

Summary Overview
Performance Funding Ratings
2004-05 impacting 2005-06



June 2, 2005

Oct. VI

Oct. VI



Performance Funding Ratings, 2004-05

- Process for Developing Recommendations**
- Scoring Mechanism for Indicators and Overall Performance**
- Report Card Format**
- Overview of This Year's Performance**
 - Indicator Performance Highlights**
 - Overall Performance Scores**

2004-05 Schedule

- ✓ Fall '03 - Spring '04: Review of Indicators and Standards for the 2003-05 Performance Year
- ✓ Fall '04 - Spring '05: Performance data collection & staff rating assessment
- ✓ April 1: Preliminary ratings released to institutions
- ✓ April 15: Written appeals for special consideration
- ✓ May 11: Staff recommendations distributed for Finance & Facilities Meeting
- ✓ May 18: Finance & Facilities Committee Consideration
- ✓ June 2: CHE considers Committee Recommendations

Performance Indicators

Number of Indicators Contributing to PF Score in 2004-05

	Type Indicator		
	TOTAL	Scored	Compliance Deferred
Research			
USC Columbia	14	11	1 2
(3) Clemson, MUSC	14	10	1 3
Teaching			
All but SC State, Winthrop, & USC B	14	12	1 1
(3) SC State, Winthrop	14	11	1 2
(1) (3) USC Beaufort	11	7	1 3
Regional Campuses			
(2) USC Lancaster	13	10	2 1
All Others	11	8	2 1
Technical Colleges			
ATC, CCTC, DTC, FDTC, GTC, HGTC, OCTC, TCTC, TTC	13	8	4 1
(3) All Others	13	7	4 2

(1) Approved as 4-Year in 2002 and transition plan applies

(2) Indicators 3D and 7D are applicable due to program mix

(3) Indicator 1D/E deferred

Standards

- **"Performance standards" are identified for institutions or groups of institutions and are expressed in ranges of an "Achieves" level performance**
 - Determined using consistent methodology across sectors but resulting in varied institutional or sector specific standards
 - Referenced to best available data (national, regional, or state) when possible. Comparable peer data are used if available
 - Provide for a broad range of performance at the "Achieves" level
 - Include an improvement component to recognize individual institutional progress over time (select indicators)
 - Approved to remain in effect for 3 years to provide consistency
- **"Performance standards" originally identified in 2000 and were re-considered in total during this past year**



Scoring Performance

- Individual Indicators
 - Compliance
 - Deferred
 - Numerically Scored
- Overall Performance Category

Compliance Indicators

Compliance is expected and is designated by "Complies." A numeric score is not assigned for compliance.

Noncompliance results in a score of "1" contributing to the determination of the overall performance.

FOR THE CURRENT YEAR, COMPLIANCE RECOMMENDED FOR EACH INSTITUTION ON EACH COMPLIANCE INDICATOR AS APPLICABLE

Compliance Indicators Include:

1B. Curricula Offered to Achieve Mission, as applied to 2-year Institutions

1C. Approval of Mission Statement, as applied to all Institutions

Subpart 3E1 that is related to NCATE Accreditation, for Indicator 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, as applied for Teaching Institutions

7B. Employment Rate for Graduates, and 7C. Employer Feedback on Graduates Who Were Employed or Were Not Employed, as applied for Technical Colleges

"Deferred" Indicators

Indicators that have been scored in the past, but due to issues with the measure or data are not evaluated

Indicators Currently Deferred Include

Subpart 3E 2a, related to performance on Professional Knowledge examinations, as applied for Teaching Institutions

5A, *Percentage of Administrative Costs to Academic Costs*, as applied to All Institutions

9B, *Amount of Public and Private Sector Grants*, as applied to Research Institutions

For USC Beaufort, as it transitions to 4-year status, several indicators that apply to teaching sector institutions are deferred. These include 3D related to Accreditation, 3E related to teacher education programs, 7D related to performance on licensure exams, 8C3 related to minority graduate students, and 9A related to support for teacher education reform

Assigning the Indicator Score: Numerically Scored Indicators

Compare Performance
to Approved Standard
for "Achieves"

Assign score of 1, 2, or 3.

Determine if an additional 0.5 should be
added for improvement.

Scoring Key

- **1** "Does Not Achieve Standard" indicates fell below targeted performance level or in non-compliance
- **2** "Achieves Standard" indicates within acceptable range of targeted level
- **3** "Exceeds Standard" indicates exceeded targeted level
- **+0.5 "With Improvement"** indicates improvement expectations over past performance were met or exceeded as defined on select indicators. Institutions scoring 1 or 2 are eligible.

3-point system in
effect since 1998-99.
Improvement Factor
added in 2001-02.

**Example: Assigning scores
to performance on 2D,
Compensation of Faculty**

Indicator 2D, Compensation of Faculty

*Compare Current Year to
Standard*

To earn Improvement:
If score Achieves or lower,
add 0.5 to score if current
year > (past year + 1% of
past year)

	Past Yr	Current Yr Performance	"Achieves" Standard	Is improvement earned?	Score
<u>Teaching Institution X</u>					
Assistant Professor	\$45,001	\$44,676	\$36,840 to \$43,701	not applicable	3.0
Associate Professor	\$50,748	\$52,725	\$44,787 to \$53,129	Yes (\$52,725 is > \$51,255)	2.5
Professor	\$57,496	\$56,611	\$56,164 to \$66,624	No (\$56,611 < \$58,071)	2.0
<u>Technical College X</u>					
Average, All	\$40,729	\$40,576	\$34,188 to \$43,260	No (\$40,576 < \$41,136)	2.0

Consideration of Scoring Appeals

Since 1998-99, a formal process has been in place for the consideration of special cases that affect scoring:

- ✓ Preliminary Scoring Information is Distributed
- ✓ Institutions desiring Commission consideration submit written appeals outlining the circumstance and affect on performance
- ✓ Staff reviews any appeals and develops recommendations based on the requests
- ✓ Institutions submitting appeals are afforded the opportunity to discuss their case with the Commission
- ✓ The Committee considers Staff's recommendation and the Institution's position

THIS YEAR, THERE IS ONLY 1 APPEALED CASE FOR CONSIDERATION (Florence-Darlington, 3D)

Determining the Overall Performance Category

Determine a "Single Indicator Score" for indicators with multiple parts (2D, 3E, 8C), by averaging the scores earned on the parts

Average the "Single Indicator Scores" for all indicators to calculate the Performance or Overall Score for Each Institution

1B = 2
 1C = complies
 1D/E = 2
 2A = 2.5
 2D1 = 2
 2D2 = 3
 2D3 = 2
 3D = 3

3E1 = complies
 3E2a = deferred
 3E2b = 3
 3E3a = 1
 3E3b = 2
 4A/B = 2
 5A = deferred
 6A/B = 3
 7A = 1

2.33
 1.5
 2.25

7D = 2
 8C1 = 2
 8C2 = 2
 8C3 = 3
 8C4 = 1
 9A = 2

Example based on
 Teaching Sector
 Institution

OVERALL SCORE
 (Average of Underlined
 Scores at Left)
 $26.08/12 = 2.17$

OVERALL INSTITUTIONAL SCORE
places an institution in one of five
levels of performance reflecting the
degree of achievement of standards.

**FUNDING for the
institution is based
on category of
overall performance.**

If Score is: **Assigned Category is:**

2.85 - 3.00 → **Substantially Exceeds**
(95% - 100%)

2.60 - 2.84 → **Exceeds**
(87% - 94%)

2.00 - 2.59 → **Achieves**
(67% - 86%)

1.45 - 1.99 → **Does Not Achieve**
(48% - 66%)

1.00 - 1.44 → **Substantially
Does Not Achieve**
(33% - 47%)

Institutions within the same
performance category are
considered to be performing
similarly given current precision
of measurement.

Summary of Allocation Methodology as adopted November 2004

In November 2004, CHE adopted a revised allocation methodology in order to begin addressing the "parity issue" (i.e., disparity in funding levels that has pre-dated the implementation of performance funding).

In order for any institution to participate in the parity allocation methodology, the institution must obtain a score of at least "Achieves" under the Performance Funding System.

Under the adopted plan, the first \$18 million of increases in appropriations to higher education institutions for operating funds will be allocated in a manner to aggressively address the current disparity in funding levels. Specifically, the funds will be allocated on a disproportionate basis so that all institutions will be moved toward a percentage funding level of the next highest percentage above the highest funded institution with those institutions currently receiving the lowest levels of funding receiving a disproportionately larger share than those institutions funded at higher levels. All funds above \$18 million will be allocated using the same methodology. However, the targeted funding to be achieved will be changed to 90% rather than the next highest percentage above the highest funded institution.

For additional explanation and details, see Agenda Item 3 of the November 4, 2004, Commission Meeting.



Reporting of Performance

Ratings Displayed by Institution in a 4-page format

Page 1 provides an Overall Performance Summary and Descriptive Institutional Information

Pages 2-4 provide Indicator-by-Indicator and summary overall rating data. Detail Include: Historical and Current Year Data, Performance Standards, and Scoring Information



SAMPLE REPORT

Institution X

Sector: Four-Year Colleges and Universities

President

Street Address

Post Office Box, if applicable

City, SC zipcode

Telephone

Web Page

Founded in ###

2004-05 Performance Year Score

Exceeds Standards

88%

2.65 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page



At-A-Glance (Fall 2004 data unless noted otherwise)

For links to mission and webpage, see www.che.sc.gov and select "Performance Funding"

Degrees Awarded
 FY 2003-04

- Associates
- 2,059 Bachelor's
- 2 Post Bachelor's Cert.
- 190 Master's
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

Enrollment Headcount
 includes full & part-time students

11,607
 85% of headcount Undergraduate
 65% of headcount from SC at entry
 12% of headcount Minority

Full-Time SAT Average

1162 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty

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

Tuition Academic Year 2004-05

\$6,202 In-State, Full-Time Student
 \$14,140 Out-of-State, Full-Time Student
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; in-state rebate of \$302 not reflected)
 * **Financial**
 Dollars In Millions
 FY 2002-03
 \$113.0 Revenue, excl. auxiliary & hospital
 \$108.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
 Exceeded Standards (or received scores of 3) on
 Achieved Standards (or received scores of 2.00-2.99) on
 Did Not Achieve Standards (or received scores of 1.00-1.99) on
 Achieved Compliance (or received scores of "Complied") on
 1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators
 7 Indicators
 5 Indicators
 0 Indicators
 1 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

Substantially Exceeds
 Exceeds
 Achieves
 Does Not Achieve
 Substantially Does Not Achieve

95% to 100% or 2.85 to 3.00
 87% to 94% or 2.60 to 2.84
 67% to 86% or 2.00 to 2.59
 48% to 66% or 1.45 to 1.99
 33% to 47% or 1.00 to 1.44

SAMPLE REPORT

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

CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002, revised 2004) and additional data details by institution.

DATA and SCORING KEY: Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Institution X

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				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 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 2005	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A			3.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.								3.00

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

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

2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	not avail	92.0%	90.0%	88.6%	70.0% to 84.0%	3% of prior 3-yr avg score=3	N/A		3.00
2D	Compensation of Faculty:										3.00
	Assistant Professor Average	Fall 2004	\$42,888	\$44,028	\$45,268	\$47,196	\$36,840 to \$43,701	For each part, 4% of prior year	N/A score=3	3.00	
	Associate Professor Average	Fall 2004	\$53,247	\$53,143	\$53,901	\$57,400	\$44,787 to \$53,129		N/A score=3	3.00	
	Professor Average	Fall 2004	\$65,962	\$66,960	\$68,135	\$71,298	\$56,164 to \$66,624		N/A score=3	3.00	

[... continued for each critical success factor & indicator]

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

Based on scores in the above column at far right labeled "2004-05 Performance Score:"

14 Total Applicable Scored Indicators

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


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

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

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

Subtotal : 31.76
of indicators averaged 12

Average: 2.65
Average / 3.00 Max: 88%
Category is: "Exceeds"



Performance on Indicators

2004-05

I. Mission Focus

APPLICABILITY

1B: Curricula Offered to Achieve Mission

- All Sectors (Compliance for 2-year institutions)

1C: Approval of a Mission Statement

- All Sectors (Compliance)

1D/E: Adoption of a Strategic Plan to Support the Mission Statement AND Attainment of Goals of the Strategic Plan

- All Sectors (Measure Individualized by Institution; Deferred for Some in 04-05)

1B, Curricula Offered to Achieve Mission: Measured as the percent of academic programs that are appropriate to authorized degree level, support the institution's mission statement and have full approval in most recent CHE program review.

	<u>Standard for "2"</u>	<u>Number Scoring</u>		
		<u>3</u>	<u>2</u>	<u>1</u>
Research	95-99% or if < 95%, all but one	2	1	
Teaching	(same as Research)	6	1	3

1B for 2-Year Institutions is a "Compliance" Measure with compliance if all programs are appropriate to authorized degree level and support of the institution's mission statement.

COMPLIANCE IS RECOMMENDED FOR ALL 2-YEAR INSTITUTIONS

1C Approval of a Mission Statement is a "Compliance" measure. Institutions must have an approved mission statement that meets guidelines and defined characteristics

COMPLIANCE IS RECOMMENDED FOR ALL INSTITUTIONS

1 D/E: Combination of indicators related to Strategic Plan and Attainment of Goals: The indicator is individualized to each institution. An institution is assessed on its performance in attaining a measureable goal over a 3-year period. This year represents the first-year of a 3-year goal. Institutions were allowed to determine whether to continue with the new goal series identified. 12 deferred measurement

	<u>Standard for "2"</u>	<u>Number Scoring</u>			
		<u>3</u>	<u>2</u>	<u>1</u>	<u>Deferred</u>
Research		1			2
Teaching	Measure and Standard is	6		1	3
Regional	individualized for each institution.	4			
Technical		9			7

II. Quality of Faculty

APPLICABILITY

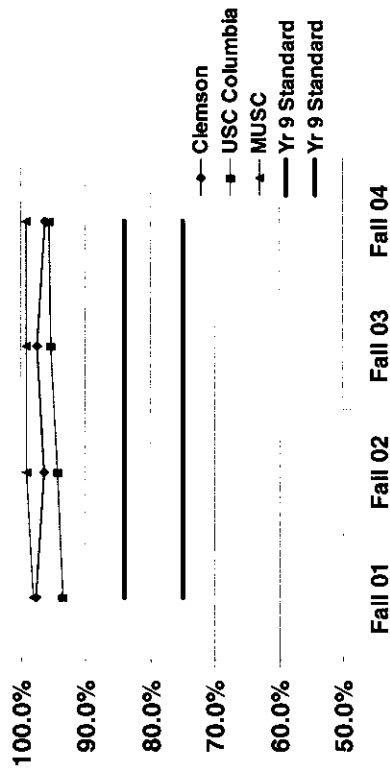
2A: Academic and Other Credentials of Professors and Instructors

- All Sectors (Measure varies depending on sector)

2D: Compensation of Faculty

- All Sectors (Measure varies depending on sector, single measure or 3 subparts)

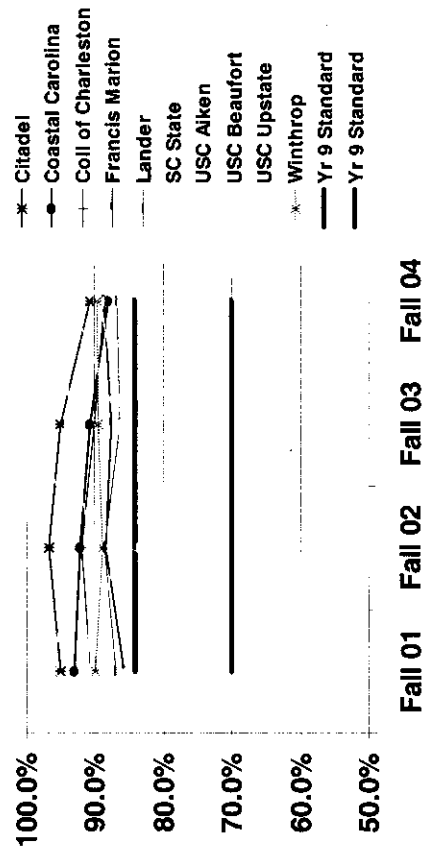
2A, Research (Excludes Instructors)



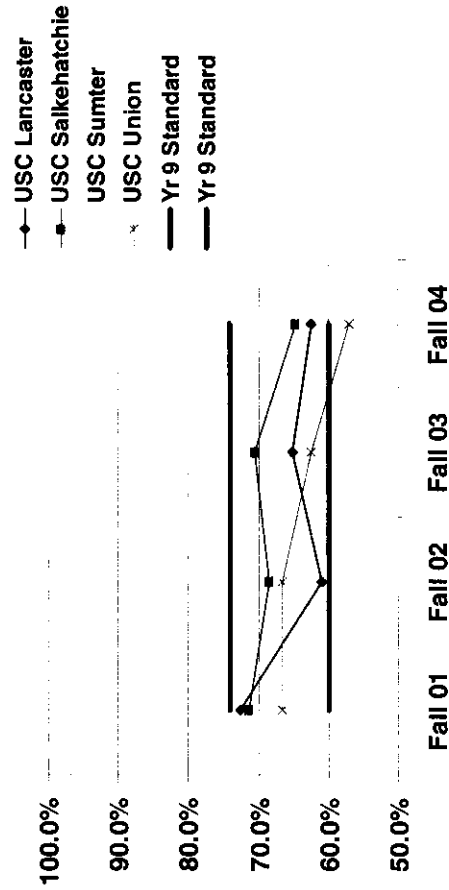
2A, Academic and Other Credentials of Professors and Instructors, Measured as the percent of all full-time faculty who have terminal degrees as defined by SACS in their primary teaching area. (Data exclude instructors for research and teaching and include instructors for 2-yr regional campuses)

Standards for "2" based on a review of SC institutional data and relevant national statistics. Improvement Factor of 3% applies.

2A, Teaching (Excludes Instructors)



2A, Regionals (Includes Instructors)



2A for Technical Colleges is measured as the percent of all headcount faculty who teach undergraduate courses and who meet SACS criteria for faculty

Standards for "2" based on a review of SC institutional data with 100% required to earn a score of "3" (Standard is 98.0% to 99.9% or if less than 98%, all but one meeting; No Improvement Factor Applies)

All Technical Colleges, except PTC, were at 100% for Fall 2004.

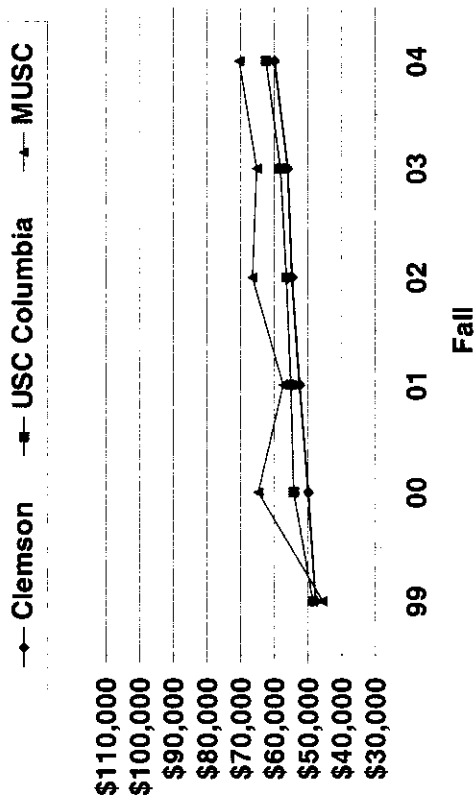
PTC was at 99.7%

2D - Average Salary by Rank

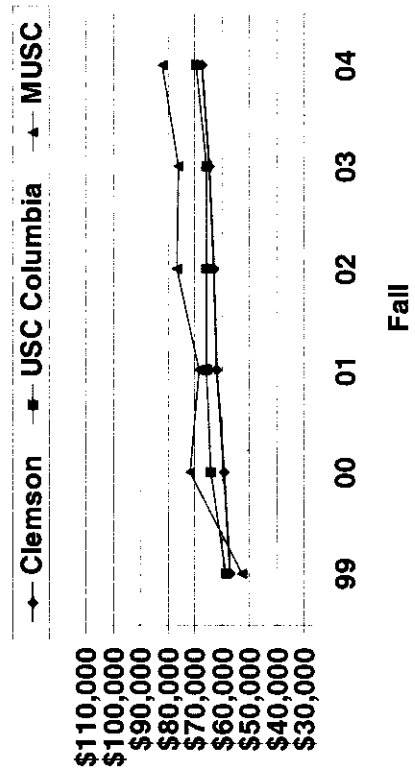
		<u>Standard for "2"</u>	<u>Number Scoring</u>				
			<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
<u>Assistant Professor</u>							
Clemson		\$42,773 to \$50,740	1				
USC Columbia		\$44,718 to \$53,047	1				
MUSC		\$54,028 to \$64,091	1				
Teaching Sector		\$36,840 to \$43,701	10				
<u>Associate Professor</u>							
Clemson		\$50,643 to \$60,075	1				
USC Columbia		\$52,038 to \$61,730	1				
MUSC		\$62,855 to \$74,562	1				
Teaching Sector		\$44,787 to \$53,129	8	1	1		
<u>Full Professor</u>							
Clemson		\$69,559 to \$82,514	1				
USC Columbia		\$71,798 to \$85,171	1				
MUSC		\$79,965 to \$94,858	1				
Teaching Sector		\$56,164 to \$66,624	3	4	3		

Standards based on being at or within 80% to 94.9% of Average Peer Salary for Research or National Average for Comprehensive Institutions for Teaching. Improvement Factor of 4% over past year applies.

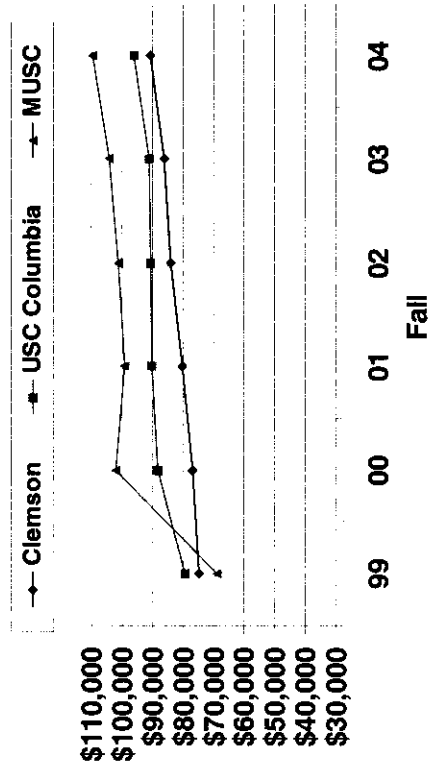
2D, Average Assistant Faculty Salaries
(Standards based on Peers and Vary by Institution)



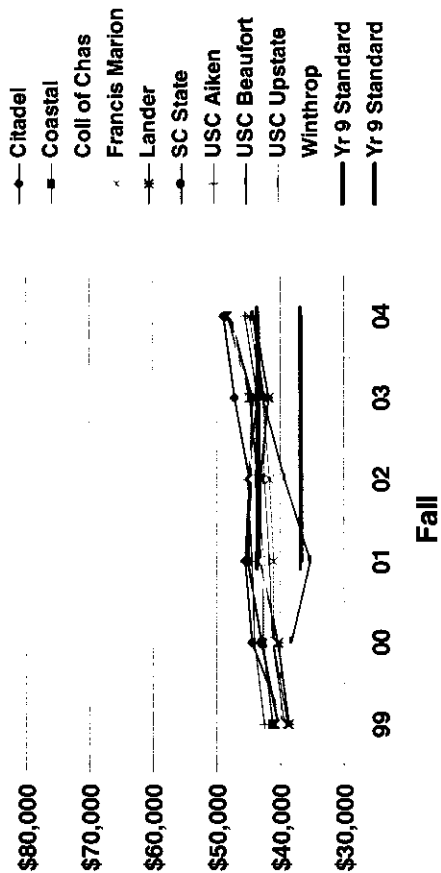
2D, Average Associate Professor Salaries
(Standards based on Peers and Vary by Institution)



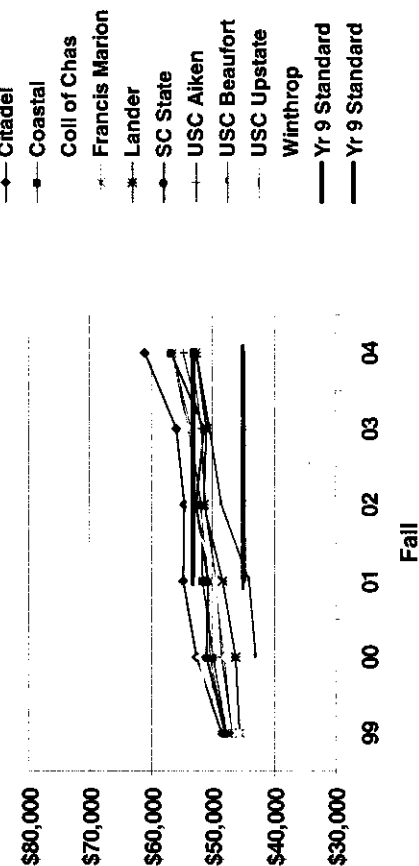
2D, Average Full Professor Salary
(Standards based on Peers and Vary by Institution)



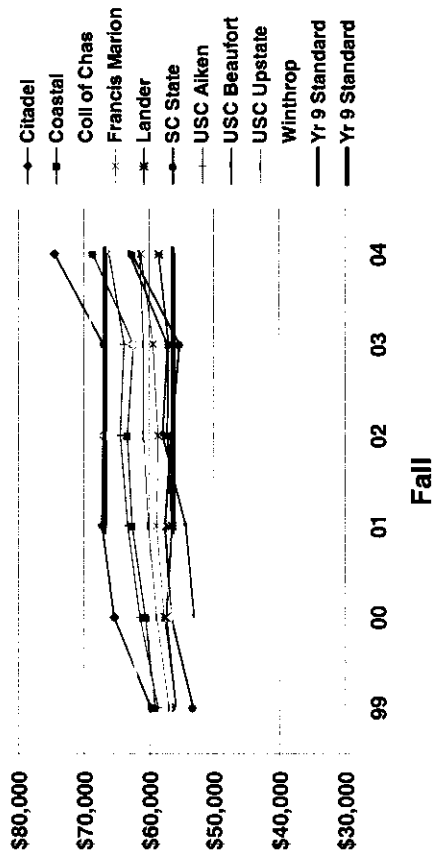
2D, Average Assistant Professor Salaries



2D, Average Associate Professor Salaries



2D, Average Full Professor Salaries

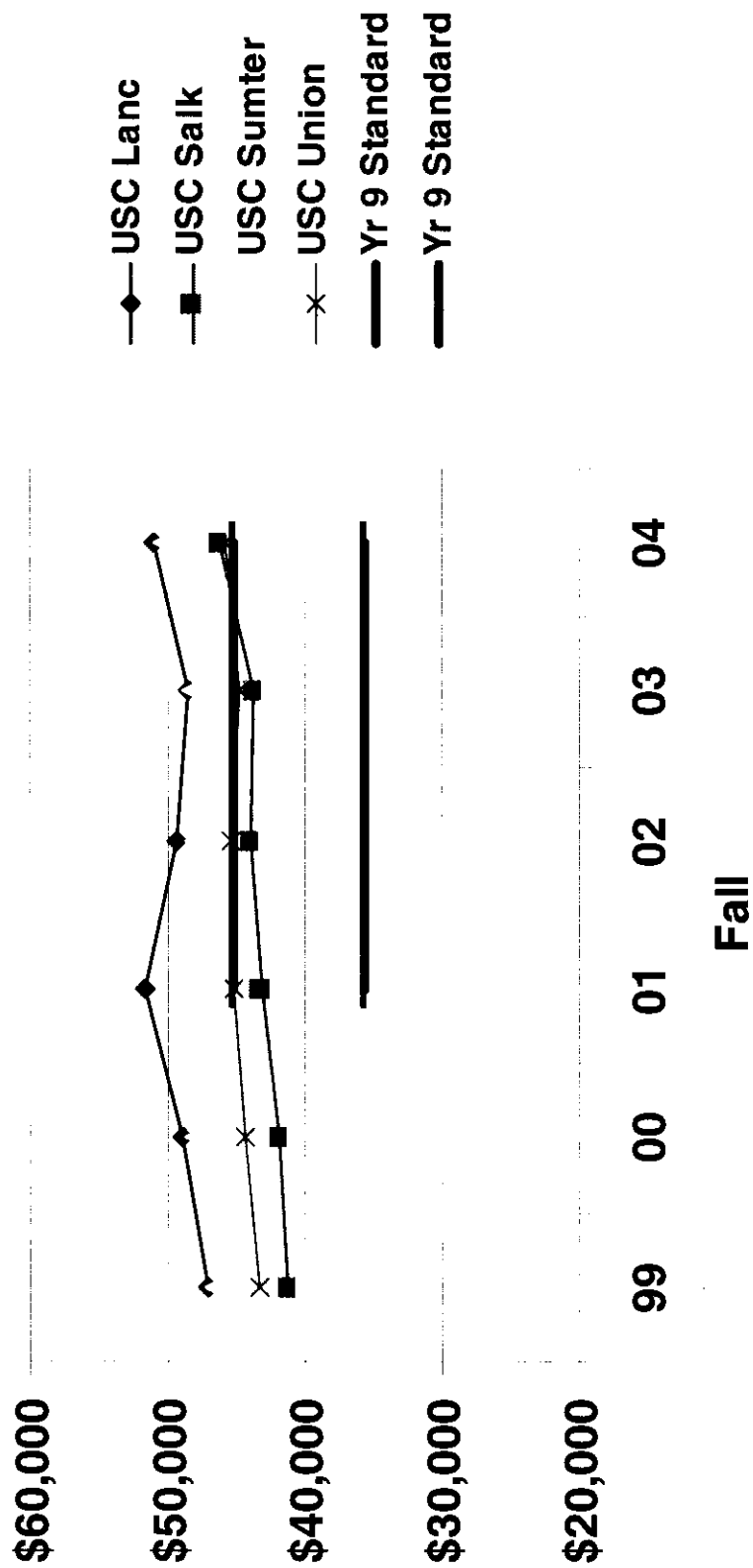


2D for 2-Yr Institutions Measuring Average Faculty Salary

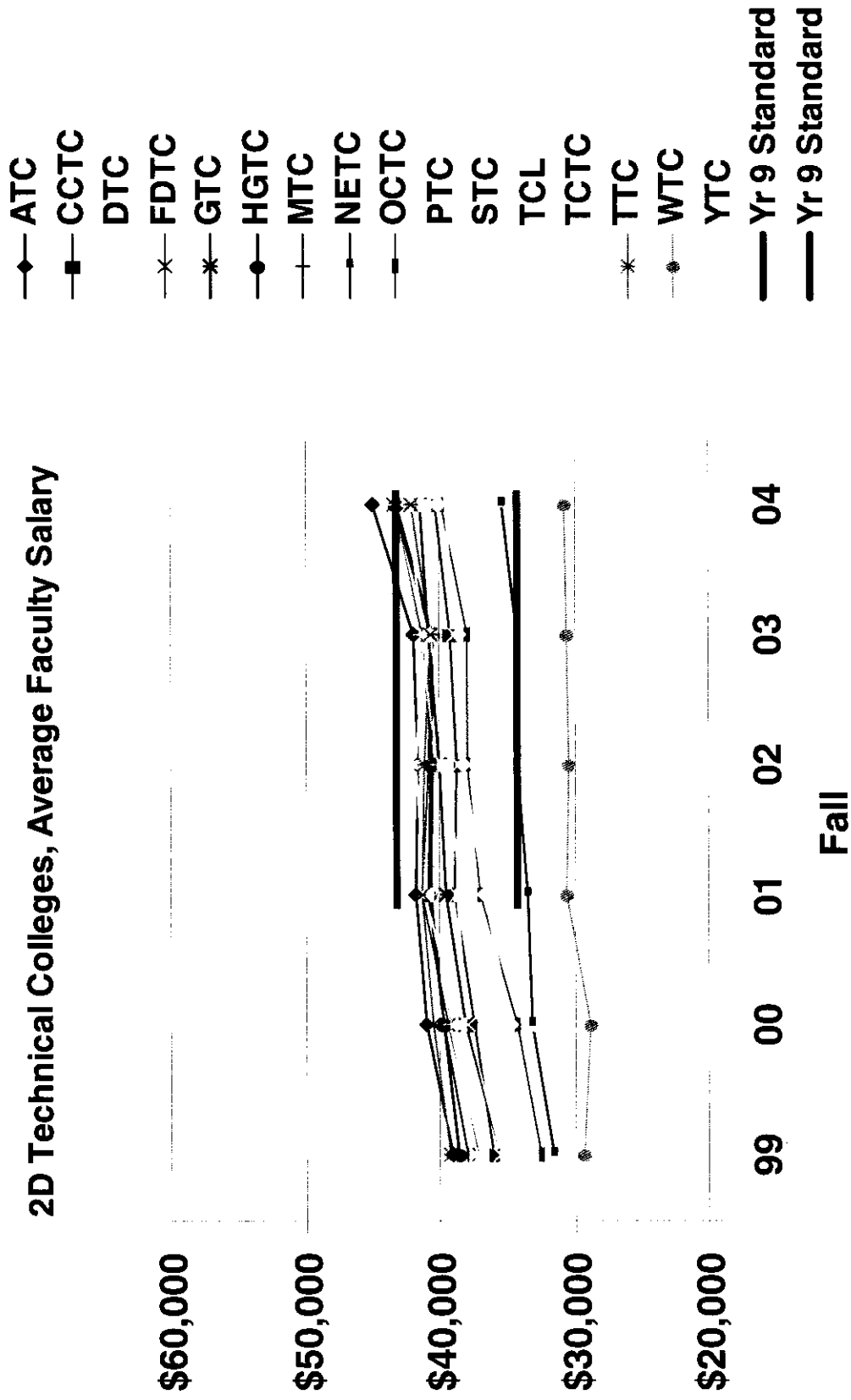
	<u>Standard for "2"</u>	Number Scoring				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
Regional	\$35,687 to \$45,156	4				
Technical	\$34,188 to \$43,260	4	3	8		1

Standards set based on being within 75% to 94.9% of national average for two-year institutions with rank for Regionals and without rank for Technical Colleges. For Regionals, the average used to determine the standard is \$47,583 and for Technical Colleges \$45,584. An improvement factor of 4% over past year applies.

2D Regional Campuses, Average Faculty Salary



2D Technical Colleges, Average Faculty Salary



III. Classroom Quality

APPLICABILITY

3D: Accreditation of Degree-Granting Programs

- All Sectors

3E: Institutional Emphasis on Quality Teacher Education and Reform

- 4-yr Colleges and Universities Sector (5 subparts measured, 1 of which is compliance)

3D. Accreditation of Degree-Granting Programs: Measured as the percent of programs accredited for which accreditation is available and recognized by CHE.

	<u>Standard for "2"</u>	<u>Number Scoring</u>		
		<u>3</u>	<u>2</u>	<u>1</u>
Research		3		
Teaching	90% to 99% or if less than 90%, all	3	6*	
Regional	but one program accredited	1		
Technical		13	2*	1

* All but one program accredited

N/A for USC Beaufort, USC Salkehatchi, USC Sumter, and USC Union
Includes scoring appeal for FDTC due to pending accreditation

Collectively, the performance represents specialized program accreditation for 249 of 259 (96%) programs

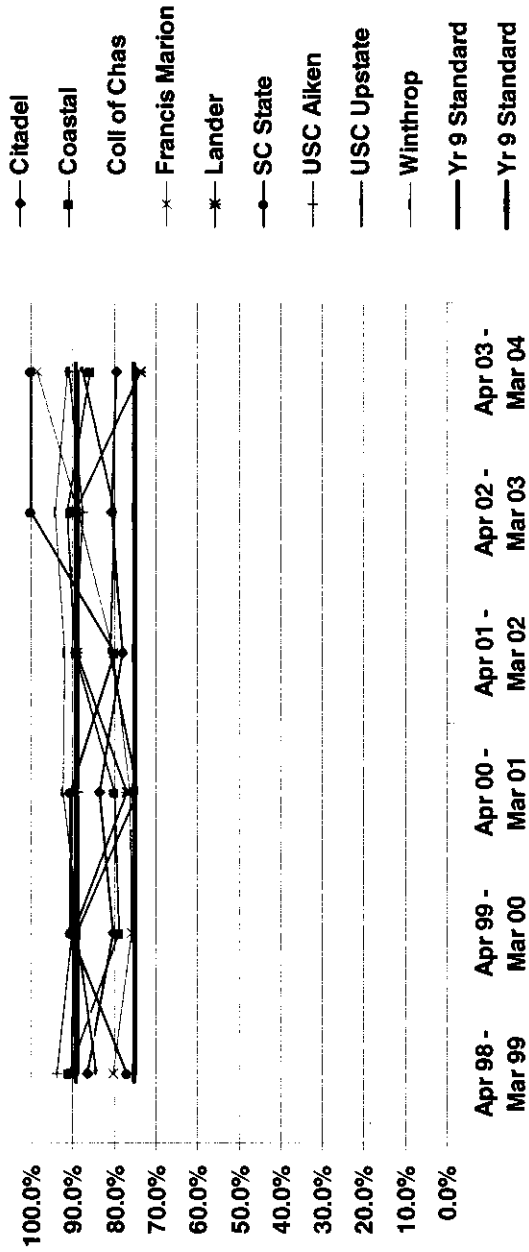
3E, Institutional Emphasis on Quality Teacher Education & Reform

3E 2b, focused on student performance in teacher education programs through measuring the percentage of students passing the specialty area teacher education examinations (PRAXIS)

	Standard for "2"					Number Scoring				
	3					2.5				
Teaching*	75.0% to 89.0%					5				
						1				
						2				
						1.5				
						1				

Standard developed based on a review of SC's data. An improvement factor of 3% over the average of the past three years applies

*Does not apply to USC Beaufort until there are teacher education graduates.



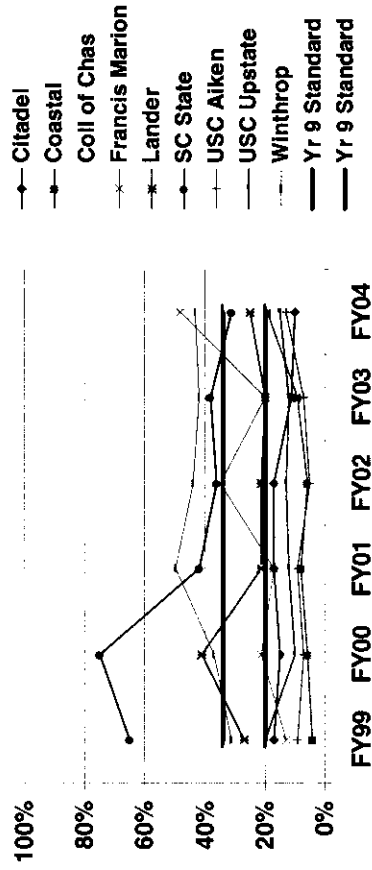
3E 3a, focused on critical needs in teacher education through measuring the percentage of graduates annually from teacher education programs who enter critical shortage areas as defined by the State Board of Education

	Standard for "2"					Number Scoring		
	3	2.5	2	1.5	1	3	2	1
Teaching*	20.0% to 34.0%	2	2	1	3	1		

Standard developed based on a review of SC's data. An improvement factor of 5% over the average of the past three years applies

*Does not apply to USC Beaufort until there are teacher education graduates.

3E 3a, percent entering critical shortage areas



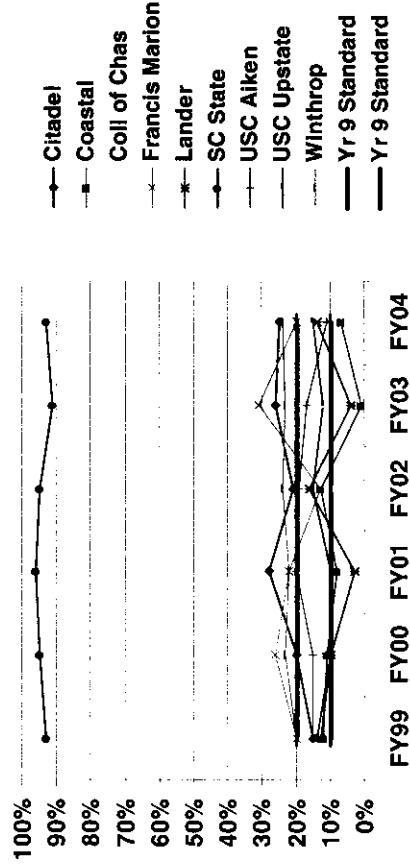
3E 3b, focused on critical needs in teacher education through measuring the percentage of graduates annually from teacher education programs who are minority students

	Standard for "2"					Number Scoring		
	3	2.5	2	1.5	1	3	2	1
Teaching*	10.0% to 20.0%	3	2	3		1		

Standard developed based on a review of SC's data. An improvement factor of 5% over the average of the past three years applies

*Does not apply to USC Beaufort until there are teacher education graduates.

3E 3b, percent of teacher education graduates who are minority



IV. Institutional Cooperation and Collaboration

APPLICABILITY

- 4A/B: Sharing and 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
- All Sectors (Measures
developed by and for the
sector)

4 A/B. Collaboration and Cooperation Indicator: Sector specific measures designed to concentrate on improving an area of cooperation and collaboration within and across institutions and with the business and private sectors. The sectors select the area of focus and timeframe (3 to 5 years) with approval by CHE.

	<u>Standard for "2"</u>	Number Scoring		
		<u>3</u>	<u>2</u>	<u>1</u>
Research	52 to 56 collaborations	3		
Measure focused on increasing collaborative research between and among the three research institutions. (5th year of 6 years)				
Teaching	2 or 3 of best practices criteria met	6	4	
Measure focused on program advisory boards and improving cooperation and collaboration between the sector and the profit and non-profit sectors. (3rd year of 4 years)				
Regional	85% to 95% of best practices criteria	4		
Measure focused on strengthening the campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with public and private organizations. (4th year of 4 years)				
Technical	80% to 85% of best practices criteria	15	1	
Measure focused on strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. (3rd year of 3 years)				

V. Administrative Efficiency

APPLICABILITY

5A: Percentage of Administrative Costs to Academic Costs - All Sectors
(Deferred in Current Year)

VI. Entrance Requirements

APPLICABILITY

6A/B: SAT and ACT Scores of Student Body and High School Class Standing, Grade Point High School Class Standing, Grade Point Averages and Activities of the Student Body	- Research (with comparable for MUSC), 4-yr Colleges & Univ, and Regional Campuses
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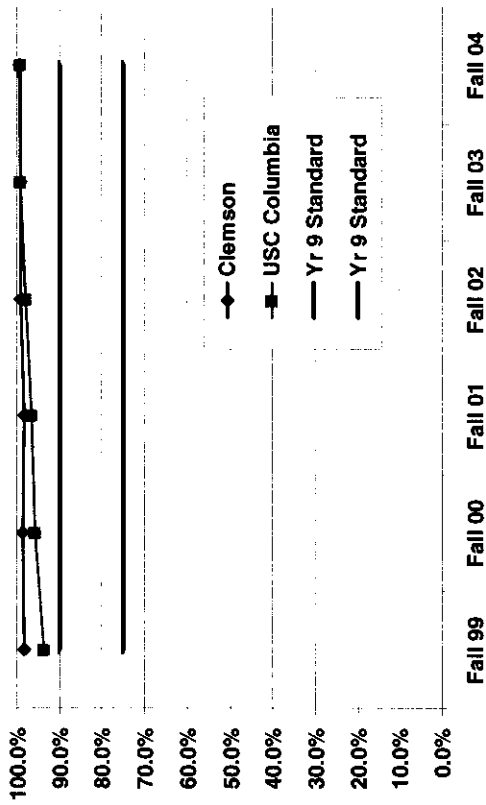
6A/B, SAT and ACT Scores of the Student Body, and High School Class Standing, GPA and Activities of the Student Body: Measured as percent of first-time entering freshmen who meet or exceed the Commission-approved target scores on SAT, ACT, GPA or Class Rank. (Targets: SAT of 1000 or higher, ACT of 21 or higher, GPA of 3.0 on a 4.0 scale or higher and top 30% of the high school class)

	<u>Standard for "2"</u>	<u>Number Scoring</u>				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
Clemson, USC Columbia	75.0% - 89.9%	2				
Teaching	50.0% - 79.9%	7	1	1	1	
Regionals	20.0% - 49.9%	1	1	2		

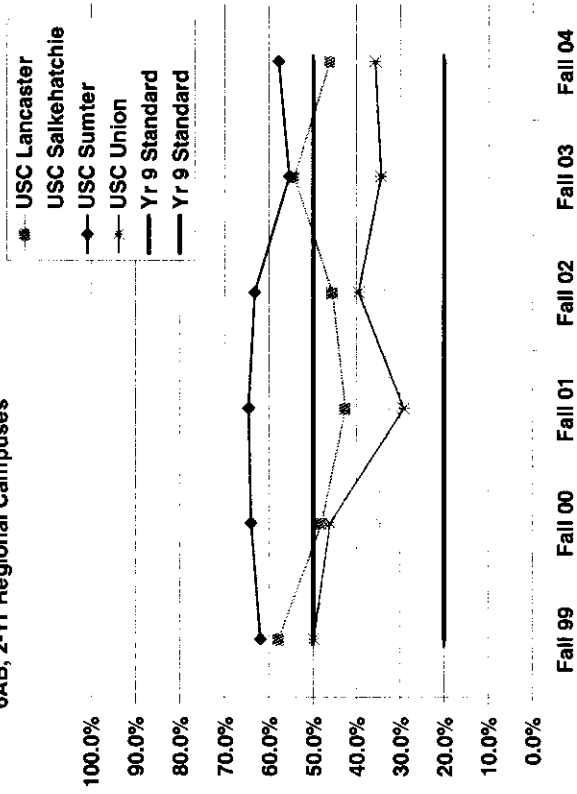
Standard based on a review of SC institutional data. An improvement factor of 5% over the average of the past three years applies

NOTE: MUSC measured on a comparable measure focused on first-time entering graduate students and their entering credentials. MUSC's standard is 70% - 85%. An improvement factor of 5% over the average of the past three years applies. MUSC scored 3.

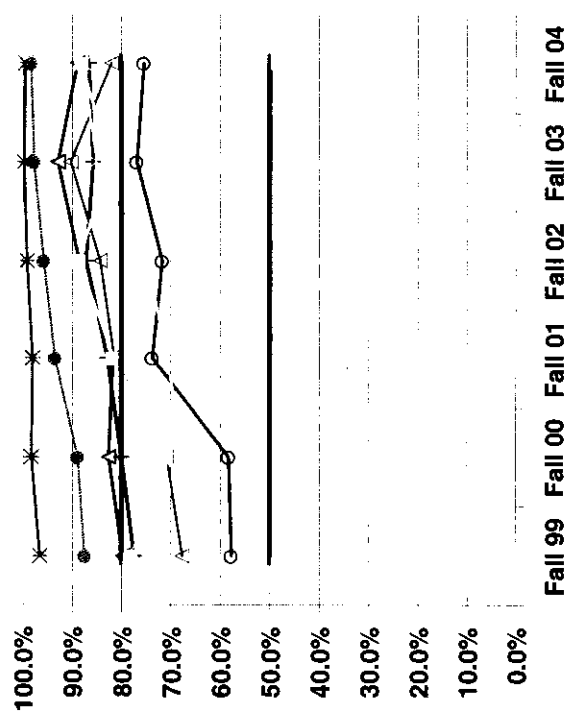
6AB, Research



6AB, 2-Yr Regional Campuses



6AB, Teaching



VII. Graduates' Achievements

APPLICABILITY

7A: Graduation Rate	- All Sectors (Varies by sector. Comparable for MUSC)
7B: Employment Rate for Graduates	- Technical Colleges Sector
7C: Employer Feedback on Graduates Who Were or Were Not Employed	- Technical Colleges Sector
7D: Scores of Graduates on Post-Undergraduate Professional or Employment Related Examinations and Certification Tests	- All Sectors
7E: Number of Graduates Who Continued Their Education	- Regional Campuses Sector

7A, Graduation Rate: Measured as the rate at which first-time, full-time degree-seeking students graduate. Rates are calculated using 150% of program time for a cohort of students.

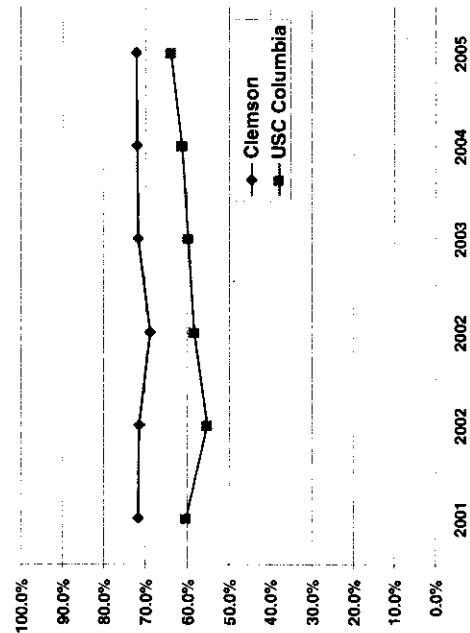
	<u>Standard for "2"</u>	Number Scoring				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
Clemson	64.0% - 67.0%	1				
USC Columbia	53.0% - 61.0%	1				
Teaching, Except USC B	36.0% - 49.0%	4	3	2		

Standard identified based on 40th and 75th percentile of performance of peer institutions using IPEDS FY98 survey data. An improvement factor of 3% over the average of the past three years applies

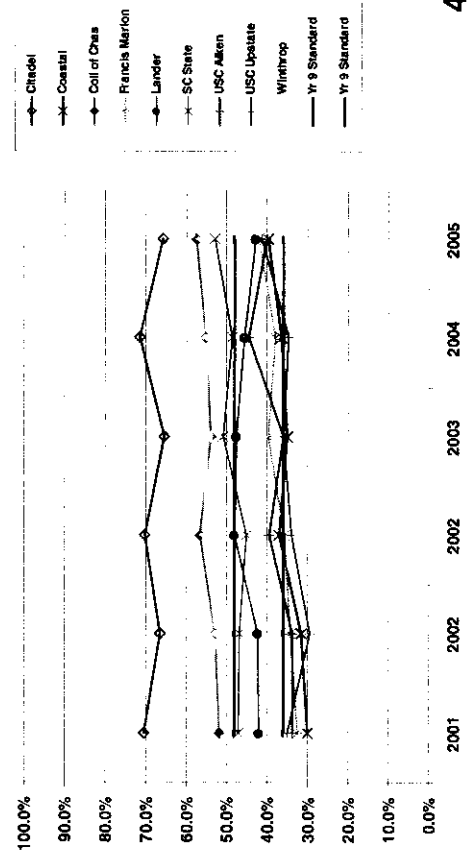
*USC Beaufort is transitioning to 4-year status and until USC Beaufort has four-year graduates, 7E as measured for regional campuses applies.

NOTE: MUSC measured on a comparable measure focused on first-time, full-time graduate students, except those in PhD programs, and first professional students who complete degree programs in an allowable timeframe. MUSC's standard is 80% - 89.9%. An improvement factor of 3% over the average of the past three years applies. MUSC scored 3.

7A, Graduation Rate
(1998 Cohort for Current Year)



7A, Graduation Rate
(1998 Cohort for Current Year)

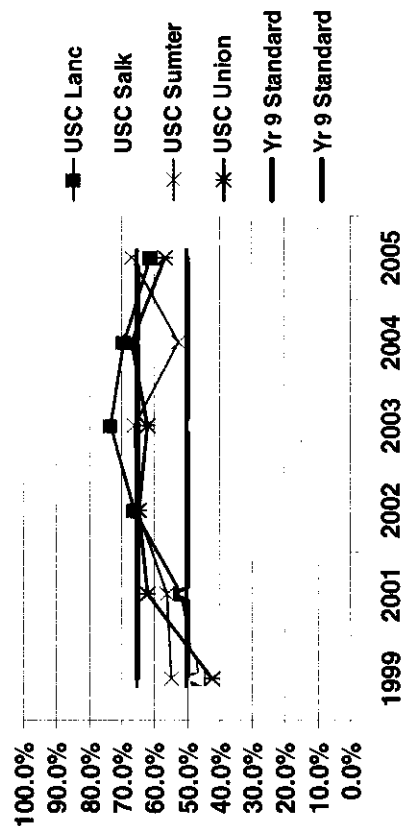


7A, Graduation Rate: "Success Rate" measured for first-time, full-time degree-seeking GRS cohort as defined for two-year institutions as the percentage of those graduating within 150% of normal program time or those who as of 150% of program time have transferred to another institution or those who have continued to be enrolled either full- or part-time.

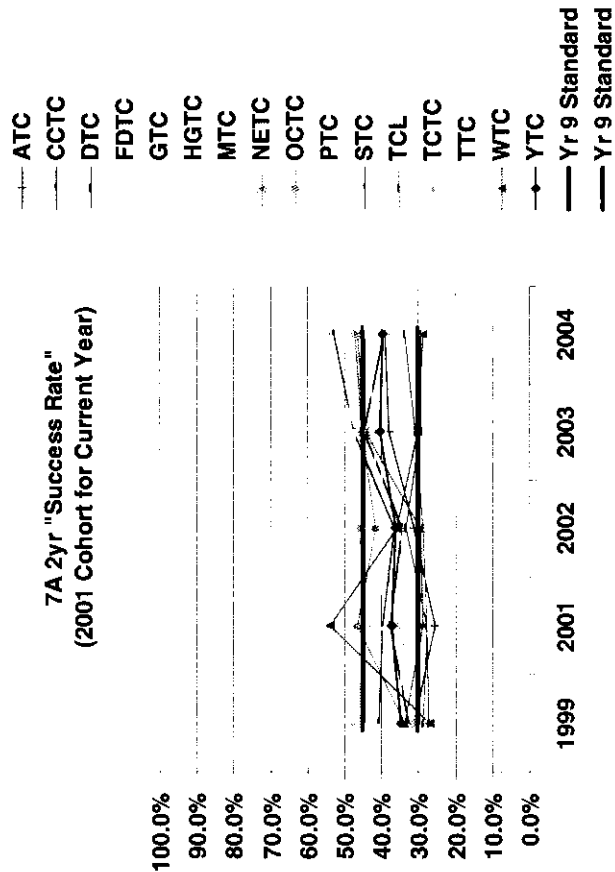
	Standard for "2"	Number Scoring					
		3	2.5	2	1.5	1	
2-Yr Regional Campuses	50.0% - 65.0%	2		2			
Technical Colleges	30.0% - 45.0%	8	3	5			

Standards for each sector were identified by considering past standards used with GRS graduation rate measure and reviewing data per the measure definitions for the 1996, 1997 and 1998 cohorts. An improvement factor of 3% over the average of the past three years applies.

7A 2yr "Success Rate"
(2001 Cohort for Current Year)



7A 2yr "Success Rate"
(2001 Cohort for Current Year)



7D, Scores of Graduates on Post-Undergraduate Professional,

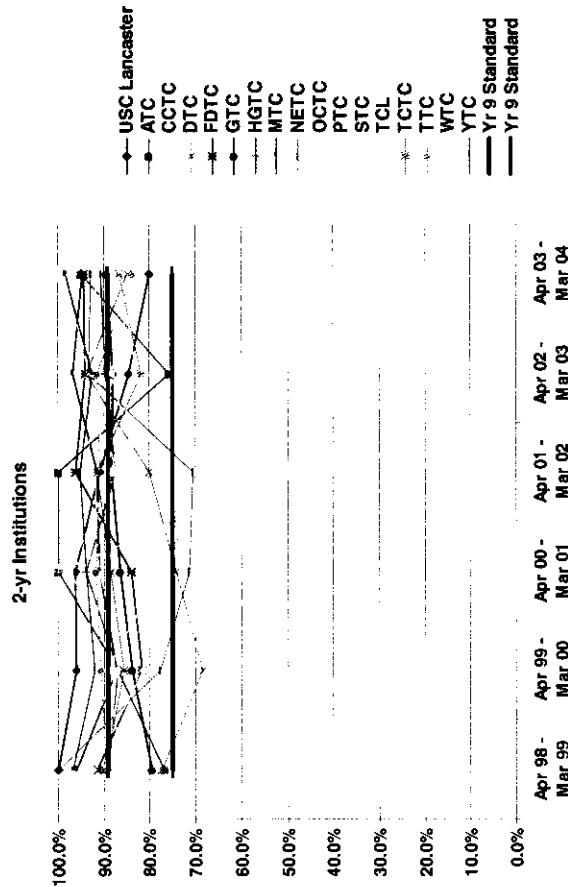
Graduate, or Employment-Related Examinations and Certification

Tests: Measured as the percentage of total students taking examinations who pass the examinations.

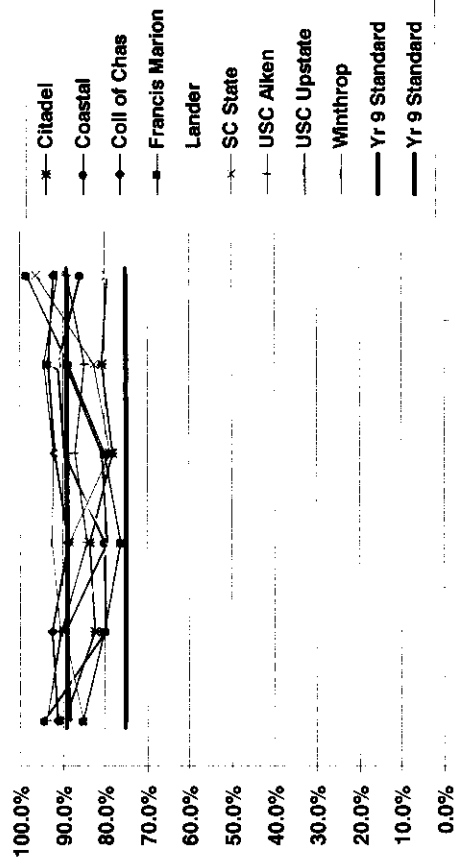
	Number Scoring					
	Standard for "2"					
	3	2.5	2	1.5	1	
Research	2		1			
Teaching	5	1	3			
USC Lancaster			1			
Technical Colleges	11		5			

Standards were identified by considering data for SC institutions. An improvement factor of 3% over the average of the past three years applies.

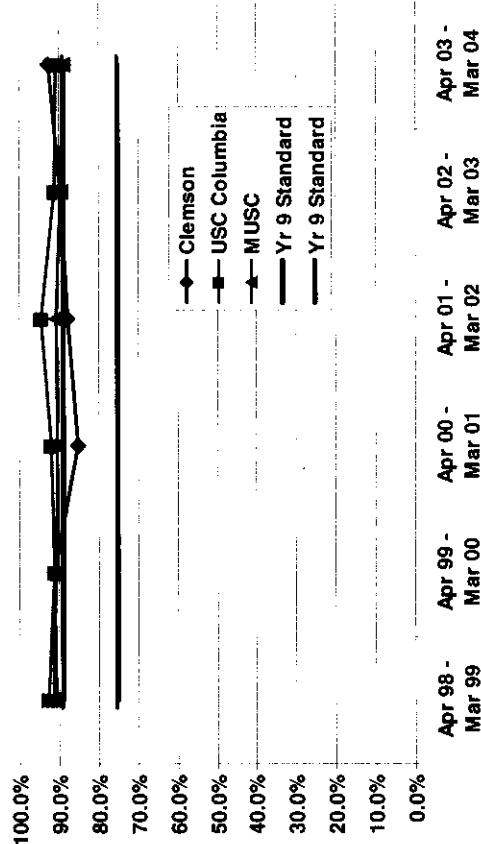
* Does not apply to institutions that do not have relevant programs or students taking exams. Includes for the current year: USC Beaufort, USC Salkehatchie, USC Sumter, and USC Union



Teaching Sector Institutions



Research Institutions

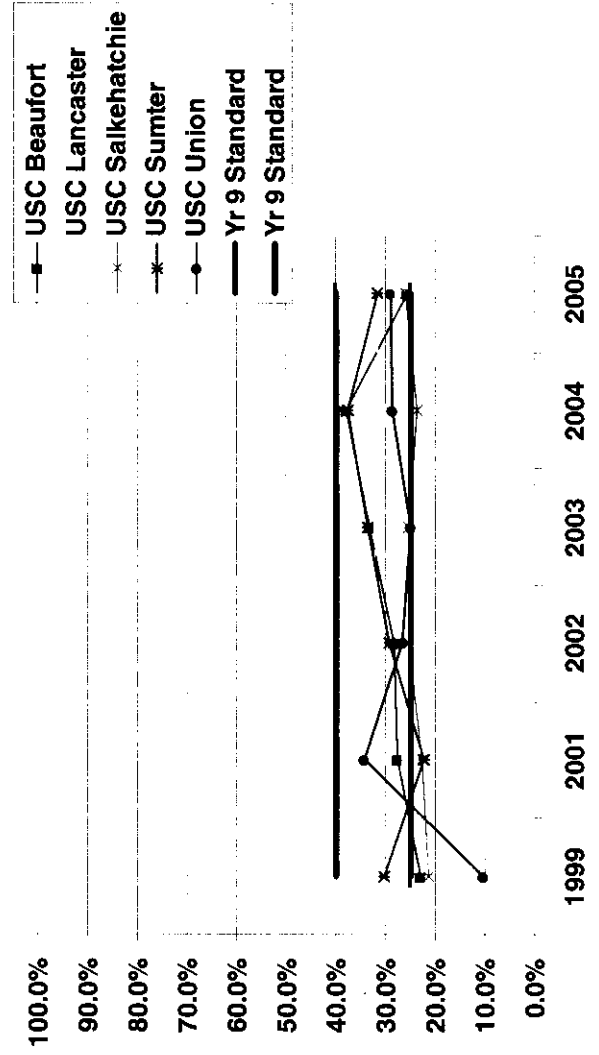


7E, Number of Graduates Who Continued Their Education: Measured as the percentage of full-time, degree-seeking students who earn a baccalaureate degree within 150% of normal program time (6 years for a baccalaureate degree) from in-state public institutions or from other institutions provided appropriate documentation can be presented by the reporting regional campus.

	<u>Standard for "2"</u>	Number Scoring				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
USC Beaufort	25.0% - 45.0%			1		
2-Yr Regional Campuses			3	1		

Standards were identified by considering available cohort data for the regional campuses. An improvement factor of 3% over the average of the past three years applies.

7E Regional Campuses, Graduates Earning 4-Year Degrees in 6 Years
(1998 Cohort for Current Year)



VIII. User-Friendliness of the Institution

APPLICABILITY

- 8C: Accessibility to the Institution of All
Citizens of the State
- All Sectors (3 or 4 subparts depending on sector)

8C. Accessibility to the Institution of All Citizens of the State, Measured in four parts including:

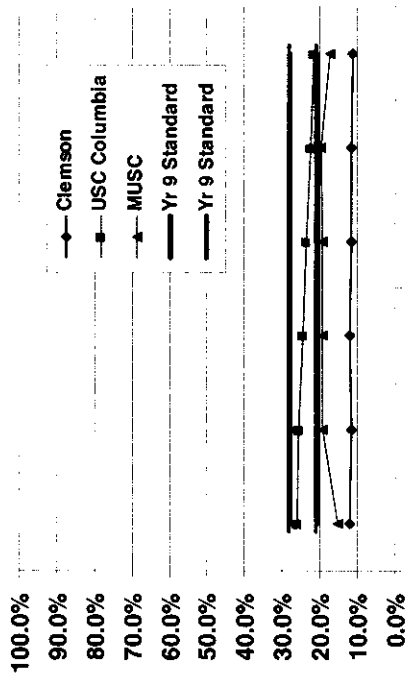
8C1: Percent of in-state headcount undergraduates who are minority

Standards based on being at or within 75% of SC minority population 18 years and older for identified service area. Improvement Factor of 5% over past three years applies

	<u>Standard for "2"</u>	<u>Number Scoring</u>				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
Research	21.0% to 28.0%			1		2
Teaching	21.0% to 28.0%	4	2	1	1	2
Regional Campuses	varies, based on service area		3	1		
Technical Colleges	varies, based on service area	16				

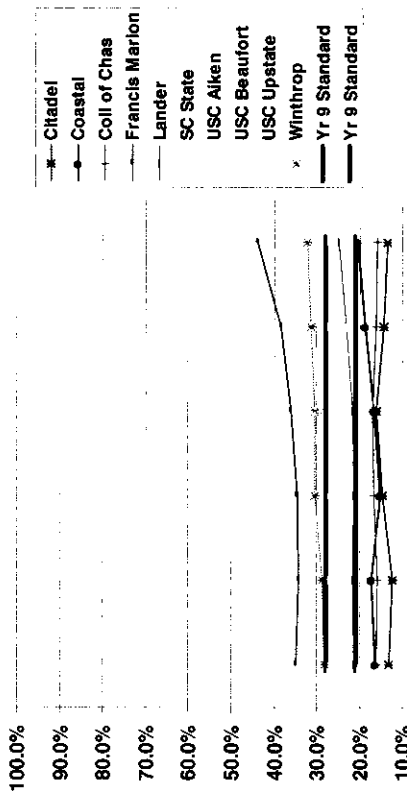
8C1, Percent In-State Undergraduates who are Minority

Research Institutions



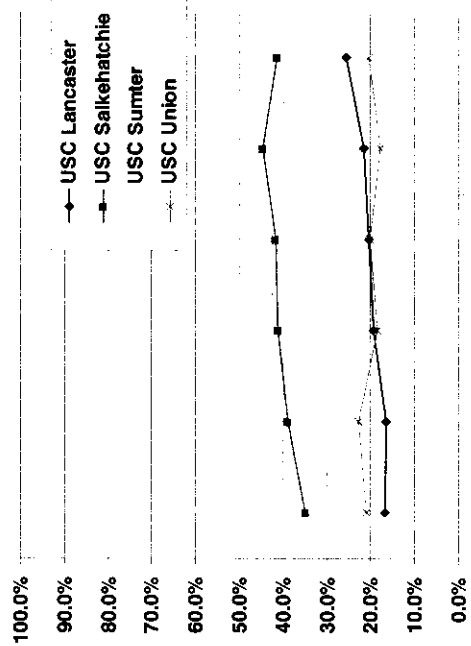
Fall 99 Fall 00 Fall 01 Fall 02 Fall 03 Fall 04

Teaching Sector Institutions



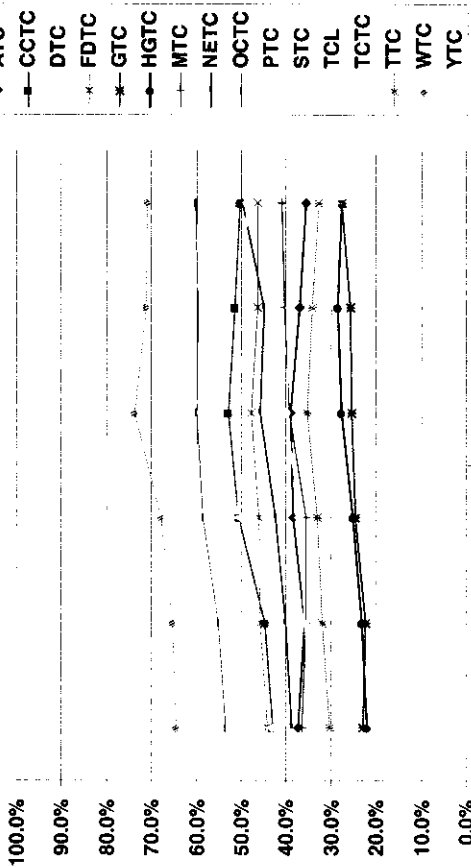
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Regional Campuses



Fall 99 Fall 00 Fall 01 Fall 02 Fall 03 Fall 04

Technical Colleges



Fall 99 Fall 00 Fall 01 Fall 02 Fall 03 Fall 04

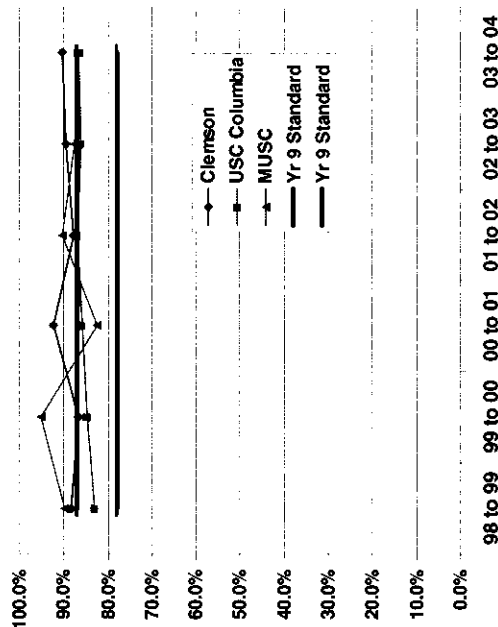
8C2: Annual retention rate of in-state, degree seeking minority students

Standards based on being at or within +/- 5% of median retention of four-year SC publics (83% in 1999) for research ; +/- 5% median retention of teaching institutions for teaching (78.8% in 1999); +/- 10% of median retention of regionals (52.7% in 1999); or +/- 10% of median retention of technical colleges (55.4% in 1999).

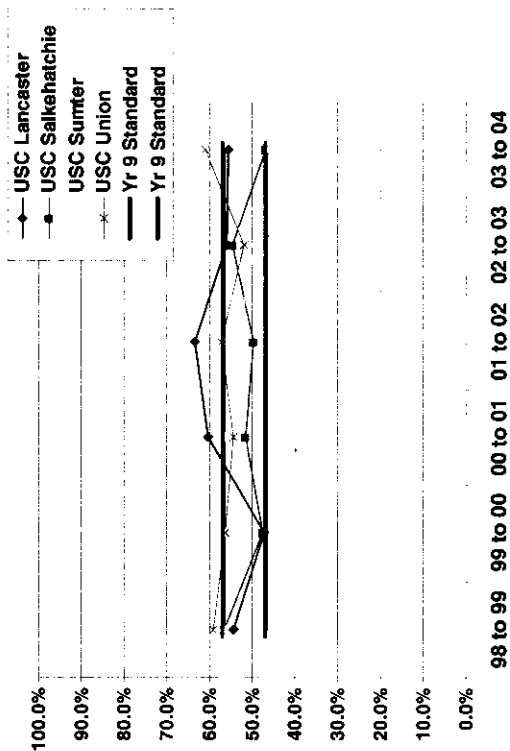
	<u>Standard for "2"</u>	Number Scoring				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
Research	78.0% to 87.0%	1		2		
Teaching	74.0% to 82.0%	2	1	5	1	1
Regional Campuses	47.0% to 57.0%	1		1		2
Technical Colleges	49.0% to 60.0%		1	12		3

8C2, Fall to Fall Retention of in-state, degree-seeking minority undergraduates

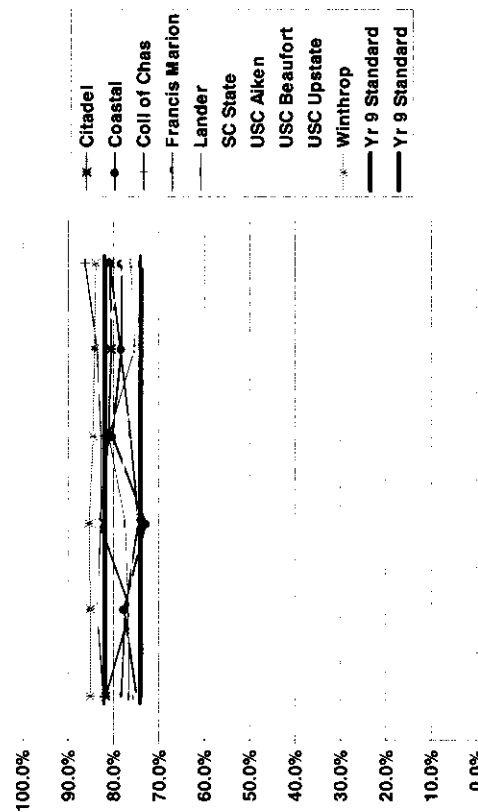
Research Institutions



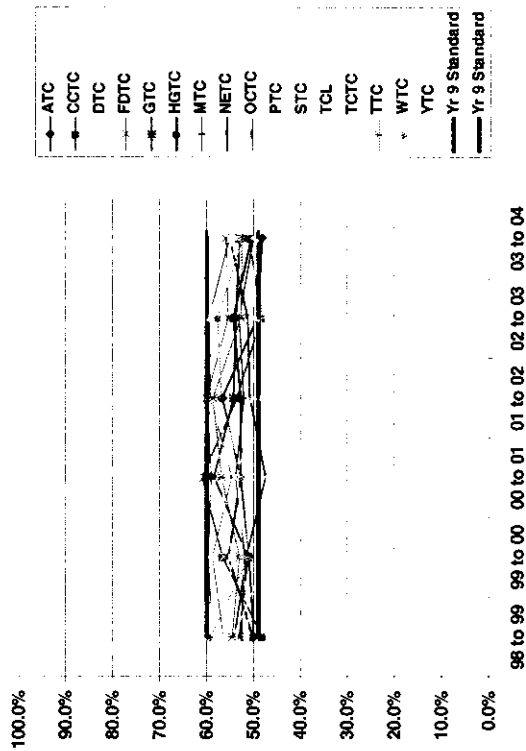
2-Yr Regional Campuses



Teaching Sector Institutions



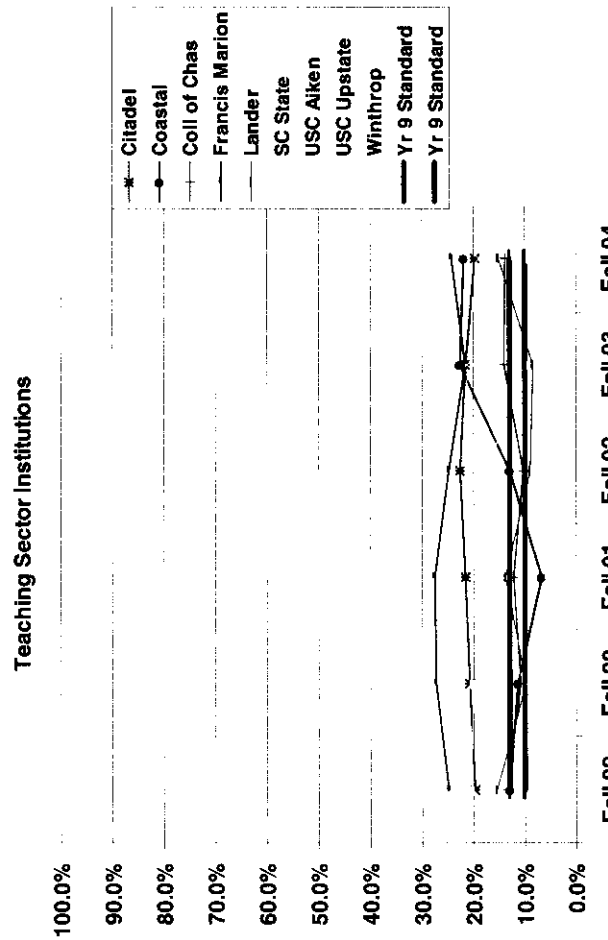
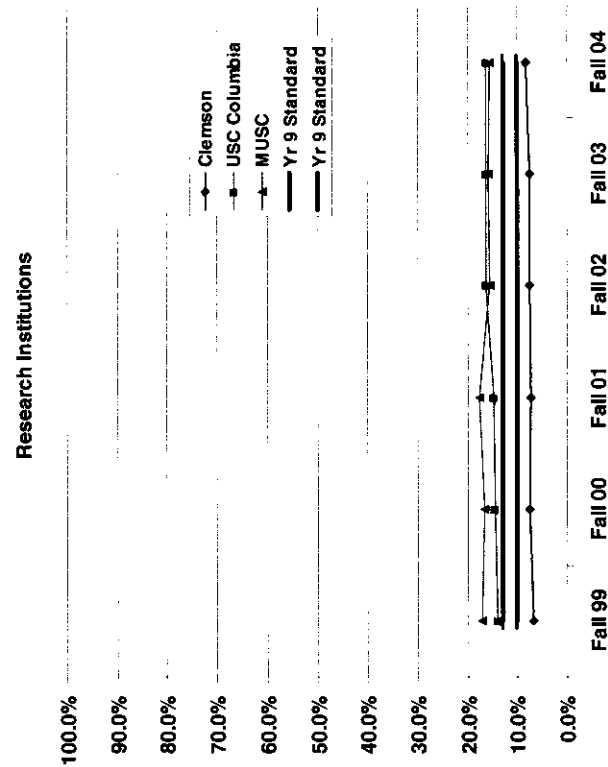
Technical Colleges



8C3: Percent of headcount graduate students who are minority

Standards based on being at or within +/-10% of US minority population with graduate degrees (11.9%, 1990 Census). Improvement Factor of 5% over past three years applies

	Standard for "2"					Number Scoring				
	3	2.5	2	1.5	1	3	2.5	2	1.5	1
Research						2			1	
Teaching						7	1			1

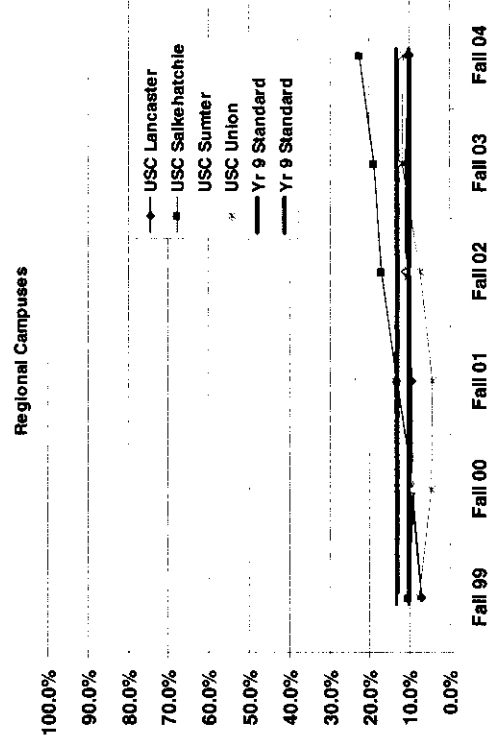
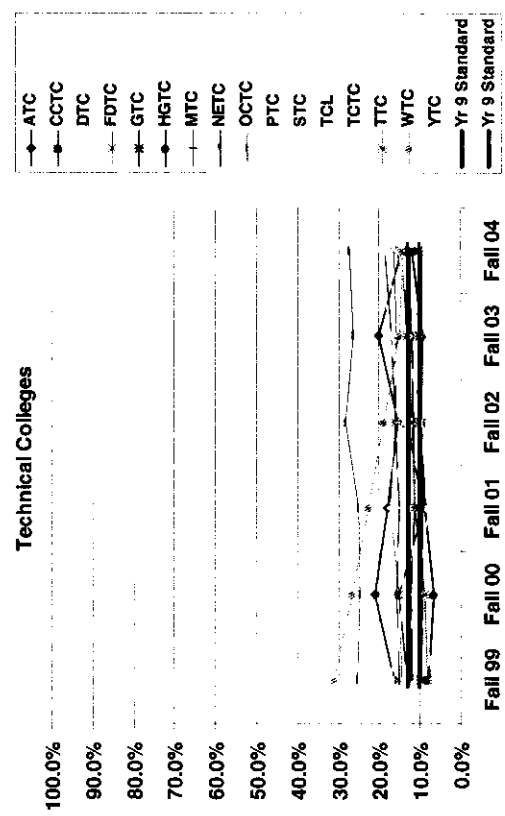
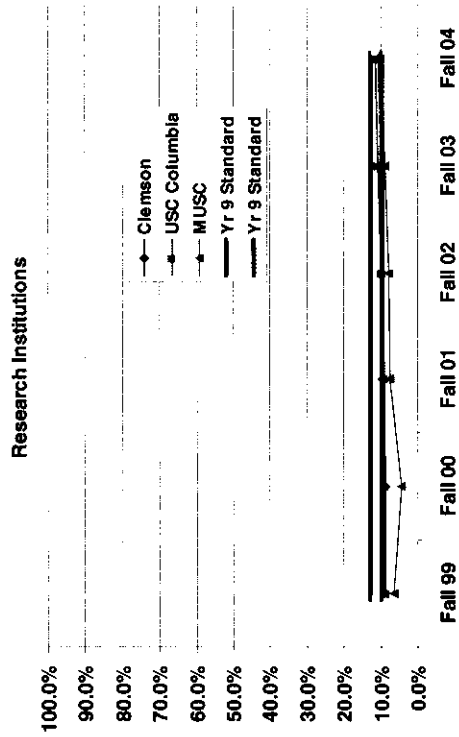
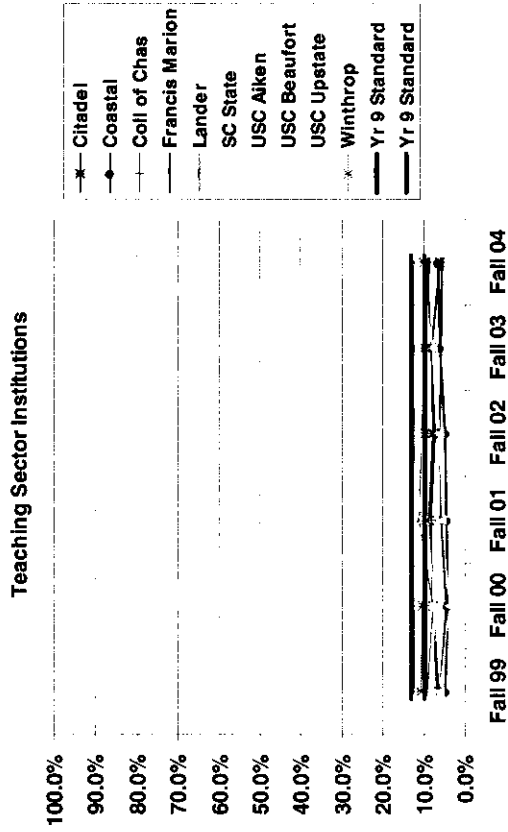


8C4: Percent of headcount teaching faculty who are minority

Standards for research and teaching based on being at or within +/-10% of US minority population 25 and older with graduate degrees (11.9%, 1990 Census) and for regionals and techs +/- 10% of US minority population 25 and older with baccalaureate degrees (12.0%, 1990 Census). Improvement Factor of 3% over past three years applies

	<u>Standard for "2"</u>	Number Scoring				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
Research	10.0% to 13.0%		3			
Teaching	10.0% to 13.0%	1	4		2	3
Regional Campuses	10.0% to 13.0%	2	1	1		
Technical Colleges	10.0% to 13.0%	13	3			

8C4, Percent Minority Teaching Faculty



IX. Research Funding

APPLICABILITY

9A: Financial Support of Reform in
Teacher Education

- Research (with
comparable for MUSC)
and 4-yr Colleges & Univ
Sectors

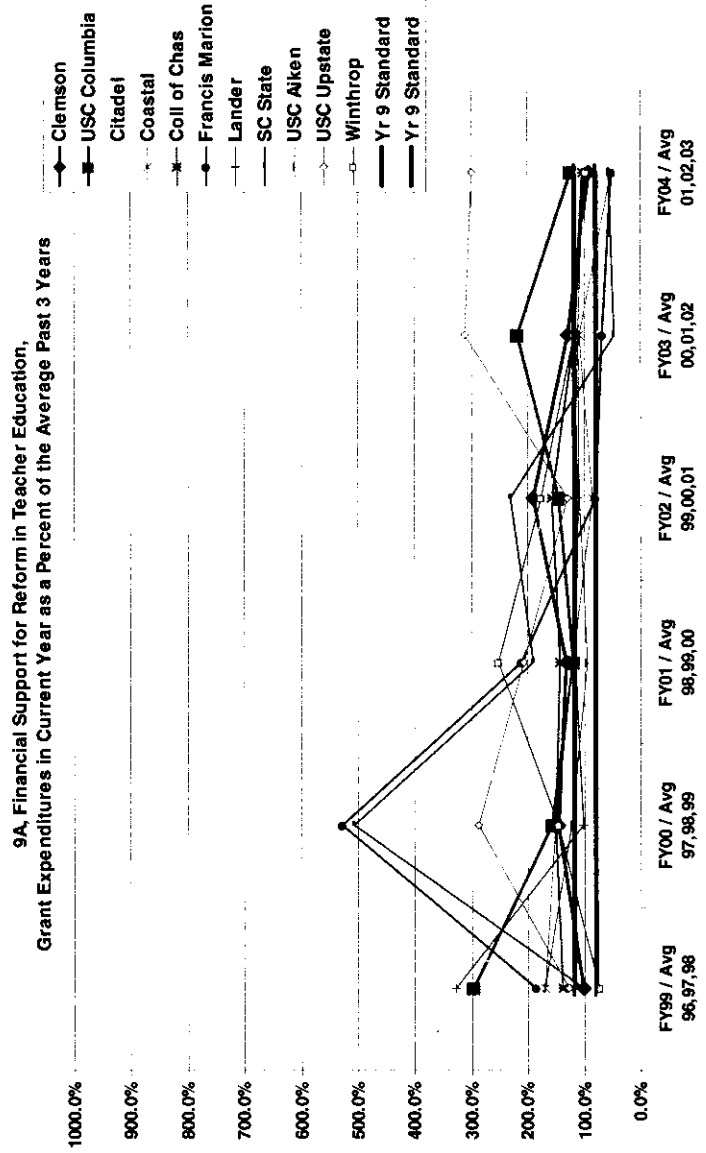
9B: Amount of Public and Private Sector
Grants

- Research Sector
(Deferred in Current Year)

9A, Financial Support for Reform in Teacher Education: Measured as the amount of grants and awards expended to support teacher preparation or training, including applied research, professional development, and training grants, as compared to the average from the prior three years.

	<u>Standard for "2"</u>	Number Scoring				
		<u>3</u>	<u>2.5</u>	<u>2</u>	<u>1.5</u>	<u>1</u>
Clemson, USC Columbia	80.0% to 119.0%	1		1		
Teaching, except USC B*		1		5		3
Standard identified based on reviewing SC institutional data.						
* Deferred for USC Beaufort as it transfers to four-year status and implements a teacher education program.						

NOTE: MUSC measured on a comparable measure focused on grants and awards expended to support the improvement in child and adolescent health including public service grants and contracts with schools or school districts or other such entities, as compared to the average from the prior three years. MUSC's standard is 80% - 119.0%. MUSC scored 3.





Overall Performance Ratings

2004-05

2004-05 Overall Ratings Summary

Substantially Exceeds

(2.85 to 3.00)

USC Columbia

Winthrop

Horry-Georgetown Tech

Midlands Tech

Orangeburg-Calhoun Tech

Exceeds

(2.60 to 2.84)

Clemson

MUSC

College of Charleston

USC Salkehatchie

USC Sumter

Aiken Tech

Central Carolina Tech

Denmark Tech

Florence-Darlington Tech

Greenville Tech

Piedmont Tech

Tech Coll of Lowcountry

Trident Tech

York Tech

Achieves

(2.00 to 2.59)

The Citadel

Coastal Carolina

Francis Marion

Lander

SC State

USC Aiken

USC Beaufort

USC Upstate

USC Lancaster

USC Union

Northeastern Tech

Spartanburg Tech

Tri-County Tech

Williamsburg Tech



2004-05 Overall Performance Ratings

RESEARCH INSTITUTIONS (Average 2.82 or 94%)

RESEARCH INSTITUTIONS (Average 2.82 or 94%)			Scoring Summary of Applicable Performance Indicators					
OVERALL CATEGORY FOR 2004-05	Resulting Overall Average	Average divided by 3, shown as %	Total Applicable Scored Indicators	# Exceeded (scored 3.0)	# Achieved (scored 2 to 2.99)	# Does Not Achieve (scored 1 to 1.99)	# Complied	Deferred
USC Columbia	2.85	95%	14	9	2	0	1	2
Clemson	2.80	93%	14	8	2	0	1	3
MUSC	2.81	94%	14	8	2	0	1	3

FOUR-YEAR COLLEGES AND UNIVERSITIES (Average 2.50 or 83%)

FOUR-YEAR COLLEGES AND UNIVERSITIES (Average 2.50 or 83%)			Scoring Summary of Applicable Performance Indicators						
OVERALL CATEGORY FOR 2004-05		Resulting Overall Average	Average divided by 3, shown as %	Total Applicable Scored Indicators	# Exceeded (scored 3.0)	# Achieved (scored 2 to 2.99)	# Does Not Achieve (scored 1 to 1.99)	# Complied	Deferred
Winthrop	Subst Exceeds	2.88	96%	14	8	3	0	1	2
College of Charleston	Exceeds	2.65	88%	14	7	5	0	1	1
The Citadel	Achieves	2.48	83%	14	6	5	1	1	1
Coastal Carolina	Achieves	2.26	75%	14	5	4	3	1	1
Francis Marion	Achieves	2.53	84%	14	5	6	1	1	1
Lander	Achieves	2.35	78%	14	4	7	1	1	1
SC State	Achieves	2.35	78%	14	4	4	3	1	2
USC Aiken	Achieves	2.53	84%	14	5	6	1	1	1
(1) USC Beaufort	Achieves	2.45	82%	11	2	5	0	1	3
(2) USC Upstate	Achieves	2.49	83%	14	6	4	2	1	1

(1) USC Beaufort as of June 2002 is transitioning to four-year status

(2) USC Spartanburg in prior years

2004-05 Overall Performance Ratings

TWO-YEAR INSTITUTIONS - BRANCHES USC (Average 2.57 or 86%)

OVERALL CATEGORY FOR 2004-05		Resulting Overall Average	Average divided by 3, shown as %	Scoring Summary of Applicable Performance Indicators				
				Total Applicable Scored Indicators	# Exceeded (scored 3.0)	# Achieved (scored 2 to 2.99)	# Does Not Achieve (scored 1 to 1.99)	# Deferred
USC Salkehatchie	Exceeds	2.63	88%	11	4	4	0	2
USC Sumter	Exceeds	2.77	92%	11	6	2	0	2
USC Lancaster	Achieves	2.47	82%	13	4	6	0	2
USC Union	Achieves	2.40	80%	11	3	4	1	2

STATE TECHNICAL & COMPREHENSIVE EDUCATION SYSTEM

(Average 2.70 or 90%)

OVERALL CATEGORY FOR 2004-05		Resulting Overall Average	Average divided by 3, shown as %	Scoring Summary of Applicable Performance Indicators				
				Total Applicable Scored Indicators	# Exceeded (scored 3.0)	# Achieved (scored 2 to 2.99)	# Does Not Achieve (scored 1 to 1.99)	# Deferred
Horry-Georgetown Tech	Subst Exceeds	2.88	96%	13	6	2	0	4
Midlands Tech	Subst Exceeds	2.95	98%	13	6	1	0	4
Orangeburg-Calhoun Tech	Subst Exceeds	2.90	97%	13	6	2	0	4
Alken Tech	Exceeds	2.73	91%	13	5	3	0	4
Central Carolina Tech	Exceeds	2.69	90%	13	5	3	0	4
Denmark Tech	Exceeds	2.60	87%	13	4	4	0	4
Florence-Darlington Tech	Exceeds	2.83	94%	13	6	2	0	4
Greenville Tech	Exceeds	2.69	90%	13	5	3	0	4
Piedmont Tech	Exceeds	2.60	87%	13	3	4	0	4
Tech Coll of Lowcountry	Exceeds	2.81	94%	13	5	2	0	4
Trident Tech	Exceeds	2.71	90%	13	5	3	0	4
York Tech	Exceeds	2.76	92%	13	5	2	0	4
Northeastern Tech	Achieves	2.55	85%	13	4	2	1	4
Spartanburg Tech	Achieves	2.52	84%	13	3	4	0	4
Tri-County Tech	Achieves	2.58	86%	13	4	4	0	4
Williamsburg Tech	Achieves	2.45	82%	13	3	3	1	4

(2) Includes staff recommendation for appealed indicator