

Agenda Item 3.05C, Planning and Assessment Committee Recommendations for CHE Consideration Performance Year 2001-02 Ratings to Impact FY 2002-03 Allocation: Ratings by Sector By Institution

Research Institutions

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

Four-Year Colleges and Universities Sector

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

Two-Year Institutions - Branches of the University of SC

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

State Technical and Comprehensive Education System

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



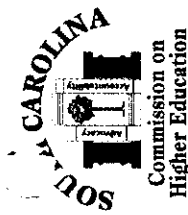
Performance Year 2001-02 Ratings to Impact FY 2002-03 Allocation

"Research Institutions" Sector

Clemson University

University of South Carolina Columbia

Medical University of South Carolina



Clemson University

Sector: Research Institutions

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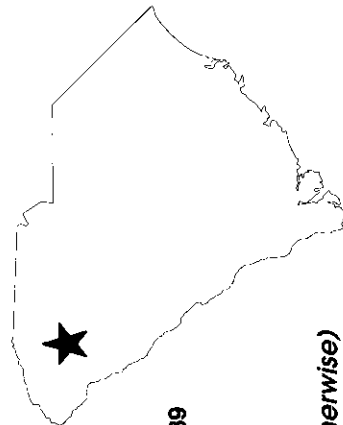
Founded in 1889

**2001-02 Performance Year Score
 Exceeds Standards**

89%

2.66 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	17,101	1,060
	Headcount	82% of headcount Undergraduate	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian.
	includes full & part-time students	67% of headcount from SC at entry	See note below. (IPEDS Fall Staff Survey)
		10% of headcount Minority	
Degrees Awarded	Full-Time	14,915 (87% of headcount)	Tuition
FY 2000-01	- Associates		\$5,090 In-State, Full-Time Student
	- 2,726 Bachelor's		\$11,284 Out-of-State, Full-Time Student
	- Post Bachelor's Cert.		(Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; FT in-state rebated \$600 fall term)
	930 Master's		Financial
	- Post Master's Cert.		\$394.1 Total Revenue, excluding auxiliary and Transfers, excluding auxiliary (IPEDS Finance Survey)
	- First Professional		Dollars In Millions
	5 Specialist		FY 2000-01
	110 Doctoral		

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on	14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	8 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	4 Indicators
Achieved Compliance (or received scores of "Complied") on	1 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Clemson University

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> 0.5 to # shown	Subpart	Indicator

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2002		93%	96%	98%	95% - 99% or if <95% all but 1		N/A		2.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.								3.00

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

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

2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				84.0%	75% to 84%	3% of prior 3-yr avg	historical data unavailable		2.00
2D	Compensation of Faculty:										2.83
	Assistant Professor Average	Fall 2001	\$43,237	\$47,958	\$50,143	\$52,589	\$42,773 to \$50,740	For each part, 3% of prior year	\$51,647	3.00	
	Associate Professor Average	Fall 2001	\$53,434	\$56,850	\$58,968	\$61,793	\$50,643 to \$60,075		\$60,737	3.00	
	Professor Average	Fall 2001	\$70,472	\$74,694	\$77,073	\$80,353	\$69,559 to \$82,514		\$79,385	2.50	

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

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

Report for: **Clemson University**

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs

as of Apr 2002 92% 100% 100% 100% 90%-99% or if <90%, all but 1 N/A 3.00

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community, and Cooperation and Collaboration With Private Industry

Report submitted Oct 2001

See Score at right. Varies by Sector. Research institutions this year assessed on development of an integrated faculty database. Contact CHE for details.

3.00

Critical Success Factor 4, Scored Indicator Notes: New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for the next five years on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs

FY 2000-01 9.9% 8.9% 7.3% 5.9% 9.0% to 11.0% 3% of prior 3-yr avg 8.4% 3.00

Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For research sector institutions, restricted and unrestricted funds are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body

Fall 2001 98.2% 98.3% 98.7% 98.4% 75.0% to 89.9% 5% of prior 3-yr avg 103.3% 3.00

Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. New this year, a comparable measure of 6A&B for MUSC related to graduate students has been defined.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)

1995 cohort 72.4% 71.8% 71.5% 68.9% 64.0% to 67.0% 3% of prior 3-yr avg 74.1% 3.00

7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests

Apr 1, 2000 - Mar 31, 2001 91.0% 90.6% 91.2% 85.3% 75.0% to 89.0% 3% of prior 3-yr avg 93.7% 2.00

Report for: Clemson University

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe		Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown		Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		"3" if ># shown		> or = to # shown		Subpart	Indicator

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. New this year, a comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1.75

		Fall 2001				12.2%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	12.3%	1.00
		Fall 00 to 01	11.7%	11.9%	11.5%							
1	% of the undergraduate SC citizens enrolled who are minority (headcount)											
2	annual retention rate of SC degree-seeking undergrads who are minority			88.4%	86.7%	92.4%	78.0%	to	87.0%		91.9%	3.00
3	% graduate students who are minority (headcount)		6.4%	6.6%	7.4%	7.2%	10.0%	to	13.0%		7.1%	1.50
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)		8.6%	8.9%	8.9%	9.6%	10.0%	to	13.0%		9.1%	1.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	151.3%	101.3%	145.6%	132.5%	80.0%	to	119.0%	N/A		3.00
9B	Amount of Public and Private Sector Grants	FY 01 / FYs 98,99,00 Avg	108.2%	108.6%	113.3%	123.3%	104.0%	to	110.0%	N/A		3.00

Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. New this year, a comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (preK-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 8 scored indicators.

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

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

Achieved Compliance on 1 indicator.

Subtotal : 34.58
of indicators averaged 13

Average: 2.66
Average / 3.00 Max: 89%
Category is: "Exceeds"



University of South Carolina Columbia

Sector: Research Institutions

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Founded in 1801

**2001-02 Performance Year Score
Exceeds Standards**

94%

2.82 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Headcount includes full & part-time students	23,000 67% of headcount Undergraduate 76% of headcount from SC at entry 20% of headcount Minority	Full-Time Faculty (*)	1,414 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Degrees Awarded FY 2000-01	14 Associates 3,181 Bachelor's 38 Post Bachelor's Cert. 1,881 Master's - Post Master's Cert. 344 First Professional 50 Specialist 235 Doctoral		Tuition Academic Year 2001-02	\$4,064 In-State, Full-Time Student \$11,004 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excludes medicine & law)
				Financial Dollars In Millions FY 2000-01	\$470.4 Total Revenue, excluding auxiliary \$463.7 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
Exceeded Standards (or received scores of 3) on 10 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 3 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators
Achieved Compliance (or received scores of "Complied") on 1 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

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Report for: University of South Carolina Columbia

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> 0.5 to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002		100%	96%	100%	95% - 99% or if <95% all but 1			N/A		3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				88.8%	75% to 84%	3% of prior 3-yr avg	historical data unavailable			3.00
2D Compensation of Faculty:											3.00
Assistant Professor Average	Fall 2001	\$45,568	\$48,754	\$54,447	\$55,084	\$44,718 to \$53,047	For each part, 3% of prior year	\$56,080		3.00	
Associate Professor Average	Fall 2001	\$55,432	\$58,516	\$64,030	\$65,843	\$52,038 to \$61,730		\$65,951		3.00	
Professor Average	Fall 2001	\$75,300	\$79,506	\$88,215	\$90,218	\$71,798 to \$85,171		\$90,861		3.00	

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

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

Report for: University of South Carolina Columbia

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe			Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year						Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	95%	100%	100%	100%		90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, 3E, Institutional Emphasis on Quality Teacher Education and Reform, is measured through 3D, Accreditation of Programs, which includes NCATE accreditation and 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, which includes teacher certification examinations.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	Report submitted Oct 2001	See Score at right. Varies by Sector. Research institutions this year assessed on development of an integrated faculty database. Contact CHE for details.											3.00
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Critical Success Factor 4, Scored Indicator Notes: New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for the next five years on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	9.4%	9.3%	7.6%	7.6%	7.0%	to	9.0%	3% of prior 3-yr avg	8.5%		2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For research sector institutions, restricted and unrestricted funds are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	93.8%	93.7%	95.8%	96.4%	75.0%	to	89.9%	5% of prior 3-yr avg	99.2%		3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. New this year, a comparable measure of 6A&B for MUSC related to graduate students has been defined.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	55.7%	60.2%	55.0%	58.2%	53.0%	to	61.0%	3% of prior 3-yr avg	58.7%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	91.6%	92.6%	90.9%	91.9%	75.0%	to	89.0%	3% of prior 3-yr avg	94.5%		3.00

Report for: University of South Carolina Columbia

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe		Institution's Performance			2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"3" if ># shown	Factor Applied	Subpart
								Indicator

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. New this year, a comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.13

		Fall 2001											27.5%	2.00
		26.5%	26.3%	25.9%	24.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg					
1	% of the undergraduate SC citizens enrolled who are minority (headcount)													
2	annual retention rate of SC degree-seeking undergrads who are minority													
3	% graduate students who are minority (headcount)													
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)													

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

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

9. RESEARCH FUNDING

		FY 01 / FYs 98,99,00 Avg										
9A	Financial Support for Reform in Teacher Education			235.3%	297.9%	158.7%	121.2%	80.0%	to	119.0%	N/A	3.00
9B	Amount of Public and Private Sector Grants			118.0%	126.7%	127.4%	123.0%	110.0%	to	114.0%	N/A	3.00

Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. New this year, a comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (preK-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14. Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 1 indicator.

Subtotal : 36.63
of indicators averaged 13

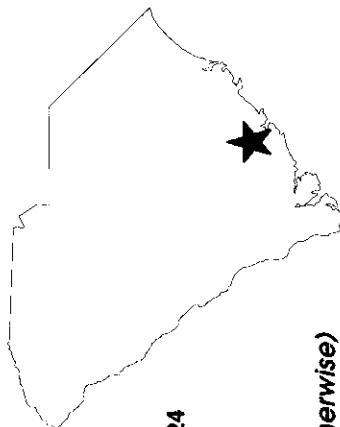
Average: 2.82
Average / 3.00 Max: 94%
Category is: "Exceeds"



Medical University of South Carolina

Sector: Research Institutions

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



Founded in 1824

**2001-02 Performance Year Score
Substantially Exceeds Standards**

95%

2.86 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	2,297	718
	Headcount includes full & part-time students	17% of headcount Undergraduate 85% of headcount from SC at entry 18% of headcount Minority	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2000-01	Full-Time	1,977 (86% of headcount)	Tuition Academic Year 2001-02
- Associates 195 Bachelor's 2 Post Bachelor's Cert. 273 Master's 1 Post Master's Cert. 227 First Professional - Specialist 32 Doctoral	SAT Average	N/A	\$5,824 In-State, Full-Time Student \$16,174 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excludes medicine & dentistry)
			Financial Dollars in Millions FY 2000-01
			\$329.8 Total Revenue, excluding auxiliary \$326.8 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	14 Indicators
Exceeded Standards (or received scores of 3) on	10 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	2 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Medical University of South Carolina

Research Institutions Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002		97%	100%	100%		95% - 99% or if <95% all but 1		N/A		3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				97.0%	75%	to	84%	3% of prior 3-yr avg	historical data unavailable	3.00
2D Compensation of Faculty:											2.33
Assistant Professor Average	Fall 2001	\$46,110	\$45,513	\$64,912	\$57,307	\$54,028	to	\$64,091	For each part, 3% of prior year	\$66,859	2.00
Associate Professor Average	Fall 2001	\$50,872	\$52,816	\$71,418	\$68,457	\$62,855	to	\$74,562		\$73,561	2.00
Professor Average	Fall 2001	\$68,911	\$68,961	\$101,878	\$99,125	\$79,965	to	\$94,858		\$104,934	3.00

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

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

Report for: Medical University of South Carolina

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A			3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. For research institutions with teacher education programs, 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, is measured through 3D, *Accreditation of Programs*, which includes NCATE accreditation and 7D, *Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests*, which includes teacher certification examinations.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	Report submitted Oct 2001	See Score at right. Varies by Sector. Research institutions this year assessed on development of an integrated faculty database. Contact CHE for details.								3.00
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Critical Success Factor 4, Scored Indicator Notes: New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for the next five years on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	7.8%	9.5%	9.7%	12.4%	11.0%	to 12.0%	3% of prior 3-yr avg	8.7%	Exception	3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For research sector institutions, restricted and unrestricted funds are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3." Institution's score on 5A reflects an exception made recognizing impact of the creation of the hospital authority on the financial data as measured for this indicator.

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

6. ENTRANCE REQUIREMENTS

6A/B Entrance Examination Scores, College Grade Point Average and College Rank of Entering Graduate and First Professional Students.	Fall 2001	not avail	not avail	not avail	94.4%	70.0%	to 85.0%	5% of prior 3-yr avg	no hist. data	3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, a comparable measure to that used for 6A combined with 6B as applicable to other four-year institutions was defined for MUSC. For MUSC, 6A/B measures the percent of first-time, full-time entering graduate and first professional students who take and report required entrance examinations or who have reported a college grade point average (GPA) or a college rank who meet or exceed the Commission-approved target for such examinations and credentials. Targets defined include: MCAT of 26.6 or higher; DAT of 34 or higher; PCAT of 200 or higher; GRE Verbal, Quantitative, and Analytical of 1587 or higher; GMAT of 521 or higher; College GPA of 3.0 or higher on a 4.0 scale; and top 30% of College Class. See September 2001 Workbook, pp. 54-57, for complete details.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate Defined for MUSC (1st-time, full-time degree-seeking graduate students completing degree programs within an allowable timeframe)	1995 cohort	not avail	not avail	not avail	91.7%	80.0%	to 89.9%	3% of prior 3-yr avg	no hist. data	3.00
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Report for: Medical University of South Carolina

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year					Subpart	Indicator
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	91.9%	91.4%	90.6%	90.7%	75.0%	to 89.0%	3% of prior 3-yr avg	94.0%		3.00

Critical Success Factor 7, Scored Indicator Notes: New this year, a measure similar to that of 7A, graduation rate used for other four-year institutions with undergraduates has been defined for MUSC related to graduate student graduation rates. 7A for MUSC measures the first-time, full-time graduates students except those in PhD programs, and first professional students who complete degree programs within an allowable timeframe. See pp. 64-66 of the September 2001 Workbook for complete details. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adopted of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

		Fall 2001				Fall 00 to 01				Fall 2001				2.00
		1	2	3	4	1	2	3	4	1	2	3	4	
1	% of the undergraduate SC citizens enrolled who are minority (headcount)													
2	annual retention rate of SC degree-seeking undergrads who are minority													
3	% graduate students who are minority (headcount)													
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)													

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

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

9. RESEARCH FUNDING

9B	Amount of Public and Private Sector Grants	FY 01 / FYs 98,99,00 Avg	102.4%	123.4%	122.3%	124.8%	114.0%	to 122.0%	N/A	3.00
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Critical Success Factor 9, Scored Indicator Notes: New in Year 6, a measure for 9A comparable to that used for institutions with teacher education programs has been defined for MUSC. 9A for MUSC measures grants and awards expended to support the improvement in child and adolescent (pre-K-Grade 12 aged children) health. MUSC received compliance on 9A during Year 6 as baseline data were collected. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

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

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

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

Achieved Compliance on 2 indicator.

Subtotal : 34.33

of Indicators averaged 12

Average: 2.86

Average / 3.00 Max: 95%

Category is: "Substantially Exceeds"



Performance Year 2001-02 Ratings to Impact FY 2002-03 Allocation

"Four-Year Colleges and Universities" Sector

The Citadel

Coastal Carolina University

College of Charleston

Francis Marion University

Lander University

South Carolina State University

University of South Carolina Aiken

University of South Carolina Spartanburg

Winthrop University



The Citadel

Sector: Four-Year Colleges and Universities

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

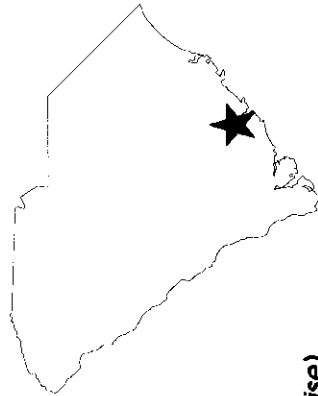
Founded in 1842

2001-02 Performance Year Score Achieves Standards

83%

2.49 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*)		150 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students		4,001 52% of headcount Undergraduate 69% of headcount from SC at entry 19% of headcount Minority		
	Degrees Awarded FY 2000-01		Tuition Academic Year 2001-02		
	- Associates 387 Bachelor's - Post Bachelor's Cert. 161 Master's - Post Master's Cert. - First Professional 16 Specialist - Doctoral		\$3,727 In-State, Full-Time Student \$10,402 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)		
	SAT Average		1070 (1st-time entering freshmen. Includes converted ACT scores.)		
				\$43.7 Total Revenue, excluding auxiliary \$46.0 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)	

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on	14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	6 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	5 Indicators
Achieved Compliance (or received scores of "Complied") on	2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: The Citadel

Four-Year Colleges and Universities Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002		100%	89%	96%	95% - 99% or if <95% all but 1			N/A		2.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				94.4%	70%	to 84%	3% of prior 3-yr avg	historical data unavailable		3.00
2D Compensation of Faculty:											3.00
Assistant Professor Average	Fall 2001	\$37,233	\$39,642	\$44,509	\$45,631	\$36,840	to \$43,701	For each part, 3% of prior year	\$45,844	3.00	
Associate Professor Average	Fall 2001	\$47,088	\$48,639	\$52,674	\$54,890	\$44,787	to \$53,129		\$54,254	3.00	
Professor Average	Fall 2001	\$57,469	\$59,795	\$65,293	\$67,126	\$56,164	to \$66,624		\$67,252	3.00	

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

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

Report for: The Citadel

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		2001-02	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Score <3: Earn 0.5 for Improvement if	Performance Score
	This Year							Factor Applied	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	75%	75%	75%	75%			N/A	2.00
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3E Institutional emphasis on quality teacher education and reform :

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES		N/A	Complied
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	98.2%	98.3%	89.7%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred
2b % students passing NTE or PRAXIS II - Specialty Area Exams		80.3%	86.5%	80.2%	83.5%	75.0% to 89.0%		84.8%	2.00
3a % teacher ed. graduates in critical shortage areas		11%	17%	15%	17%	20% to 34%		5% of prior 3-yr avg	1.50
3b % teacher ed. graduates who are minority	FY 2000-01	15%	20%	20%	28%	10% to 20%		18%	3.00

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	27.4%	32.8%	28.1%	27.1%	18.0% to 25.0%		3% of prior 3-yr avg	28.6%	1.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	81.1%	79.8%	82.5%	81.7%	50.0% to 79.9%		5% of prior 3-yr avg	85.2%	3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	76.8%	70.4%	66.4%	70.3%	36.0% to 49.0%		3% of prior 3-yr avg	73.3%	3.00
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Report for: The Citadel

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	

7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	85.6%	89.6%	82.2%	83.5%	75.0%	to 89.0%	3% of prior 3-yr avg	88.4%	2.00
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Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	12.6%	13.2%	12.4%	14.6%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	13.4%	1.50
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01			76.3%	83.1%	74.0%	to 82.0%		82.9%	3.00
3 % graduate students who are minority (headcount)	Fall 2001	18.0%	19.8%	20.8%	21.7%	10.0%	to 13.0%	and 8C4= 3% of prior 3-yr avg	20.5%	3.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	5.1%	6.6%	7.8%	8.9%	10.0%	to 13.0%		6.7%	1.50

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

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

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	75.9%	148.5%	891.1%	244.4%	80.0%	to 119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 2 indicators.

Subtotal :	29.88
# of Indicators averaged	12
Average:	2.49
Average / 3.00 Max:	83%
Category is:	"Achieves"



Coastal Carolina University

Sector: Four-Year Colleges and Universities

Ronald R. Ingle, President

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Founded in 1954



**2001-02 Performance Year Score
Achieves Standards**

76%

2.29 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment			Full-Time Faculty (*)	189 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students	4,965	96% of headcount Undergraduate 55% of headcount from SC at entry 11% of headcount Minority	Tuition Academic Year 2001-02	\$3,770 In-State, Full-Time Student \$10,680 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
Degrees Awarded FY 2000-01	<ul style="list-style-type: none"> - Associates - 657 Bachelor's - 27 Master's - Post Bachelor's Cert. - Post Master's Cert. - First Professional - Specialist - Doctoral 	Full-Time	4,013 (81% of headcount)	Financial Dollars In Millions FY 2000-01	\$48.7 Total Revenue, excluding auxiliary \$48.3 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)
		SAT Average	1036 (1st-time entering freshmen. Includes converted ACT scores.)		

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
Exceeded Standards (or received scores of 3) on 14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 4 Indicators
Achieved Compliance (or received scores of "Complied") on 3 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance					2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002		100%	100%	100%		95% - 99% or if <95% all but 1		N/A			3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.										3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				83.7%	70% to 84%	3% of prior 3-yr avg	historical data unavailable				2.00
2D Compensation of Faculty:												2.33
Assistant Professor Average	Fall 2001	\$38,381	\$41,241	\$42,742	\$42,781	\$36,840 to \$43,701	For each part, 3% of prior year	\$44,024	2.00			
Associate Professor Average	Fall 2001	\$45,621	\$47,684	\$49,859	\$51,556	\$44,787 to \$53,129		\$51,355	2.50			
Professor Average	Fall 2001	\$56,774	\$58,953	\$60,490	\$62,450	\$56,164 to \$66,624		\$62,305	2.50			

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

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

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> 0.5 to # shown	

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	20%	40%	60%	60%			90%-99% or if <90%, all but 1	N/A	1.00
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3E Institutional emphasis on quality teacher education and reform :

1.63

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES	N/A	Complied
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	98.5%	97.9%	82.1%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred
2b % students passing NTE or PRAXIS II - Specialty Area Exams		89.3%	90.8%	78.7%	80.0%	75.0% to 89.0%	88.9%	2.00
3a % teacher ed. graduates in critical shortage areas		4%	4%	6%	8%	20% to 34%	5% of prior 3-yr avg	1.50
3b % teacher ed. graduates who are minority	FY 2000-01	12%	11%	8%	8%	10% to 20%	12%	1.00

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	20.6%	20.6%	17.7%	17.0%	18.0% to 25.0%	3% of prior 3-yr avg	19.0%	3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	66.9%	77.5%	79.9%	82.9%	50.0% to 79.9%	5% of prior 3-yr avg	78.5%	3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	30.3%	30.1%	31.7%	37.0%	36.0% to 49.0%	3% of prior 3-yr avg	31.6%	2.50
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Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor									
Indicator (reference #/letter at far left and title)									
Indicator Subpart (reference #/letter and descriptive title) if applicable									
Measure Timeframe		Institution's Performance			2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score
This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown

7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests

Apr 1, 2000 - Mar 31, 2001	94.3%	94.3%	79.8%	80.0%	75.0%	to	89.0%	3% of prior 3-yr avg	92.2%		2.00
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Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	17.2%	16.5%	17.3%	15.3%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	17.9%	1.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		74.9%	77.6%	73.0%	74.0%	to	82.0%	and 8C4= 3% of prior 3-yr avg	80.1%	1.00
3	% graduate students who are minority (headcount)	Fall 2001	10.2%	13.1%	11.3%	6.7%	10.0%	to	13.0%		12.1%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	4.8%	4.9%	4.4%	4.5%	10.0%	to	13.0%		4.8%	1.00

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 01 / FYs 125,99,00 Avg	266.3%	170.3%	151.4%	128.8%	80.0%	to	119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14. Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 2 indicators.

Subtotal :	27.46
# of indicators averaged	12
Average:	2.29
Average / 3.00 Max:	76%
Category is:	"Achieves"



College of Charleston

Sector: Four-Year Colleges and Universities

Leo Higdon, President
 66 George Street
 Charleston, SC 29424
 (843) 953-5507
 www.cofc.edu

Founded in 1770

**2001-02 Performance Year Score
 Exceeds Standards**

89%

2.67 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*)
	Headcount includes full & part-time students	11,617	
Degrees Awarded FY 2000-01	- Associates 1,798 Bachelor's - Post Bachelor's Cert. 165 Master's - Post Master's Cert. - First Professional - Specialist - Doctoral	86% of headcount Undergraduate 65% of headcount from SC at entry 12% of headcount Minority	454 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
		9,218 (79% of headcount)	\$3,780 In-State, Full-Time Student \$8,540 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
SAT Average	1121 (1st-time entering freshmen. Includes converted ACT scores.)		Financial Dollars in Millions FY 2000-01
			\$102.4 Total Revenue, excluding auxiliary \$101.4 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	14 Indicators
Exceeded Standards (or received scores of 3) on	7 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. **To determine overall performance as summarized on page 1 and at the end of this report:** scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002		100%	100%	100%		95% - 99% or if <95% all but 1		N/A		3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001						70%	to	84%	3% of prior 3-yr avg	historical data unavailable	3.00
2D Compensation of Faculty:												2.50
Assistant Professor Average	Fall 2001	\$38,105	\$40,114	\$41,888	\$42,888	\$36,840	to	\$43,701	For each part, 3% of prior year	\$43,145	2.00	
Associate Professor Average	Fall 2001	\$46,877	\$49,744	\$52,250	\$53,247	\$44,787	to	\$53,129		\$53,818	3.00	
Professor Average	Fall 2001	\$57,376	\$60,898	\$63,813	\$65,962	\$56,164	to	\$66,624		\$65,727	2.50	

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

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

Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score			
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if > shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	57%	86%	100%	86%	90%-99% or if <90%, all but 1	N/A				2.00
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3E Institutional emphasis on quality teacher education and reform :

2.38

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES	N/A	Complied			
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	98.8%	98.4%	98.5%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	101.9%	deferred			
2b % students passing NTE or PRAXIS II - Specialty Area Exams		84.3%	83.6%	88.9%	88.6%	75.0% to 89.0%	88.2%	2.50			
3a % teacher ed. graduates in critical shortage areas		24%	24%	17%	22%	20% to 34%	23%	2.00			
3b % teacher ed. graduates who are minority	FY 2000-01	8%	9%	11%	11%	10% to 20%	9%	2.50			

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	19.9%	20.4%	16.7%	15.9%	18.0% to 25.0%	3% of prior 3-yr avg	18.4%			3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	96.8%	96.5%	98.3%	98.1%	50.0% to 79.9%	5% of prior 3-yr avg	102.1%			3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	51.9%	51.8%	52.8%	56.6%	36.0% to 49.0%	3% of prior 3-yr avg	53.7%			3.00
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Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Institution's Performance		2001-02 Standard		2001-02	
Indicator (reference #/letter at far left and title)		Measure Timeframe		"2" if at/within range		Score <3: Earn 0.5 for Improvement if	
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	Subpart
						Factor Applied	Indicator
						> or = to # shown	

7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests

7D	Apr 1, 2000 - Mar 31, 2001	89.5%	91.0%	92.5%	88.6%	75.0% to 89.0%	3% of prior 3-yr avg	93.7%	2.00
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Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	15.7%	16.1%	15.9%	16.8%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	16.7%	1.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		82.2%	83.8%	82.8%	74.0%	to 82.0%	and 8C4= 3% of prior 3-yr avg	87.2%	3.00
3	% graduate students who are minority (headcount)	Fall 2001	9.2%	13.5%	10.7%	12.2%	10.0%	to 13.0%		11.7%	2.50
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	6.4%	6.9%	7.9%	8.1%	10.0%	to 13.0%		7.3%	1.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	99.7%	139.5%	150.6%	145.0%	80.0%	to 119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 2 indicators.

Subtotal :	32.01
# of indicators averaged	12
Average:	2.67
Average / 3.00 Max:	89%
Category is:	"Exceeds"



Francis Marion University

Sector: Four-Year Colleges and Universities

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

Founded in 1970

**2001-02 Performance Year Score
 Achieves Standards**

72%

2.16 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Full-Time Faculty (*)	158 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students 3,513 80% of headcount Undergraduate 94% of headcount from SC at entry 32% of headcount Minority	Tuition Academic Year 2001-02 \$3,790 In-State, Full-Time Student \$7,410 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)	
Degrees Awarded FY 2000-01	- Associates 428 Bachelor's - Post Bachelor's Cert. 90 Master's - Post Master's Cert. - First Professional - Specialist - Doctoral	Financial	\$39.0 Total Revenue, excluding auxiliary \$32.2 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)
		Dollars In Millions FY 2000-01	

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
 Exceeded Standards (or received scores of 3) on 14 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 1 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 10 Indicators
 Achieved Compliance (or received scores of "Complied") on 1 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2002	100%	100%	98%	95% - 99% or if <95% all but 1		N/A			2.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.								2.00

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

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

2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001			81.5%	70% to 84%	3% of prior 3-yr avg	historical data unavailable			2.00
2D	Compensation of Faculty:										2.00
	Assistant Professor Average	Fall 2001	\$37,845	\$39,031	\$41,095	\$41,123	\$36,840 to \$43,701	For each part, 3% of prior year	\$42,328	2.00	
	Associate Professor Average	Fall 2001	\$46,704	\$47,879	\$50,370	\$50,676	\$44,787 to \$53,129		\$51,881	2.00	
	Professor Average	Fall 2001	\$54,751	\$55,836	\$57,652	\$58,884	\$56,164 to \$66,624		\$59,382	2.00	

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

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

Report for: University of South Carolina Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard		2001-02	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	Factor Applied	> or = to # shown	Performance Score

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	50%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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3E Institutional emphasis on quality teacher education and reform :

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES	N/A	Complied
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	96.6%	99.0%	97.5%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred
2b % students passing NTE or PRAXIS II - Specialty Area Exams		91.7%	93.8%	90.1%	88.8%	75.0% to 89.0%	94.6%	2.00
3a % teacher ed. graduates in critical shortage areas		5%	9%	7%	9%	20% to 34%	5% of prior 3-yr avg	1.50
3b % teacher ed. graduates who are minority	FY 2000-01	15%	15%	15%	20%	10% to 20%	16%	2.50

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	16.2%	15.9%	16.7%	16.7%	18.0% to 25.0%	3% of prior 3-yr avg	15.8%	3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	66.4%	77.9%	71.0%	81.7%	50.0% to 79.9%	5% of prior 3-yr avg	75.4%	3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	30.6%	33.9%	33.9%	39.6%	36.0% to 49.0%	3% of prior 3-yr avg	33.8%	2.50
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Report for: University of South Carolina Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score			
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests

Apr 1, 2000 - Mar 31, 2001	93.2%	93.8%	90.1%	84.3%	75.0%	to	89.0%	3% of prior 3-yr avg	95.1%		2.00
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Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.25

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	22.0%	22.9%	24.2%	24.3%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	24.2%	2.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		74.5%	75.6%	76.2%	74.0%	to	82.0%		78.8%	2.00
3	% graduate students who are minority (headcount)	Fall 2001	12.5%	20.5%	20.0%	16.1%	10.0%	to	13.0%		18.6%	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	8.1%	8.0%	7.7%	9.1%	10.0%	to	13.0%		8.2%	1.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	151.5%	169.1%	121.8%	93.5%	80.0%	to	119.0%	NA		2.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

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

Achieved Standards (scores of 2.00 to 2.99) on 7 scored indicators.

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

Achieved Compliance on 2 indicators.

Subtotal : 30.25

of Indicators averaged 12

Average: 2.52

Average / 3.00 Max: 84%

Category is: "Achieves"



University of South Carolina Spartanburg

Sector: Four-Year Colleges and Universities

John C. Stockwell, Chancellor

800 University Way

Spartanburg, SC 29303

(864) 503-5200

www.uscs.edu

Founded in 1967



**2001-02 Performance Year Score
Achieves Standards**

73%

2.19 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		
	Headcount includes full & part-time students	3,993	156 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2000-01	44 Associates 581 Bachelor's - Post Bachelor's Cert. 9 Master's - Post Master's Cert. - First Professional - Specialist - Doctoral	Full-Time	Tuition Academic Year 2001-02
			\$3,868 In-State, Full-Time Student \$8,760 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
		SAT Average	Financial Dollars In Millions FY 2000-01
		949 (1st-time entering freshmen. Includes converted ACT scores.)	\$35.6 Total Revenue, excluding auxiliary \$35.0 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on	14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	3 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	7 Indicators
Achieved Compliance (or received scores of "Complied") on	2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Spartanburg

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002		100%	100%	100%	95% - 99% or if <95% all but 1		N/A			3.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01				See performance score at right. Measure and goals vary by Institution. Contact CHE for details.						3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001					80.8%	70%	to	84%	3% of prior 3-yr avg	historical data unavailable	2.00
2D Compensation of Faculty:												2.00
Assistant Professor Average	Fall 2001	\$38,798	\$39,303	\$41,206	\$41,655	\$36,840	to	\$43,701	For each part, 3% of prior year	\$42,442	2.00	
Associate Professor Average	Fall 2001	\$44,417	\$46,895	\$48,088	\$49,367	\$44,787	to	\$53,129		\$49,531	2.00	
Professor Average	Fall 2001	\$53,171	\$56,912	\$58,805	\$60,143	\$54,925	to	\$65,155		\$60,569	2.00	

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

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

Report for: University of South Carolina Spartanburg

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range		2001-02 Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	
	This Year									

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	33%	83%	100%	80%	90%-99% or if <90%, all but 1		N/A		2.00
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3E Institutional emphasis on quality teacher education and reform : 1.25

	as of Spring 2002	YES	YES	YES	YES	YES	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	N/A	Complied
1 NCATE accreditation									
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	100.0%	98.8%	100.0%	deferred			3% of prior 3-yr avg	102.6%
2b % students passing NTE or PRAXIS II - Specialty Area Exams		88.5%	84.2%	89.0%	74.4%		75.0% to 89.0%		89.9%
3a % teacher ed. graduates in critical shortage areas		15%	20%	10%	12%		20% to 34%	5% of prior 3-yr avg	16%
3b % teacher ed. graduates who are minority	FY 2000-01	14%	10%	10%	10%		10% to 20%		13%

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	18.6%	19.3%	19.2%	18.5%	18.0%	to 25.0%	3% of prior 3-yr avg	18.5%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	60.8%	62.2%	66.1%	71.1%	50.0%	to 79.9%	5% of prior 3-yr avg	66.2%	2.50
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	35.8%	35.2%	29.5%	34.2%	36.0%	to 49.0%	3% of prior 3-yr avg	34.5%	1.00
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Report for: University of South Carolina Spartanburg

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Institution's Performance				2001-02 Standard		2001-02	
Indicator (reference #/letter at far left and title)		Measure Timeframe	3 Yrs Prior			"2" if at/within range		Score <3: Earn 0.5 for Improvement if	
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> 0.1 = to # shown

7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	92.0%	88.0%	89.3%	79.4%	75.0% to 89.0%	3% of prior 3-yr avg	92.5%	2.00
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Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	23.3%	24.2%	26.9%	29.1%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	26.0%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		72.1%	74.5%	74.7%	74.0%	to 82.0%		77.0%	2.00
3	% graduate students who are minority (headcount)	Fall 2001	9.0%	5.9%	4.8%	5.3%	10.0%	to 13.0%	and 8C4= 3% of prior 3-yr avg	6.9%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	9.3%	12.3%	12.2%	10.4%	10.0%	to 13.0%		11.6%	2.00

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	83.7%	126.9%	288.0%	207.8%	80.0%	to 119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

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

Achieved Standards (scores of 2.00 to 2.99) on 7 scored indicators.

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

Achieved Compliance on 2 indicators.

Subtotal :	26.25
# of indicators averaged	12
Average:	2.19
Average / 3.00 Max:	73%
Category is:	"Achieves"



Winthrop University

Sector: Four-Year Colleges and Universities

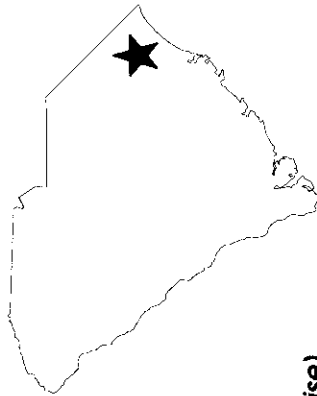
Anthony J. DiGiorgio, President

701 Oakland Avenue

Rock Hill, SC 29733

(803) 323-2211

www.winthrop.edu



Founded in 1886

**2001-02 Performance Year Score
Exceeds Standards**

93%

2.78 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*)
	Headcount includes full & part-time students	6,306 77% of headcount Undergraduate 85% of headcount from SC at entry 26% of headcount Minority 4,471 (71% of headcount)	
Degrees Awarded FY 2000-01	Full-Time		Tuition Academic Year 2001-02
	- Associates 736 Bachelor's - Post Bachelor's Cert. 202 Master's - Post Master's Cert. - First Professional 14 Specialist - Doctoral	1053 (1st-time entering freshmen. Includes converted ACT scores.)	
SAT Average			Financial Dollars In Millions FY 2000-01
			267 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
			\$4,668 In-State, Full-Time Student
			\$8,756 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; FT in-state rebated \$100 fall term)
			\$62.2 Total Revenue, excluding auxiliary
			\$62.0 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on 14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 8 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators
Achieved Compliance (or received scores of "Complied") on 2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. **To determine overall performance as summarized on page 1 and at the end of this report:** scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2002		98%	100%	100%	95% - 99% or if <95% all but 1	N/A			3.00	
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
Critical Success Factor 1, Scored Indicator Notes: 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, <i>Approval of a Mission Statement</i> . 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.												
Status of other indicators: Indicator 1A, <i>Expenditure of Funds to Achieve Institutional Mission</i> , is measured through Indicator 5A, <i>Ratio of Administrative Costs to Academic Costs</i> .												

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				81.4%	70%	to 84%	3% of prior 3-yr avg	historical data unavailable		2.00
2D Compensation of Faculty:											2.33
Assistant Professor Average	Fall 2001	\$39,140	\$39,965	\$41,462	\$42,723	\$36,840	to \$43,701	For each part, 3% of prior year	\$42,706	2.50	
Associate Professor Average	Fall 2001	\$43,993	\$45,823	\$47,934	\$49,376	\$44,787	to \$53,129		\$49,372	2.50	
Professor Average	Fall 2001	\$52,940	\$55,341	\$56,557	\$58,105	\$54,925	to \$65,155		\$58,254	2.00	

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

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

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance			2001-02 Standard		2001-02	
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	Score <3: Earn 0.5 for Improvement if	Performance Score
Indicator Subpart (reference #/letter and descriptive title) if applicable						"3" if ># shown	Factor Applied	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES	N/A	Complied
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	96.7%	99.3%	93.2%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred
2b % students passing NTE or PRAXIS II - Specialty Area Exams		90.2%	89.9%	88.4%	92.3%	75.0% to 89.0%	92.2%	3.00
3a % teacher ed. graduates in critical shortage areas	FY 2000-01	23%	31%	37%	50%	20% to 34%	5% of prior 3-yr avg	3.00
3b % teacher ed. graduates who are minority			20%	23%	22%	10% to 20%	23%	3.00

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	21.3%	21.2%	19.4%	18.6%	18.0% to 25.0%	3% of prior 3-yr avg	20.0%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	83.6%	87.4%	88.9%	93.3%	50.0% to 79.9%	5% of prior 3-yr avg	91.0%	3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	53.2%	55.2%	52.6%	55.4%	36.0% to 49.0%	3% of prior 3-yr avg	55.3%	3.00
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Report for: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2001-02 Performance Score
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year				Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	50%	80%	80%	80%	90%-99% or if <90%, all but 1	N/A		2.00
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES	N/A	Complied	
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	100.0%	93.8%	100.0%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	100.9%	deferred
2b % students passing NTE or PRAXIS II - Specialty Area Exams		89.1%	80.4%	75.8%	76.2%	75.0% to 89.0%	84.2%		2.00
3a % teacher ed. graduates in critical shortage areas		11%	13%	21%	17%	20% to 34%	5% of prior 3-yr avg	16%	1.50
3b % teacher ed. graduates who are minority	FY 2000-01		20%	26%	22%	10% to 20%		24%	3.00

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	24.3%	24.9%	22.8%	22.2%	18.0% to 25.0%	3% of prior 3-yr avg	23.3%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	60.6%	57.7%	58.4%	73.7%	50.0% to 79.9%	5% of prior 3-yr avg	61.8%	2.50
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	33.8%	32.5%	34.4%	35.8%	36.0% to 49.0%	3% of prior 3-yr avg	34.6%	1.50
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Report for: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	93.6%	85.2%	80.0%	76.2%	75.0%	to 89.0%	3% of prior 3-yr avg	88.9%		2.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

		Fall 2001				Fall 00 to 01				Fall 2001				Fall 2001			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	% of the undergraduate SC citizens enrolled who are minority (headcount)																
	annual retention rate of SC degree-seeking undergrads who are minority																
	% graduate students who are minority (headcount)																
	% teaching faculty, excluding graduate assistants, who are minority (headcount)																

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

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

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	65.7%	186.2%	528.5%	211.2%	80.0%	to 119.0%	NA			3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 1 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 10 scored indicators.

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

Achieved Compliance on 2 indicators.

Subtotal :	25.88
# of indicators averaged	12
Average:	2.16
Average / 3.00 Max:	72%
Category is:	"Achieves"



Lander University

Sector: Four-Year Colleges and Universities

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

Founded in 1872

2001-02 Performance Year Score Achieves Standards

76%

2.29 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*) Tuition Academic Year 2001-02 Financial Dollars In Millions FY 2000-01	116 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey) \$4,152 In-State, Full-Time Student \$8,520 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey) \$27.5 Total Revenue, excluding auxiliary \$25.8 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)
	Headcount includes full & part-time students Full-Time SAT Average	2,710 92% of headcount Undergraduate 94% of headcount from SC at entry 20% of headcount Minority 2,211 (82% of headcount) 985 (1st-time entering freshmen. Includes converted ACT scores.)		
Degrees Awarded FY 2000-01	- Associates 386 Bachelor's - Post Bachelor's Cert. 17 Master's - Post Master's Cert. - First Professional - Specialist - Doctoral			

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	14 Indicators
Exceeded Standards (or received scores of 3) on	3 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	7 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	2 Indicators
Achieved Compliance (or received scores of "Complied") on	2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Lander University

Four-Year Colleges and Universities Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A				3.00
1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				83.7%	70% to 84%	3% of prior 3-yr avg	historical data unavailable			2.00
2D Compensation of Faculty:											2.33
Assistant Professor Average	Fall 2001	\$37,000	\$38,620	\$40,435	\$43,141	\$36,840 to \$43,701	For each part, 3% of prior year	\$41,648	2.50		
Associate Professor Average	Fall 2001	\$44,433	\$45,423	\$46,211	\$48,319	\$44,787 to \$53,129		\$47,597	2.50		
Professor Average	Fall 2001	\$53,550	\$55,766	\$57,233	\$56,318	\$56,164 to \$66,624		\$58,950	2.00		

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

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

Report for: Lander University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		2001-02	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if	Performance Score
	This Year							Factor Applied	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	43%	71%	71%	71%		90%-99% or if <90%, all but 1	N/A	1.00
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3E Institutional emphasis on quality teacher education and reform :

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES		N/A	Complied
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	99.1%	97.0%	82.5%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred
2b % students passing NTE or PRAXIS II - Specialty Area Exams		89.0%	90.0%	89.9%	76.9%	75.0% to 89.0%		92.3%	2.00
3a % teacher ed. graduates in critical shortage areas		25%	27%	41%	21%	20% to 34%		5% of prior 3-yr avg	2.00
3b % teacher ed. graduates who are minority	FY 2000-01	13%	10%	3%	3%	10% to 20%		12%	1.00

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	26.4%	23.4%	22.5%	22.4%	18.0% to 25.0%	3% of prior 3-yr avg	23.4%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	71.5%	67.8%	70.8%	81.5%	50.0% to 79.9%	5% of prior 3-yr avg	73.5%	3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	41.5%	42.2%	42.4%	48.0%	36.0% to 49.0%	3% of prior 3-yr avg	43.3%	2.50
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Report for: Lander University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score
	This Year							Factor Applied	Subpart Indicator
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	92.3%	88.9%	86.2%	79.2%	75.0%	to 89.0%	3% of prior 3-yr avg	91.8%

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	21.9%	21.3%	21.8%	21.4%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	22.8%	2.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		76.5%	76.8%	77.4%	74.0%	to 82.0%	and 8C4= 3% of prior 3-yr avg	80.5%	2.00
3	% graduate students who are minority (headcount)	Fall 2001	14.2%	15.3%	9.6%	13.7%	10.0%	to 13.0%		13.7%	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	8.2%	9.3%	7.9%	11.2%	10.0%	to 13.0%		8.7%	2.50

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

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

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	256.1%	327.1%	101.9%	116.2%	80.0%	to 119.0%	NA			2.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

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

Achieved Standards (scores of 2.00 to 2.99) on 7 scored indicators.

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

Achieved Compliance on 2 indicators.

Subtotal :	27.46
# of indicators averaged	12
Average:	2.29
Average / 3.00 Max:	76%
Category is:	"Achieves"



South Carolina State University

Sector: Four-Year Colleges and Universities

Leroy Davis, President
300 College Street NE
Orangeburg, SC 29117
(803) 536-7000
www.scsu.edu

Founded in 1896

**2001-02 Performance Year Score
Achieves Standards**

79%

2.36 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*)	
	Headcount includes full & part-time students	4,467		220 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2000-01	Full-Time	3,386 (76% of headcount)	Tuition Academic Year 2001-02	\$4,096 In-State, Full-Time Student \$7,902 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
	SAT Average	829 (1st-time entering freshmen. Includes converted ACT scores.)	Financial Dollars In Millions FY 2000-01	\$72.0 Total Revenue, excluding auxiliary \$72.2 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on	14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	6 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	4 Indicators
Achieved Compliance (or received scores of "Complied") on	2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2002		97%	90%	95%	95% - 99% or if <95% all but 1			N/A		2.00
1D/E Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				81.7%	70%	to 84%	3% of prior 3-yr avg	historical data unavailable		2.00
2D Compensation of Faculty:											2.33
Assistant Professor Average	Fall 2001	\$38,839	\$40,343	\$43,034	\$45,001	\$36,840	to \$43,701	For each part, 3% of prior year	\$44,325	3.00	
Associate Professor Average	Fall 2001	\$45,522	\$47,831	\$50,985	\$50,748	\$44,787	to \$53,129		\$52,515	2.00	
Professor Average	Fall 2001	\$51,906	\$53,256	\$56,638	\$57,496	\$56,164	to \$66,624		\$58,337	2.00	

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

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

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2001-02 Performance Score
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	58%	79%	79%	71%	90%-99% or if <90%, all but 1	N/A	1.00
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3E Institutional emphasis on quality teacher education and reform :

1 NCATE accreditation	as of Spring 2002	YES	YES	YES	YES	YES	N/A	Complied
2a % students passing NTE or PRAXIS II - Professional Knowledge	Apr 1, 1999 - Mar 31, 2001	100.0%	100.0%	96.9%	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred
2b % students passing NTE or PRAXIS II - Specialty Area Exams		67.1%	77.0%	87.0%	94.5%	75.0% to 89.0%	79.3%	3.00
3a % teacher ed. graduates in critical shortage areas		45%	65%	75%	42%	20% to 34%	5% of prior 3-yr avg	3.00
3b % teacher ed. graduates who are minority	FY 2000-01	93%	95%	95%	96%	10% to 20%	99%	3.00

Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Four-year colleges and universities are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	22.8%	22.7%	25.0%	17.4%	18.0% to 25.0%	3% of prior 3-yr avg	3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	51.4%	47.6%	46.2%	35.5%	50.0% to 79.9%	5% of prior 3-yr avg	1.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1995 cohort	45.4%	47.1%	46.9%	45.2%	36.0% to 49.0%	3% of prior 3-yr avg	2.00
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Report for: South Carolina State University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Institution's Performance		2001-02 Standard		2001-02	
Indicator (reference #/letter at far left and title)		Measure Timeframe		"2" if at/within range		Score <3: Earn 0.5 for Improvement if	
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	Subpart
						Factor Applied	Indicator
						> or = to # shown	

7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests

Apr 1, 2000 - Mar 31, 2001	82.2%	85.2%	89.7%	92.0%	75.0% to 89.0%	3% of prior 3-yr avg	88.3%	3.00
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Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	96.2%	96.0%	96.7%	96.9%	21.0%	to 28.0%	8C1 2,3= 5% of prior 3-yr avg	101.1%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		84.5%	83.5%	83.6%	74.0%	to 82.0%		88.2%	3.00
3	% graduate students who are minority (headcount)	Fall 2001	75.7%	81.7%	75.5%	62.7%	10.0%	to 13.0%	and 8C4= 3% of prior 3-yr avg	81.5%	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	61.1%	65.7%	69.9%	71.4%	10.0%	to 13.0%		67.5%	3.00

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	182.7%	102.3%	507.6%	390.6%	80.0%	to 119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 2 indicators.

Subtotal :	28.33
# of indicators averaged	12
Average:	2.36
Average / 3.00 Max:	79%
Category is:	"Achieves"



University of South Carolina Aiken

Sector: Four-Year Colleges and Universities

Thomas L. Hallman, Chancellor
471 University Parkway
Aiken, SC 29801
(803) 648-6851
www.usca.edu
Founded in 1961

**2001-02 Performance Year Score
Achieves Standards**

84%

2.52 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"		Enrollment	Full-Time Faculty (*)	133 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Degrees Awarded	Headcount includes full & part-time students	3,282	Tuition Academic Year 2001-02	\$3,738 In-State, Full-Time Student \$8,264 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
FY 2000-01		96% of headcount Undergraduate 85% of headcount from SC at entry 25% of headcount Minority	Financial Dollars In Millions FY 2000-01	\$30.8 Total Revenue, excluding auxiliary \$29.9 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)
		2,166 (66% of headcount)		
		987 (1st-time entering freshmen. Includes converted ACT scores.)		

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	14 Indicators
Exceeded Standards (or received scores of 3) on	5 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	7 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. **To determine overall performance as summarized on page 1 and at the end of this report:** scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2002		100%	100%	100%	95% - 99% or if <95% all but 1	N/A		3.00	
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.								3.00
Critical Success Factor 1, Scored Indicator Notes: 1B is measured as the percent of degree programs appropriate to the degree-level authorized for the institution by CHE and Act 359 of 1996; support the institution's goals, purpose, and objectives as defined in its mission statement; and have received full approval in the most recent CHE review of that program. Institution achieved compliance on 1C, <i>Approval of a Mission Statement</i> . 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.											
Status of other indicators: Indicator 1A, <i>Expenditure of Funds to Achieve Institutional Mission</i> , is measured through Indicator 5A, <i>Ratio of Administrative Costs to Academic Costs</i> .											

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				76.6%	70%	to 84%	3% of prior 3-yr avg	historical data unavailable		2.00
2D Compensation of Faculty:											2.50
Assistant Professor Average	Fall 2001	\$41,505	\$42,452	\$43,983	\$44,560	\$36,840	to \$43,701	For each part, 3% of prior year	\$45,302	3.00	
Associate Professor Average	Fall 2001	\$45,511	\$46,584	\$48,484	\$49,345	\$44,787	to \$53,129		\$49,939	2.00	
Professor Average	Fall 2001	\$55,983	\$58,536	\$61,384	\$63,226	\$56,164	to \$66,624		\$63,226	2.50	

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

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

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor	> or = to # shown	Subpart	Indicator

7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	92.1%	93.8%	90.4%	92.3%	75.0%	to 89.0%	3% of prior 3-yr avg	94.9%		3.00
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Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	26.3%	28.3%	29.0%	30.5%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg	29.3%	3.00
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		85.1%	85.2%	85.3%	74.0%	to 82.0%	and 8C4= 3% of prior 3-yr avg	89.4%	3.00
3 % graduate students who are minority (headcount)	Fall 2001	16.9%	17.8%	16.1%	17.6%	10.0%	to 13.0%		17.8%	3.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	9.3%	10.7%	10.6%	9.7%	10.0%	to 13.0%		10.5%	1.00

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

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

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 01 / FYs 98,99,00 Avg	54.3%	72.1%	146.3%	253.0%	80.0%	to 119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

14 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 8 scored indicators.

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

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

Achieved Compliance on 2 indicators.

Subtotal :	33.33
# of Indicators averaged	12
Average:	2.78
Average / 3.00 Max:	93%
Category is:	"Exceeds"



Performance Year 2001-02 Ratings to Impact FY 2002-03 Allocation

"Two-Year Institutions - Branches of the University of SC" Sector

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



University of South Carolina Beaufort

Sector: Two-Year Institutions - Branches of the University of SC

Jane Upshaw, Dean
 801 Carteret Street
 Beaufort, SC 29902
 (843) 521-4100
www.sc.edu/beaufort

Founded in 1959



**2001-02 Performance Year Score
 Achieves Standards**

76%

2.29 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	1,083	32
	Headcount includes full & part-time students	100% of headcount Undergraduate 85% of headcount from SC at entry 27% of headcount Minority 430 (40% of headcount)	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2000-01	Full-Time		Tuition Academic Year 2001-02
	SAT Average	931 (1st-time entering freshmen. Includes converted ACT scores.)	\$2,310 In-State, Full-Time Student \$5,730 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
	63 Associates		Financial Dollars in Millions FY 2000-01
			\$6.8 Total Revenue, excluding auxiliary \$6.6 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on	11 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	2 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	4 Indicators
Achieved Compliance (or received scores of "Complied") on	4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Beaufort

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and 2A Instructors, as defined for senior institutions and regional campuses	Fall 2001				81.5%	60%	to	74%	3% of prior 3-yr avg	historical data unavailable	3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$40,472	\$42,327	\$43,115	\$42,383	\$35,687	to	\$45,156	3% of prior year	\$44,408	2.00

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

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

Report for: University of South Carolina Beaufort**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor > or = to # Applied	Subpart	Performance Score Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. As of Year 6, only USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. **3E, Institutional Emphasis on Quality Teacher Education and Reform**, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on **4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry**. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Regional campuses are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	14.6%	16.9%	19.7%	20.1%	20.0%	to 30.0%	3% of prior 3-yr avg	16.6%	2.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For regional campuses, unrestricted funds only are included and funds transfers are excluded. **For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."**

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	51.1%	46.3%	47.5%	47.2%	20.0%	to 49.9%	5% of prior 3-yr avg	50.7%	2.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, **6A combined with 6B** measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	12.2%	13.3%	16.7%	16.8%	15.0%	to 31.0%	3% of prior 3-yr avg	14.5%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	N/A	N/A	N/A	N/A	N/A	to N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Beaufort**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe		Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown		Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	Factor Applied	> or = to # shown	Subpart	Indicator

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, *Graduates Who Continued Their Education*, is being defined applicable to regional campuses and will measure baccalaureate attainment of an entering cohort 6 years later. All regional campuses earned compliance this year as baseline data are gathered. In future years, data will be scored. 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1.50

	Fall 2001	26.0%	28.1%	27.4%	27.7%	24.0%	to	33.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	28.5%	2.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)											
2 annual retention rate of SC degree-seeking undergrads who are minority	Fall 00 to 01		55.8%	48.3%	39.2%	47.0%	to	57.0%		54.7%	1.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	5.1%	6.3%	4.1%	5.6%	10.0%	to	13.0%		5.3%	1.50

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

11 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 2 scored indicators.
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
Achieved Compliance on 4 indicators.

Subtotal : 16.00
of indicators averaged 7

Average: 2.29
Average / 3.00 Max: 76%
Category is: "Achieves"



University of South Carolina Lancaster

Sector: Two-Year Institutions - Branches of the University of SC

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 476 Hubbard Drive
 PO Box 889
 Lancaster, SC 29720
 (803) 313-7471
 www.sc.edu/lancaster

Founded in 1959



2001-02 Performance Year Score
 Exceeds Standards

87%

2.61 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*) Tuition Academic Year 2001-02 Financial Dollars In Millions FY 2000-01	24 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students	939 100% of headcount Undergraduate 100% of headcount from SC at entry 19% of headcount Minority 462 (49% of headcount)		
	Full-Time			
	SAT Average			
	121 Associates	890 (1st-time entering freshmen. Includes converted ACT scores.)		
	Degrees Awarded FY 2000-01			
	\$6.5 Total Revenue, excluding auxiliary			
	\$6.4 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)			

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
 Exceeded Standards (or received scores of 3) on 13 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 4 Indicators
 Achieved Compliance (or received scores of "Complied") on 0 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Lancaster

Measures Presented by Critical Success Factor		Two-Year Institutions - Branches of the University of SC Sector				
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown
	This Year					

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.				3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				72.7%	60% to 74%	3% of prior 3-yr avg	historical data unavailable	2.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$44,884	\$47,064	\$48,982	\$51,730	\$35,687 to \$45,156	3% of prior year	\$50,451	3.00

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

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

Report for: University of South Carolina Lancaster**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for improvement if Factor Applied		2001-02 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	100%	100%	100%	50%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. As of Year 6, only USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. **3E, Institutional Emphasis on Quality Teacher Education and Reform**, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on **4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry**. New in Year 6, **4A** combined with **4B** is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Regional campuses are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	13.5%	27.0%	30.9%	20.6%	20.0%	to 30.0%	3% of prior 3-yr avg	23.1%	2.50
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Critical Success Factor 5, Scored Indicator Notes: **5A** measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For regional campuses, unrestricted funds only are included and funds transfers are excluded. **For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."**

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	47.7%	57.8%	48.0%	42.5%	20.0%	to 49.9%	5% of prior 3-yr avg	53.7%	2.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, **6A combined with 6B** measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	33.9%	21.5%	30.5%	35.6%	15.0%	to 31.0%	3% of prior 3-yr avg	29.5%	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	100.0%	100.0%	96.0%	96.4%	75.0%	to 89.0%	3% of prior 3-yr avg	101.6%	3.00

Report for: University of South Carolina Lancaster

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)	Measure Timeframe		Institution's Performance		2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, *Graduates Who Continued Their Education*, is being defined applicable to regional campuses and will measure baccalaureate attainment of an entering cohort 6 years later. All regional campuses earned compliance this year as baseline data are gathered. In future years, data will be scored. 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

		Fall 2001	17.9%	16.6%	16.4%	19.2%	20.0%	to	27.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	17.8%	1.50
		Fall 00 to 01	Fall 2001	4.5%	7.1%	54.5%	47.2%	to	57.0%	53.4%	3.00	
1	% of the undergraduate SC citizens enrolled who are minority (headcount)											
2	annual retention rate of SC degree-seeking undergrads who are minority											
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)											

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 4 indicators.

Subtotal :	23.50
# of indicators averaged	9
Average:	2.61
Average / 3.00 Max:	87%
Category Is:	"Exceeds"



University of South Carolina Salkehatchie

Sector: Two-Year Institutions - Branches of the University of SC

Ann C. Carmichael, Dean
 James Brandt Blvd.
 PO Box 617
 Allendale, SC 29810
 (803) 584-3446
www.sc.edu/salkehatchie

Founded in 1965



**2001-02 Performance Year Score
 Achieves Standards**

**71%
 2.12 of 3.00 Maximum**

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	23	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students	830	
Degrees Awarded FY 2000-01	Full-Time	\$2,310	In-State, Full-Time Student
	SAT Average	\$5,730	Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
Financial Dollars In Millions FY 2000-01	Academic Year 2001-02	\$5.2	Total Revenue, excluding auxiliary
	Tuition	\$5.1	Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on	11 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	0 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	6 Indicators
Achieved Compliance (or received scores of "Complied") on	1 Indicators
	4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Salkehatchie

Report for: University of South Carolina Salkehatchie										Two-Year Institutions - Branches of the University of SC Sector				
Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance					2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score					
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator			

1. MISSION FOCUS

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

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

2.00

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and
2A Instructors, as defined for senior institutions and regional
campuses

2D Compensation of Faculty (average all ranks)

Fall 2001				71.4%	60%	to	74%	3% of prior 3-yr avg	historical data unavailable	Exception	2.50
Fall 2001	\$38,241	\$41,244	\$41,798	\$43,131	\$35,687	to	\$45,156	3% of prior year	\$43,052		2.50

Critical Success Factor 2, Scored Indicator Notes: 2A for senior institutions and regional campuses measures the percent of all full-time faculty who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions to terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D measures average faculty salary of faculty at all ranks. Institution's 2A score includes consideration of an appeal related to institution's improvement over time.

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

Report for: University of South Carolina Salkehatchie**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score		
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	Subpart	Indicator
									> or = to # shown	

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	N/A	N/A	N/A	N/A	N/A	N/A		N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. As of Year 6, only USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. **3E, Institutional Emphasis on Quality Teacher Education and Reform**, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on **4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry**. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Regional campuses are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	25.1%	31.3%	35.4%	36.2%	20.0% to 30.0%	3% of prior 3-yr avg	29.7%	1.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For regional campuses, unrestricted funds only are included and funds transfers are excluded. **For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."**

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	52.2%	53.5%	35.9%	31.9%	20.0% to 49.9%	5% of prior 3-yr avg	49.6%	2.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, **6A combined with 6B** measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	20.4%	24.6%	30.1%	26.1%	15.0% to 31.0%	3% of prior 3-yr avg	25.8%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	N/A	N/A	N/A	N/A	N/A to N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Salkehatchie**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor <u>Indicator</u> (reference #/letter at far left and title) <u>Indicator Subpart</u> (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, *Graduates Who Continued Their Education*, is being defined applicable to regional campuses and will measure baccalaureate attainment of an entering cohort 6 years later. All regional campuses earned compliance this year as baseline data are gathered. In future years, data will be scored. 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	2	4	Fall 2001	35.5%	34.8%	38.7%	41.1%	36.0%	to	48.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	38.2%	2.50
			Fall 00 to 01										
% of the undergraduate SC citizens enrolled who are minority (headcount)	annual retention rate of SC degree-seeking undergrads who are minority	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	10.6%	10.4%	8.7%	13.0%	10.0%	to	13.0%	3-yr avg	10.2%	2.50

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

11 Total Applicable Scored Indicators
Exceeded standards (scores of 3) on 0 scored indicators.
Achieved Standards (scores of 2.00 to 2.99) on 6 scored indicators.
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
Achieved Compliance on 4 indicators.

Subtotal : 14.83
of indicators averaged 7

Average: 2.12
Average / 3.00 Max: 71%
Category is: "Achieves"



University of South Carolina Sumter

Sector: Two-Year Institutions - Branches of the University of SC

C. Leslie Carpenter, Dean
 200 Miller Road
 Sumter, SC 29150-2498
 (803) 775-6341
www.uscsumter.edu

Founded in 1966



**2001-02 Performance Year Score
 Exceeds Standards**

89%
2.67 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*)	42 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)	
	Headcount	1,184			
	includes full & part-time students	100% of headcount Undergraduate 98% of headcount from SC at entry 29% of headcount Minority			
	Full-Time	597 (50% of headcount)			
Degrees Awarded	163 Associates	SAT Average	961	Tuition	\$2,310 In-State, Full-Time Student \$5,730 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
FY 2000-01				Academic Year 2001-02	
				Financial	\$8.8 Total Revenue, excluding auxiliary \$8.4 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)
				Dollars In Millions FY 2000-01	

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	11 Indicators
Exceeded Standards (or received scores of 3) on	4 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	3 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Sumter

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score		
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.		3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001				75.0%	60%	to	74%	3% of prior 3-yr avg	historical data unavailable	3.00
2A											
2D Compensation of Faculty (average all ranks)	Fall 2001	\$43,863	\$46,565	\$48,206	\$48,398	\$35,687	to	\$45,156	3% of prior year	\$49,652	3.00

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

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

Report for: University of South Carolina Sumter**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor									
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	Subpart

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. As of Year 6, only USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. **3E, Institutional Emphasis on Quality Teacher Education and Reform**, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on **4A & B combined**, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, **4A combined with 4B** is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Regional campuses are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	21.7%	21.0%	21.2%	23.0%	20.0%	to 30.0%	3% of prior 3-yr avg	20.7%	2.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For regional campuses, unrestricted funds only are included and funds transfers are excluded. **For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."**

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	66.5%	61.7%	63.9%	64.5%	20.0%	to 49.9%	5% of prior 3-yr avg	67.2%	3.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, **6A combined with 6B** measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	18.5%	23.3%	25.3%	24.8%	15.0%	to 31.0%	3% of prior 3-yr avg	23.0%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	N/A	N/A	N/A	N/A	N/A	to N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Sumter**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor Applied	> or = to # shown	Subpart	Indicator
		"1" if <# shown		"3" if ># shown						

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, *Graduates Who Continued Their Education*, is being defined applicable to regional campuses and will measure baccalaureate attainment of an entering cohort 6 years later. All regional campuses earned compliance this year as baseline data are gathered. In future years, data will be scored. **7B, Employment Rate for Graduates**, and **7C, Employer Feedback on Graduates Who Were Employed or Not Employed**, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.17

		Fall 2001		24.8%	27.0%	30.4%	29.8%	32.0%	to	43.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	28.8%	1.50
		Fall 00 to 01		57.0%		57.0%	57.6%	47.0%	to	57.0%	59.9%		3.00
		Fall 2001		10.5%		9.2%	11.1%	10.0%	to	13.0%	11.3%		2.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

11 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

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

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

Achieved Compliance on 4 indicators.

Subtotal :	18.67
# of indicators averaged	7
Average:	2.67
Average / 3.00 Max:	89%
Category is:	"Exceeds"



University of South Carolina Union

Sector: Two-Year Institutions - Branches of the University of SC

James W. Edwards, Dean
309 East Academy Street
Union, SC 29379
(864) 429-8728
www.uscu.sc.edu

Founded in 1965



**2001-02 Performance Year Score
Achieves Standards**

73%

2.19 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Full-Time Faculty (*)	10
	Headcount includes full & part-time students		includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2000-01	Full-Time	Tuition	\$2,310 In-State, Full-Time Student \$5,730 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
		Financial Dollars In Millions FY 2000-01	\$2.2 Total Revenue, excluding auxiliary \$2.2 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	11 Indicators
Exceeded Standards (or received scores of 3) on	1 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	1 Indicators
Achieved Compliance (or received scores of "Complied") on	4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: University of South Carolina Union

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									2.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and 2A Instructors, as defined for senior institutions and regional campuses	Fall 2001				66.7%	60%	to 74%	3% of prior 3-yr avg	historical data unavailable		2.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$42,892	\$43,346	\$44,435	\$45,298	\$35,687	to \$45,156	3% of prior year	\$45,768		3.00

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

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

Report for: University of South Carolina Union**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. As of Year 6, only USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. **3E, Institutional Emphasis on Quality Teacher Education and Reform**, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on **4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry**. New in Year 6, **4A** combined with **4B** is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Regional campuses are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	28.3%	32.1%	35.1%	27.5%	20.0% to 30.0%	3% of prior 3-yr avg	30.9%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where academic costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and administrative costs are expenditures in the institutional support category. For regional campuses, unrestricted funds only are included and funds transfers are excluded. **For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."**

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2001	54.1%	50.0%	46.2%	29.3%	20.0% to 49.9%	5% of prior 3-yr avg	52.6%	2.00
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Critical Success Factor 6, Scored Indicator Notes: New in Year 6, **6A** combined with **6B** measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	22.0%	21.2%	16.7%	22.6%	15.0% to 31.0%	3% of prior 3-yr avg	20.6%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	N/A	N/A	N/A	N/A	N/A to N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Union**Two-Year Institutions - Branches of the University of SC Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe		Institution's Performance			2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Performance Score Indicator

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, *Graduates Who Continued Their Education*, is being defined applicable to regional campuses and will measure baccalaureate attainment of an entering cohort 6 years later. All regional campuses earned compliance this year as baseline data are gathered. In future years, data will be scored. 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1.33

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	17.9%	20.9%	22.7%	18.5%	20.0%	to	26.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	21.5%	1.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		59.0%	56.4%	54.4%	47.0%	to	57.0%		60.6%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	4.2%	7.7%	4.5%	4.3%	10.0%	to	13.0%		5.6%	1.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

11. Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 1 scored indicators.
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
Achieved Compliance on 4 indicators.

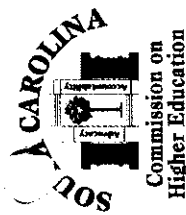
Subtotal :	15.33
# of indicators averaged	7
Average:	2.19
Average / 3.00 Max:	73%
Category is:	"Achieves"



Performance Year 2001-02 Ratings to Impact FY 2002-03 Allocation

"State Technical and Comprehensive Education System" Sector

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



Aiken Technical College

Sector: State Technical and Comprehensive Education System

Susan A. Graham, President

2276 Jeffersn Davis Hwy.

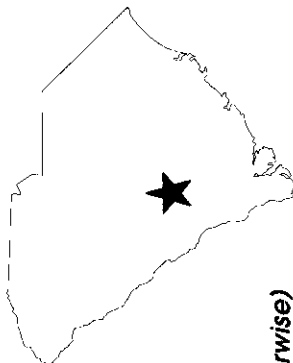
PO Drawer 696

Graniteville, SC 29829

(803) 593-9231

www.aik.tec.sc.us

Founded in 1972



**2001-02 Performance Year Score
Achieves Standards**

74%

2.21 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

Enrollment Headcount includes full & part-time students Full-Time Continuing Education FY 2000-01	2,353 100% of headcount Undergraduate 88% of headcount from SC at entry 40% of headcount Minority 1,015 (43% of headcount) 137,368 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Full-Time Faculty (*) Tuition Academic Year 2001-02 Financial Dollars In Millions FY 2000-01	54 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey) \$1,800 In-State/In-County, Full-Time \$5,060 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees) \$15.2 Total Revenue, excluding auxiliary \$15.4 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"

Degrees Awarded
FY 2000-01

175 Associates

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on

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

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

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

13 Indicators

3 Indicators

3 Indicators

2 Indicators

5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Aiken Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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

3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and
Instructors, as defined for senior institutions and regional
campuses

Fall 2001	100.0%	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	3% of prior 3-yr avg	N/A	3.00
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2D Compensation of Faculty (average all ranks)

Fall 2001	\$36,509	\$39,048	\$40,942	\$41,782	\$34,188 to \$43,260	3% of prior year	\$42,170	2.00
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Critical Success Factor 2, Scored Indicator Notes: 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	33%	50%	25%	25%	90%-99% or if <90%, all but 1	N/A		1.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	25.1%	25.4%	24.9%	29.1%	23.0% to 30.0%	3% of prior 3-yr avg	24.4%	2.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	10.5%	10.3%	10.0%	8.3%	10.0% to 24.0%	3% of prior 3-yr avg	10.6%	1.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	100.0%	76.9%	87.0%	100.0%	75.0% to 89.0%	3% of prior 3-yr avg	90.6%	3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score		
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	Subpart	Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					17.0%	to	23.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	37.6%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to	60.0%		53.0%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to	13.0%		18.9%	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 5 indicators.

Subtotal :	17.67
# of Indicators averaged	8
Average:	2.21
Average / 3.00 Max:	74%
Category is:	"Achieves"



Central Carolina Technical College

Sector: State Technical and Comprehensive Education System

Kay R. Raffield, President
506 North Guignard Drive
Sumter, SC 29150-2499
(803) 778-1961
www.sum.tec.sc.us

Founded in 1962



**2001-02 Performance Year Score
Exceeds Standards**

87%
2.60 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Headcount includes full & part-time students	2,962 100% of headcount Undergraduate 99% of headcount from SC at entry 51% of headcount Minority	Full-Time Faculty (*)	67 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Degrees Awarded FY 2000-01	Continuing Education FY 2000-01	Full-Time 317,895 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Tuition Academic Year 2001-02	\$1,700 In-State/In-County, Full-Time \$3,844 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)
				Financial Dollars In Millions FY 2000-01	\$18.2 Total Revenue, excluding auxiliary \$18.4 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
Exceeded Standards (or received scores of 3) on 13 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators
Achieved Compliance (or received scores of "Complied") on 1 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Central Carolina Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and 2A Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all 3% of prior but 1	N/A				3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$33,428	\$35,958	\$37,500	\$38,889	\$34,188 to \$43,260	3% of prior year	\$38,625			2.50

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior		Factor	Applied	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	60%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	18.1%	18.8%	16.5%	22.3%	23.0%	to 30.0%	3% of prior 3-yr avg	17.3%		3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	10.6%	11.7%	12.9%	7.8%	10.0%	to 24.0%	3% of prior 3-yr avg	12.1%		1.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	98.0%	89.8%	94.5%	91.7%	75.0%	to 89.0%	3% of prior 3-yr avg	96.9%		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range		2001-02 Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.33

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	42.3%	43.0%	44.6%	50.6%	32.0%	to	43.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	45.5%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		48.3%	56.6%	61.0%	49.0%	to	60.0%		55.1%	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	8.3%	13.2%	15.1%	9.2%	10.0%	to	13.0%		12.6%	1.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

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

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

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

Achieved Compliance on 5 indicators.

Subtotal :	20.83
# of indicators averaged	8
Average:	2.60
Average / 3.00 Max:	87%
Category is:	"Exceeds"



Denmark Technical College

Sector: State Technical and Comprehensive Education System

Joann R. G. Boyd-Scotland, President

Solomon Blatt Boulevard

Denmark, SC 29042-0327

(803) 793-5100

www.den.tec.sc.us



Founded in 1947

**2001-02 Performance Year Score
 Achieves Standards**

80%

2.40 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Headcount	Full-Time Faculty (*)
	includes full & part-time students	1,401 100% of headcount Undergraduate 97% of headcount from SC at entry 93% of headcount Minority 885 (63% of headcount)	37 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2000-01	Continuing Education FY 2000-01	Full-Time	Tuition
			Academic Year 2001-02 \$1,700 In-State/In-County, Full-Time \$3,400 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)
			Financial
			Dollars In Millions FY 2000-01 \$10.3 Total Revenue, excluding auxiliary \$10.5 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	3 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	4 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	1 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Denmark Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/w/in range "3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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

3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and
Instructors, as defined for senior institutions and regional
campuses

100.0% 100.0% 100.0% 100.0% 98.0% - 99.9% or if <98.0% all 3% of prior
Fall 2001 but 1 3-yr avg

N/A

3.00

2D Compensation of Faculty (average all ranks)

\$29,501 \$31,034 \$33,520 \$35,499 \$34,188 to \$43,260 3% of prior
Fall 2001 year

\$34,526

2.50

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied	2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	0%	67%	67%	67%	90%-99% or if <90%, all but 1	N/A		2.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community, and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	26.0%	25.3%	23.7%	30.1%	25.0% to 34.0%	3% of prior 3-yr avg	24.3%	2.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	26.1%	19.4%	19.4%	24.8%	10.0% to 24.0%	3% of prior 3-yr avg	22.3%	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	90.5%	77.4%	68.4%	74.4%	75.0% to 89.0%	3% of prior 3-yr avg	81.1%	1.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored.

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Performance Score Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					39.0%	to 52.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	97.4%	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to 60.0%		56.1%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to 13.0%		80.9%	3.00	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13. Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 5 indicators.

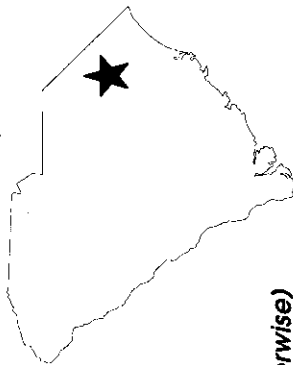
# of indicators averaged	Subtotal :	19.17
Average:	8	
Average / 3.00 Max:	2.40	
Category is:	80%	
	"Achieves"	



Florence-Darlington Technical College

Sector: State Technical and Comprehensive Education System

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



Founded in 1963

2001-02 Performance Year Score
 Achieves Standards

84%
 2.52 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment Headcount includes full & part-time students		Full-Time Faculty (*) 108	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Full-Time 3,632 100% of headcount Undergraduate 99% of headcount from SC at entry 46% of headcount Minority 1,671 (46% of headcount)		Tuition Academic Year 2001-02 \$1,720 In-State, Full-Time \$3,720 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)	See note below. (IPEDS Fall Staff Survey) \$1,720 In-State, Full-Time \$3,720 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)
Degrees Awarded FY 2000-01 355 Associates	Continuing Education FY 2000-01 163,552 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)		Financial Dollars in Millions FY 2000-01 \$29.5 Total Revenue, excluding auxiliary \$29.5 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)	\$29.5 Total Revenue, excluding auxiliary \$29.5 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	3 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Florence-Darlington Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2001-02 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

1. MISSION FOCUS

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

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

3.00

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and
2A Instructors, as defined for senior institutions and regional
campuses

Fall 2001	100.0%	99.5%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all 3-yr avg but 1	3% of prior	N/A	3.00
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2D Compensation of Faculty (average all ranks)

Fall 2001	\$35,021	\$37,045	\$39,343	\$41,224	\$34,188 to \$43,260	3% of prior year	\$40,523	2.50
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Critical Success Factor 2, Scored Indicator Notes: 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks.

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

Report for: Florence-Darlington Technical College**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe		Institution's Performance			2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Performance Score

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	25.9%	25.6%	25.6%	28.8%	23.0% to 30.0%	3% of prior 3-yr avg	24.9%			2.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	15.1%	13.9%	11.4%	13.1%	10.0% to 24.0%	3% of prior 3-yr avg	13.9%			2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	97.5%	91.5%	81.6%	84.0%	75.0% to 89.0%	3% of prior 3-yr avg	92.9%			2.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

Report for: Florence-Darlington Technical College**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor		Institution's Performance		2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
Indicator (reference #/letter at far left and title)		Measure Timeframe		"2" if at/within range		"3" if ># shown		Factor Applied	
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	> or = to # shown	Subpart Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	39.4%	44.1%	45.7%	46.1%	29.0%	to 39.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	45.2%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		58.7%	59.7%	58.9%	49.0%	to 60.0%		62.2%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	12.4%	14.4%	15.1%	17.4%	10.0%	to 13.0%		14.4%	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 3 scored indicators.
 Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
 Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
 Achieved Compliance on 5 indicators.

Subtotal :		20.17
# of indicators averaged		8
Average:		2.52
Average / 3.00 Max:		84%
Category is:		"Achieves"



Greenville Technical College

Sector: State Technical and Comprehensive Education System

Thomas E. Barton, Jr., President
 506 S. Pleasantburg Drive
 Greenville, SC 29607
 (864) 250-8000
www.greenvilletech.com



Founded in 1962

**2001-02 Performance Year Score
 Exceeds Standards**

88%

2.65 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	251	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students	11,544	
Degrees Awarded FY 2000-01	Full-Time	\$1,750	In-State/In-County, Full-Time
	Continuing Education FY 2000-01	\$3,800	Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regist fees)
Financial Dollars In Millions FY 2000-01	Academic Year 2001-02	\$66.0	Total Revenue, excluding auxiliary
	Program Contact Hours (1 continuing education unit = 10 contact hrs)	\$66.2	Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	4 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	4 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Greenville Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year				

1. MISSION FOCUS

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

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

3.00

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and
2A Instructors, as defined for senior institutions and regional
campuses

100.0% 100.0% 100.0% 100.0% 100.0%

98.0% - 99.9% or if <98.0% all
but 1

3% of prior
3-yr avg

N/A

3.00

2D Compensation of Faculty (average all ranks)

\$33,851 \$35,505 \$38,019 \$39,582

\$34,188 to \$43,260

3% of prior
year

\$39,160

2.50

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	94%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	18.6%	16.5%	16.1%	14.8%	23.0% to 30.0%	3% of prior 3-yr avg	16.6%		3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instructional research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	12.8%	8.4%	8.4%	11.3%	10.0% to 24.0%	3% of prior 3-yr avg	10.2%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	89.3%	79.6%	83.9%	86.5%	75.0% to 89.0%	3% of prior 3-yr avg	86.8%		2.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored.

7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.17

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					13.0%	to	17.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	23.2%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to	60.0%		54.9%	2.50
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to	13.0%		10.1%	1.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

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

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

Achieved Compliance on 5 indicators.

Subtotal :	21.17
# of Indicators averaged	8
Average:	2.65
Average / 3.00 Max:	88%
Category is:	"Exceeds"



Horry-Georgetown Technical College

Sector: State Technical and Comprehensive Education System

Neyle Wilson, President
 2050 Highway 501 East
 Conway, SC 29526
 (843) 347-3186
www.hor.tec.sc.us



Founded in 1966

**2001-02 Performance Year Score
 Exceeds Standards**

**88%
 2.65 of 3.00 Maximum**

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		104 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students	4,106 100% of headcount Undergraduate 90% of headcount from SC at entry 24% of headcount Minority	
	Full-Time	1,604 (39% of headcount)	
	Continuing Education FY 2000-01	470,051 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	
	Degrees Awarded FY 2000-01	389 Associates	
Tuition Academic Year 2001-02		Financial Dollars In Millions FY 2000-01	Tuition \$1,744 In-State/In-County, Full-Time \$3,788 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regs fees)
			Total Revenue, excluding auxiliary \$23.8 Total Educ & General Expenditures and Transfers, excluding auxiliary \$24.0 (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
 Exceeded Standards (or received scores of 3) on 4 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 4 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators
 Achieved Compliance (or received scores of "Complied") on 5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: **Horry-Georgetown Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
	This Year										

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	3% of prior 3-yr avg	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$36,923	\$38,509	\$39,757	\$40,729	\$34,188 to \$43,260	3% of prior year	\$40,950			2.00

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

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

Report for: Horry-Georgetown Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	"1" if <# shown	Factor Applied > or = to # shown	Subpart	
		This Year						Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	67%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	26.8%	25.8%	22.7%	23.4%	23.0%	to 30.0%	3% of prior 3-yr avg	24.3%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	17.1%	18.9%	17.1%	18.9%	10.0%	to 24.0%	3% of prior 3-yr avg	18.2%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	92.5%	89.2%	87.1%	93.9%	75.0%	to 89.0%	3% of prior 3-yr avg	92.3%	3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

Report for: Horry-Georgetown Technical College

Measures Presented by Critical Success Factor		Institution's Performance			2001-02 Standard		2001-02	
Indicator (reference #/letter at far left and title)		Measure Timeframe			"2" if at/within range		Score <3: Earn 0.5 for Improvement if	
Indicator Subpart (reference #/letter and descriptive title) if applicable		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown
		This Year						Subpart
								Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.17

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	21.9%	22.1%	23.3%	25.1%	16.0%	to	21.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	23.6%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		50.3%	55.4%	52.8%	49.0%	to	60.0%		55.5%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	6.6%	8.0%	6.6%	8.9%	10.0%	to	13.0%		7.3%	1.50

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

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

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

Achieved Compliance on 5 indicators.

Subtotal :	21.17
# of indicators averaged	8
Average:	2.65
Average / 3.00 Max:	88%
Category is:	"Exceeds"



Midlands Technical College

Sector: State Technical and Comprehensive Education System

Barry W. Russell, President

316 S. Bellline Blvd.

Columbia, SC 29205-2408

(803) 738-1400

www.midlandstech.com



Founded in 1963

**2001-02 Performance Year Score
Achieves Standards**

86%

2.58 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment Headcount includes full & part-time students	9,874 100% of headcount Undergraduate 98% of headcount from SC at entry 36% of headcount Minority	Full-Time Faculty (*)	212 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Full-Time Continuing Education FY 2000-01	4,235 (43% of headcount) 402,700 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Tuition Academic Year 2001-02	\$1,800 In-State/In-County, Full-Time \$5,200 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)
Degrees Awarded FY 2000-01	796 Associates		Financial Dollars In Millions FY 2000-01	\$58.4 Total Revenue, excluding auxiliary \$58.8 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	5 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	2 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	1 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Midlands Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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

3.00

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and
2A Instructors, as defined for senior institutions and regional
campuses

98.0% - 99.9% or if <98.0% all
but 1

3% of prior
3-yr avg

N/A

3.00

2D Compensation of Faculty (average all ranks)

100.0% 100.0% 100.0% 100.0%

\$35,737 \$37,999 \$39,635 \$40,586

\$34,188 to \$43,260

3% of prior
year

\$40,824

2.00

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if < # shown "3" if > # shown	Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	17.9%	17.3%	20.3%	20.1%	23.0%	to	30.0%	3% of prior 3-yr avg	17.9%		3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (first-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	8.4%	8.3%	9.2%	8.2%	10.0%	to	24.0%	3% of prior 3-yr avg	8.9%		1.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	92.0%	95.9%	87.3%	91.1%	75.0%	to	89.0%	3% of prior 3-yr avg	94.5%		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard		2001-02	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"2" if at/within range "1" if <# shown	Score <3: Earn 0.5 for Improvement if Factor Applied	Performance Score
	This Year					"3" if ># shown	> or = to # shown	Subpart Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					23.0%	to	30.0%	8C1&2= 5% of prior	37.3%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to	60.0%	3-yr avg and 8C4=	54.8%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to	13.0%	3% of prior 3-yr avg	15.1%	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

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

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

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

Achieved Compliance on 5 indicators.

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



Northeastern Technical College

Sector: State Technical and Comprehensive Education System

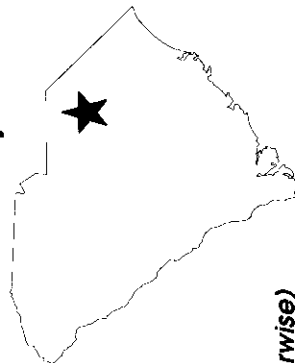
Ronald W. Hampton, President

1201 Chesterfield Highway

Cheraw, SC 29520-1007

(843) 921-6900

www.netc.edu



Founded in 1967

**2001-02 Performance Year Score
 Achieves Standards**

67%

2.00 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment Headcount includes full & part-time students	967	Full-Time Faculty (*)	30	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Full-Time	288 (30% of headcount)	Tuition Academic Year 2001-02	\$1,705 In-State/In-County, Full-Time \$3,365 Out-of-State, Full-Time	(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)
Degrees Awarded FY 2000-01	Continuing Education FY 2000-01	84,671 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Financial Dollars In Millions FY 2000-01	\$7.1 Total Revenue, excluding auxiliary \$7.2 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)	

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	1 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	2 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Northeastern Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.										2.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, *Curricula Offered to Achieve Mission*, and 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and 2A Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all 3-yr avg but 1		3% of prior 3-yr avg		N/A	3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$31,481	\$31,548	\$33,043	\$33,436	\$34,188 to \$43,260		3% of prior year		\$34,034 Exception	2.50

Critical Success Factor 2, Scored Indicator Notes: 2A for technical colleges measures the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools. Faculty included are those who teach one or more credit courses in the fall semester. 2D measures average faculty salary of faculty at all ranks. Institution score for 2D includes consideration of an appeal for special consideration of institutional data related to performance.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	N/A	0%	0%	0%	90%-99% or if <90%, all but 1	N/A				1.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	40.3%	33.4%	31.9%	28.0%	25.0%	to 34.0%	3% of prior 3-yr avg	34.1%		2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	7.9%	16.8%	12.4%	11.1%	10.0%	to 24.0%	3% of prior 3-yr avg	12.7%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	83.3%	100.0%	77.8%	71.4%	75.0%	to 89.0%	3% of prior 3-yr avg	89.6%		1.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of different students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe		Institution's Performance			2001-02 Standard		2001-02	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if	Performance Score
							"3" if ># shown	Factor Applied	Subpart
								> or = to # shown	Indicator

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.00

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	40.8%	38.7%	40.2%	42.4%	29.0%	to	39.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	41.9%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		54.0%	51.5%	47.5%	49.0%	to	60.0%		55.4%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	10.6%	12.1%	12.2%	11.3%	10.0%	to	13.0%		12.0%	2.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 1 scored indicators.

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

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

Achieved Compliance on 5 indicators.

Subtotal :	16.00
# of Indicators averaged	8
Average:	2.00
Average / 3.00 Max:	67%
Category is:	"Achieves"

Orangeburg-Calhoun Technical College

Sector: State Technical and Comprehensive Education System

Anne Crook, President
3250 St. Matthews Road
Orangeburg, SC 29118
(803) 536-0311
www.octech.edu



Founded in 1968

**2001-02 Performance Year Score
Achieves Standards**

84%

2.52 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Headcount includes full & part-time students	2,020 100% of headcount Undergraduate 100% of headcount from SC at entry 58% of headcount Minority 1,039 (51% of headcount)	Full-Time Faculty (*)	68 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Degrees Awarded FY 2000-01	Full-Time	100,532 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Tuition Academic Year 2001-02	\$1,700 In-State/In-County, Full-Time \$3,624 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regis fees)
		Continuing Education FY 2000-01		Financial Dollars In Millions FY 2000-01	\$15.0 Total Revenue, excluding auxiliary \$15.1 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
Exceeded Standards (or received scores of 3) on 2 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 6 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators
Achieved Compliance (or received scores of "Complied") on 5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Orangeburg-Calhoun Technical College

Measures Presented by Critical Success Factor		State Technical and Comprehensive Education System Sector				
Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance			2001-02 Standard	2001-02 Performance Score
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	Improvement if Factor Applied > or = to # shown
					"1" if < # shown "2" if at/within range "3" if > # shown	

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.				
						3.00

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all 3-yr avg but 1	3% of prior 3-yr avg	N/A	3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$30,600	\$32,432	\$34,205	\$36,996	\$34,188 to \$43,260	3% of prior year	\$35,231	2.50

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

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

Report for: Orangeburg-Calhoun Technical College**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior		This Year	Subpart	

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	100%	88%	88%	90%-99% or if <90%, all but 1	N/A		2.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	28.3%	26.1%	23.3%	24.0%	23.0% to 30.0%	3% of prior 3-yr avg	25.1%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	19.4%	20.5%	23.3%	23.1%	10.0% to 24.0%	3% of prior 3-yr avg	21.7%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	89.7%	92.6%	81.5%	77.9%	75.0% to 89.0%	3% of prior 3-yr avg	90.6%	2.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

Report for: Orangeburg-Calhoun Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					41.0%	to	55.0%	8C1&2= 5% of prior	55.8%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to	60.0%	3-yr avg and 8C4=	60.5%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to	13.0%	3% of prior 3-yr avg	26.3%	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 2 scored indicators.

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

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

Achieved Compliance on 5 indicators.

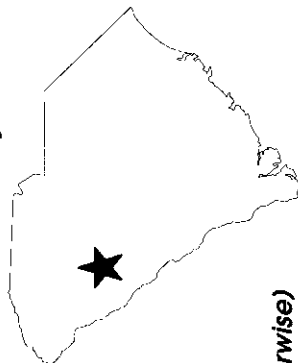
# of indicators averaged	Subtotal :	20.17
Average:	8	
Average / 3.00 Max:	2.52	
Category is:	84%	
	"Achieves"	



Piedmont Technical College

Sector: State Technical and Comprehensive Education System

Lex D. Walters, President
 620 N. Emerald Road
 Greenwood, SC 29646-1467
 (864) 941-8324
 www.piedmont.tec.sc.us



Founded in 1966

**2001-02 Performance Year Score
 Exceeds Standards**

93%

2.79 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Headcount includes full & part-time students	4,544 100% of headcount Undergraduate 98% of headcount from SC at entry 37% of headcount Minority
	Full-Time		1,764 (39% of headcount)
Degrees Awarded FY 2000-01	Continuing Education FY 2000-01		507,948 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)
	380 Associates		
Full-Time Faculty (*)			100 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
Tuition Academic Year 2001-02			\$1,560 In-State/In-County, Full-Time \$3,210 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regist fees)
Financial Dollars In Millions FY 2000-01			\$23.8 Total Revenue, excluding auxiliary \$23.8 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	5 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	3 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Piedmont Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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

3.00

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and
2A Instructors, as defined for senior institutions and regional
campuses

	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
2A	Fall 2001	100.0%	100.0%	99.6%	100.0%	98.0% - 99.9% or if <98.0% all 3-yr avg but 1			N/A		3.00
2D	Fall 2001	\$32,454	\$33,699	\$34,778	\$36,634	\$34,188 to \$43,260			3% of prior year		2.50

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

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

Report for: Piedmont Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior		Factor Applied	> or = to # shown	
	This Year							

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	75%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	21.6%	19.2%	23.2%	22.8%	23.0% to 30.0%	3% of prior 3-yr avg	20.7%	3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3".

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	23.1%	27.1%	17.9%	19.6%	10.0% to 24.0%	3% of prior 3-yr avg	23.4%	2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	92.5%	95.0%	87.3%	97.3%	75.0% to 89.0%	3% of prior 3-yr avg	94.3%	3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored.

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.83

1	% of the undergraduate SC citizens enrolled who are minority (headcount)							
2	annual retention rate of SC degree-seeking undergrads who are minority.							
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)							
		Fall 2001	34.5%	34.2%	36.0%	37.2%	24.0% to 31.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg
		Fall 00 to 01		58.9%	59.0%	61.9%	49.0% to 60.0%	
		Fall 2001	10.7%	13.9%	11.2%	12.4%	10.0% to 13.0%	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 5 indicators.

# of indicators averaged	Subtotal :	22.33
Average:	Average:	2.79
Average / 3.00 Max:	Category is:	93% "Exceeds"



Spartanburg Technical College

Sector: State Technical and Comprehensive Education System

Dan Terhune, President
Bus. I-85 at New Cut Road
Spartanburg, SC 29303
(864) 591-3600
www.stcsc.edu



Founded in 1963

**2001-02 Performance Year Score
Achieves Standards**

81%

2.44 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment		Full-Time Faculty (*)	92 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Headcount			
	includes full & part-time students			
	Full-Time			
	Continuing Education			
	FY 2000-01			
	328 Associates			
	FY 2000-01			
	Degrees Awarded			
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Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	3 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001	99.4%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		3% of prior 3-yr avg	N/A		3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$33,199	\$35,060	\$36,624	\$38,371	\$34,188 to \$43,260		3% of prior year	\$37,723		2.50

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

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

Report for: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior		This Year	Subpart		

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	80%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	23.6%	23.2%	27.9%	28.0%	23.0% to 30.0%	3% of prior 3-yr avg	24.2%	2.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	19.8%	21.4%	22.0%	18.6%	10.0% to 24.0%	3% of prior 3-yr avg	21.7%	2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	86.5%	85.9%	89.5%	77.8%	75.0% to 89.0%	3% of prior 3-yr avg	89.9%	2.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

Report for: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.00

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	26.4%	30.7%	32.0%	16.0%	to 21.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	30.0%	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01	55.8%	54.7%	57.2%	49.0%	to 60.0%		58.0%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	9.0%	10.7%	8.0%	10.0%	to 13.0%		9.1%	1.00	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 3 scored indicators.
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
Achieved Compliance on 5 indicators.

# of Indicators averaged	Subtotal :	19.50
Average:		8
Average / 3.00 Max:		2.44
Category is:		81%
		"Achieves"



Technical College of the Lowcountry

Sector: State Technical and Comprehensive Education System

Anne McNutt, President
921 S. Ribaut Road
Beaufort, SC 29902-1288
(843) 525-8324
www.tcl.edu



Founded in 1979

**2001-02 Performance Year Score
Exceeds Standards**

**91%
2.73 of 3.00 Maximum**

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment	Headcount includes full & part-time students	1,745 100% of headcount Undergraduate 99% of headcount from SC at entry 50% of headcount Minority 390 (22% of headcount)	Full-Time Faculty (*)	44 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Degrees Awarded FY 2000-01	Continuing Education FY 2000-01	116 Associates	Tuition Academic Year 2001-02	\$1,700 In-State/In-County, Full-Time \$3,710 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regist fees)
			63,776 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Financial Dollars In Millions FY 2000-01	\$11.8 Total Revenue, excluding auxiliary \$11.7 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
Exceeded Standards (or received scores of 3) on 4 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 4 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators
Achieved Compliance (or received scores of "Complied") on 5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Technical College of the Low Country

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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

3.00

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and
2A Instructors, as defined for senior institutions and regional
campuses

98.0% - 99.9% or if <98.0% all
but 1

3% of prior
3-yr avg

N/A

3.00

2D Compensation of Faculty (average all ranks)

\$32,905 to \$36,907

\$41,150

\$39,646

2.50

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

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

Report for: Technical College of the Low Country

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if > shown	Factor Applied	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	75%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	35.5%	36.9%	34.2%	32.6%	25.0%	to 34.0%	3% of prior 3-yr avg	34.5%	2.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	9.5%	11.6%	8.1%	15.0%	10.0%	to 24.0%	3% of prior 3-yr avg	10.0%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	94.7%	98.3%	86.4%	91.1%	75.0%	to 89.0%	3% of prior 3-yr avg	95.9%	3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

Report for: Technical College of the Low Country**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe		Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2001-02 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year					Subpart	Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.33

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	44.1%	43.1%	48.1%	50.6%	26.0%	to	35.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	47.4%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		54.4%	47.2%	47.0%	49.0%	to	60.0%		53.3%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	14.3%	17.4%	13.8%	17.2%	10.0%	to	13.0%		15.6%	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

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

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

Achieved Compliance on 5 indicators.

# of indicators averaged	Subtotal :	21.83
Average:	Average:	2.73
Average / 3.00 Max:	Average / 3.00 Max:	91%
Category is:	Category is:	"Exceeds"



Tri-County Technical College

Sector: State Technical and Comprehensive Education System

Don C. Garrison, President

7900 Highway 76

Pendleton, SC 29670-0587

(864) 646-3636

www.tricountytec.sc.us



Founded in 1962

**2001-02 Performance Year Score
Exceeds Standards**

88%

2.63 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

Enrollment

Headcount
includes full &
part-time students

3,773

100% of headcount Undergraduate
96% of headcount from SC at entry
14% of headcount Minority

Full-Time

1,797 (48% of headcount)

Continuing Education

FY 2000-01

472,342 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

**Degrees
Awarded**
FY 2000-01

385 Associates

Full-Time Faculty (*)

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

Tuition

Academic Year
2001-02

\$1,700 In-State/In-County, Full-Time

\$5,480 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regist fees)

Financial

Dollars In Millions
FY 2000-01

\$22.5 Total Revenue, excluding auxiliary

\$22.7 Total Educ & General Expenditures
and Transfers, excluding auxiliary
(IPEDS Finance Survey)

For links to mission and webpage,
see www.che400.state.sc.us and
select "Performance Funding"

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on

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

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

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

13 Indicators

4 Indicators

4 Indicators

0 Indicators

5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

Substantially Exceeds

Exceeds

Achieves

Does Not Achieve

Substantially Does Not Achieve

95% to 100% or 2.85 to 3.00

87% to 94% or 2.60 to 2.84

67% to 86% or 2.00 to 2.59

48% to 66% or 1.45 to 1.99

33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Tri-County Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	3% of prior 3-yr avg	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$34,150	\$35,486	\$37,842	\$38,691	\$34,188 to \$43,260	3% of prior year	\$38,977			2.00

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

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

Report for: Tri-County Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor Applied	> 01 = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	75%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A			3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	24.3%	22.1%	17.6%	17.6%	23.0% to 30.0%	3% of prior 3-yr avg	20.7%		3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	13.8%	17.7%	19.0%	18.7%	10.0% to 24.0%	3% of prior 3-yr avg	17.3%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	92.6%	89.9%	85.7%	88.7%	75.0% to 89.0%	3% of prior 3-yr avg	92.1%		2.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC." Jan 2002. As of Year 6, 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored.

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

Report for: Tri-County Technical College**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.50

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					9.0%	to	12.0%	8C1&2= 5% of prior	13.3%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to	60.0%	3-yr avg and 8C4=	60.5%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to	13.0%	3% of prior 3-yr avg	8.7%	2.50

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

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

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

Achieved Compliance on 5 indicators.

# of Indicators averaged	Subtotal :	21.00
Average:	8	
Average / 3.00 Max:	2.63	
Category is:	88%	
	"Exceeds"	



Trident Technical College

Sector: State Technical and Comprehensive Education System

Mary D. Thornley, President
7000 Rivers Avenue
Charleston, SC 29411-8067
(843) 574-6111
www.trident.tec.sc.us



Founded in 1964

**2001-02 Performance Year Score
Exceeds Standards**

92%

2.77 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

Enrollment

Headcount
includes full &
part-time students

10,461

100% of headcount Undergraduate
98% of headcount from SC at entry
32% of headcount Minority

Full-Time

3,621 (35% of headcount)

Continuing Education

FY 2000-01

383,246 Technical Education and
Occupational Advancement
Program Contact Hours
(1 continuing education
unit = 10 contact hrs)

Degrees Awarded

FY 2000-01

848 Associates

Full-Time Faculty (*)

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

Tuition

Academic Year
2001-02

\$1,700 In-State/In-County, Full-Time
\$2,880 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regist fees)

Financial

Dollars In Millions
FY 2000-01

\$53.2 Total Revenue, excluding auxiliary
and Transfers, excluding auxiliary
(IPEDS Finance Survey)

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

\$1,700 In-State/In-County, Full-Time
\$2,880 Out-of-State, Full-Time
(includes UG required tuition and fees,
IPEDS Inst. Characteristics Survey;
excl. non-refundable app/regist fees)

\$53.2 Total Revenue, excluding auxiliary
and Transfers, excluding auxiliary
(IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

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

Exceeded Standards (or received scores of 3) on

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

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

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

13 Indicators

5 Indicators

3 Indicators

0 Indicators

5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Trident Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.									3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, *Curricula Offered to Achieve Mission*, and 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and 2A Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		3% of prior 3-yr avg		N/A	3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$36,926	\$39,170	\$40,458	\$41,352	\$34,188 to \$43,260		3% of prior year		\$41,672	2.00

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor	Subpart	

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	80%	87%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	22.7%	23.1%	20.4%	22.1%	23.0%	to	30.0%	3% of prior 3-yr avg	21.4%		3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	12.8%	10.1%	11.2%	12.5%	10.0%	to	24.0%	3% of prior 3-yr avg	11.7%		2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	88.7%	89.7%	90.8%	91.7%	75.0%	to	89.0%	3% of prior 3-yr avg	92.4%		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior			

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2001	28.3%	30.3%	31.8%	33.1%	23.0%	to	30.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	31.6%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 00 to 01		54.7%	53.2%	57.0%	49.0%	to	60.0%		56.6%	2.50
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2001	8.0%	8.2%	8.9%	11.4%	10.0%	to	13.0%		8.6%	2.50

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 5 indicators.

# of Indicators averaged	Subtotal :	22.17
Average:	Average:	2.77
Average / 3.00 Max:	Average / 3.00 Max:	92%
Category is:	Category is:	"Exceeds"

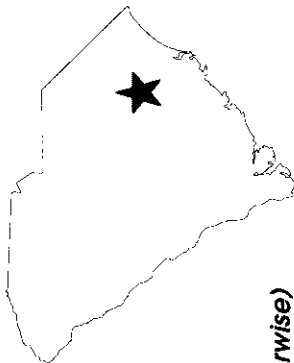


Williamsburg Technical College

Sector: State Technical and Comprehensive Education System

James C. Williamson, President
 601 Martin Luther King, Jr. Avenue
 Kingstree, SC 29556
 (843) 354-2021
www.williamsburgtech.com

Founded in 1969



**2001-02 Performance Year Score
 Achieves Standards**

84%

2.52 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment Headcount includes full & part-time students	543 100% of headcount Undergraduate 100% of headcount from SC at entry 68% of headcount Minority	Full-Time Faculty (*)	17 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey)
	Full-Time	238 (44% of headcount)	Tuition Academic Year 2001-02	\$1,700 In-State/In-County, Full-Time \$2,880 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regs fees)
Degrees Awarded FY 2000-01	Continuing Education FY 2000-01	25,182 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	Financial Dollars In Millions FY 2000-01	\$5.9 Total Revenue, excluding auxiliary \$6.2 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	4 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	2 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	2 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"**Performance Funding**" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Williamsburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	> or = to # shown

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.								
		3.00								

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

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	3% of prior 3-yr avg	N/A		3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$28,005	\$29,266	\$28,795	\$30,490	\$34,188 to \$43,260	3% of prior year	\$29,659		1.50

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe This Year	Institution's Performance			2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor > or = to # Applied shown		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior		Factor	Subpart	

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	75.2%	75.7%	89.8%	42.4%	25.0% to 34.0%	3% of prior 3-yr avg	77.8%	1.50
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected; performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	8.1%	13.5%	39.1%	21.0%	10.0% to 24.0%	3% of prior 3-yr avg	20.8%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	100.0%	38.9%	N/A	100.0%	75.0% to 89.0%	3% of prior 3-yr avg	71.5%	3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored. 7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2001-02 Performance Score			
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					45.0%	to	61.0%	8C1&2= 5% of prior	67.2%	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to	60.0%	3-yr avg and 8C4=	57.9%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to	13.0%	3% of prior 3-yr avg	31.3%	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

Exceeded standards (scores of 3) on 4 scored indicators.

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.

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

Achieved Compliance on 5 indicators.

# of indicators averaged	Subtotal :	20.17
Average:	Average:	2.52
Average / 3.00 Max:	Average / 3.00 Max:	84%
Category is:	Category is:	"Achieves"



York Technical College

Sector: State Technical and Comprehensive Education System

Dennis Merrell, President
452 S. Anderson Road
Rock Hill, SC 29730
(803) 327-8000
www.yorktech.com



Founded in 1964

**2001-02 Performance Year Score
Exceeds Standards**

92%

2.77 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2001 data unless noted otherwise)

For links to mission and webpage, see www.che400.state.sc.us and select "Performance Funding"	Enrollment Headcount includes full & part-time students		Full-Time Faculty (*) Tuition Academic Year 2001-02 Financial Dollars in Millions FY 2000-01	100 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. See note below. (IPEDS Fall Staff Survey) \$1,712 In-State/In-County, Full-Time \$5,100 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees) \$23.7 Total Revenue, excluding auxiliary \$23.8 Total Educ & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)
	Full-Time 3,700 100% of headcount Undergraduate 99% of headcount from SC at entry 31% of headcount Minority 1,422 (38% of headcount)			
Degrees Awarded FY 2000-01	248 Associates	Continuing Education FY 2000-01	258,977 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, September 2000, Year 5 and its supplement, September 2001, Year 6 at www.che400.state.sc.us select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)	13 Indicators
Exceeded Standards (or received scores of 3) on	5 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	3 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	0 Indicators
Achieved Compliance (or received scores of "Complied") on	5 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2002-03 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. This year, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che400.state.sc.us to access a detailed guide to the system and measurement (Performance Funding Workbook, Sept 2001) and additional data details by institution.**

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2001-02, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance is an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: York Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown		2001-02 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year				

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of current year)	FY 2000-01	See performance score at right. Measure and goals vary by Institution. Contact CHE for details.		3.00
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, *Curricula Offered to Achieve Mission*, and 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and 2A Instructors, as defined for senior institutions and regional campuses	Fall 2001	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	3% of prior 3-yr avg	N/A	3.00
2D Compensation of Faculty (average all ranks)	Fall 2001	\$35,171	\$37,309	\$39,200	\$40,407	\$34,188 to \$43,260	3% of prior year	\$40,376	2.50

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2002	86%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

Critical Success Factor 4, Scored Indicator Notes: Institution achieved compliance on 4A & B combined, *Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry*. New in Year 6, 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. Technical Colleges are collecting baseline data during the first year with the measure to be scored (i.e., possibility of 1, 2 or 3) in subsequent years.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2000-01	25.6%	23.2%	22.4%	22.2%	23.0% to 30.0%	3% of prior 3-yr avg				3.00
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For technical colleges, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected: performance > the range's high end merits a score of "1" and < the low end merits a "3."

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	15.1%	15.1%	11.1%	11.7%	10.0% to 24.0%	3% of prior 3-yr avg		14.2%		2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2000 - Mar 31, 2001	96.9%	96.7%	92.1%	94.0%	75.0% to 89.0%	3% of prior 3-yr avg		98.1%		3.00

Critical Success Factor 7, Scored Indicator Notes: 7A measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2002. As of Year 6, 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, are being defined applicable to the technical college sectors. All technical colleges earned compliance this year as baseline data are gathered. In future years, data will be scored.

7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

Report for: York Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2001-02 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2001-02 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

1	% of the undergraduate SC citizens enrolled who are minority (headcount)					15.0%	to 20.0%	8C1&2= 5% of prior	29.2%	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.					49.0%	to 60.0%	3-yr avg and 8C4=	54.3%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)					10.0%	to 13.0%	3% of prior 3-yr avg	15.0%	3.00	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 2001-02 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2002-03 ALLOCATION)

Based on scores in the above column at far right labeled "2001-02 Performance Score:"

13 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 5 indicators.

# of indicators averaged	Subtotal :	22.17
Average:	8	
Average / 3.00 Max:	Average:	2.77
Category is:	92%	
	"Exceeds"	