

Agenda Item 3: Consideration of Performance Funding Ratings and Appeals for 2002-03 (Year 7) to impact Fiscal Year 2003-04 Allocations

Staff's recommendations for ratings for 2002-03, impacting FY 2003-04 are attached in the "report card" format and include staff's recommendations for appealed cases. This year, there are two appealed cases. Both appeals involve indicator 3D scores with one appeal from USC Spartanburg and the other from Denmark Technical College. A footnote and the letter "A" displayed next to the score denote each appealed case in the reports of the two institutions. A detailed analysis of each appeal and staff's recommendation for consideration of the Committee are provided as part of this document.

At its June 5th meeting, the Planning and Assessment Committee will consider the ratings and appeals for 2002-03 to impact FY 2003-04 allocations. As has been the case in the past, the Committee will consider separately staff's recommendations for those indicators that have been appealed and those indicators for which scores have not been questioned or appealed by institutions.

In considering appeals, the committee will consider the written appeals of the two institutions by first asking that staff summarize the issue and then asking that the institution present its position. Prior to consideration, staff will respond to the institution's presentation. After hearing these perspectives, the committee will decide the issue by vote whether or not they agree with the staff recommendation and the committee chair will announce the outcome. This process has been used for the past several years. After the institutions' concerns have been considered in this fashion and the committee has considered staff's ratings recommendations, the committee's performance funding rating recommendations will be completed for the 2002-03 performance year. The committee's recommendations will be considered by the Commission on Higher Education at its June 5, 2003, meeting.

ACCESSING STAFF'S RATING RECOMMENDATIONS

Hard copies of the recommended ratings are enclosed for each institution. These reports are also accessible on the Commission's website (www.che.sc.gov) by selecting "Committee Meetings" under "Planning, Assessment, and Performance Funding," and then selecting "June 5, 2003." The reports are accessible directly through the link

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Each institution report is 4 pages in length with a format similar to that used last year.

- Page 1 is a summary display of the institution's overall performance and contains data or "quick facts" about the institution generally.
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RATINGS RECOMMENDATIONS: A REVIEW OF THE PROCESS AND SUMMARY

As was the case last year, institutions are scored on no more than 14 indicators. The indicators that are scored were used for the first time in scoring last year's (2001-02) performance. They represent those indicators of the 37 that have been used in the past that were viewed as best reflective of sector missions. A collaborative process between CHE and the institutions was instrumental in identifying the 14 indicators that now contribute to institutional scores. Indicators in effect vary across and within sectors and definitions for a particular indicator may also vary. Differences are noted in the ratings reports. A few examples include: indicators (6AB, 7A, 9A) defined specifically for MUSC as

a free-standing graduate health sciences institution; an indicator (4A/B) defined differently for each sector and in consultation with each sector focusing on collaboration and cooperation; an indicator (7A) defined differently for two- and four-year institutions, and an indicator (1D/E) specific to each institution that is defined by the institution focusing on institutional and/or state-wide goals.

Data Collection and the Process for Developing Scoring Recommendations

During fall 2002 and early spring, data for indicators is gathered from CHEMIS information or reports from institutions. Timeframes of performance data for indicators typically represent the most recent fall data for academic indicators (Fall 2002 for this year) or the most recent-ended Fiscal Year for financial indicators (2001-02 for this year). All performance data by indicator and institution that were used in determining this year's results are accessible at

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Once the data are collected, performance on each indicator is determined by comparing the data to a standard that was approved and set in terms of a range for "Achieves." Institutions receive 2 points for being at or within the designated "Achieves" range, 1 for being out of range in the undesired direction and 3 for being out of the range in the desired direction. Additionally, for some indicators, institutions scoring 1 or 2 points may be eligible for an additional 0.5 points if their performance is better than their past performance by a specified percentage of that performance. An institution's overall performance is determined as the average of the scores on each indicator.

This year represents the third year in which common standards for institutions within sectors based on national, state or peer data, as available, have been in effect. The standards used in the present year were either adopted two years ago or were amended since that time through fall 2002. In setting standards, data were reviewed and a rationale or methodology was determined for establishing a range. As a result, the standards used for a particular indicator vary across and within sectors. For example, in the research sector, peer data for a particular institution in the sector, when available, are used in considering standards for each individual research institution. Therefore, although a similar methodology may have been used to determine standards for an indicator (e.g., being within a certain percentage of a salary average for indicator 2D), each research institution may have different standards on the same indicator because of differences in peer data considered for each. In other sectors, peer data, when available, are aggregated and considered in establishing ranges for the sector institutions as a whole.

On April 11, 2003, staff distributed its preliminary recommendations to the state's public colleges and universities for their review. As indicated, these recommendations were developed by comparing performance against the pre-determined standards. Institutions were asked to respond in writing, with adequate supporting documentation, by April 25, if they wished to appeal a score for special consideration and be heard at the Planning and Assessment Committee meeting. This year one institution, USC Spartanburg, submitted written concerns regarding its score on indicator 3D. Staff additionally requested another institution to provide information as to its situation on this same indicator since the institution had recently expressed to staff a similar situation. In comparison, last year there were 7 institutions that submitted written concerns with each appealing one indicator. The appeals and staff recommendations are presented on pages 4-8 of this document.

Attachment 3

P&A Committee

June 5, 2003

PA060503_Att3_Yr7Ratings&Appeals 3

Following the release of preliminary recommendations, staff also responds to issues raised either internally or externally from institutions as scores and data are reviewed. This year, the review resulted in data corrections across 15 institutions, 6 indicators and 17 data points. Of these revisions, 6 data changes resulted in increased indicator scores and only 3 of these 6 led to an increased overall score.

Summary of Overall Scores for 2002-03

The attached recommendations, which include staff's recommendations for appealed indicators, reflect an average score for all institutions of 87% (2.60 of 3). Across the 33 institutions, 3 scored "Substantially Exceeds" (2 research, 1 teaching); 16 scored "Exceeds" (1 research, 2 teaching, 1 regional and 12 technical); and 14 "Achieves" (7 teaching, 3 regional, and 4 technical). In comparison with last year, the average score for all institutions was 84% (2.51 of 3) with 1 performing in the "Substantially Exceeds" range (1 research); 14 scoring in the "Exceeds" category (2 research, 2 teaching, 2 regional, and 8 technical); and 18 scoring in the "Achieves" category (7 teaching, 3 regional, and 8 technical). The scale for each overall performance range is presented on the first page of each institution's report.

On the following pages are staff's recommendations for the appealed cases for consideration of the Committee.

Staff Recommendation: After consideration of the appealed cases, staff recommends that the Planning and Assessment Committee approve the ratings in the attached materials including, if any, amendments resulting from Committee consideration of appealed cases, for consideration of the full Commission.

Attachment 3

P&A Committee

June 5, 2003

PA060503_Att3_Yr7Ratings&Appeals 4

APPEALED CASES

Performance Year 2002-03 Scoring Appeals for Consideration of the Planning & Assessment

Committee Consideration

The following two institutions request special consideration of the Committee. USC Spartanburg submitted its request in writing as instructed by the deadline. In considering USC Spartanburg's case, staff requested Denmark Technical College, which had previously expressed to staff a similar situation as that of USC Spartanburg, to submit details related to its situation. Staff's recommendations for scoring appeals are summarized below. Following the table, staff presents its analysis and recommendations for each case.

Institutions Indicating Concern: Concerns Raised Regarding: Staff Recommendation

USC Spartanburg

Indicator 3D

Staff recommends that the Committee make an exception and approve a score of 3 for the 2002-03 rating on indicator 3D with the qualification that should the computer science program not receive accreditation as expected, the 2002-03 rating for this indicator will revert to a 2 and the overall score will be recalculated. It is noted that the change in score from a 2 to 3 here results in a change to the overall score from an "Achieves" to an "Exceeds."

Denmark Technical College

Indicator 3D

Staff recommends that the Committee make an exception and approve a score of 3 for the 2002-03 rating on indicator 3D with the qualification that should the cosmetology program not receive accreditation as expected, the 2002-03 rating for this indicator will revert to a 2 and the overall score will be recalculated. It is noted that the change in score from a 2 to 3 here does not result in a category change in the overall score.

DETAILS FOR EACH APPEAL

USC SPARTANBURG

INDICATOR 3D, ACCREDITATION OF DEGREE-GRANTING PROGRAMS

Institutional Score: 2

Institution Requests: Consideration of the allowance of the computer science program be counted as accredited due to progress made towards accreditation and the accreditation body's vote being taken in July. Such consideration would in effect change the score from 2 to 3 as this is the only accreditable program not yet accredited.

Staff Recommendation: Staff recommends that the Committee make an exception and approve a score of 3 for the 2002-03 rating on indicator 3D with the qualification that should the computer science program not receive accreditation as expected, the 2002-03 rating for this indicator will revert to a 2 and the overall score will be recalculated. It is noted that the change in score from a 2 to 3 here results in a change to the overall score from an "Achieves" to an "Exceeds."

Indicator Details:

Yr 7 Performance Level: 3D: 4 of 5 programs accredited for 80.0%

Standard for "Achieves:" 90% to 99% or all but one program not accredited

Level required to earn "With Improvement:" Not applicable for this indicator

Institution Requests: USC Spartanburg requests that the Committee consider a score of 3 rather than 2 for performance on Indicator 3D. The institution explains that it has all but one program accredited and that accreditation for the program not currently accredited, computer science, is expected in July. The institution has provided staff with details in its appeal and in subsequent correspondence as to the steps toward accreditation that have been accomplished. The institution correctly notes that a change in score on this indicator will change its overall performance score from "Achieves" to "Exceeds."

Explanation and Staff Recommendation: Staff recommends that the Committee make an exception in this case and approve a score of 3 for the 2002-03 rating on indicator 3D with the qualification that should the computer science program not receive accreditation as expected, the 2002-03 rating for this indicator will revert to a 2 and the overall score will be recalculated. Staff has reviewed the materials submitted and finds that the institution has made significant progress toward accreditation for the computer science program. The institution has had its visit from the accreditation team and has responded to follow-up from that visit. The accrediting body, however, meets to vote on accreditation only once per year in July. Staff has talked to the team chair to confirm the process for computer science accreditation and USC Spartanburg's status. Although the team chair could not comment as to whether or not accreditation would be awarded, he did confirm that USC Spartanburg will be considered for accreditation in July. As a result, staff supports the institutions request for a change in score but with the added qualification that the institution report back on the outcome of the vote of the accrediting body. Staff finds that should the program not receive accreditation as expected, the 2002-03 rating should revert to a 2 and the overall score changed from an "Exceeds" to an "Achieves." Staff congratulates the institution on its progress toward earning this accreditation.

USC Spartanburg's written appeal as submitted is presented on the following pages. Staff notes that although not shown here, the institution later provided staff with additional data as requested upon staff's review of the appeal.

**To: Julie Wahl, Program Manager
SC Commission on Higher Education
From: Jonathan A. Trail, Director**

Planning & Institutional Research

Date: 25 April 2003

RE: Appeal of Year 7, 2002-03, Preliminary Ratings

Per the memorandum dated 11 April 2003 by Dr. Lovely Ulmer-Sottong, I am submitting this written appeal for the CHE staff's and the Planning and Assessment Committee's consideration to change a recommended score on Indicator 3D, *Accreditation of Degree-Granting Programs*, for USC Spartanburg based on the following explanation:

Indicator Requested for Consideration: 3D: *Accreditation of Degree-Granting Programs*

Specific Request of the Committee: The recommended score is 2, and the institution requests consideration for a 3. Please note that this scoring change would change the institution's total score from an "Achieves" category to an "Exceeds."

Brief Description of the Issue: As of the submission of the *Institutional Effectiveness* reports last August to CHE, USC Spartanburg had secured program accreditation in all eligible programs with the exception of Computer Science. Since that time, USC Spartanburg has made a significant investment in the Computer Science program by applying for accreditation with the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET). This process included: a comprehensive self-study in anticipation of the site visit during October 27-29, 2002, corrective actions implemented as the result of the visiting teams recommendations, an institutional response to CAC's *Preliminary Statement for Review and Comment* detailing actions taken for compliance (submitted 25 April 2003), and, finally, a formal announcement of accreditation at the annual ABET conference to be held 23 July 2003. By all indications, including exit comments of the visiting team with administrators and faculty as well as follow-up phone calls between the faculty accreditation chair and the CAC visiting team chair, the visiting team will submit a positive recommendation report for full accreditation to the ABET Accreditation Committee, and the University is assured formal approval for full accreditation in July. Of more significance resulting from this process, is the benefit the current Computer Science students enjoyed of studying in a program meeting CAC standards. With this accreditation, USC Spartanburg has achieved accreditation in all eligible programs necessitating a change in score on Indicator 3D to a score of 3.

Supporting Evidence: The institution has implemented the following changes, as well as others, as a result of the accreditation process. (Please note: a full copy of the *Self-Study* and the *Preliminary Statement for Review and Comment* is available upon request)

Changed the USCS Catalogue and requested CHE to rename the concentrations of Computer Information Systems and Applied Mathematics to a Bachelor of Arts in Computer Information Systems and a Bachelor of Science in Computational Mathematics to eliminate confusion associated with the accredited Computer Science program. Developed and implemented a comprehensive assessment system in which the program has documented, measurable objectives including expected outcomes for graduates. Re-structured teaching loads to provide more opportunities for scholarly activities and research. Invested significant resources into salaries to bring about market equity. Changed the curriculum to include separate theory courses and significant analysis and design experiments as well as assuring at least 40 hours of study in computer science. Finally the accreditation process can be summarize from the concluding comments of the CAC visiting team found in the *Preliminary Statement for Review and Comment*:

"The computer science program at University of South Carolina Spartanburg represents the university's commitment to its mission of quality undergraduate teaching that meets the higher education needs of the metropolitan area. With a solid core of basic courses, a strong set of required advanced courses and a selection of appropriate upper-level electives delivered by a committed faculty, the program provides a good foundation for students who wish to become practicing software professionals."

If you have any questions or comments concerning this consideration for a scoring change, please feel free to call my office at (864) 503-5377.

cc. Dr. John C. Stockwell, Chancellor

Dr. Judith S. Prince, Interim Executive Vice Chancellor for Academic Affairs

DENMARK TECHNICAL COLLEGE

INDICATOR 3D, ACCREDITATION OF DEGREE-GRANTING PROGRAMS

Institutional Score: 2

Institution Requests: In this case, after reviewing USC Spartanburg's appeal, staff requested that the institution provide data on the accreditation status of its cosmetology program. The institution had indicated a similar situation to staff previously. Consideration of the allowance of the cosmetology program to be counted as accredited due to progress made towards accreditation and the accreditation body's vote being taken June 2nd is requested. Such consideration would in effect change the score from 2 to 3 as this is the only creditable program not yet accredited.

Staff Recommendation: Staff recommends that the Committee make an exception and approve a score of 3 for the 2002-03 rating on indicator 3D with the qualification that should the cosmetology program not receive accreditation as expected, the 2002-03 rating for this indicator will revert to a 2 and the overall score will be recalculated. It is noted that the change in score from a 2 to 3 here does not result in a category change in the overall score.

Indicator Details:

Yr 7 Performance Level: 3D: 2 of 3 programs accredited for 67%

Standard for "Achieves:" 90% to 99% or all but one program not accredited

Level required to earn

"With Improvement:" Not applicable for this indicator

Institution Requests: Denmark wishes consideration for a change in score from 2 to 3 in recognition of progress made toward accreditation of its cosmetology program.

Explanation and Staff Recommendation: Staff recommends, like the USC Spartanburg case, that the request should be approved and the score changed from 2 to 3 with the added qualification that should the accrediting body not award accreditation as expected in June, then the score should revert to a 2 and the overall performance recalculated. In this case, staff finds that the institution has made significant progress toward achieving accreditation. The institution has completed its visit from the accrediting body and is awaiting their vote on June 2. Staff finds that should the program not receive accreditation as expected, the 2002-03 rating should revert to a 2 and the overall score recalculated. In this case, recalculation of the score does not result in a change in performance category. Staff congratulates the institution on its progress toward earning this accreditation.

At staff's request, information was provided by Denmark Technical College by telephone and email.

MEMORANDUM

TO: Mrs. Julie Wahl,

Division of Planning, Assessment &
Performance Funding

FROM: Jacqueline M. Skubal, Ph.D.,

Executive Dean of Institutional Research and Planning

DATE: May 12, 2003

RE: Accreditation of Cosmetology Program

Denmark Technical College submitted its Cosmetology Self-Study to the National Accrediting Commission of Cosmetology Arts & Sciences (NACCAS) in August of 2002. The NACCAS Visiting Team was on the campus on March 25, 2003. The NACCAS Board will meet on June 2, 2003 to take action on Denmark Technical College's Cosmetology Program. The NACCAS Team Chair has told us informally the College's program should be accredited. Thank you for this opportunity to be considered for an adjusted score for Indicator 3D. If you have any other questions, we will be happy to answer them.

cc: Dr. Joann R. G. Boyd-Scotland
President

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June 5, 2003

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APPEALED CASES

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Committee Consideration

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Denmark Technical College

Indicator 3D

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DETAILS FOR EACH APPEAL

USC SPARTANBURG

INDICATOR 3D, ACCREDITATION OF DEGREE-GRANTING PROGRAMS

Institutional Score: 2

Institution Requests: Consideration of the allowance of the computer science program be counted as accredited due to progress made towards accreditation and the accreditation body's vote being taken in July. Such consideration would in effect change the score from 2 to 3 as this is the only accreditable program not yet accredited.

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Indicator Details:

Yr 7 Performance Level: 3D: 4 of 5 programs accredited for 80.0%

Standard for "Achieves:" 90% to 99% or all but one program not accredited

Level required to earn "With Improvement:" Not applicable for this indicator

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Explanation and Staff Recommendation: Staff recommends that the Committee make an exception in this case and approve a score of 3 for the 2002-03 rating on indicator 3D with the qualification that should the computer science program not receive accreditation as expected, the 2002-03 rating for this indicator will revert to a 2 and the overall score will be recalculated. Staff has reviewed the materials submitted and finds that the institution has made significant progress toward accreditation for the computer science program. The institution has had its visit from the accreditation team and has responded to follow-up from that visit. The accrediting body, however, meets to vote on accreditation only once per year in July. Staff has talked to the team chair to confirm the process for computer science accreditation and USC Spartanburg's status. Although the team chair could not comment as to whether or not accreditation would be awarded, he did confirm that USC Spartanburg will be considered for accreditation in July. As a result, staff supports the institutions request for a change in score but with the added qualification that the institution report back on the outcome of the vote of the accrediting body. Staff finds that should the program not receive accreditation as expected, the 2002-03 rating should revert to a 2 and the overall score changed from an "Exceeds" to an "Achieves." Staff congratulates the institution on its progress toward earning this accreditation.

USC Spartanburg's written appeal as submitted is presented on the following pages. Staff notes that although not shown here, the institution later provided staff with additional data as requested upon staff's review of the appeal.

**To: Julie Wahl, Program Manager
SC Commission on Higher Education
From: Jonathan A. Trall, Director**

Planning & Institutional Research

Date: 25 April 2003

RE: Appeal of Year 7, 2002-03, Preliminary Ratings

Per the memorandum dated 11 April 2003 by Dr. Lovely Ulmer-Sottong, I am submitting this written appeal for the CHE staff's and the Planning and Assessment Committee's consideration to change a recommended score on Indicator 3D, *Accreditation of Degree-Granting Programs*, for USC Spartanburg based on the following explanation:

Indicator Requested for Consideration: 3D: *Accreditation of Degree-Granting Programs*

Specific Request of the Committee: The recommended score is 2, and the institution requests consideration for a 3. Please note that this scoring change would change the institution's total score from an "Achieves" category to an "Exceeds."

Brief Description of the Issue: As of the submission of the *Institutional Effectiveness* reports last August to CHE, USC Spartanburg had secured program accreditation in all eligible programs with the exception of Computer Science. Since that time, USC Spartanburg has made a significant investment in the Computer Science program by applying for accreditation with the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET). This process included: a comprehensive self-study in anticipation of the site visit during October 27-29, 2002, corrective actions implemented as the result of the visiting teams recommendations, an institutional response to CAC's *Preliminary Statement for Review and Comment* detailing actions taken for compliance (submitted 25 April 2003), and, finally, a formal announcement of accreditation at the annual ABET conference to be held 23 July 2003. By all indications, including exit comments of the visiting team with administrators and faculty as well as follow-up phone calls between the faculty accreditation chair and the CAC visiting team chair, the visiting team will submit a positive recommendation report for full accreditation to the ABET Accreditation Committee, and the University is assured formal approval for full accreditation in July. Of more significance resulting from this process, is the benefit the current Computer Science students enjoyed of studying in a program meeting CAC standards. With this accreditation, USC Spartanburg has achieved accreditation in all eligible programs necessitating a change in score on Indicator 3D to a score of 3.

Supporting Evidence: The institution has implemented the following changes, as well as others, as a result of the accreditation process. (Please note: a full copy of the *Self-Study* and the *Preliminary Statement for Review and Comment* is available upon request)

Changed the USCS Catalogue and requested CHE to rename the concentrations of Computer Information Systems and Applied Mathematics to a Bachelor of Arts in Computer Information Systems and a Bachelor of Science in Computational Mathematics to eliminate confusion associated with the accredited Computer Science program. Developed and implemented a comprehensive assessment system in which the program has documented, measurable objectives including expected outcomes for graduates. Re-structured teaching loads to provide more opportunities for scholarly activities and research. Invested significant resources into salaries to bring about market equity. Changed the curriculum to include separate theory courses and significant analysis and design experiments as well as assuring at least 40 hours of study in computer science. Finally the accreditation process can be summarize from the concluding comments of the CAC visiting team found in the *Preliminary Statement for Review and Comment*:

"The computer science program at University of South Carolina Spartanburg represents the university's commitment to its mission of quality undergraduate teaching that meets the higher education needs of the metropolitan area. With a solid core of basic courses, a strong set of required advanced courses and a selection of appropriate upper-level electives delivered by a committed faculty, the program provides a good foundation for students who wish to become practicing software professionals."

If you have any questions or comments concerning this consideration for a scoring change, please feel free to call my office at (864) 503-5377.

cc. Dr. John C. Stockwell, Chancellor

Dr. Judith S. Prince, Interim Executive Vice Chancellor for Academic Affairs

DENMARK TECHNICAL COLLEGE

INDICATOR 3D, ACCREDITATION OF DEGREE-GRANTING PROGRAMS

Institutional Score: 2

Institution Requests: In this case, after reviewing USC Spartanburg's appeal, staff requested that the institution provide data on the accreditation status of its cosmetology program. The institution had indicated a similar situation to staff previously. Consideration of the allowance of the cosmetology program to be counted as accredited due to progress made towards accreditation and the accreditation body's vote being taken June 2nd is requested. Such consideration would in effect change the score from 2 to 3 as this is the only creditable program not yet accredited.

Staff Recommendation: Staff recommends that the Committee make an exception and approve a score of 3 for the 2002-03 rating on indicator 3D with the qualification that should the cosmetology program not receive accreditation as expected, the 2002-03 rating for this indicator will revert to a 2 and the overall score will be recalculated. It is noted that the change in score from a 2 to 3 here does not result in a category change in the overall score.

Indicator Details:

Yr 7 Performance Level: 3D: 2 of 3 programs accredited for 67%

Standard for "Achieves:" 90% to 99% or all but one program not accredited

Level required to earn

"With Improvement:" Not applicable for this indicator

Institution Requests: Denmark wishes consideration for a change in score from 2 to 3 in recognition of progress made toward accreditation of its cosmetology program.

Explanation and Staff Recommendation: Staff recommends, like the USC Spartanburg case, that the request should be approved and the score changed from 2 to 3 with the added qualification that should the accrediting body not award accreditation as expected in June, then the score should revert to a 2 and the overall performance recalculated. In this case, staff finds that the institution has made significant progress toward achieving accreditation. The institution has completed its visit from the accrediting body and is awaiting their vote on June 2. Staff finds that should the program not receive accreditation as expected, the 2002-03 rating should revert to a 2 and the overall score recalculated. In this case, recalculation of the score does not result in a change in performance category. Staff congratulates the institution on its progress toward earning this accreditation.

At staff's request, information was provided by Denmark Technical College by telephone and email.

MEMORANDUM

TO: Mrs. Julie Wahl,

Division of Planning, Assessment &
Performance Funding

FROM: Jacqueline M. Skubal, Ph.D.,

Executive Dean of Institutional Research and Planning

DATE: May 12, 2003

RE: Accreditation of Cosmetology Program

Denmark Technical College submitted its Cosmetology Self-Study to the National Accrediting Commission of Cosmetology Arts & Sciences (NACCAS) in August of 2002. The NACCAS Visiting Team was on the campus on March 25, 2003. The NACCAS Board will meet on June 2, 2003 to take action on Denmark Technical College's Cosmetology Program. The NACCAS Team Chair has told us informally the College's program should be accredited. Thank you for this opportunity to be considered for an adjusted score for Indicator 3D. If you have any other questions, we will be happy to answer them.

cc: Dr. Joann R. G. Boyd-Scotland
President



**Overview: SC Performance Ratings,
2002-03 impacting FY 2003-04**



prepared by: Division of Planning,
Assessment & Performance Funding

June 5, 2003

Performance Funding as of 2003 Ratings

Where are we?

- **Seventh Year of Ratings
(Ratings for 2002-03 to impact FY 2003-04)**
- **Performance Funding has undergone significant changes since the first year in which the system and measures were conceived**
- **Current system represents the result of a collaborative effort between institutional representatives and CHE to apply lessons learned since 1996**

2002-03 Performance Ratings

What is the process for determining institutional ratings?

- Similar process has been used the past four years
- Annual cycle involving measurement of performance on defined indicators, comparison of performance to standards, and consideration of ratings and appeals for special consideration
- For Year 7, like last year, a maximum of 14 indicators are used in scoring performance. Applicable indicators and definitions of indicators varies across and within sectors

Performance Indicators For Year 7

I. Mission Focus

- B. Curricula Offered to Achieve Mission
- C. Approval of a Mission Statement
- D/E. Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan

II. Quality of Faculty

- A. Academic and Other Credentials of Professors and Instructors
- D. Compensation of Faculty

III. Classroom Quality

- D. Accreditation of Degree-Granting Programs
- E. Institutional Emphasis on Quality Teacher Education and Reform

IV. Institutional Cooperation & Collaboration

- A/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

APPLICABILITY

- All Sectors
- All Sectors
- All Sectors (Measure individualized by Institution)
- All Sectors (Measure varies depending on Sector)
- All Sectors (Measure varies depending on Sector)
- All Sectors
- 4-yr Colleges and Universities Sector
- All Sectors (Measure Developed for each Sector)



Indicators Continued . . .

V. Administrative Efficiency

A. Percentage of Administrative Costs to Academic Costs

- All Sectors

VI. Entrance Requirements

A/B. SAT and ACT Scores of Student Body AND High School Class Standing, Grade Point Averages and Activities of the Student Body

- Research (with comparable for MUSC), 4-yr Colleges & Univ., and Regional Campus Sectors

VII. Graduates' Achievements

A. Graduation Rate

- All Sectors (Varies by sector. Comparable for MUSC)

B. Employment Rate for Graduates

- Technical Colleges Sector

C. Employer Feedback on Graduates Who were Employed or Not Employed

- Technical Colleges Sector

D. Scores on ...Professional Examinations

- All Sectors

E. Number of Graduates Who Continued Their Education

- Regional Campuses Sector

VIII. User-Friendliness of Institution

C. Accessibility to the Institution of All Citizens of the State

- All Sectors

IX. Research Funding

A. Financial Support of Reform in Teacher Education

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

B. Amount of Public and Private Sector Grants

- Research Sector

APPLICABILITY

What Changes Have Occurred Since Last Year?

Indicators with Change in Definition

2A measuring percent of full-time faculty with terminal degrees as applied to research and teaching institutions. Instructors are excluded.

Indicators Deferred Measures Due to Data Issues

5A measuring ratio of administrative to academic costs is deferred from measurement and scoring due to federal financial reporting changes implemented for public colleges. Applies to all institutions.

9B measuring restricted research grant expenditures for research institutions is also deferred from measurement, but institutions are scored based on past three years of scores

New Measures Implemented - First Year Data Are Scored

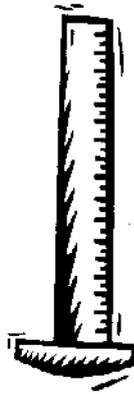
4A/B measuring Cooperation and Collaboration – Sector Measures

7A measuring the number of students graduating within 150% of program time, transferring-out within 3 years or continuing enrollment. Applies to regional and technical colleges

7E measuring students earning baccalaureate degrees after 6 years. Applies to Regional Campuses

9A measuring research grant expenditures for improving K-12 health education as applied to MUSC

Data Collection (Fall '02 - Spring '03)



- **Data collected beginning in the fall and posted on the web beginning in the spring**
- **Most data come in as part of reports required for CHEMIS, IPEDS or Institutional Effectiveness**
- **Timeframes for performance data measured vary across indicators. Typically most recent-ended fall or Fiscal Year (For 2002-03: Fall '02 or FY '02)**

Standards Used in Rating Performance

Three years ago "performance standards" or a levels for earning an "Achieves" score were identified for institutions or groups of institutions – "Standards" replaced the annual institutional benchmarking process

- **Approved to remain in effect for 3 years**
- **Developed using the best available data – National, Regional or State. Peer data used if possible.**
- **Are typically consistent for an indicator for a sector of institutions – However, standards may vary within sectors (e.g., Research Sector Standards for some indicators are based on each institution's peers)**
- **Include an improvement component for select indicators to recognize individual institutional progress over time**

Scoring

Assigning the Indicator Score

Institutional performance on each measure for applicable indicators is compared to approved standards.

A score of 1, 2, or 3 is assigned to each measure for indicators depending on the institution's level of actual performance in comparison to approved standards. An additional 0.5 may be earned on select indicators based on improvement.

3-point system in effect since Year 3. Improvement Factor added in Year 5.

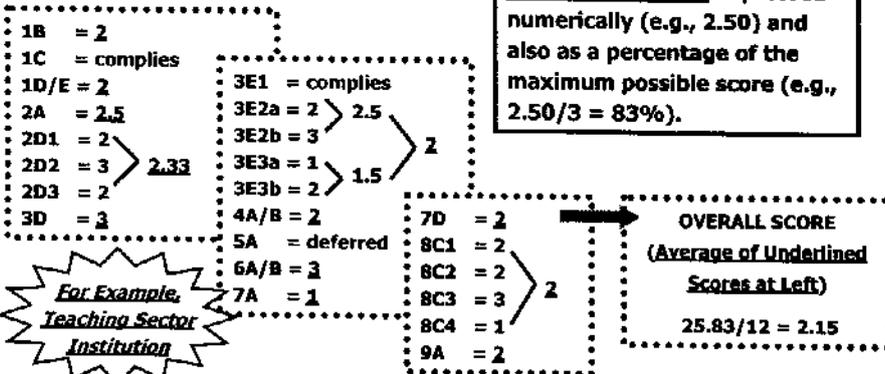
- > 1 "Does Not Achieve Standard" indicating fell below targeted performance level or in non-compliance
- > 2 "Achieves Standard" indicating within acceptable range of targeted level
- > 3 "Exceeds Standard" indicating exceeded targeted level
- > +0.5 "With Improvement" indicating improvement expectations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

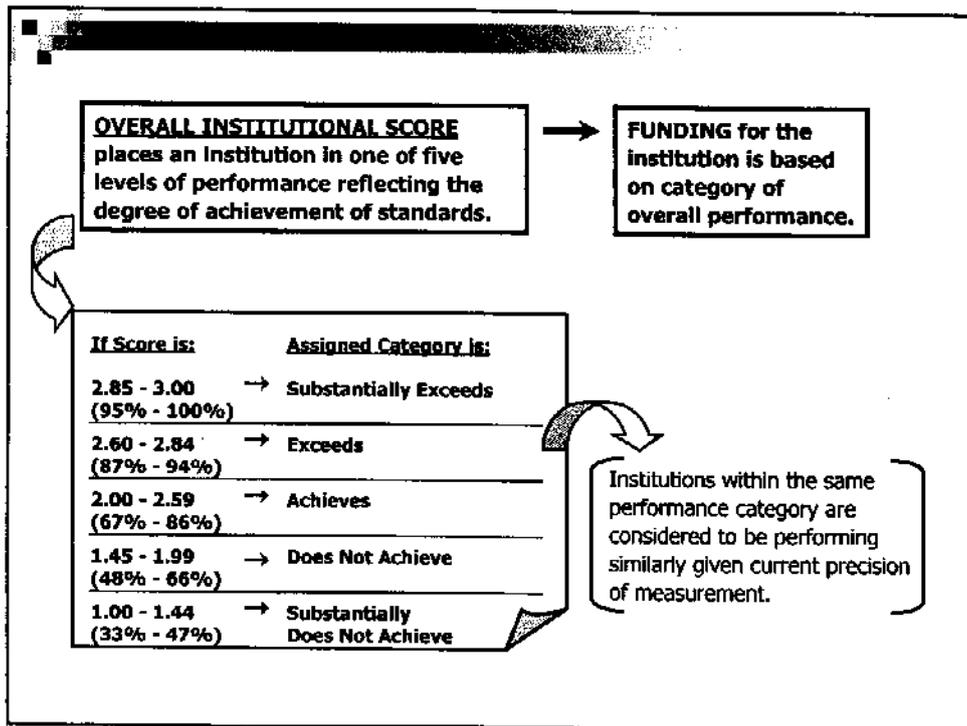
Determining the Overall Performance Category

Single indicator scores are derived. Subpart scores averaged producing a single indicator score.

For each institution, single indicator scores are then averaged together.

Resulting in a single overall performance score expressed numerically (e.g., 2.50) and also as a percentage of the maximum possible score (e.g., $2.50/3 = 83\%$).





Year 7, 2002-03 Ratings



- ✓ Fall '02 - Spring '03: Performance data collection & staff rating assessment
- ✓ April 11: Preliminary ratings released to institutions for review
- ✓ April 25: Written appeals for special consideration due
- ✓ May 23: Staff recommendations distributed for P&A Meeting
- ✓ June 5: Ratings and Appeals considered by P&A and CHE

INSTITUTIONAL "REPORT CARDS"

Ratings are 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

The reports for this year and the past four are posted at www.che.sc.gov

SAMPLE YR 7 REPORT

2002-03 Performance Year Rating impacting Fiscal Year 2003-04 For Consideration June 5, 2003
 Report prepared by the Commission's Division of Planning, Assessment and Performance Funding
 1333 Main Street, Suite 200, Columbia, SC 29201, (803) 737-2260, www.che.sc.gov



Lander University
 Sector: Four-Year Colleges and Universities
 Daniel W. Ball, President
 330 Stanley Avenue
 Greenwood, SC 29646
 (803) 288-6388
www.lander.edu

Founded in 1872



2002-03 Performance Year Score
Achieves Standards

81%
2.43 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

At-A-Glance (Fall 2002 data unless noted otherwise)

<p>For links to mission and webpage, see www.che.sc.gov and select "Performance Funding"</p> <p>Degrees Awarded FY 2001-02</p> <ul style="list-style-type: none"> - Associates - 362 Bachelor's - Post Bachelor's Cert. - 25 Master's - Post Master's Cert. - First Professional - Specialist - Doctorate 	<p>Enrollment</p> <p>Headcount: 2,947 <small>80% of headcount Undergraduate 20% of headcount Non-UG at work</small></p> <p>Headcount (incl. part-time students): 2,947 (100% of headcount)</p> <p>Full-Time</p> <p>2,281 (77% of headcount)</p> <p>SAT Average</p> <p>892 (164-line entering freshmen, includes converted ACT scores)</p>	<p>Full-Time Faculty</p> <p>114 (includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or formation. (IPEDS Post-Secondary Survey))</p> <p>Tuition Academic Year 2002-03</p> <p>\$4,704 In-State, Full-Time Student \$9,648 Out-of-State, Full-Time Student (includes UG required tuition and fees. (IPEDS Inst. Characteristics Survey))</p> <p>Financial Data in Millions FY 2000-01</p> <p>\$27.5 Total Revenue, excluding auxiliary \$25.8 Total Educ. & General Expenditures and Transfers, excluding auxiliary (IPEDS Finance Survey)</p>
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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, 18 are still measured - some added through institutional policy, some retained through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002 at www.che.sc.gov - select Performance Funding and 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 2.00-2.80 on	8 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99 on	1 Indicator
Achieved Composite (or received scores of "Composite") on	1 Indicator
1 Indicator is dropped from measurement in 2002-03 (See attached detail for explanation)	

Interpreting Overall Score

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

Scale for Overall Score Categories	
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	49% 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 369 of 1996, effective July 1, 1996, requiring that the SC Commissioner of 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 in fiscal year 2002-03 follow. Many revisions and differences across the 15th system make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators that indicate each state's retention and reducing redundancy among indicators. Using its experience,

CHE worked with institutions and others in identifying the 15 or 14 indicators that being used in determining the performance score as those most related to institutional and sector objectives. As noted below, indicators not scored are either considered on a scale or are measured through existing scored indicators. For a longer understanding, please see CHE's website at www.sche.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, November 2002) and additional data details by institution.

DATA AND SCORING KEY: Below are details for each indicator measured in Performance Year 2002-03, including the measurement standards for this year's performance. Historical data, current year's data, the standard used in judging performance, indicator support source, and the single indicator score. Since July 2000, CHE has set standards for public institutions based on national, regional or state OIGs data from past institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and consisting of 1 to 3 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 earns a "3" or "1" or "0" score, 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 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 an institutional appeal requesting special consideration. In determining overall performance as measured 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 6 performance categories; and funding is allocated based on the category, not the individual score or average.

REPORT FOR: Lander University		Four-Year College and Universities Sector									
Reporting Institution		Institutional Performance					Overall Sector Performance				
Indicator Category (Reference Number and Description)		This Year	3 Yr. Avg.	2001-02	2000-01	This Year	2001-02	2000-01	2002-02	2001-01	2000-00

II. MISSION FORMS											
18. Certificate Offered to Advance Mission	as of Apr 2002	100%	100%	100%	100%	99%-99% or F -99% at least	NA				3.00
19E. Adoption of a Strategic Plan to Support the Mission	FY 2001-02	See performance score at right. Measure and goal vary by institution. Contact CHE for details.									2.00

Critical Success Factor 1, Student Retention (Indicator 18) is measured as the percent of degree programs available in the department approved for the institution by CHE and Fall 99 of 100% (subject to institutional goals, policies, and compliance as defined in its mission statement), and here received full approval in the most recent CHE review of that program. Institution achieved compliance on 100% approval of a Strategic Plan. 19E is defined as a plan for each institution based on the Department's goals and objectives. Institution achieved compliance on 100% approval of a Strategic Plan. 19E is defined as a plan for each institution based on the Department's goals and objectives. Institution achieved compliance on 100% approval of a Strategic Plan.

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

SA	Financial Support for Retention in Teacher Education	FY 02 / FY 01	127.1%	101.0%	116.2%	111.2%	80.0%	to	110.0%	NA	2.00
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Critical Success Factor 8, Second Indicator Notes: SA measures the amount of grants and awards expended in the most recent 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. 9E, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2002-03 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2003-04 ALLOCATION)

Based on scores in the above columns for right labels' 2002-03 Performance Scores:		Subtotal: 29.21
14 Total Accredited Sector Indicators		# of indicators grouped: 12
Exceeded Standards (score of 2) on 3 scored indicators.		Average: 2.43
Achieved Standards (score of 1.00 to 1.99) on 8 scored indicators.		Average / 1.00 Max: 8%
Did Not Achieve Standards (score of 1.00 to 1.99) on 1 scored indicator.		Category is: 'Achievers'
Achieved Compliance on 1 indicator, and 1 indicator is scored.		

SAMPLE YR 7 REPORT

Performance Highlights for 2002-03

Forward progress of institutions is evident - Across most institutions and a majority of indicators, performance levels improved or stayed the same. For Example:

- Increases in average salaries (2D)
- Increases in percentage of students passing professional examinations (3E2 and 7D)
- Continuing improvement in accreditation of programs - near 100% for SC public institutions (3D)
- Increases in SAT/ACT scores of entering freshmen (6A/B)
- Increases in graduation rates (7A)
- Increases in enrollment and retention of South Carolina minority students and increases in the percent of minority teaching faculty (8C)

2002-03 Overall Ratings Summary

Substantially Exceeds
(2.85 to 3.00)

MUSC
USC Columbia
Winthrop

2002-03 Ratings as recommended by P&A Committee

Exceeds (2.60 to 2.84)

Clemson
College of Charleston
USC Spartanburg
USC Sumter
Aiken Tech
Central Carolina Tech
Florence-Darlington Tech
Greenville Tech
Horry-Georgetown Tech
Midlands Tech
Orangeburg-Calhoun Tech
Spartanburg Tech
Tech Coll of Lowcountry
Tri-County Tech
Trident Tech
York Tech

Achieves (2.00 to 2.59)

The Citadel
Coastal Carolina
Francis Marion
Lander
SC State
USC Aiken
USC Beaufort
USC Lancaster
USC Salkehatchie
USC Union
Denmark Tech
Northeastern Tech
Piedmont Tech
Williamsburg Tech

Additional Information Available on-line at www.che.sc.gov by selecting "Performance Funding"



prepared by: Division of Planning, Assessment & Performance Funding

June 5, 2003