the surveys to students on the availability of advisors. The process included a review of the directions for survey administration, the date surveys were administered, the statistical validity of the survey sample, if utilized, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Trident Technical College did administer the survey in the spring term. Surveys were administered on a sample basis to 1,107 students out of 8,569 for a 12.9% survey rate. In the survey process, 460 responses were provided (42%), of which 389 or 85% indicated satisfaction with the availability of advisor. The college did administer the survey incorporating the requirements of anonymity, and provided results by class-level and total. Results from the sample were consistent with the data reported for performance funding.

RECOMMENDATIONS:

None

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 3A1, Part 1 Class Size and Student/Teacher Ratios

MEASURE:

The average class size for each lower-division lecture classes and upper-division lecture classes.

METHOD:

A random sample of courses was selected for review for the respective fall term. Detailed data on the selected course sections was reviewed to confirm accuracy of course number, section, contact hours, course credit hours, enrollment, instructor, days of the week course offered, start and end time, and building and room identification. Enrollment by course section was compared to the 100% course and student validation previously conducted by the SBTCE audit team with differences noted between the sample data and the audited enrollment reports. CIP codes were not audited in that they are pre-assigned by the SBTCE Academic Affairs and Technology Division. Additionally, lecture designation for course sections were validated against the course descriptions in the college catalog.

OBSERVATIONS AND FINDINGS:

1. All sample CHEMIS data matched with data on the Validated Enrollment report.
2. There were two courses, CET 205 001 and SAT 201 062, incorrectly stated in the college catalog. This was due to typographical errors in the catalog.

RECOMMENDATIONS:

1. None
2. None

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 3C Ratio of Full-time Faculty as Compared to Other Full-time Employees

MEASURE:

The total number of all full-time faculty members as a percent of the total number of all full-time employees.

METHOD:

Analysis of the 3C measure included review of a pre-defined sample of at least ten faculty and ten staff. From this sample, an analysis was made to identify the corresponding EEO coding to insure faculty and staff were assigned the appropriate EEO code.

A second part of the 3C data validation process included a review of position descriptions maintained by the HRM Division of SBTCE and with those on file at the college. Additionally from that same sample, faculty and staff were interviewed briefly to review their respective position description. The overall intent of this portion of the review was to insure that position descriptions were consistent and reflective of current work activities.

OBSERVATIONS AND FINDINGS:

Faculty and staff EEO coding was found to be accurately reported on the college's IPEDS Fall Staff Survey.

Through faculty and staff interviews, determination was made that all interviewees were performing in the capacity indicated on the description of their job duties as of Fall 1998. All individuals were found to be either full-time staff or full-time faculty during the reported period of Fall 1998.

It should be noted that official position descriptions were not available for four faculty positions; however a description of the job duties for those positions was provided for review.

RECOMMENDATIONS:

The college should ensure that all positions (classified and unclassified) have an official position description on file which accurately reflects the current job duties and/or responsibilities.

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 5A - Percentage of Administrative Costs as Compared to Academic Costs

MEASURE:

The ratio of administrative costs to the amount of academic costs expressed as a percentage.

Academic and Administrative costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. The College reported graduation ceremony expenditures totaling \$49,003 as student services expenditures instead of institutional support expenditures. This caused the ratio to be understated by .2%.
2. The College has not yet implemented NACUBO Advisory Reports 99-3 and 99-6, which were effective July 1, 1999.

RECOMMENDATIONS:

We recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions. In the absence of guidance from the Governmental Accounting Standards Board or the American Institute of Certified Public Accountants, such institutions should follow the classifications prescribed by the National Association of College and University Business Officers (NACUBO). Accordingly, the College should implement NACUBO Advisory Reports 99-3 and 99-6 effective July 1, 1999. Advisory Report 99-3 requires that information technology expenses be separately budgeted if charged to various functional categories, and Advisory Report 99-6 changes the classification of safety and security expenses from institutional support to operation and maintenance of plant.

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 5D - Amount of General Overhead Costs

MEASURE:

General overhead cost per FTE student.

METHOD:

Compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. Reviewed the chart of accounts. interviewed the chief financial officer, and reviewed adjusting journal entries.

OBSERVATIONS AND FINDINGS:

1. The College reported graduation ceremony expenditures totaling \$49,003 as student services expenditures instead of institutional support expenditures. Institutional support expenditures per FTE student were understated by \$8 or approximately one percent.
2. The College has not yet implemented NACUBO Advisory Reports 99-3 and 99-6, which were effective July 1, 1999.

RECOMMENDATION:

1. Report graduation ceremony expenditures as "institutional support" expenditures.
2. We recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions. In the absence of guidance from the Governmental Accounting Standards Board or the American Institute of Certified Public Accountants, such institutions should follow the classifications prescribed by the National Association of College and University Business Officers (NACUBO). Accordingly, the College should implement NACUBO Advisory Reports 99-3 and 99-6 effective July 1, 1999. Advisory Report 99-3 requires that information technology expenses be separately budgeted if charged to various functional categories, and Advisory Report 99-6 changes the classification of safety and security expenses from institutional support to operation and maintenance of plant.

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 7D - Scores of Graduates on Post-undergraduate Professional, Graduate, of Employment-related Examinations and Certification Tests

MEASURE:

Percentages of total students taking certification examinations whom pass the examination.

METHOD:

Review of licensure data included the identification of how the licensure pass rate data were collected and a review of the source documents. Reported licensure data was reviewed for a three-year period, and annual reporting was evaluated to confirm the reporting year of April 1 to March 31. Reports were reviewed to determine if student specific or summary data were provided. Additionally, we reviewed the college program matrix and programs qualified for licensure and certification exams via Act 255 reporting criteria to ensure consistency.

OBSERVATIONS AND FINDINGS:

Licensure tests were reviewed to ensure that they had been assigned to the correct performance funding year of April 1, 1997 to March 30, 1998. In reviewing the supporting documentation, neither by-name nor course completion rosters were included in supporting documentation. Several testing agencies do not provide by name rosters. Completion to licensure reconciliation was not done.

RECOMMENDATIONS:

Request 'by name' rosters from licensure agencies. Do reconciliation of graduates to licensure test takers, and stress importance of licensure as part of the overall academic process.

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

INDICATOR: 8A Transferability of Credits To and From the Institution

MEASURE:

The extent to which the criteria stipulated in the "Policy and Procedures for Transferability of Credits" document are achieved by the institution.

METHOD:

As included in the definition, the on-site visit included an analysis of whether or not courses in the transfer blocks were offered with the intention of being taught. The on-site visit preparation will include the identification of all courses the institution actually taught compared to the courses included on all statewide transfer blocks. For courses then identified as not having been taught, validation will be required to identify that the course had at least been offered.

Under Part (b), a list of all transfer students was provided for review. For the 74 approved transfer courses, analysis was performed for each fall transfer student from public in-state institutions to determine if the credit earned from the sending institution was accepted by the technical college to which the respective student transferred. This analysis also included the identification of per course credits transferred compared to per course credits earned at the in-state public sending institution.

In addition, this measure tested compliance with all statewide articulation agreements, and ensured, through review of hard copy and web site, the availability of updated transfer guides having been provided by September 1.

Additionally, review of this measure required actual documentation that validated the institution's having sent and received electronic transcript information. To be in compliance, this must have been implemented by January 1, 1999. Additional review of this measure was accommodated through visiting the SPEEDE/ExPRESS homepage for confirmation that the software is registered, that it is operating in live mode rather than test mode, and that live mode is confirmed by reviewing the amount of send/receive activity. Additional items such as catalog review designating the appointment of a chief Transfer Officer were identified in the Statewide Agreement materials provided in the on-site review document.

OBSERVATIONS AND FINDINGS:

8A1a Statewide Transfer Blocks

A review of Trident Technical College's 1998-2000 Catalogue and the college's schedule of classes for Fall 1998, Spring 1999, and Summer 1999 indicated that the college is teaching or offering with the intent to teach all courses in all transfer blocks.

Recommendations: None

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

8A1b Elimination of Challenges of Coursework

From the group of thirty-nine students identified as fall semester 1998 transfers from public in-state colleges/universities to the Trident Technical College, twenty student records were selected for review. In all of these cases, the review showed that transcripts had been received and that credit was awarded for all courses on the list of approved transfer courses. Trident Technical College is commended for the process of reviewing transcripts and awarding credit. The Registrar and the Dean of Enrollment Services are commended for their thoroughness in applying this process.

Recommendation: None

8A3a Comply with the Statewide Articulation Agreement.

A review of student folders, college catalogue, student handbook and WEB page and discussions with the Dean of Enrollment Services, Associate Dean, Arts (Transfer Officer), Associate Dean, Sciences and Registrar was undertaken to determine whether the college complied with the state articulation agreement. The review of selected student folders showed that credit was awarded for coursework completed with a "C-" grade or better by these students at public post-secondary institutions within South Carolina. Trident College's 1999-2000 Catalog/Student Handbook contains a section entitled "Transfer: State Policies and Procedures." This section presents the information contained in South Carolina's Act 137 of 1995. However, the section needs to be updated. First it refers to a "...Statewide Articulation Agreement of 72 courses." The articulation agreement covers 74 courses. Second, the section printed in the catalog does not include all of the sections currently required. Finally, the catalog does not indicate that there is a person designated as the college's transfer officer or refer interested persons to the college's or to CHE's web site for further information.

Recommendation: Insure that the college catalog's section relating to the Statewide Articulation Agreement is changed to reflect that the agreement covers 74 courses. Further, the section must also include all of the regulations and procedures for transfer in public-two year and public four-year institutions, designate a college transfer officer, and refer interested person's to CHE's web site for further information.

Data Verification Review Process

Trident Technical College

January 18 - 19, 2000

8A3b Update transfer guides (both hard copy and web site) by September 1 each year.

During conversations with the Associate Dean, Arts (transfer coordinator) and the Associate Dean (Sciences), the reviewer was informed that hard copies of the transfer guide have not been printed. Based upon a written response to an inquiry made to a staff member at CHE, the College concluded that it is not required to publish a hard copy of a transfer guide.

Required transfer information is available on the college's website and it is regularly updated. Access to "Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina" is available through this website.

Recommendation: None

8A3c Use SPEEDE/EXPRESS

Information on the SPEEDE/EXPRESS website confirmed that the software is registered to Trident Technical College and that the college is using SPEEDE/EXPRESS to send and receive. Activity reports for October (99), November (99), December (99), and January (00) up to the twenty-first were reviewed to confirm usage and the level of activity.

Recommendations: None

Data Verification Review Process

Trident Technical College

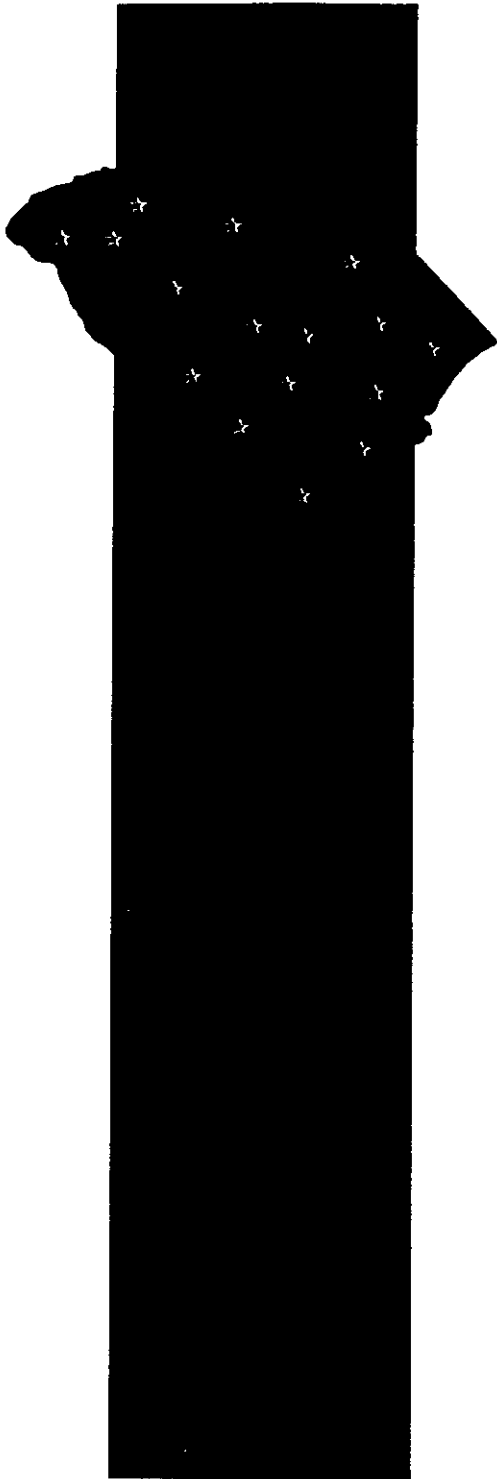
January 18 - 19, 2000

COLLEGE CONTACTS:

Ms. Catherine Almquist, Associate Dean, Sciences
Mr. Henry Cope, Information Resources
Ms. Pamela Droste, Registrar
Mr. Michael Gross, Vice President for Financial Affairs
Dr. Phyllis Myers, Director of Institutional Research
Ms. Roberta Norris, Dean, Enrollment Services
Ms. Susan Norton, Associate Dean, Arts
Dr. Hal Salisbury, Vice President for Student Affairs
Dr. Linda Ziegler, Vice President for Academic Affairs

SBTCE STAFF LIAISON:

Dr. Russ Bumba
Ms. Debbe Daughtry
Mr. Gary Glenn (CHE)
Ms. Judy Hrinda
Mr. Bob Mellon
Ms. Laney Strickland
Ms. Frances Vining



**The
South Carolina
Technical
College
S • Y • S • T • E • M**

**Performance Indicator Data Verification
On-Site Review Report**

Spartanburg Technical College

March 21 & 22, 2000

State of South Carolina

State Board for Technical and Comprehensive Education

111 Executive Center Drive

Columbia, South Carolina 29210

Dr. James L. Hudgins
Executive Director

Dr. Dianne Brandstadter
Associate Executive Director for Academic Affairs & Technology

May 23, 2000

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

INDICATOR: **1A - Expenditure of Funds to Achieve Mission**

MEASURE:

The ratio of instruction costs (area selected by the college) to the amount of educational and general costs expressed as a percentage.

Educational and general costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared the college's actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We reviewed the college's chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. Instruction costs are somewhat understated and institutional support costs are somewhat overstated because the college charged to institutional support the entire \$47,715 net increase in the value of accrued annual leave at year-end. The costs should be distributed to the same function to which the employee's activities and salary are assigned.
2. The College inaccurately applied SBTCE Procedure # 7-6-101.1, which prescribes the method to be used to allocate indirect costs to auxiliary enterprises such as the College's bookstore. The College included only general institutional costs in the denominator rather than total institutional support costs, and it credited the entire calculated indirect costs to operation and maintenance of plant rather than crediting a prorata portion to institutional support expenses. The amount actually allocated was about \$2,500 greater than the required amount. These differences in allocations changed by an undetermined but immaterial amount the total educational and general costs used to calculate indicator 1A.

RECOMMENDATIONS:

1. It is recommended that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.
2. It is recommended that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

INDICATOR: 2E Availability of Faculty to Students Outside of the Classroom

MEASURE:

A two part measure which includes:

- 1) The percent of instructional faculty who receive a mean rating of "satisfied" or above on a standardized scale administered in a prescribed manner on anonymous student evaluations which are submitted for all courses; and
- 2) The percent of students who report satisfaction with the availability of academic advisors outside the classroom as shown by a mean rating of "satisfied" or above on an anonymous evaluation instrument completed at a minimum during the spring term by a representative sample of freshmen, sophomores, juniors, and seniors.

Part 1 – Availability of Faculty

METHOD:

Data verification of 2E1 (Availability of Faculty) during the on-site visit included analysis of the surveys of availability of faculty to students outside the classroom. Analysis included discussion with the individuals who administered the actual paper survey and analysis of the source data. We also evaluated the directions for survey administration, the date the surveys were administered, the inclusion of all course sections in the survey, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

1. Spartanburg did conduct the survey during the fall term, during which 167 faculty members were identified for inclusion. The 167 faculty members included in the survey process were reconciled against the HRM records and the total full and part-time faculty headcount included in the 3B and 3A3 counts for a confirmed count of teaching faculty to be surveyed. Surveys were returned for all faculty, with 161 of the 167 faculty receiving a mean rating of satisfied or greater. This resulted in a 'percent satisfied' score of 96.4% which was consistent with reported Year 3 performance on 2E1.
2. Spartanburg used a pre-existing survey instrument that incorporated the question on faculty availability. The question was not in the exact format prescribed by CHE. Distance education faculty utilized a different survey that did not include the faculty availability question in the format prescribed by CHE.
3. The survey was administered during class times with accompanying instructions, but no reference was incorporated on the 'use of results' as required in the measure. Additionally

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

handwritten comments were available for some faculty, which could compromise the survey anonymity requirements.

4. No formal actions were identified for faculty who failed to provide survey results.

RECOMMENDATIONS:

- Spartanburg is to be commended for a 100% faculty response rate to the survey on availability of faculty.
- Utilize the prescribed survey format; consider automating the survey process.
- Consider incorporating in the survey process the opportunity for the respective students returning results to certify institutional compliance with relevant portions of the eight guidelines for administration of the 2E1 survey.
- Transcribe student comments to ensure anonymity, and maintain documentation on "...steps to address and deal with the problem of some professors not administering the evaluation instrument."

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

Part 2 – Advisor Availability

METHOD:

Data verification of 2E2 (Availability of Advisors) included an analysis of the surveys to students on the availability of advisors. The process included a review of the directions for survey administration, the date surveys were administered, the statistical validity of the survey sample, if utilized, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Spartanburg did conduct the survey during spring 1998, and utilized the question in the format prescribed by CHE, but utilized a response scale in a different order than the order prescribed by CHE. A sample process was utilized with the survey distributed to approximately one-fourth of the students. In administering the survey, the college reported that it had not used a statistically valid sample process. Based on a well intentioned attempt to identify advisor availability for students who would be in a position to evaluate advisor availability, Spartanburg excluded first semester students from the sample realizing their involvement would have been minimal.

RECOMMENDATIONS:

- If a sampling process is utilized, administer the survey to ensure statistical validity. Survey all class levels; consider instrument design that allows the results to be reported for different class levels or other meaningful configurations. CHE does not allow exclusion of first term students from the survey.
- Consider automation of the survey process. If implemented as an independent survey, ensure consistency of question and scale as prescribed by CHE.

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

INDICATOR: 3A1, Part 1 Class Size and Student/Teacher Ratios

MEASURE:

The average class size for all lower-division lecture classes and upper-division lecture classes.

METHOD:

A random sample of courses was selected for review for the respective fall term. Detailed data on the selected course sections was reviewed to confirm accuracy of course number, section, contact hours, course credit hours, enrollment, instructor, days of the week course offered, start and end time, and building and room identification. Enrollment by course section was compared to the 100% course and student validation previously conducted by the SBTCE audit team with differences noted between the sample data and the audited enrollment reports. CIP codes were not audited in that they are pre-assigned by the SBTCE Academic Affairs and Technology Division. Additionally, lecture designation for course sections were validated against the course descriptions in the college catalog.

OBSERVATIONS AND FINDINGS:

1. The Validated Enrollment report data did not match the CHEMIS data on 4 of the 10 courses in the sample. These courses had students that dropped before the 5-day drop period ended but were not dropped from opening enrollment data. There are 4 courses that have more students reported on opening data than validated enrollment data caused by faculty not turning drop forms in a timely manner.
2. There were some courses offered in the 'lecture' mode and some in the 'lecture/lab' mode. Consequently, some course configurations in the catalog were not completely consistent with the lecture and lab distributions as reported in the Technical College System CORE database. For example, some course sections indicated as "3-0-3" in the college catalog were coded in the CORE database as labs, while other sections of the same course were coded as lecture. At issue is ensuring compliance with the reporting of 'lecture' sections only in 3A1 as required by CHE.

RECOMMENDATIONS:

1. Review college catalog and internal reports to ensure sections reported under the correct activity type, and that 3A1 class size reporting is restricted to lecture sections.
2. Realizing that this issue has arisen at other technical colleges, refer the conflict of course database descriptions vs. catalog descriptions, and report to the appropriate peer group for recommendations and resolution.

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

INDICATOR: 3C Ratio of Full-time Faculty as Compared to Other Full-time Employees

MEASURE:

The total number of all full-time faculty members as a percent of the total number of all full-time employees.

METHOD:

Analysis of the 3C measure included review of a pre-defined sample of at least ten faculty and ten staff. From this sample, an analysis was made to identify the corresponding EEO coding to insure faculty and staff were assigned the appropriate EEO code.

A second part of the 3C data validation process included a review of position descriptions maintained by the HRM Division of SBTCE and with those on file at the college. Additionally from that same sample, faculty and staff were interviewed briefly to review their respective position description. The overall intent of this portion of the review was to insure that position descriptions were consistent and reflective of current work activities.

OBSERVATIONS AND FINDINGS:

Part I – EEOC

1. All faculty and staff EEO coding were found to be accurately reported on the college's IPEDS Fall Staff Survey.

Part II – Position Descriptions

2. Through staff interviews, it was determined that all position descriptions were consistent and reflective of the duties that were being performed in Fall 1998 and that all interviewees functioned in a full-time capacity. Two of the five staff randomly selected also taught a course in fall 1998, and were accurately reflected under the teaching faculty performance measures. There were no position descriptions for faculty on file at State Board or at the college for two of the five faculty members selected for review. It was determined through the interview that the faculty members were full-time during fall 1998 and were performing duties reflective of an instructor.

RECOMMENDATIONS:

- Spartanburg should ensure that an official position description is on file for all positions (classified and unclassified) which accurately reflects the current job duties and/or responsibilities.

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

- Spartanburg should monitor the Performance Indicator Measure 3B loading data to ensure that the course load data reported for full-time teaching faculty accurately correspond to the 15 to 18 credit hour load policy and 20 to 24 contact hours equivalent.

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

INDICATOR: **5A - Percentage of Administrative Costs as Compared to Academic Costs**

MEASURE:

The ratio of administrative costs to the amount of academic costs expressed as a percentage.

Academic and Administrative costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. Instruction (academic) costs are somewhat understated and institutional support (administrative) costs are somewhat overstated because the college charged to institutional support (administrative) the entire \$47,715 net increase in the value of accrued annual leave at year-end. The costs should be distributed to the same function to which the employee's activities and salary are assigned.
2. The College reported graduation ceremony expenses totaling \$8,366 as student services expenditures instead of institutional support expenditures (administrative). The ratio described above was understated by less than 1% as a result of this misclassification.
3. The College charged to academic support some staff training costs that should have been charged to institutional support (administrative) costs.
4. As described in finding number one for indicator 1A, the College inaccurately applied SBTCE Procedure # 7-6-101.1, which prescribes the method to be used to allocate indirect costs to auxiliary enterprises such as the College's bookstore. We did not determine the exact amount of the error, but the effect on the institutional support (administrative) costs used to calculate indicator 5A is not material.

RECOMMENDATIONS:

1. For findings #1 through #3, it is recommended that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.

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Spartanburg Technical College

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2. For finding #4, it is recommended that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

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Spartanburg Technical College

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INDICATOR: **5D - Amount of General Overhead Costs**

MEASURE:

General overhead cost per FTE student.

METHOD:

Compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. Reviewed the chart of accounts, interviewed the chief financial officer, and reviewed adjusting journal entries.

OBSERVATIONS AND FINDINGS:

1. Institutional support (general overhead) costs are somewhat overstated because the college charged to institutional support the entire \$47,715 net increase in the value of accrued annual leave at year-end. The costs should be distributed to the same function to which the employee's activities and salary are assigned.
2. The College reported graduation ceremony expenses totaling \$8,366 as student services expenditures instead of institutional support (general overhead) expenditures.
3. The College charged to academic support some staff training costs that should have been charged to institutional support (general overhead) costs.
4. As described in finding number one for indicator 1A, the College inaccurately applied SBTCE Procedure # 7-6-101.1, which prescribes the method to be used to allocate indirect costs to auxiliary enterprises such as the College's bookstore. The College did not credit a prorata portion of the calculated indirect costs to institutional support expenses. This lack of allocation changed by an undetermined amount the institutional support costs used to calculate indicator 5D.

RECOMMENDATIONS:

1. For findings #1 through #3 we recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.
2. For finding #4 we recommend the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

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Spartanburg Technical College

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INDICATOR: 7D - Scores of Graduates on Post-undergraduate Professional, Graduate, of Employment-related Examinations and Certification Tests

MEASURE:

Percentages of total students taking certification examinations who pass the examination.

METHOD:

Review of licensure data included the identification of how the licensure pass rate data were collected and a review of the source documents. Reported licensure data was reviewed for a three-year period, and annual reporting was evaluated to confirm the reporting year of April 1 to March 31. Reports were reviewed to determine if student specific or summary data were provided. Additionally, we reviewed the college program matrix and programs qualified for licensure and certification exams via Act 255 reporting criteria to ensure consistency.

OBSERVATIONS AND FINDINGS:

Licensure tests were assigned to the correct performance funding year of April 1, 1997 to March 30, 1998. In reviewing the supporting documentation, it was noted that several testing agencies did not provide by name rosters to assist in validating test takers. Medical Assistant results were not included in the data, and two minor variations were identified in the NCLEX PN and RRT exams.

RECOMMENDATIONS:

Request 'by name' rosters from licensure agencies. Do reconciliation of graduates to licensure test takers, and ensure that licensure results for all relevant programs are included in the 7D analysis.

Data Verification Review Process

Spartanburg Technical College

March 21 – 22, 2000

INDICATOR: 8A Transferability of Credits To and From the Institution

MEASURE:

The extent to which the criteria stipulated in the "Policy and Procedures for Transferability of Credits" document are achieved by the institution.

METHOD:

As included in the definition, the on-site visit included an analysis of whether or not courses in the transfer blocks were offered with the intention of being taught. The on-site visit preparation included the identification of all courses the institution actually taught compared to the courses included on all statewide transfer blocks. For courses then identified as not having been taught, validation was required to identify that the course had at least been offered.

Under Part (b), a list of all transfer students was provided for review. For the 74 approved transfer courses, analysis was performed for each fall transfer student from public in-state institutions to determine if the credit earned from the sending institution was accepted by the technical college to which the respective student transferred. This analysis also included the identification of per course credits transferred compared to per course credits earned at the in-state public sending institution.

In addition, this measure tested compliance with all statewide articulation agreements, and ensured, through review of hard copy and web site, the availability of updated transfer guides having been provided by September 1.

Additionally, review of this measure required actual documentation that validated the institution's having sent and received electronic transcript information. To be in compliance, this must have been implemented by January 1, 1999. Additional review of this measure was accommodated through visiting the SPEEDE/ExPRESS homepage for confirmation that the software is registered, that it is operating in live mode rather than test mode, and that live mode is confirmed by reviewing the amount of send/receive activity. Additional items such as catalog review designating the appointment of a chief Transfer Officer were identified in the Statewide Agreement materials provided in the on-site review document.

OBSERVATIONS AND FINDINGS:

8A1a Statewide Transfer Blocks

The college is not in compliance with offering or the intent to offer all courses in the statewide transfer blocks.

A comparison of the institution's course offerings and course schedules for Fall 1998, Spring 1999, and Summer 1999, with the Transfer Blocks indicates that Spartanburg Technical College is teaching or offering with the intent to teach all courses in three of the transfer blocks. (1) Arts.

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Humanities, and Social Sciences. (2) General Education and Business Foundations. (3) Early Childhood, Elementary, and Special Education.

Spartanburg Technical College is not offering with the intent to teach all courses in the following two blocks.

Engineering Majors

PHY 221 University Physics I

PHY 222 University Physics II

Sciences and Mathematics Majors

PHY 221 University Physics I

PHY 222 University Physics II

FRE 102 Elementary French II

Recommendation: That Spartanburg Technical College should teach or offer with the intent to teach, at least once per academic year, all courses contained in the statewide transfer blocks.

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8A1b Elimination of Challenges of Coursework

Eighty seven student records were reviewed to determine if students were awarded transfer credit for general education courses that are included on the Statewide Articulation Agreement of 74 courses. Twenty six of the files did not include transcripts of students' previous work. Other findings include:

1. Twenty files included transcripts which were not evaluated with possible credits ranging from 3 to 33.
2. One record indicates credits are provided on the transcript without supporting documentation of a transcript with previous college work.
3. In some instances, credits transferred from other colleges are entered on the Spartanburg Technical College's transcript as zzz elective or course substitutions.

Interviews were held with the Registrar at the college to determine the process of how the list of 74 courses is used to provide credit for students transferring to Spartanburg Technical College. The Registrar noted that if students check a box on the application that states "will not request transfer credit," the students' transcripts are not evaluated.

Recommendation: That the college should review its process for evaluating transcripts from sending institutions and consistently provide transfer credit for all courses on the Statewide Articulation Agreement of 74 courses .

8A3a Comply with the statewide articulation agreement.

The college is not in compliance with the Statewide Articulation Agreement entitled "Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Insitutions in South Carolina."

Review of the college's catalog indicates that a section entitled "Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Insitutions in South Carolina Mandated by ACT 137 of 1995" should be titled "Transfer: State Policies and Procedures" does not include items 1-18. The pages include items 1-14 (number 13 is shown two times). Sheila Garrett, Dean of Arts and Sciences Division, is identified as the College's Transfer Officer.

Recommendations: That the college should include a section in its catalog entitled "Transfer: State Policies and Procedures." The section should include the procedures in its entirety (items 1-18).

8A3b Update transfer guides (both hard copy and web site) by September 1 each year.

The college's web site was reviewed and provides a list of articulation agreements with public and private colleges. The URL for Spartanburg Technical College's listing of articulation agreements is spt.tec.sc.us/art_agmt.htm. Randy Faulkner noted that the web site was last updated during March 2000.

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8A3c Use SPEEDE/EXPRESS

The SPEEDE/ExPRESS homepage confirmed that the software is registered for Spartanburg Technical College. Tina Reid provided a demonstration of sending a transcript and copies of four that were received from the University of South Carolina. Send and receive activity reports show that the college is sending and receiving transcripts electronically.

Data Verification Review Process

Spartanburg Technical College

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COLLEGE CONTACTS:

Jo Ellen Cantrell, Vice President for Development
Regina Eaker, Human Resources Manager
Randy Faulkner, Registrar
Pete Gallen, Director of Information Technologies
Henry C. Giles, Jr., Senior Vice President for Business Affairs
Robert Isenhower, Jr., Dean of Transitional Studies
Dr. Dave Pelham, Vice President for Academic Affairs
Rose Pellatt, Administrative Assistant, Development Office
Tina Reid, Manager of Computer Services
Sherrie Vaughn, Dean of Health Sciences

SBTCE STAFF LIAISON:

Debbe Daughtry
Gary Glenn (CHE)
Judy Hrinda
Bob Mellon
Joe Powell
Laney Strickland
Frances Vining
Dr. Frankie Keels Williams



**The
South Carolina
Technical
College
S•Y•S•T•E•M**

**Performance Indicator Data Verification
On-Site Review**

Orangeburg-Calhoun Technical College

June 12-13, 2000

State of South Carolina

**State Board for Technical and Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210**

**Dr. James L. Hudgins
Executive Director**

**Dr. Dianne Brandstadter
Associate Executive Director for Academic Affairs & Technology**

August 1, 2000

Data Verification Review Process

Orangeburg-Calhoun Technical College

June 12 – 13, 2000

INDICATOR: 1A - Expenditure of Funds to Achieve Mission

MEASURE:

The ratio of instruction costs (area selected by the college) to the amount of educational and general costs expressed as a percentage.

Educational and general costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared the college's actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We reviewed the college's chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. In accordance with generally accepted accounting principles, the College reports formally organized and/or budgeted activities that provide computing support to instruction as academic support expenses and reports the remaining costs as institutional support. Effective July 1, 1999, NACUBO Advisory Report 99-3 allows an institution to report information technology costs in other functional classifications if the institution separately budgets and accounts for such costs within those functional classifications. Reporting separately budgeted and expensed information technology costs by budgeted functional classification will reduce academic support expenses and increase instruction expenses.
2. SBTCE Procedure # 7-6-101.1 prescribes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. The College followed a different method, which resulted in a different amount being allocated, and thus changed the total educational and general costs used to calculate indicator 1A.
3. Instruction costs were somewhat understated and educational and general costs were somewhat overstated because the college charged to institutional support the entire \$43,231 net increase in the value of accrued annual leave at year-end. The costs should be distributed to the same function to which the employees' activities and salaries are assigned.
4. The College reported remissions of tuition and fees granted to permanent faculty and staff under Section 59-111-15 of the South Carolina Code of Laws as scholarships. However, remissions of tuition or fees granted because of faculty or staff status should be recorded as staff benefit expenses in the appropriate functional expenditure category.

Data Verification Review Process

Orangeburg-Calhoun Technical College

June 12 – 13, 2000

RECOMMENDATIONS:

1. For finding #1, we recommend that the College consider separately budgeting and accounting for information technology costs in all functional classifications.
2. For finding #2, we recommend that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.
3. For findings #3 and #4, we recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.

Data Verification Review Process

Orangeburg-Calhoun Technical College

June 12 – 13, 2000

INDICATOR: 2E Availability of Faculty to Students Outside of the Classroom

MEASURE:

A two part measure which includes:

- 1) The percent of instructional faculty who receive a mean rating of "satisfied" or above on a standardized scale administered in a prescribed manner on anonymous student evaluations which are submitted for all courses; and
- 2) The percent of students who report satisfaction with the availability of academic advisors outside the classroom as shown by a mean rating of "satisfied" or above on an anonymous evaluation instrument completed at a minimum during the spring term by a representative sample of freshmen, sophomores, juniors, and seniors.

Part 1 – Availability of Faculty

METHOD:

Data verification of 2E1 (Availability of Faculty) during the on-site visit included analysis of the surveys of availability of faculty to students outside the classroom. Analysis included discussion with the individuals who administered the actual paper survey and analysis of the source data. We also evaluated the directions for survey administration, the date the surveys were administered, the inclusion of all course sections in the survey, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Orangeburg-Calhoun Technical College administered the survey during fall 1999 as required. In reviewing the survey process, it was determined that the college's question was consistent with the format prescribed by CHE. Evaluations for ten course sections from a random sample were reviewed in detail. Independent SBTCE HRM analysis indicated 118 faculty to be included in the survey process. Orangeburg-Calhoun from internal reports identified survey results for 89 faculty. O/C Tech staff felt that all faculty were surveyed, and that the detailed surveys were still available and could have been recreated from the scanning software database if necessary. Staff did understand the requirement in future survey compilation to reconcile the results against all teaching faculty.

RECOMMENDATIONS:

1. Ensure reporting analysis and results for all teaching faculty are included in identifying the total number receiving a satisfactory rating or above. Ensure inclusion of distance education faculty in the survey process.

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2. Consider adding a more formal student certification component to ensure compliance with the eight *Guidelines for administration* identified by CHE for this measure, including a process to '...address and deal with the problem of some professors not administering the evaluation instrument.'

Part 2 – Advisor Availability

METHOD:

Data verification of 2E2 (Availability of Advisors) included an analysis of the surveys to students on the availability of advisors. The process included a review of the directions for survey administration, the date surveys were administered, the statistical validity of the survey sample, if utilized, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

Orangeburg-Calhoun Technical College did administer the survey in the spring 2000 term. Surveys were administered utilizing the same instrument and process as the survey on availability of faculty utilizing a similar question on the same survey instrument. By utilizing the same instrument and process, students surveyed on 2E1 who were enrolled in multiple courses were surveyed on the availability of advisors in each of those courses, which produced multiple responses to the advisor question, by the same students. As a result, the survey results were not in compliance with the requirements of 2E2.

RECOMMENDATIONS:

1. In conducting the survey on the availability of academic advisors, utilize the five *Recommendations for Administration of the Evaluation*.¹ This process allows for either of two options: 1) the survey of all students, or 2) a statistically valid survey with a representative sample of freshmen and sophomores. Either process requires the ability to report survey results by class level.
2. Incorporate the literal question and scale in the survey on the Availability of Advisors.

¹*Performance Funding Workbook*, SC Commission on Higher Education, p. 38, March 99.

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INDICATOR: **3A1, Part 1 Class Size and Student/Teacher Ratios**

MEASURE:

The average class size for all lower-division lecture classes and upper-division lecture classes.

METHOD:

A random sample of courses was selected for review for the respective fall term. Detailed data on the selected course sections was reviewed to confirm accuracy of course number, section, contact hours, course credit hours, enrollment, instructor, days of the week course offered, start and end time, and building and room identification. Enrollment by course section was compared to the 100% course and student validation previously conducted by the SBTCE audit team with differences noted between the sample data and the audited enrollment reports. CIP codes were not audited in that they are pre-assigned by the SBTCE Academic Affairs and Technology Division. Additionally, lecture designation for course sections were validated against the course descriptions in the college catalog.

OBSERVATIONS AND FINDINGS:

A random sample of ten course sections was reviewed to compare CHEMIS reported enrollment to the previously audited course enrollment data. Enrollment in OST 165, Section 10 was reported in CHEMIS as 8 students compared to an SBTCE audited ending fall enrollment of 7. The difference was reconciled as a senior citizen adjustment after opening fall data were produced.

One class, SPA 101, Section 10, was reported as a telecast (CLB) on the activity report. It is currently a lecture class. The class was previously telecast and had not been corrected on the activity report.

RECOMMENDATIONS:

Ensure only lecture classes are included in Measure 3A1.

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Orangeburg-Calhoun Technical College

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INDICATOR: 3C Ratio of Full-time Faculty as Compared to Other Full-time Employees

MEASURE:

The total number of all full-time faculty members as a percent of the total number of all full-time employees.

METHOD:

Analysis of the 3C measure included review of a pre-defined sample of at least five faculty and five staff. From this sample, an analysis was made to identify the corresponding EEO coding to insure faculty and staff were assigned the appropriate EEO code.

A second part of the 3C data validation process included a review of position descriptions maintained by the HRM Division of SBTCE and with those on file at the college. Additionally from that same sample, faculty and staff were interviewed briefly to review their respective position description. The overall intent of this portion of the review was to insure that position descriptions were consistent and reflective of current work activities.

OBSERVATIONS AND FINDINGS:

Part I – EEOC

1. All faculty and staff EEO coding were found to be accurately reported on the college's IPEDS Fall Staff Survey.

Part II – Position Descriptions

2. Through faculty and staff interviews, it was determined that position descriptions were consistent and reflective of the duties that were being performed in the Fall of 1999 and that all interviewees functioned in a full-time capacity. There was not a position description on file at State Board for two of the five faculty members selected for review. However, the college was able to provide the planning stage document for one, which included the job duties and an updated position description for the other. There was not a position description on file at State Board for one of the staff members, however, the college had a copy in their records.

RECOMMENDATIONS:

- Orangeburg-Calhoun should ensure that an official position description is on file for all positions (classified and unclassified) which accurately reflects the current job duties and/or responsibilities.

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Orangeburg-Calhoun Technical College

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INDICATOR: **5A - Percentage of Administrative Costs as Compared to Academic Costs**

MEASURE:

The ratio of administrative costs to the amount of academic costs expressed as a percentage.

Academic and Administrative costs include restricted and unrestricted funds for the research sector; unrestricted funds for all other sectors; and exclude funds transfers for all institutions.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. In accordance with generally accepted accounting principles, the College reports formally organized and/or budgeted activities that provide computing support to instruction as academic support expenses and reports the remaining costs as institutional support. Effective July 1, 1999, NACUBO Advisory Report 99-3 allows an institution to report information technology costs in other functional classifications if the institution separately budgets and accounts for such costs within those functional classifications. Reporting separately budgeted and expensed information technology costs by budgeted functional classification probably will reduce institutional support expenses but probably will not change academic costs.
2. SBTCE Procedure # 7-6-101.1 prescribes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. The College followed a different method, which resulted in a different amount being allocated, and thus changed the total administrative costs used to calculate indicator 5A.
3. Academic costs were somewhat understated and administrative costs were somewhat overstated because the college charged to institutional support the entire \$43,231 net increase in the value of accrued annual leave at year-end. The costs should be distributed to the same function to which the employees' activities and salaries are assigned.
4. The College reported remissions of tuition and fees granted to permanent faculty and staff under Section 59-111-15 of the South Carolina Code of Laws as scholarships. Because remissions of tuition or fees granted due to faculty or staff status should be recorded as staff benefit expenditures in the appropriate functional expenditure category, an undetermined but immaterial amount should have been recorded as administrative costs.

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INDICATOR: 5D - Amount of General Overhead Costs

MEASURE:

General overhead cost per FTE student.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts, interviewed the chief financial officer, and reviewed adjusting journal entries.

OBSERVATIONS AND FINDINGS:

1. In accordance with generally accepted accounting principles, the College reports formally organized and/or budgeted activities that provide computing support to instruction as academic support expenses. Effective July 1, 1999, NACUBO Advisory Report 99-3 allows an institution to report information technology costs in other functional classifications if the institution separately budgets and accounts for such costs within those functional classifications. Reporting separately budgeted and expensed information technology costs by budgeted functional classification will probably reduce general overhead expenses per FTE.
2. SBTCE Procedure # 7-6-101.1 prescribes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. The College followed a different method, which resulted in a different amount being allocated, and thus changed the total general overhead costs used to calculate indicator 5D.
3. General overhead costs were somewhat overstated because the college charged to institutional support the entire \$43,231 net increase in the value of accrued annual leave at year-end. The costs should be distributed to the same function to which the employees' activities and salaries are assigned.
4. The College reported remissions of tuition and fees granted to permanent faculty and staff under Section 59-111-15 of the South Carolina Code of Laws as scholarships. Because remissions of tuition or fees granted due to faculty or staff status should be recorded as staff benefit expenditures in the appropriate functional expenditure category, an undetermined but immaterial amount should have been recorded as general overhead costs.
5. The College reported graduation ceremony expenditures totaling \$5,943 as student services expenditures instead of general overhead (institutional support) expenditures. This caused the ratio per FTE to be understated by \$4.

Data Verification Review Process

Orangeburg-Calhoun Technical College

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RECOMMENDATIONS:

1. For finding #1, we recommend that the College consider separately budgeting and accounting for information technology costs by functional classification.
2. For finding #2, we recommend that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.
3. For findings #3, #4, and #5, we recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions. In the absence of guidance from the Governmental Accounting Standards Board or the American Institute of Certified Public Accountants, such institutions should follow the classifications prescribed by the National Association of College and University Business Officers (NACUBO).

Data Verification Review Process

Orangeburg-Calhoun Technical College

June 12 – 13, 2000

INDICATOR: 7D - Scores of Graduates on Post-undergraduate Professional, Graduate, of Employment-related Examinations and Certification Tests

MEASURE:

Percentages of total students taking certification examinations who pass the examination.

METHOD:

Review of licensure data included the identification of how the licensure pass rate data were collected and a review of the source documents. Reported licensure data was reviewed for a three-year period, and annual reporting was evaluated to confirm the reporting year of April 1 to March 31. Reports were reviewed to determine if student specific or summary data were provided. Additionally, we reviewed the college program matrix and programs qualified for licensure and certification exams via Act 255 reporting criteria to ensure consistency.

OBSERVATIONS AND FINDINGS:

Licensure tests were reviewed to ensure that they had been assigned to the correct performance funding year of April 1, 1998 to March 30, 1999. Performance Indicator reporting had been based on dates for the 'graduating class' rather than the test dates. As a result, LPN counted second time pass in results due to effect of reconciling graduating class.

Definition on the appropriate licensure and certification universe has been evolving, and as currently drafted, excludes non-degree/diploma programs. For Year 4 reporting, O/C Tech did include Nurse Aid, a certificate program, in the test results, which would be, excluded in future reporting. By exclusion and adjustment, overall Year 4 results would have been 83 of 98 pass for an 89.2% rather than the reported 100 of 108 for 92.6%. In reviewing the supporting documentation, by-name rosters were included when the testing company had provided them.

RECOMMENDATIONS:

1. Base calculations on the testing timeframe of April 1 to March 31.

Suggestion:

- ☐ Maintain detailed licensure data at a central campus location to use as a basis for responding to Measure 7D.
- ☐ Continue to request 'by name' rosters from licensure agencies. Realizing that in some programs non-graduates may take licensure exams, perform a reconciliation of graduates to licensure test takers. (*For performance funding analysis, licensure results are based on program graduates only*).

Data Verification Review Process

Orangeburg-Calhoun Technical College

June 12 – 13, 2000

INDICATOR: 8A Transferability of Credits To and From the Institution

MEASURE:

The extent to which the criteria stipulated in the "Policy and Procedures for Transferability of Credits" document are achieved by the institution.

METHOD:

As included in the definition, the on-site visit included an analysis of whether or not courses in the transfer blocks were offered with the intention of being taught. The on-site visit preparation included the identification of all courses the institution actually taught compared to the courses included on all statewide transfer blocks. For courses then identified as not having been taught, validation was required to identify that the course had at least been offered.

Under Part (b), a list of all transfer students was provided for review. For the 74 approved transfer courses, analysis was performed for each fall transfer student from public in-state institutions to determine if the credit earned from the sending institution was accepted by the technical college to which the respective student transferred. This analysis also included the identification of per course credits transferred compared to per course credits earned at the in-state public sending institution.

In addition, this measure tested compliance with all statewide articulation agreements, and ensured, through review of hard copy and web site, the availability of updated transfer guides having been provided by September 1.

Additionally, review of this measure required actual documentation that validated the institution's having sent and received electronic transcript information. To be in compliance, this must have been implemented by January 1, 1999. Additional review of this measure was accommodated through visiting the SPEEDE/ExPRESS homepage for confirmation that the software is registered, that it is operating in live mode rather than test mode, and that live mode is confirmed by reviewing the amount of send/receive activity. Additional items such as catalog review designating the appointment of a chief Transfer Officer were identified in the Statewide Agreement materials provided in the on-site review document.

OBSERVATIONS AND FINDINGS:

8A1a Statewide Transfer Blocks

The college is in compliance with offering or the intent to offer all courses in the Statewide Transfer Blocks.

A comparison of the institution's course offerings and course schedules for Fall 1998, Spring 1999, and Summer 1999, with the Transfer Blocks indicates that Orangeburg-Calhoun Technical College is teaching or offering with the intent to teach all courses in all of the Transfer Blocks.

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Orangeburg-Calhoun Technical College

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5. The College reported graduation ceremony expenditures totaling \$5,943 as student services expenses instead of institutional support expenses. This caused the ratio to be understated by .1%.

RECOMMENDATIONS:

1. For finding #1, we recommend that the College consider separately budgeting and accounting for information technology costs by functional classification.
2. For finding #2, we recommend that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.
3. For findings #3, #4, and #5, we recommend that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions. In the absence of guidance from the Governmental Accounting Standards Board or the American Institute of Certified Public Accountants, such institutions should follow the classifications prescribed by the National Association of College and University Business Officers (NACUBO).

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8A1b Elimination of Challenges of Coursework

There were 162 students identified as transfers from sending institutions to Orangeburg-Calhoun Technical College. Fifty student records were reviewed to determine if students were awarded transfer credit for general education courses that are included on the Statewide Articulation Agreement of 74 courses. Findings include the following:

1. Developmental course credits were recorded on transcripts as being accepted from other institutions. College staff indicated that the notation of developmental credits is used to assist advisors as documentation that students have completed developmental course work.
2. Some courses that are included in the Statewide Articulation Agreement of 74 courses and SBTCE's Statewide Catalog of Approved Courses that were transferred from other technical colleges were shown on the transcripts at Orangeburg-Calhoun Technical College with different prefixes, i.e., Humanities courses were recorded with an HEC prefix.

Recommendations:

1. The college should not include developmental credits as transfer credits on transcripts. The college should develop a process to assist advisors in documenting the completion of developmental course work of transfer students in instances where the work was completed at the sending institution.
2. The college should consistently identify courses when they are included in the Statewide Articulation Agreement of 74 courses and SBTCE's Catalog of Approved Courses.

8A3a Comply with the statewide articulation agreement.

The college is not in compliance with the Statewide Articulation Agreement entitled "Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina."

A review of the college's catalog for 2000-2001 indicates the following:

1. The Section titled "Background" is omitted; Section titled "Statewide Articulation of 74 courses" is omitted..
2. Reference is made to 72 courses instead of 74 courses.
3. Rewording/paraphrasing is throughout the document.
4. Items 15-18 are omitted.
5. The Chief Transfer Officers at the college are identified as the Vice President for Academic Affairs and the Arts and Science Division Chairperson.

Mrs. Gerry Shuler noted that the college's 2001-2002 catalog would be corrected to include all of the required information.

Data Verification Review Process

Orangeburg-Calhoun Technical College

June 12 – 13, 2000

Recommendation:

1. The college should include a section in its catalog entitled "Transfer: State Policies and Procedures." The section should include the procedures in its entirety (items 1-18).

8A3b *Update transfer guides (both hard copy and web site) by September 1 each year.*

The college's web site was reviewed and provides a list of articulation agreements with public and private colleges. The URL for Orangeburg-Calhoun Technical College's listing of articulation agreements is <http://www.octech.org/UniversityTransfer/ArticulationAgreements.html>. Mike Hammond shared with the group that the last update was April 12, 2000.

8A3c Use SPEEDE/EXPRESS

The SPEEDE/ExPRESS homepage confirmed that the software is registered for Orangeburg-Calhoun Technical College and is in the TEST mode. The college provided documentation in attempting to show the college in PRODUCTION mode. Stacey Cook provided a demonstration of sending a transcript and copies of transcripts that were received from other institutions. The printer for printing copies of transcripts produced via SPEEDE was located in another area of the room. The college shared issues relating to problems with installing the software compliant version and Windows 98.

Suggestion:

1. The college should send a follow-up request to place the college in PRODUCTION mode.
2. The college should provide a printer for SPEEDE documents in a more secure location.

Data Verification Review Process

Orangeburg-Calhoun Technical College

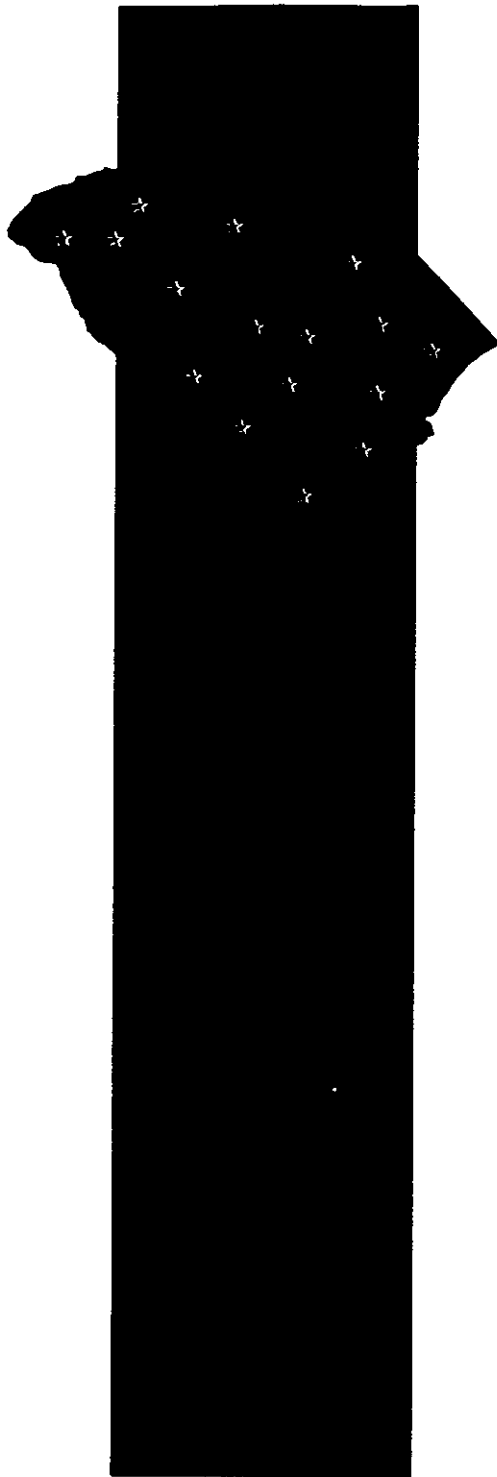
June 12 – 13, 2000

COLLEGE CONTACTS:

Ms. Stacey Cook, Records and Admissions
Dr. Anne Crooke, Vice President for Academic Affairs
Mrs. Bobbie Felder, Dean of Student Services Officer
Ms. Rettta C. Guthrie, CPA, Vice President for Business Affairs
Mr. Mike Hammond, Arts and Sciences
Ms. Mary McCarter, Administrative Specialist, Records and Admissions
Mrs. Gerry Shuler, Director of Academic Support and Institutional Effectiveness

SBTCE STAFF LIAISON:

Gary Glenn (CHE)
Dr. Dianne Brandstadter
Debbe Daughtry
Judy Hrinda, CPA
Bob Mellon
Joe Powell
Laney Strickland
Frances Vining
Frankie Keels Williams



**The
South Carolina
Technical
College
S•Y•S•T•E•M**

**Performance Indicator Data Verification
On-Site Review Report**

York Technical College

April 18 & 19, 2000

State of South Carolina

State Board for Technical and Comprehensive Education

111 Executive Center Drive

Columbia, South Carolina 29210

Dr. James L. Hudgins
Executive Director

Dr. Dianne Brandstadter
Associate Executive Director for Academic Affairs & Technology

June 8, 2000

Data Verification Review Process

York Technical College

April 18 – 19, 2000

INDICATOR: 1A - Expenditure of Funds to Achieve Mission

MEASURE:

The ratio of instruction costs (area selected by the college) to the amount of educational and general costs expressed as a percentage.

Educational and general costs include restricted and unrestricted funds for the research sector, unrestricted funds for all other sectors, and exclude funds transfers for all institutions.

METHOD:

In the review process a comparison was made between the college's actual expenditure classifications and those required by generally accepted accounting principles for public institutions of higher learning. The team reviewed the college's chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. In accordance with generally accepted accounting principles, the College reports formally organized and/or budgeted activities that provide computing support to instruction as academic support expenses. Effective July 1, 1999, NACUBO Advisory Report 99-3 allows an institution to report information technology costs in other functional classifications if the institution separately budgets and accounts for such costs within those functional classifications. Reporting separately budgeted and expensed information technology costs by budgeted functional classification will reduce academic support expenses and increase instruction expenses.
2. SBTCE Procedure # 7-6-101.1 prescribes the method to be used to allocate indirect costs to auxiliary enterprises, such as the College's bookstore. The College followed a different method, which resulted in a different amount being allocated, and thus changed the total educational and general costs used to calculate indicator 1A.
3. Educational and general costs were somewhat overstated because the college charged to institutional support the entire \$18,727 net increase in the value of staff's accrued annual leave at year-end. (The net change in the value of the faculty's accrued annual leave was correctly reported as instruction expenses.) Educational and general expenses were overstated by the net change in the value of the accrued annual leave for employees of the auxiliary enterprises. The net change should have been distributed to the auxiliary enterprises to which the employees' activities and salaries are assigned.

Data Verification Review Process

York Technical College

April 18 – 19, 2000

RECOMMENDATIONS:

1. It is recommended that the College consider separately budgeting and accounting for information technology costs by functional classification.
2. It is recommended that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.
3. It is recommended that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.

Data Verification Review Process

York Technical College

April 18 – 19, 2000

INDICATOR: 2E Availability of Faculty to Students Outside of the Classroom

MEASURE:

A two part measure which includes:

- 1) The percent of instructional faculty who receive a mean rating of "satisfied" or above on a standardized scale administered in a prescribed manner on anonymous student evaluations which are submitted for all courses; and
- 2) The percent of students who report satisfaction with the availability of academic advisors outside the classroom as shown by a mean rating of "satisfied" or above on an anonymous evaluation instrument completed at a minimum during the spring term by a representative sample of freshmen, sophomores, juniors, and seniors.

Part 1 – Availability of Faculty

METHOD:

Data verification of 2E1 (Availability of Faculty) during the on-site visit included analysis of the surveys of availability of faculty to students outside the classroom. Analysis included discussion with the individuals who administered the actual paper survey and analysis of the source data. We also evaluated the directions for survey administration, the date the surveys were administered, the inclusion of all course sections in the survey, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

York Technical College administered the survey during fall 1999 as required. In reviewing the survey process, it was determined that the college's question was consistent with the format prescribed by CHE; however the scale was not consistent in that it included a 'NA' response category. The survey was administered during class time, with standardized instructions. The survey was student controlled and completed anonymously; however no specific procedures were in place for students delivering the responses to certify the anonymity. Although the college monitored response rates, no formal process was identified referencing college action for faculty not complying with the survey process.

Evaluations for ten course sections from a random sample were then reviewed in detail. From that sample and further review, it was noted that ten faculty were excluded from the process. These exclusions were for dental faculty with oversight responsibility but for whom no availability outside the classroom had been intended and were excluded by documentation as valid survey exemptions.

For fall 1999, the college reported satisfactory for 168 of 190 faculty for an 88.4% 'satisfied or above' rating. The student response rate for all sections was 57.6%.

Data Verification Review Process

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RECOMMENDATIONS:

1. In calculating the 'satisfied or above' rating for this indicator, exclude the NA responses. In future surveys exclude the NA option for this question.
2. Add a student certification component to ensure compliance with the relevant portions of the 'guidelines for administration' identified by CHE for this measure, as well as a process to '...address and deal with the problem of some professors not administering the evaluation instrument.'
3. Include in contract with dentists language that excludes them from responsibility to be available to students outside the classroom.

Part 2 – Advisor Availability

METHOD:

Data verification of 2E2 (Availability of Advisors) included an analysis of the surveys to students on the availability of advisors. The process included a review of the directions for survey administration, the date surveys were administered, the statistical validity of the survey sample, if utilized, and the literal wording of the survey question. A sample of responses was tabulated for numerical consistency.

OBSERVATIONS AND FINDINGS:

York Technical College did administer the survey in the spring 1999 term. Surveys were administered on a valid sample basis with 241 student responses from a sample of 462 students for a 52% response rate. In the survey process 207 or 86% of the students indicated satisfaction with the availability of advisors. Faculty collected the student survey responses, which may have potentially compromised the anonymity requirement for those faculty who also may have been advisors. Additionally the questionnaire included the option of a 'NA' response for the student, which was not consistent with the scale required by CHE. In determining 'class level,' the college asked students the number of semesters they had been enrolled which may be less than definitive in determining class level.

RECOMMENDATIONS:

1. In calculating the 'satisfied or above' rating for this indicator, exclude the NA responses. In future surveys exclude the NA option for this question.
2. Consider a larger sample or oversampling to provide appropriate number of responses to the survey instrument.

Data Verification Review Process

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3. Ensure student anonymity by having students rather than instructors collect and deliver the survey responses.
4. Define 'class level' more specifically in the survey to allow analysis of response data for "freshmen" as well as "sophomore" students.

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York Technical College

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INDICATOR: 3A1, Part 1 Class Size and Student/Teacher Ratios

MEASURE:

The average class size for both lower-division lecture classes and upper-division lecture classes.

METHOD:

A random sample of courses was selected for review for the respective fall term. Detailed data on the selected course sections was reviewed to confirm accuracy of course number, section, contact hours, course credit hours, enrollment, instructor, days of the week course offered, start and end time, and building and room identification. Enrollment by course section was compared to the 100% course and student validation previously conducted by the SBTCE audit team with differences noted between the sample data and the audited enrollment reports. CIP codes were not audited in that they are pre-assigned by the SBTCE Academic Affairs and Technology Division. Additionally, lecture designation for course sections was validated against the course description in the college catalog.

OBSERVATIONS AND FINDINGS:

Sample CHEMIS data matched with data on the State Board for Technical and Comprehensive Education's Validated Enrollment report in all courses selected but one, CWE 114 40. Enrollment reported to CHE did not include one student who enrolled in the course. The college initially failed to include this when the student's other courses were entered. The college corrected the omission after the CHEMIS freeze date for reporting data.

For all courses in our sample of lecture classes the method of instruction agreed to the description in the college catalog.

RECOMMENDATIONS:

Monitor records process to ensure all valid enrollment data are provided to SBTCE and CHE.

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York Technical College

April 18 – 19, 2000

INDICATOR: 3C Ratio of Full-time Faculty as Compared to Other Full-time Employees

MEASURE:

The total number of all full-time faculty members as a percent of the total number of all full-time employees.

METHOD:

Analysis of the 3C measure included review of a pre-defined random sample of five faculty and five staff. From this sample, an analysis was made to identify the corresponding EEO coding to insure faculty and staff were assigned the appropriate EEO code.

A second part of the 3C data validation process included a review of position descriptions maintained by the HRM Division of SBTCE and those on file at the college. Additionally from that same sample, faculty and staff were interviewed briefly to review their respective position description. The overall intent of this portion of the review was to insure that position descriptions were consistent and reflective of current work activities.

OBSERVATIONS AND FINDINGS:

Faculty and staff EEO coding were found to be accurately reported on the college's 1999 IPEDS Fall Staff Survey.

Through staff interviews, it was determined that position descriptions accurately depicted the appropriate classification and were consistent and reflective of the duties that were being performed in the fall of 1999. All staff interviewees functioned in a full-time capacity.

Through faculty interviews, it was determined that position descriptions for four of the five accurately depicted the appropriate classification and were consistent and reflective of the duties that were being performed in the Fall of 1999. One of the faculty members selected for review did not function in the role of a full-time instructor. The position functioned as the Institutional Effectiveness Coordinator for the College and had very limited responsibility for teaching, advising, curriculum development, or instructional management. All faculty interviewees functioned in a full-time capacity.

There were no position descriptions on file at the System Office for one of the staff positions interviewed or four of the faculty positions. However, the college provided generic position descriptions for three of the faculty positions and updated position descriptions for the staff position and the faculty position in question.

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RECOMMENDATIONS:

1. The college should ensure that an official position description is on file for all positions (classified and unclassified), which accurately reflects the current class, duties and/or responsibilities.
2. The faculty (Instructor) position, which currently functions as the Institutional Effectiveness Coordinator, should be reclassified to a more appropriate classification given the nature of the job duties.

Data Verification Review Process

York Technical College

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INDICATOR: **5A - Percentage of Administrative Costs as Compared to Academic Costs**

MEASURE:

The ratio of administrative costs to the amount of academic costs expressed as a percentage.

Academic and Administrative costs include restricted and unrestricted funds for the research sector, unrestricted funds for all other sectors, and exclude funds transfers for all institutions.

METHOD:

We compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. We also reviewed the chart of accounts and audited financial statements, interviewed the chief financial officer, and reviewed selected journal entries and support documentation.

OBSERVATIONS AND FINDINGS:

1. Institutional support (administrative) costs were somewhat overstated because the college charged to institutional support the entire \$18,727 net increase in the value of staff's accrued annual leave at year-end. (The net change in the value of the faculty's accrued annual leave was correctly reported as instruction expenses.) The cost of accrued annual leave should be distributed to the same function to which the employee's activities and salary are assigned.
 2. The college incorrectly reported remissions and exemptions totaling \$62,535 as institutional support (administrative) expenses instead of scholarships (academic) expenses. As a result, administrative expenses were overstated and academic expenses were understated.
 3. Institutional support (administrative) costs were overstated because the College recorded as revenue the reimbursement it received from the York Technical College Foundation, Inc., a separate entity, for the salary of a College employee who provided services to the Foundation.
 4. The College understated institutional support (administrative) costs by reporting shipping and receiving and inventory control costs as operation and maintenance of plant expenses.
 5. As described in finding number two for indicator 1A, the College's method for allocating indirect costs to auxiliary enterprises resulted in a different amount being allocated than that prescribed by SBTCE Procedure # 7-6-101.1. The College overstated administrative costs because it did not allocate any indirect costs of the auxiliary enterprises to reduce its administrative costs. Thus, the administrative costs are overstated by an undetermined amount, but the effect on the institutional support (administrative) costs used to calculate indicator 5A is not material.
-

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RECOMMENDATIONS:

1. For findings #1 through #4 it is recommended that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.
2. For finding #5 it is recommended that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

Data Verification Review Process

York Technical College

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INDICATOR: 5D - Amount of General Overhead Costs

MEASURE:

General overhead cost per FTE student.

METHOD:

Compared actual expenditure classifications with those required by generally accepted accounting principles for public institutions of higher learning. Reviewed the chart of accounts, interviewed the chief financial officer, and reviewed adjusting journal entries.

OBSERVATIONS AND FINDINGS:

1. Institutional support (general overhead) costs are somewhat overstated because the college charged to institutional support the entire \$18,727 net increase in the value of staff's accrued annual leave at year-end. (The change in the value of the faculty's accrued annual leave was correctly reported as instruction expenses.) The cost of accrued annual leave should be distributed to the same function to which the employee's activities and salary are assigned.
2. The college incorrectly reported remissions and exemptions totaling \$62,535 as institutional support (general overhead) expenses instead of scholarships. As a result, general overhead expenses and the cost per FTE were overstated.
3. Institutional support (general overhead) costs and the cost per FTE were overstated because the College recorded as revenue the reimbursement it received from the York Technical College Foundation, Inc., a separate entity, for services it provided to the Foundation.
4. The College understated institutional support (general overhead) by reporting shipping and receiving and inventory control costs as operation and maintenance of plant.
5. As described in finding number two for indicator 1A, the College's method for allocating indirect costs to auxiliary enterprises resulted in a different amount being allocated than that prescribed by SBTCE Procedure # 7-6-101.1. The College overstated general overhead costs because it did not allocate any indirect costs of the auxiliary enterprises to reduce its institutional support costs. Thus, the general overhead cost per FTE was overstated by an undetermined amount, but the effect on the calculation of indicator 5D is not material.

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York Technical College

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RECOMMENDATIONS:

1. For findings #1 through #4 it is recommended that the College report all costs in accordance with generally accepted accounting principles applicable to public not-for-profit higher education institutions.
2. For finding #5 it is recommended that the College allocate indirect costs to auxiliary enterprises in accordance with SBTCE Procedure 7-6-101.1.

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York Technical College

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INDICATOR: 7D - Scores of Graduates on Post-undergraduate Professional, Graduate, of Employment-related Examinations and Certification Tests

MEASURE:

Percentages of total students taking certification examinations whom pass the examination.

METHOD:

Review of licensure data included the identification of how the licensure pass rate data were collected and a review of the source documents. Reported licensure data was reviewed for a three-year period, and annual reporting was evaluated to confirm the reporting year of April 1 to March 31. Reports were reviewed to determine if student specific or summary data were provided. Additionally, we reviewed the college program matrix and programs qualified for licensure and certification exams via Act 255 reporting criteria to ensure consistency.

OBSERVATIONS AND FINDINGS:

Licensure tests were reviewed to ensure that they had been assigned to the correct performance funding year of April 1, 1998 to March 30, 1999. In reviewing the supporting documentation, by-name rosters were included when they had been provided by the testing company. Some tests were not included in the reported performance data for licensure (Southern Regional Testing – Dental Hygiene, National Board for Dental Hygiene, Surgical Technology National Certification, and Medical Assisting). With a pass rate of 91% for the non-reported tests, the overall pass rate would have been 95.2% rather than 96.7% for performance funding.

RECOMMENDATIONS:

1. Include CHE mandated licensure examinations in reporting performance funding for Measure 7D.
2. Request 'by name' rosters from licensure agencies. Realizing that in some programs non-graduates may take licensure exams, perform a reconciliation of graduates to licensure test takers. (*For performance funding analysis, licensure results are based on program graduates only*).

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York Technical College

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INDICATOR: **8A Transferability of Credits To and From the Institution**

MEASURE:

The extent to which the criteria stipulated in the "Policy and Procedures for Transferability of Credits" document are achieved by the institution.

METHOD:

As included in the definition, the on-site visit included an analysis of whether or not courses in the transfer blocks were offered with the intention of being taught. The on-site visit preparation included the identification of all courses the institution actually taught compared to the courses included on all statewide transfer blocks. For courses then identified as not having been taught, validation was required to identify that the course had at least been offered.

Under Part (b), a list of all transfer students was provided for review. For the 74 approved transfer courses, analysis was performed for each fall transfer student from public in-state institutions to determine if the credit earned from the sending institution was accepted by the technical college to which the respective student transferred. This analysis also included the identification of per course credits transferred compared to per course credits earned at the in-state public sending institution.

In addition, this measure tested compliance with all statewide articulation agreements, and ensured, through review of hard copy and web site, the availability of updated transfer guides having been provided by September 1.

Additionally, review of this measure required actual documentation that validated the institution's having sent and received electronic transcript information. To be in compliance, this must have been implemented by January 1, 1999. Additional review of this measure was accommodated through visiting the SPEEDE/ExPRESS homepage for confirmation that the software is registered, that it is operating in live mode rather than test mode, and that live mode is confirmed by reviewing the amount of send/receive activity. Additional items such as catalog review designating the appointment of a chief Transfer Officer were identified in the Statewide Agreement materials provided in the on-site review document.

OBSERVATIONS AND FINDINGS:

8A1a Statewide Transfer Blocks

The college is in compliance with offering or the intent to offer all courses in the statewide transfer blocks.

A comparison of the institution's course offerings and course schedules for Fall 1998, Spring 1999, and Summer 1999, with the Transfer Blocks indicates that York Technical College is teaching or offering with the intent to teach all courses in all of the transfer blocks: (1) Arts,

Data Verification Review Process

York Technical College

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Humanities, and Social Sciences, (2) General Education and Business Foundations, (3) Early Childhood, Elementary, and Special Education, (4) Engineering, and (5) Science and Math.

8A1b Elimination of Challenges of Coursework

Interviews were held with Sherry Glenn and Edie Dobbins to determine the process of how the list of 74 courses on the Statewide Articulation Agreement is used to provide credit for students transferring to York Technical College. Transcripts are reviewed at the college in terms of the list of 74 courses on the Statewide Articulation Agreement as well as any other courses in the Technical Colleges Statewide Catalog of Approved Courses. Transfer credits are recorded on a Model Curriculum Checklist. The Model Curriculum Checklist provides detail listings of all courses that are eligible to meet program model curriculum requirements along with any acceptable transfer courses. Only the courses that are required for the student's specific major are entered on the official transcript. No additional fees are charged for providing transfer credits.

Five student records from Fall 1998 transfers and four records from Fall 1999 transfers were reviewed to determine if students were awarded transfer credit for general education courses that are included on the Statewide Articulation Agreement of 74 courses. Three of the files did not include any transcripts of students' previous work. Documentation indicated that notifications were sent to the students reminding them to provide official transcripts of their previous work. Three of the student records included transcripts that were not evaluated because of the college's practice not to evaluate any transcripts unless students have provided transcripts of all previous work. Official transcripts in these students' files included courses from the Statewide Articulation agreement of 74 courses.

Commendation: The college is commended for its use of the Model Curriculum Checklist.

Recommendation: That the college should review its process for evaluating transcripts from sending institutions in terms of providing transfer credit for courses on the Statewide Articulation Agreement of 74 courses whenever students have provided copies of official transcripts.

8A3a Comply with the statewide articulation agreement.

The college is in compliance with the Statewide Articulation Agreement entitled "Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina."

Review of the college's catalog indicates that a section entitled "Transfer: State Policies and Procedures" includes in its entirety (items 1-18) the "Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina Mandated by ACT 137 of 1995. Dr. Edie Dobbins, Executive Vice President for Academic and Student Affairs is identified as the College's Transfer Officer.

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8A3b Update transfer guides (both hard copy and web site) by September 1 each year.

The college's web site was reviewed and provides a list of articulation agreements with public and private colleges. The URL for York Technical College's listing of articulation agreements is yorktech.com/departments/college_transfer/transfer_guide.html. Dr. Dobbins noted that the web site was last updated during March 2000.

8A3c Use SPEEDE/EXPRESS

The SPEEDE/ExPRESS homepage confirmed that the software is registered in the production mode for York Technical College. Vicki Brecht and Margaret Massey provided a demonstration of retrieving and preparing a transcript for outbound. Send and receive activity reports and the transaction log show that the college is sending and receiving transcripts electronically.

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York Technical College

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COLLEGE CONTACTS:

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Vicki Brecht, Student Services
Jo Anne Burt, Institutional Effectiveness
Dr. Edie Dobbins, Chief Instructional Officer
Linda Elliott, Accounting Manager
Sherry Glenn, Chief Student Services Officer
Dr. Dennis A. Gribenas, Chief Business Officer
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Carolyn Stewart

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