



CHE Agenda Item 4.04 A, Attachment 2

Performance Year 2004-05 Ratings to Impact FY 2005-06 Allocation: Ratings by Sector By Institution

Research Institutions

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

Four-Year Colleges and Universities Sector

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

Two-Year Institutions - Branches of the University of SC

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

State Technical and Comprehensive Education System

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

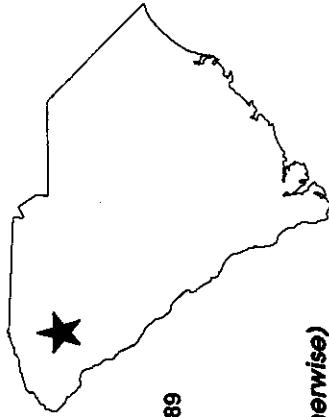


Clemson University

Sector: Research Institutions

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Founded in 1889



2004-05 Performance Year Score Exceeds Standards

93%
2.80 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"	Enrollment		Full-Time Faculty
	Headcount includes full & part-time students	17,110 81% of headcount Undergraduate 65% of headcount from SC at entry 10% of headcount Minority	1,062 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2003-04	Full-Time		Tuition Academic Year 2004-05
	- Associates 3,020 Bachelor's - Post Bachelor's Cert. 772 Master's - Post Master's Cert. - First Professional 8 Specialist 113 Doctoral	15,194 (89% of headcount)	\$7,840 In-State, Full-Time Student \$16,404 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
SAT Average		1199 (1st-time entering freshmen. Includes converted ACT scores.)	* Financial Dollars in Millions FY 2002-03
			\$423.5 Revenue, excl. auxiliary & hospital \$393.8 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 8 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators
Achieved Compliance (or received scores of "Complied") on 0 Indicators
3 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: Clemson University

Research Institutions Sector

Measures Presented by Critical Success Factor		Measure		Institution's Performance			2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable	Timeframe	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2005	98%	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.								Deferred

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. 1DE 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	97.7%	96.5%	97.6%	96.2%	75.0% to 84.0%	3% of prior 3-yr avg	N/A			3.00
2D	Compensation of Faculty:											3.00
	Assistant Professor Average	Fall 2004	\$52,569	\$54,668	\$56,143	\$60,213	\$42,773 to \$50,740	For each part, 4% of prior year	N/A score=3			3.00
	Associate Professor Average	Fall 2004	\$61,793	\$63,062	\$64,342	\$67,217	\$50,643 to \$60,075		N/A score=3			3.00
	Professor Average	Fall 2004	\$80,353	\$83,949	\$85,956	\$90,644	\$69,559 to \$82,514		N/A score=3			3.00

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

Report for: Clemson University

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A					3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. For research institutions with teacher education programs, 3E, Institutional Emphasis on Quality Teacher Education and Reform, is measured through 3D. Accreditation of Programs, which includes NCATE accreditation and 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, which includes teacher certification examinations.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Experts Within the Institution, With Other Institutions, and With the Business Community, and Cooperation and Collaboration With Private Industry	FY 04 / FYs 01,02,03 Avg	44	46	56	60	52 to 56	N/A					3.00
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Critical Success Factor 4, Scored Indicator Notes: 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages 11,85-90 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	5.9%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior 3-yr avg	deferred				Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For research institutions, unrestricted and restricted funds have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	98.4%	99.1%	99.1%	99.3%	75.0% to 89.9%	5% of prior 3-yr avg	N/A	score=3			3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. A comparable measure is defined for MUSC.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	68.9%	71.7%	72.0%	72.2%	64.0% to 67.0%	3% of prior 3-yr avg	N/A	score=3			3.00
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Report for: Clemson University

Research Institutions Sector

Report for: Clemson University												
Measures Presented by Critical Success Factor												
Indicator (reference #/letter at far left and title)		Measure	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator Subpart (reference #/letter and descriptive title)		Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
if applicable		This Year										

7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	85.3%	87.7%	89.5%	92.4%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A	3.00
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Critical Success Factor 7, Scored Indicator Notes: 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. A comparable measure of 7A for MUSC related to graduate students has been defined. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for developmental/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. As of Year 7, indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were Employed or Not Employed*, and 7E, *Number of Graduates Who Continued Their Education*, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State												
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	12.2%	11.5%	11.5%	11.2%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	12.3%	1.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	92.4%	87.7%	89.4%	90.3%	78.0%	to	87.0%	N/A score=3		3.00
3	% graduate students who are minority (headcount)	Fall 2004	7.2%	7.6%	7.6%	8.2%	10.0%	to	13.0%		7.8%	1.50
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.6%	9.8%	9.9%	10.7%	10.0%	to	13.0%		10.1%	2.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	132.5%	190.9%	129.1%	91.9%	80.0%	to	119.0%	N/A		2.00
9B	Amount of Public and Private Sector Grants	FY 04 / FYs 01,02,03 Avg	123.3%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 9B			N/A		Deferred

Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (prek-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring has been deferred since 2003-04 due to changes in federal reporting of financial data that affects all public higher education institutions. The measure is under revision for future years.

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 8 scored indicators.	Subtotal: 28.00
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.	
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	
Achieved Compliance on 1 indicator, and 3 indicators are deferred from scoring.	# of Indicators averaged: 10
	Average: 2.80
	Average / 3.00 Max: 93%
	Category is: "Exceeds"



University of South Carolina Columbia

Sector: Research Institutions

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Founded in 1801

2004-05 Performance Year Score
Substantially Exceeds Standards

95%
 2.85 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

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Degrees Awarded
 FY 2003-04
 12 Associates
 2,991 Bachelor's
 44 Post Bachelor's Cert.
 1,855 Master's
 - Post Master's Cert.
 380 First Professional
 46 Specialist
 241 Doctoral

Enrollment
Headcount
 Includes full &
 part-time students

25,596
 69% of headcount Undergraduate
 76% of headcount from SC at entry
 18% of headcount Minority

Full-Time

20,307 (79% of headcount)

SAT

1147 (1st-time entering
 freshmen. Includes
 converted ACT
 scores.)

Full-Time Faculty

1,444
 Includes, as of Nov. 1, those with academic
 rank & specific assignment of instruction,
 research, public service, or librarian.
 (IPEDS Fall Staff Survey)

Tuition

\$6,416 In-State, Full-Time Student
 \$16,784 Out-of-State, Full-Time Student
 (Includes UG required tuition and fees,
 IPEDS Inst. Characteristics Survey;
 excludes medicine and law)

*** Financial**

Dollars in Millions
 FY 2002-03
 \$504.7 Revenue, excl. auxiliary & hospital
 \$453.0 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 14 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 9 Indicators
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Interpreting Overall Score

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Report for: University of South Carolina Columbia

Research Institutions Sector

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1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	99%	95% - 99% or if <95% all but 1	N/A		2.00	
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 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

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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	93.6%	94.4%	95.4%	95.7%	75.0%	to	84.0%	3% of prior 3-yr avg	N/A	3.00
2D	Compensation of Faculty:											3.00
	Assistant Professor Average	Fall 2004	\$55,084	\$56,495	\$58,423	\$62,675	\$44,718	to	\$53,047	For each part, 4% of prior year	N/A score=3	3.00
	Associate Professor Average	Fall 2004	\$65,843	\$65,777	\$65,960	\$69,501	\$52,038	to	\$61,730		N/A score=3	3.00
	Professor Average	Fall 2004	\$90,218	\$90,622	\$91,164	\$96,045	\$71,798	to	\$85,171		N/A score=3	3.00

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

Report for: University of South Carolina Columbia

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. For research institutions with teacher education programs, 3E, Institutional Emphasis on Quality Teacher Education and Reform, is measured through 3D. Accreditation of Programs, which includes NCATE accreditation and 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, which includes teacher certification examinations.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community; and Cooperation and Collaboration With Private Industry	FY 04 / FYs 01, 02, 03 Avg	44	46	56	60	52	to 56	N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages 11.85-90 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	7.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior 3-yr avg	deferred			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For research institutions, unrestricted and restricted funds have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	96.4%	98.1%	99.1%	99.2%	75.0%	to 89.9%	5% of prior 3-yr avg	N/A score=3		3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. A comparable measure is defined for MUSC.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	58.2%	59.8%	61.2%	63.9%	53.0%	to 61.0%	3% of prior 3-yr avg	N/A score=3		3.00
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Research Institutions Sector

[illegible]

Statement of other indicators: Indicator 7F *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2006, and is applicable to senior institutions, except MUSC. *have been redefined and are not applicable to this sector.*

2.38

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	24.5%	23.8%	22.5%	21.8%	21.0%	to	28.0%	8C1,2,3=5% of prior 3-yr avg	24.8%	2.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	85.7%	87.0%	86.0%	86.8%	78.0%	to	87.0%	and 8C4=3-yr avg	90.5%	2.00
3	% graduate students who are minority (headcount)	Fall 2004	14.7%	16.3%	16.4%	16.4%	10.0%	to	13.0%	N/A score=3		3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.3%	10.0%	10.8%	11.5%	10.0%	to	13.0%	3-yr avg	10.3%	2.50

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

Critical Success Factor 9, Score Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including awarded research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MISC has been defined that measures grants and awards expended to support the improvement in child and adolescent (pre-K-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring has been deferred since 2003-04 due to changes in federal reporting of financial data that affects all public higher education institutions. The measure is under revision for future years.

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

Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators:
Exceeded standards (scores of 3) on 3 scored indicators:

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

USCColumbia pp2104 Yr9



Medical University of South Carolina

Sector: Research Institutions

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

Founded in 1824



2004-05 Performance Year Score Exceeds Standards

94%
 2.81 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
 166 Bachelor's
 3 Post Bachelor's Cert.
 229 Master's
 - Post Master's Cert.
 239 First Professional
 - Specialist
 30 Doctoral

Enrollment
Headcount
 Includes full & part-time students

2,433
 14% of headcount Undergraduate
 81% of headcount from SC at entry
 16% of headcount Minority
 2,171 (89% of headcount)

Full-Time
SAT
Average

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

Full-Time Faculty

710 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

\$8,368 In-State, Full-Time Student
 \$23,144 Out-of-State, Full-Time Student
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excludes medicine & dentistry)

*** Financial**
 Dollars In Millions
 FY 2002-03

\$362.9 Revenue, excl. auxiliary & hospital
 \$351.0 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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
 3 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators
 8 Indicators
 2 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	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
Achieves	67% to 86% or 2.00 to 2.59
Does Not Achieve	48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators.

Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: Medical University of South Carolina

Research Institutions Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
		This Year									

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	
1DE	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.								Deferred

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. 1DE 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	98.1%	99.2%	99.2%	99.2%	75.0%	to 84.0%	3% of prior 3-yr avg	N/A		3.00
2D Compensation of Faculty:											3.00
Assistant Professor Average	Fall 2004	\$57,307	\$66,421	\$65,362	\$70,355	\$54,028	to \$64,091	For each part, 4% of prior year	N/A score=3	3.00	
Associate Professor Average	Fall 2004	\$68,457	\$76,241	\$75,690	\$81,637	\$62,855	to \$74,562		N/A score=3	3.00	
Professor Average	Fall 2004	\$99,125	\$101,016	\$104,180	\$109,415	\$79,965	to \$94,858		N/A score=3	3.00	

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

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

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor Applied	> or = to # shown	Subpart Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3, Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. For research institutions with teacher education programs, 3E, Institutional Emphasis on Quality Teacher Education and Reform, is measured through 3D. Accreditation of Programs, which includes NCATE accreditation and 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, which includes teacher certification examinations.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A & B combined, Sharing Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts Within the Institution, With Other Institutions, and With the Business Community, and Cooperation and Collaboration With Private Industry	FY 04 / FYs 01,02,03 Avg	44	46	56	60	52 to 56	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: 4A combined with 4B is a sector specific indicator designed in cooperation with the institutions in the sector to address identified areas of need related to cooperative and collaborative efforts. The research sector has selected to focus for five years, including last year, on enhancing collaborative research within the sector including the development and use of an integrated faculty and grants database system. The institutions are measured in this year and in the next three collectively (provided each meets its own minimum level) on the percent increase of collaborations over the average of the three preceding years. For details, see pages II.85-90 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	12.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For research institutions, unrestricted and restricted funds have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B Entrance Examination Scores, College Grade Point Average and College Rank of Entering Graduate and First Professional Students.	Fall 2004	94.4%	93.5%	95.2%	96.0%	70.0% to 85.0%	5% of prior 3-yr avg score=3	N/A	3.00
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Critical Success Factor 6, Scored Indicator Notes: A comparable measure to that used for 6A combined with 6B as applicable to other four-year institutions was defined for MUSC. For MUSC, 6A/B measures the percent of first-time, full-time entering graduate and first professional students who take and report required entrance examinations or who have reported a college grade point average (GPA) or a college rank who meet or exceed the Commission-approved target for such examinations and credentials. Targets defined include: MCAT of 26.6 or higher; DAT of 34 or higher; PCAT of 200 or higher; GRE Verbal, Quantitative, and Analytical of 1587 or higher; GMAT of 521 or higher; College GPA of 3.0 or higher on a 4.0 scale; and top 30% of College Class. See current Performance Funding Workbook, pp.II.123-II.129, for complete details.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate Defined for MUSC (1st-time, full-time degree-seeking graduate students completing degree programs within an allowable timeframe)	1999 cohort	91.7%	94.7%	92.3%	93.5%	80.0% to 89.9%	3% of prior 3-yr avg score=3	N/A	3.00
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Report for: Medical University of South Carolina**Research Institutions Sector**

Measures Presented by Critical Success Factor		Measure			2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05	
Indicator (reference #letter at far left and title)	Indicator Subpart (reference #letter and descriptive title)	Timeframe	Institution's Performance			"2" if at/within range	"3" if ># shown	Factor Applied	Performance Score	
If applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests		Apr 1, 2003 - Mar 31, 2004	90.3%	90.8%	89.6%	88.7%	75.0% to 89.0%	3% of prior 3-yr avg	92.9%	2.00
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Critical Success Factor 7, Scored Indicator Notes: A measure similar to that of 7A, graduation rate used for other four-year institutions with undergraduates has been defined for MUSC. 7A for MUSC measures the first-time, full-time graduates students except those in PhD programs, and first professional students who complete degree programs within an allowable timeframe. See pp. 11, 137-140 of the November 2002 Workbook for complete details. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004.

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:		Fall 2004	19.1%	19.3%	19.7%	17.1%	21.0% to 28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	20.3%	1.00
1	% of the undergraduate SC citizens enrolled who are minority (theadcount)	Fall 2004	19.1%	19.3%	19.7%	17.1%	21.0% to 28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	20.3%	1.00
2	annual retention rate of SC degree-seeking undergrads who are minority	Fall 03 to 04	82.4%	90.3%	87.5%	86.7%	78.0% to 87.0%		91.1%	2.00
3	% graduate students who are minority (theadcount)	Fall 2004	17.5%	15.4%	15.7%	15.6%	10.0% to 13.0%		N/A score=3	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (theadcount)	Fall 2004	7.4%	7.9%	9.0%	10.2%	10.0% to 13.0%		8.3%	2.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform: Improving Child and Adolescent Health (Pre-K to Grade 12 Aged Children)	FY 04 / FYs 01,02,03 Avg	not avail	187.3%	179.5%	232.8%	80.0% to 119.0%	N/A		3.00
9B	Amount of Public and Private Sector Grants	FY 04 / FYs 02,03,04 Avg	124.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 9B	N/A		Deferred

Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. A comparable measure of 9A for MUSC has been defined that measures grants and awards expended to support the improvement in child and adolescent (pre-K-Grade 12 aged children) health. 9B measures expenditures of restricted funds in the category of research for the most recent ended fiscal year compared to the average of the most recent ended 3 years. 9B measurement and scoring has been deferred since 2003-04 due to changes in federal reporting of financial data that affects all public higher education institutions. The measure is under revision for future years.

PERFORMANCE YEAR 2003-04 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 8 scored indicators.

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

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

Achieved Compliance on 1 indicator, and 3 indicators are deferred from scoring.

Subtotal: 28.13
of indicators averaged 10

Average: 2.81
Average / 3.00 Max: 94%
Category is: "Exceeds"



The Citadel

Sector: Four-Year Colleges and Universities

John S. Grimalds, President
 171 Moultrie Street
 Charleston, SC 29409
 (843) 953-5012
www.citadel.edu

Founded in 1842



2004-05 Performance Year Score

Achieves Standards

83%
 2.48 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
- 462 Bachelor's
- Post Bachelor's Cert.
- 203 Master's
- Post Master's Cert.
- First Professional
- 17 Specialist
- Doctoral

Enrollment
Headcount
 Includes full &
 part-time students

3,351
 65% of headcount Undergraduate
 63% of headcount from SC at entry
 17% of headcount Minority
 2,232 (67% of headcount)

Full-Time
SAT
Average

1071 (1st-time entering
 freshmen. Includes
 converted ACT
 scores.)

Full-Time Faculty

161 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

\$5,900 In-State, Full-Time Student
 \$14,518 Out-of-State, Full-Time Student
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial**
 Dollars In Millions
 FY 2002-03

\$46.9 Revenue, excl. auxiliary & hospital
 \$45.1 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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
 6 Indicators
 5 Indicators
 1 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 95% to 100% or 2.85 to 3.00
 Exceeds 87% to 94% or 2.60 to 2.84
 Achieves 67% to 86% or 2.00 to 2.59
 Does Not Achieve 48% to 66% or 1.45 to 1.99
 Substantially Does Not Achieve 33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: The Citadel

Four-Year Colleges and Universities Sector

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

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2005	96%	98%	98%	98%	95% - 99% or if <95% all but 1	N/A	2.00
1D/E	Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 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	95.0%	96.6%	95.1%	90.7%	70.0%	to 84.0%	3% of prior score=3	N/A	3.00
2D	Compensation of Faculty:										
	Assistant Professor Average	Fall 2004	\$45,631	\$44,797	\$47,148	\$48,957	\$36,840	to \$43,701	For each part, 4% of prior year	N/A score=3	3.00
	Associate Professor Average	Fall 2004	\$54,890	\$54,626	\$55,885	\$60,986	\$44,787	to \$53,129		N/A score=3	3.00
	Professor Average	Fall 2004	\$67,126	\$66,959	\$67,072	\$74,514	\$56,164	to \$66,624		N/A score=3	3.00

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

Report for: The Citadel

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		2004-05	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if # shown	Score <3: Earn 0.5 for Improvement if	Performance Score

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	75%	75%	75%	75%	90%-99% or if <90%, all but 1	N/A		2.00
3E Institutional emphasis on quality teacher education and reform:									2.00

1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	N/A	Complied	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	3% of prior 3-yr avg	deferred	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		83.5%	78.1%	80.7%	79.4%	75.0% to 89.0%	83.2%	2.00	
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	17%	17%	11%	10%	20% to 34%	5% of prior 3-yr avg	16%	1.00
3b % teacher ed. graduates who are minority		28%	21%	26%	25%	10% to 20%	N/A score=3	3.00	

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2	to 3	N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	27.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.7%	88.7%	92.8%	88.9%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: The Citadel

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Measure		Institution's Performance			2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		Timeframe					"2" if at/within range		Factor			
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Applied	Shown	Subpart Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)		1998 cohort	70.3%	65.5%	71.9%	65.7%	36.0%	to	49.0%	3% of prior 3-yr avg	N/A	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests		Apr 1, 2003 - Mar 31, 2004	83.5%	78.1%	80.7%	79.4%	75.0%	to	89.0%	3% of prior 3-yr avg	83.2%	2.00

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	14.6%	16.3%	14.5%	13.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	15.9%	1.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	83.1%	81.1%	80.5%	80.9%	74.0%	to	82.0%	and 8C4= N/A score=3	85.6%	2.00
3	% graduate students who are minority (headcount)	Fall 2004	21.7%	22.6%	21.6%	19.6%	10.0%	to	13.0%	3% of prior 3-yr avg	8.6%	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.9%	7.9%	8.2%	6.4%	10.0%	to	13.0%			1.00

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

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

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FY's 01,02,03 Avg	244.4%	164.7%	84.5%	108.1%	80.0%	to	119.0%	NA	2.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 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	Subtotal: 29.75
Exceeded standards (scores of 3) on 6 scored indicators.	# of Indicators averaged 12
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.	Average: 2.48
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.	Average / 3.00 Max: 83%
Achieved Compliance on 1 indicator, and 1 indicator is deferred.	Category is: "Achieves"



Coastal Carolina University

Sector: Four-Year Colleges and Universities

Ronald R. Ingle, President
 755 Highway 544
 PO Box 261954
 Conway, SC 29526-6054
 (843) 349-2005
 www.coastal.edu

Founded in 1954



2004-05 Performance Year Score

Achieves Standards

75%
 2.26 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.chc.sc.gov and select "Performance Funding"

Degrees Awarded
 FY 2003-04
 - Associates
 768 Bachelor's
 - Post Bachelor's Cert.
 30 Master's
 - Post Master's Cert.
 - First Professional
 - Specialist
 - Doctoral

Enrollment
Headcount
 Includes full & part-time students

7,021
 86% of headcount Undergraduate
 60% of headcount from SC at entry
 15% of headcount Minority
 5,392 (77% of headcount)

Full-Time
SAT Average

1032 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty
 228 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
 \$6,100 In-State, Full-Time Student
 \$14,150 Out-of-State, Full-Time Student
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial**
 Dollars In Millions
 FY 2002-03
 \$55.0 Revenue, excl. auxiliary & hospital
 \$53.5 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.chc.sc.gov - select Performance Funding and then Performance Funding Workbook.

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

14 Indicators
 5 Indicators
 4 Indicators
 3 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	95% to 100% or 2.85 to 3.00
Exceeds	87% to 94% or 2.60 to 2.84
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Substantially Does Not Achieve	33% to 47% or 1.00 to 1.44

"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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" of Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3, Earn 0.5 for Improvement if	2004-05	
						"2" if all within range			Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied		> or = to # shown

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	62%	95% - 99% or if <95% all but 1	N/A	1.00
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.

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	92.9%	92.1%	90.6%	88.1%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A	3.00
2D	Compensation of Faculty:											3.00
	Assistant Professor Average	Fall 2004	\$42,781	\$43,592	\$44,887	\$48,248	\$36,840	to	\$43,701	For each part, 4% of prior year	N/A score=3	3.00
	Associate Professor Average	Fall 2004	\$51,556	\$51,832	\$53,937	\$56,615	\$44,787	to	\$53,129		N/A score=3	3.00
	Professor Average	Fall 2004	\$62,450	\$63,189	\$62,281	\$68,471	\$56,164	to	\$66,624		N/A score=3	3.00

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

Report for: Coastal Carolina University**Four-Year Colleges and Universities Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "3" if ># "4" if <# shown	Score <3: Earn 0.5 for Improvement if Factor > or = to # Applied shown	2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	60%	60%	80%	80%	90%-99% or if <90%, all but 1	N/A		2.00
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES	N/A	Completed	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		80.0%	89.4%	91.1%	85.7%	75.0% to 89.0%	N/A score=3	2.00	
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	8%	6%	9%	19%	20% to 34%	5% of prior 3-yr avg	1.50	
3b % teacher ed. graduates who are minority		8%	13%	1%	7%	10% to 20%	8%	1.00	

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2	to 3	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11, 91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	82.9%	87.1%	85.6%	86.7%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: Coastal Carolina University**Four-Year Colleges and Universities Sector**

Measures Presented by Critical Success Factor

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

Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	37.0%	35.2%	36.6%	39.8%	36.0%	to	49.0%	3% of prior 3-yr avg	37.4%	2.50
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7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	80.0%	89.4%	91.1%	85.7%	75.0%	to	89.0%	3% of prior 3-yr avg	89.4%	2.00
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Critical Success Factor 7, Scored Indicator Notes: 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

8. USER-FRIENDLINESS OF THE INSTITUTION

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

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	15.3%	16.7%	18.9%	20.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	17.8%	1.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	73.0%	80.4%	78.2%	78.2%	74.0%	to	82.0%	and 8C4= 3% of prior 3-yr avg	81.1%	2.00
3	% graduate students who are minority (headcount)	Fall 2004	6.7%	12.9%	22.7%	21.9%	10.0%	to	13.0%	N/A score=3	N/A score=3	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	4.5%	4.8%	6.4%	6.6%	10.0%	to	13.0%	3-yr avg	5.4%	1.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	119.5%	84.0%	109.4%	50.9%	80.0%	to	119.0%	NA		1.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

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

Subtotal : 27.13
of Indicators averaged 12
Average: 2.26
Average / 3.00 Max: 75%
Category is: "Achieves"



College of Charleston

Sector: Four-Year Colleges and Universities

Leo I. Higdon, President
66 George Street
Charleston, SC 29424
(843) 953-5500
www.cofc.edu

Founded in 1770



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
9,340 (80% of headcount)

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

14 Indicators
7 Indicators
5 Indicators
0 Indicators
1 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance					2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05	
							"2" if at/within range			Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown		Factor Applied	Subpart

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	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 deliver 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	90.7%	92.0%	90.0%	88.6%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3		3.00
2D Compensation of Faculty:												3.00
Assistant Professor Average	Fall 2004	\$42,868	\$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	

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

Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "3" if ># shown "1" if <# shown	Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Factor Applied	> or = to # shown	

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	86%	88%	88%	88%	90%-99% or if <90%, all but 1	N/A		2.00
3E Institutional emphasis on quality teacher education and reform:	Spring 2005	YES	YES	YES	YES	YES	N/A	Complied	2.63

1 NCATE accreditation									
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		88.6%	91.7%	93.2%	92.2%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	22%	24%	14%	23%	20% to 34%	5% of prior 3-yr avg	21%	2.50
3b % teacher ed. graduates who are minority		11%	10%	12%	11%	10% to 20%		12%	2.00

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	3	2 to 3	N/A	N/A	2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	15.9%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	98.1%	99.1%	99.6%	99.5%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: College of Charleston

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if Factor Applied	2004-05 Performance Score
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown		
	This Year							> or = to # shown	Subpart Indicator

7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	56.6%	53.9%	55.2%	57.5%	36.0%	to	49.0%	3% of prior 3-yr avg	N/A	3.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	88.6%	91.7%	93.2%	92.2%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A	3.00

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	16.8%	17.0%	16.3%	15.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	17.5%	1.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	82.8%	82.8%	83.7%	86.3%	74.0%	to	82.0%	N/A score=3		3.00
3	% graduate students who are minority (headcount)	Fall 2004	12.2%	10.2%	14.1%	13.7%	10.0%	to	13.0%	N/A score=3 3% of prior 3-yr avg		3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.1%	7.4%	8.3%	9.1%	10.0%	to	13.0%	8.2%		1.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Return in Teacher Education	FY 04 / FYs 01,02,03 Avg	145.0%	157.8%	118.7%	104.7%	80.0%	to	119.0%	NA		2.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 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:"										Subtotal: 31.76	
14 Total Applicable Scored Indicators										# of indicators averaged 12	
Exceeded standards (scores of 3) on 7 scored indicators.										Average: 2.65	
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.										Average / 3.00 Max: 88%	
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.										Category is: "Exceeds"	
Achieved Compliance on 1 indicator, and 1 indicator is deferred.											



Francis Marion University

Sector: Four-Year Colleges and Universities

Luther F. Carter, President
4822 E. Palmetto Street
PO Box 100547
Florence, SC 29501-0547
(843) 661-1210
www.fmarion.edu

Founded in 1970



2004-05 Performance Year Score Achieves Standards

84%
2.53 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 421 Bachelor's
- Post Bachelor's Cert. 83 Master's
- Post Master's Cert. - First Professional
- Specialist
- Doctoral

Enrollment
Headcount
includes full & part-time students

3,698
87% of headcount Undergraduate
95% of headcount from SC at entry
40% of headcount Minority

Full-Time

2,955 (80% of headcount)

SAT Average

948 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty

170 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

\$5,540 In-State, Full-Time Student
\$10,945 Out-of-State, Full-Time Student
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial Dollars in Millions FY 2002-03**

\$34.7 Revenue, excl. auxiliary & hospital
\$33.6 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 6 Indicators
Achieved Compliance (or received scores of "Complied") on 1 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown		
							Factor Applied		

1. MISSION FOCUS

1B	Curricula Offered to Achieve Mission	as of Apr 2005	98%	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	85.8%	88.4%	87.7%	88.6%	70.0% to 84.0%	3% of prior 3-yr avg	N/A		3.00
2D	Compensation of Faculty:										2.67
	Assistant Professor Average	Fall 2004	\$41,123	\$41,676	\$42,672	\$44,937	\$36,840 to \$43,701	For each part, 4% of prior year	N/A score=3	3.00	
	Associate Professor Average	Fall 2004	\$50,676	\$51,972	\$53,524	\$56,514	\$44,787 to \$53,129	N/A score=3	3.00		
	Professor Average	Fall 2004	\$58,884	\$58,570	\$59,298	\$61,215	\$56,164 to \$66,624	\$61,670	2.00		

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

Report for: Francis Marion University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Institution's Performance					2004-05 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score			
	Measure Timeframe	This Year			This Year	"1" if <# shown	"3" if # shown	Factor Applied	> or = to # shown	Subpart	Indicator
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior							

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	80%	80%	80%	80%	90%-99% or if <90%, all but 1	N/A				2.00
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	YES	N/A	Completed	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	76.2%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		76.2%	80.1%	88.7%	98.5%					3.00	
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	17%	35%	20%	48%		20% to 34%	5% of prior 3-yr avg	N/A score=3	3.00	
3b % teacher ed. graduates who are minority		22%	13%	31%	20%		10% to 20%	N/A score=3		2.00	

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2	to 3	N/A	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.2%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred		Deferred	
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	73.7%	71.8%	76.9%	75.3%	50.0% to 79.9%	5% of prior 3-yr avg	77.8%			2.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: Francis Marion University**Four-Year Colleges and Universities Sector****Measures Presented by Critical Success Factor**

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

Measure Timeframe	Institution's Performance				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 "3" if ># shown	Factor Applied > or = to # shown	Subpart	Indicator
This Year								

7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	35.8%	39.8%	38.1%	42.0%	36.0%	to	49.0%	3% of prior 3-yr avg	39.0%	2.50
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	76.2%	80.1%	88.7%	98.5%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A	3.00

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :											2.38
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	34.8%	36.1%	38.3%	43.8%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority	Fall 03 to 04	74.6%	76.4%	78.6%	80.8%	74.0%	to	82.0%			2.50
3	% graduate students who are minority (headcount)	Fall 2004	27.6%	24.9%	21.5%	24.2%	10.0%	to	13.0%		N/A score=3	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	6.0%	6.4%	5.9%	5.5%	10.0%	to	13.0%		6.3%	1.00

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	211.2%	80.9%	69.3%	53.0%	80.0%	to	119.0%	NA		1.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

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

Subtotal: 30.30
 # of indicators averaged 12
 Average: 2.53
 Average / 3.00 Max: 84%
 Category is: "Achieves"



Lander University

Sector: Four-Year Colleges and Universities

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

Founded in 1872



2004-05 Performance Year Score

Achieves Standards

78%

2.35 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"	Enrollment		2,918 94% of headcount Undergraduate 95% of headcount from SC at entry 24% of headcount Minority	Full-Time Faculty	120 Includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)		
	Headcount includes full & part-time students						
	Full-Time					Tuition Academic Year 2004-05	\$5,866 In-State, Full-Time Student \$12,034 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
	SAT						
	Average						
Degrees Awarded FY 2003-04	- Associates 431 Bachelor's - Post Bachelor's Cert. 42 Master's - Post Master's Cert. - First Professional - Specialist - Doctoral	961 (1st-time entering freshmen. Includes converted ACT scores.)	* Financial Dollars In Millions FY 2002-03	\$27.0 Revenue, excl. auxiliary & hospital \$25.4 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)			

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 14 Indicators
Achieved Standards (or received scores of 2.00-2.99) on 4 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on 7 Indicators
Achieved Compliance (or received scores of "Complied") on 1 Indicators
1 Indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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" (Exceeds), while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Lander University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	Subpart Indicator

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.

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	87.0%	88.7%	86.3%	86.7%	70.0% to	84.0%	3% of prior 3-yr avg	N/A score=3	3.00
2D Compensation of Faculty:										2.33
Assistant Professor Average	Fall 2004	\$43,141	\$43,218	\$41,897	\$43,937	\$36,840 to	\$43,701	For each part, 4% of prior year	N/A score=3	3.00
Associate Professor Average	Fall 2004	\$48,319	\$51,364	\$51,007	\$52,552	\$44,787 to	\$53,129		\$53,047	2.00
Professor Average	Fall 2004	\$56,318	\$57,229	\$57,008	\$58,422	\$56,164 to	\$66,624		\$59,288	2.00

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

Report for: Lander University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance			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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	71%	71%	88%	88%	90%-99% or if <90%, all but 1	N/A			2.00
3E Institutional emphasis on quality teacher education and reform:										1.75
1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES	N/A		Complied	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	3% of prior 3-yr avg	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		76.9%	89.0%	89.5%	73.8%	75.0% to 89.0%	87.7%		1.00	
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	21%	21%	20%	25%	20% to 34%	22%	5% of prior 3-yr avg	2.50	
3b % teacher ed. graduates who are minority		3%	16%	4%	14%	10% to 20%	8%		2.50	

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	3	2	to	3	N/A	N/A	2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 1191-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred	
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.5%	84.3%	90.4%	82.1%	50.0% to 79.9%	5% of prior 3-yr avg	N/A	score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Four-Year Colleges and Universities Sector

Report for: Lander University

Measures Presented by Critical Success Factor

Indicator (reference #letter at far left and title)

Indicator Subpart (reference #letter and descriptive title) if applicable

Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	"1" if <# shown	"3" if ># shown		
							Factor Applied	Subpart Indicator
							> or = to # shown	

7. GRADUATES' ACHIEVEMENTS

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

1998 cohort	48.0%	47.6%	45.7%	42.9%	36.0%	to	49.0%	3% of prior 3-yr avg	48.5%	2.00
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7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests

Apr 1, 2003 - Mar 31, 2004	79.2%	90.7%	91.8%	79.5%	75.0%	to	89.0%	3% of prior 3-yr avg	89.9%	2.00
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Critical Success Factor 7, Scored Indicator Notes: 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available online in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.13

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	21.4%	21.7%	23.0%	24.8%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	23.1%	2.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	77.4%	81.1%	75.3%	76.4%	74.0%	to	82.0%	and 8C4= 3% of prior 3-yr avg	81.8%	2.00
3	% graduate students who are minority (headcount)	Fall 2004	13.7%	9.0%	8.5%	15.1%	10.0%	to	13.0%	N/A score=3	N/A	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.2%	10.5%	9.9%	8.4%	10.0%	to	13.0%	3-yr avg	10.8%	1.00

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

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

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education

FY 04 / FYs 01,02,03 Avg	116.2%	111.8%	120.6%	99.7%	80.0%	to	119.0%	NA	2.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 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 4 scored indicators.

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

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

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

Subtotal:	28.21
# of indicators averaged	12
Average:	2.35
Average / 3.00 Max:	78%
Category is:	"Achieves"



South Carolina State University

Sector: Four-Year Colleges and Universities

Andrew Hugine, Jr., President
 300 College Street NE
 Orangeburg, SC 29115
 (803) 536-7013
 www.scsu.edu

Founded in 1896



2004-05 Performance Year Score Achieves Standards

78%
 2.35 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.chc.sc.gov and select "Performance Funding"	Enrollment Headcount Includes full & part-time students	4,294 86% of headcount Undergraduate 84% of headcount from SC at entry 96% of headcount Minority	211 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2003-04	Full-Time SAT Average	3,604 (84% of headcount) 830 (1st-time entering freshmen. Includes converted ACT scores.)	Tuition Academic Year 2004-05 \$6,170 In-State, Full-Time Student \$12,978 Out-of-State, Full-Time Student (Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
			* Financial Dollars in Millions FY 2002-03 \$69.3 Revenue, excl. auxiliary & hospital \$69.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

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

Total Scored Indicators (See the following pages for details by indicator)
 Exceeded Standards (or received scores of 3) on 4 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 4 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 3 Indicators
 Achieved Compliance (or received scores of "Complied") on 1 Indicators
 2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: South Carolina State University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance					2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Performance Score	Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	95%	96%	99%	89%	95% - 99% or if <95% all but 1	N/A			1.00	
1DE 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.									

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. 1DE 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	91.0%	86.8%	86.3%	93.4%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A	3.00
2D Compensation of Faculty:											2.83
Assistant Professor Average	Fall 2004	\$45,001	\$44,676	\$44,375	\$47,811	\$36,840	to	\$43,701	For each part, 4% of prior year	N/A score=3	3.00
Associate Professor Average	Fall 2004	\$50,748	\$52,725	\$51,394	\$56,815	\$44,787	to	\$53,129		N/A score=3	3.00
Professor Average	Fall 2004	\$57,496	\$56,611	\$55,282	\$62,599	\$56,164	to	\$66,624		\$57,493	2.50

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

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score			
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	71%	71%	71%	93%	90%-99% or if <90%, all but 1	N/A			2.00
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES	YES	N/A	Completed
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	3% of prior 3-yr avg	deferred	deferred
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		90.6%	80.0%	100.0%	100.0%	75.0% to 89.0%	N/A score=3		3.00
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	42%	36%	38%	31%	20% to 34%	5% of prior 3-yr avg	41%	2.00
3b % teacher ed. graduates who are minority		96%	95%	91%	93%	10% to 20%	N/A score=3		3.00

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2	to 3	N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instructional research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	35.5%	41.5%	47.3%	49.9%	50.0% to 79.9%	5% of prior 3-yr avg	43.5%		1.50
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05	
Indicator (reference #/letter at far left and title)	Measure	Timeframe					"2" if at/within range			Performance Score	
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	45.2%	50.9%	48.6%	52.8%	36.0%	to	49.0%	3% of prior 3-yr avg	N/A	3.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	88.2%	78.8%	82.7%	96.3%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A	3.00

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	96.9%	97.9%	98.0%	98.2%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority	Fall 03 to 04	83.6%	84.2%	82.5%	77.8%	74.0%	to	82.0%	and 8C4= 3% of prior 3-yr avg	87.6%	2.00
3	% graduate students who are minority (headcount)	Fall 2004	62.7%	61.8%	69.4%	84.7%	10.0%	to	13.0%	N/A score=3	N/A score=3	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	71.4%	76.3%	72.0%	69.0%	10.0%	to	13.0%	N/A score=3	N/A score=3	3.00

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	190.9%	230.2%	46.7%	56.4%	80.0%	to	119.0%	NA		1.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

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

Subtotal: 25.83
of indicators averaged 11
Average: 2.35
Average / 3.00 Max: 78%
Category is: "Achieves"



University of South Carolina Aiken

Sector: Four-Year Colleges and Universities

Thomas L. Hallman, Chancellor
 471 University Parkway
 Aiken, SC 29801
 (803) 641-3434
www.usca.edu

Founded in 1961



2004-05 Performance Year Score

Achieves Standards

84%
 2.53 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.chc.sc.gov and select "Performance Funding"

Enrollment	Headcount includes full & part-time students	3,382 97% of headcount Undergraduate 87% of headcount from SC at entry 27% of headcount Minority	Full-Time Faculty	148 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2003-04	56 Associates 488 Bachelor's 10 Master's - Post Bachelor's Cert. - Post Master's Cert. - First Professional - Specialist - Doctoral	2,353 (70% of headcount)	Tuition Academic Year 2004-05	\$5,622 In-State, Full-Time Student \$11,284 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
	SAT Average	977 (1st-time entering freshmen. Includes converted ACT scores.)	* Financial Dollars in Millions FY 2002-03	\$32.2 Revenue, excl. auxiliary & hospital \$30.4 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

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

Total Scored Indicators (See the following pages for details by indicator)
 Exceeded Standards (or received scores of 3) on 14 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 6 Indicators
 Achieved Compliance (or received scores of "Complied") on 1 Indicators
 1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.chc.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: USC Aiken

Measures Presented by Critical Success Factor

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

Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	"1" if <# shown	"3" if ># shown		
							Factor Applied	Subpart Indicator

Four-Year Colleges and Universities Sector

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
1DE 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. 1DE 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	91.2%	90.4%	93.9%	94.3%	70.0% to 84.0%	3% of prior 3-yr avg	N/A score=3	3.00
2D Compensation of Faculty:									2.67
Assistant Professor Average	Fall 2004	\$44,560	\$45,145	\$43,641	\$45,473	\$36,840 to \$43,701	For each part, 4% of prior year	N/A score=3	3.00
Associate Professor Average	Fall 2004	\$49,345	\$51,301	\$51,849	\$54,798	\$44,787 to \$53,129		N/A score=3	3.00
Professor Average	Fall 2004	\$63,226	\$64,465	\$63,915	\$66,002	\$56,164 to \$66,624		\$66,472	2.00

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

Report for: USC Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
	This Year										

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES	N/A	Complied			
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred			
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		88.8%	89.3%	87.7%	91.0%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3		3.00	
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	9%	5%	7%	13%	20% to 34%	5% of prior 3-yr avg	7%		1.50	
3b % teacher ed. graduates who are minority		20%	19%	17%	11%	10% to 20%		20%		2.00	

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	3	2	3	N/A	N/A		2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	16.7%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred		Deferred	
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.7%	88.7%	82.5%	87.9%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3			3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: USC Aiken

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if > or = to # shown	2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown		Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	39.6%	36.2%	44.6%	40.0%	36.0%	to	49.0%	3% of prior 3-yr avg	41.3%	2.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	84.3%	87.1%	84.8%	88.5%	75.0%	to	89.0%	3% of prior 3-yr avg	88.0%	2.50

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1.75

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	24.3%	25.1%	23.5%	26.2%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	25.5%	2.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	76.2%	78.7%	70.3%	73.9%	74.0%	to	82.0%	3% of prior 3-yr avg	78.8%	1.00
3	% graduate students who are minority (headcount)	Fall 2004	16.1%	17.5%	9.7%	9.6%	10.0%	to	13.0%	3% of prior 3-yr avg	15.2%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.1%	10.9%	11.3%	11.2%	10.0%	to	13.0%	3% of prior 3-yr avg	10.7%	2.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FY's 01,02,03 Avg	93.5%	107.7%	109.9%	101.6%	80.0%	to	119.0%	NA	2.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 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 5 scored indicators.

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

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

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

Subtotal : 30.30
of Indicators averaged 12
Average: 2.53
Average / 3.00 Max: 84%
Category is: "Achieves"



University of South Carolina Beaufort

Sector: Four-Year Colleges and Universities (*)

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

Jane Upshaw, Chancellor
 801 Carteret Street
 Beaufort, SC 29902-4602
 (843) 521-4114
www.sc.edu/beaufort

Founded in 1959



2004-05 Performance Year Score

Achieves Standards

82%
 2.45 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

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

Enrollment
Headcount
 includes full & part-time students

1,277
 100% of headcount Undergraduate
 77% of headcount from SC at entry
 27% of headcount Minority
 587 (46% of headcount)

Full-Time
SAT
Average

954
 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty

42 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

\$4,670 In-State, Full-Time Student
 \$11,060 Out-of-State, Full-Time Student
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial Dollars In Millions**
 FY 2002-03

\$11.3 Revenue, excl. auxiliary & hospital
 \$8.0 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at www.che.sc.gov - select Performance Funding and then Performance Funding Workbook. Details for USC Beaufort's transition plan are on pages II.195-200 of the Workbook.

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

Exceeded Standards (or received scores of 3) on
 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

11 Indicators
 2 Indicators
 5 Indicators
 0 Indicators
 1 Indicators

3 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Two years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience,

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

Note: USC Beaufort was approved as a baccalaureate degree-granting institution in June 2002. The institution is currently following a transition plan for performance funding. Indicators and standards apply per the four-year college and universities sector definitions except as noted below in the notes section for each critical success factor. Several indicators are deferred until USC Beaufort has baccalaureate graduates. Please see the current Performance Funding Workbook, pages 11, 195-200, for transition plan details.

Report for: USC Beaufort

Approved as baccalaureate degree-granting institution Jun 2002

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range	Score <3; Earn 0.5 for Improvement if	2004-05 Performance Score			
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable											

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	N/A	N/A	N/A	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.					Deferred

Critical Success Factor 1, Scored Indicator Notes: 1B for USC B as it transitions to four-year status was measured in 2003-04 as a compliance indicator based on timely activity in seeking CHE program approvals. In 2004-05, 1B was based on the number of programs approved. For 2005-06, the institution is measured per the teaching sector measure for this indicator. 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	85.7%	84.2%	85.7%	89.3%	70.0%	to 84.0%	3% of prior 3-yr avg	N/A score=3	3.00
2D Compensation of Faculty:										2.67
Assistant Professor Average	Fall 2004	\$35,294	\$39,271	\$42,679	\$44,224	\$36,840	to \$43,701	For each part, 4% of prior year	N/A score=3	3.00
Associate Professor Average	Fall 2004	\$44,085	\$48,494	\$50,542	\$52,665	\$44,787	to \$53,129		\$52,564	2.50
Professor Average	Fall 2004	\$54,416	\$57,844	\$57,114	\$62,865	\$56,164	to \$66,624		\$59,399	2.50

Critical Success Factor 2, Scored Indicator Notes: 2A for research and teaching institutions measures the percent of full-time faculty, excluding instructors, who have terminal degrees as defined by SACS in their primary teaching area. Nursing faculty are excluded for 5 years beginning with Fall 2001 data. Exceptions for terminal degrees as defined by SACS are included for faculty holding the first professional degrees including the JD for those teaching law or the MD, DMD, or PharmD for those teaching in colleges of medicine, dentistry or pharmacy. 2D for USC B applied as a transition measure last year. In Yr 8, 2D applies per definition for others and measures of average faculty salary by rank, except instructor.

Report for: USC Beaufort

Approved as baccalaureate degree-granting institution Jun 2002

Four-Year Colleges and Universities Sector

Report: USC Section											
Measures Presented by Critical Success Factor											
Indicator (reference #letter at far left and title)											
Indicator Subpart (reference #letter and descriptive title) if applicable											
Measure Timeframe		Institution's Performance				2004-05 Standard	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score			
This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	NO	YES	N/A	N/A	N/A		n/a
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3E Institutional emphasis on quality teacher education and reform:

1 NCATE accreditation	Spring 2004	Deferred until teacher education program and graduates.							
2a % students passing PRAXIS II - Professional Knowledge	as of Apr 2005								
2b % students passing PRAXIS II (or NTE) - Specialty Area Exams									
3a % teacher ed. graduates in critical shortage areas	Spring 2005								
3b % teacher ed. graduates who are minority									

Critical Success Factor 3, Scored Indicator Notes: 3D for USC B was measure in 2002-03 and 2003-04 based on compliance in pursuing SACS accreditation at the 4-year level. USC B earned accreditation at the 4-yr level in June 2004. The measure will be considered be teaching sector measure and standards as of 2004-05. 3E is a multi-part measure for teaching sector institutions focusing on teacher education. 3E will apply once USC B has teacher education graduates.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2004-05	not avail	not avail	4	3	2	to	3	N/A	2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The measure is a 4-part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2004-05	20.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	47.2%	46.4%	54.4%	66.5%	50.0%	to	79.9%	5% of prior 3-yr avg	N/A	2.50
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. Note: In 2002-03 and 2004-05 regional campus standards applied. As of 2004-05, teaching sector standards apply.

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

Report for: USC Beaufort

Approved as baccalaureate degree-granting institution Jun 2002

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Institution's Performance			2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure	Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year								Subpart	Indicator

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	Indicator 7E defined for regional campuses applies until USC B has baccalaureate graduates. (See 7E below)								
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	Deferred until USC B has programs yielding student results on examinations considered.								
7E Number of Graduates Who Continued Their Education	1998 cohort	28.4%	33.3%	38.1%	25.7%	25.0%	to 40.0%	3% of prior 3-yr avg	34.3%	2.00

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	27.7%	31.1%	28.7%	27.9%	21.0%	to 28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	30.6%	2.00
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	39.2%	53.4%	50.7%	59.2%	74.0%	to 82.0%		50.2%	1.50
3 % graduate students who are minority (headcount)	Fall 2004	deferred								
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	5.6%	6.4%	7.8%	11.3%	10.0%	to 13.0%		N/A	deferred

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

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

9. RESEARCH FUNDING

9A Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	Deferred until USC B has a baccalaureate teacher education program in operation.	Deferred
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. As USC B transitions to 4-year status, this indicator is deferred until USC B has a teacher education program in operation. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 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."

11 Total Applicable Scored Indicators	Subtotal: 17.17
Exceeded standards (scores of 3) on 2 scored indicators.	# of indicators averaged 7
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.	Average: 2.45
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicator.	Average / 3.00 Max: 82%
Achieved Compliance on 1 indicators, and 3 indicators are deferred.	Category is: "Achieves"



University of South Carolina Upstate

Sector: Four-Year Colleges and Universities

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



Founded in 1967

2004-05 Performance Year Score

Achieves Standards

83%
 2.49 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
 61 Associates
 722 Bachelor's
 10 Master's
 - Post Bachelor's Cert.
 - Post Master's Cert.
 - First Professional
 - Specialist
 - Doctoral

Enrollment
Headcount
 includes full & part-time students

4,370
 98% of headcount Undergraduate
 93% of headcount from SC at entry
 30% of headcount Minority
 3,411 (78% of headcount)

Full-Time
SAT Average

1009 (1st-time entering freshmen. Includes converted ACT scores.)

Full-Time Faculty

184 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

\$6,060 In-State, Full-Time Student
 \$12,304 Out-of-State, Full-Time Student
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

*** Financial Dollars In Millions**
 FY 2002-03

\$41.3 Revenue, excl. auxiliary & hospital
 \$40.5 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 "Completed") on
 1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

14 Indicators
 6 Indicators
 4 Indicators
 2 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	95% to 100%	or 2.85 to 3.00
Exceeds	87% to 94%	or 2.60 to 2.84
Achieves	67% to 86%	or 2.00 to 2.59
Does Not Achieve	48% to 66%	or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47%	or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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" of Exceeds, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining

institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: USC Upstate

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				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	"3" if ># Shown		Factor Applied	Subpart Indicator

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	90%	95% - 99% or if <95% all but 1	N/A	1.00
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.						1.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector	Fall 2004	96.1%	93.8%	97.5%	93.2%	70.0%	to 84.0%	3% of prior 3-yr avg	N/A	score=3	3.00
2D Compensation of Faculty:											2.67
Assistant Professor Average	Fall 2004	\$41,655	\$42,656	\$42,461	\$44,287	\$36,840	to \$43,701	For each part, 4% of prior year	score=3	3.00	
Associate Professor Average	Fall 2004	\$49,367	\$51,078	\$51,695	\$53,519	\$44,787	to \$53,129		score=3	3.00	
Professor Average	Fall 2004	\$60,143	\$60,808	\$60,819	\$61,430	\$56,164	to \$66,624		score=3	2.00	

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

Report for: USC Upstate

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score
Indicator (reference #/letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	
Indicator Subpart (reference #/letter and descriptive title) if applicable								Subpart Indicator

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	80%	80%	100%	100%	90%-99% or if <80%, all but 1	N/A	3.00
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3E Institutional emphasis on quality teacher education and reform:	2.25							
1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES	N/A	Complied
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		74.4%	81.0%	79.7%	87.6%	75.0% to 89.0%	3% of prior 3-yr avg	80.7% 2.50
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	12%	13%	12%	15%	20% to 34%	5% of prior 3-yr avg	13% 1.50
3b % teacher ed. graduates who are minority		10%	15%	12%	15%	10% to 20%	13%	2.50

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2	to 3	N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages 11.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	18.5%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	71.1%	74.4%	85.1%	87.6%	50.0% to 79.9%	5% of prior 3-yr avg	N/A	score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: USC Upstate

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #letter at far left and title)	Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

7. GRADUATES ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	34.2%	36.1%	34.9%	41.3%	36.0%	to	49.0%	3% of prior 3-yr avg	36.1%	2.50
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	79.4%	80.8%	89.2%	89.3%	75.0%	to	89.0%	3% of prior 3-yr avg	N/A	3.00

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	29.1%	29.3%	30.7%	30.9%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	74.7%	75.5%	75.7%	76.1%	74.0%	to	82.0%	and 8C4= 3% of prior 3-yr avg	79.1%	2.00
3	% graduate students who are minority (headcount)	Fall 2004	5.3%	2.7%	7.3%	11.8%	10.0%	to	13.0%		5.4%	2.50
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	10.4%	12.8%	10.2%	12.2%	10.0%	to	13.0%		11.5%	2.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	207.8%	129.4%	311.7%	300.1%	80.0%	to	119.0%	NA		3.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 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 6 scored indicators.

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

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

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

Subtotal :	29.92
# of Indicators averaged	12
Average:	2.49
Average / 3.00 Max:	83%
Category is:	"Achieves"



Winthrop University

Sector: Four-Year Colleges and Universities

Anthony J. DiGiorgio, President
 701 Oakland Avenue
 Rock Hill, SC 29733
 (803) 323-2225
 www.winthrop.edu



Founded in 1886

2004-05 Performance Year Score
Substantially Exceeds Standards
 96%
 2.88 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.chc.sc.gov and select "Performance Funding"	Enrollment	262	Includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Degrees Awarded	Headcount	6,447	
FY 2003-04	Includes full & part-time students	81% of headcount Undergraduate	
		85% of headcount from SC at entry	
	Full-Time	28% of headcount Minority	
		4,944 (77% of headcount)	
	SAT	1051	(1st-time entering freshmen. Includes converted ACT scores.)
	Average		
	- Associates		
	881 Bachelor's		
	10 Post Bachelor's Cert.		
	265 Master's		
	- Post Master's Cert.		
	- First Professional		
	9 Specialist		
	- Doctoral		
	Financial	\$65.4	Revenue, excl. auxiliary & hospital
	Dollars In Millions	\$63.5	Operating & Non-Operating Expenses
	FY 2002-03		excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)
	Tuition	\$7,816	In-State, Full-Time Student
	Academic Year	\$14,410	Out-of-State, Full-Time Student
	2004-05		(Includes UG required tuition and fees, IPEDS Inst. Characteristics 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.chc.sc.gov - select Performance Funding and then Performance Funding Workbook.

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

14 Indicators
 8 Indicators
 3 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	95% to 100%	or 2.85 to 3.00
Exceeds	87% to 94%	or 2.60 to 2.84
Achieves	67% to 86%	or 2.00 to 2.59
Does Not Achieve	48% to 66%	or 1.45 to 1.99
Substantially Does Not Achieve	33% to 47%	or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.chc.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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 an analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report, scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05	
						"2" if at/within range			Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown

1. MISSION FOCUS

1B Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	100%	100%	95% - 99% or if <95% all but 1	N/A		3.00
Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 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.								

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	89.9%	88.9%	89.4%	89.6%	70.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3	3.00
2D Compensation of Faculty:											2.83
Assistant Professor Average	Fall 2004	\$42,723	\$44,216	\$45,908	\$47,433	\$36,840	to	\$43,701	For each part, 4% of prior year	N/A score=3	3.00
Associate Professor Average	Fall 2004	\$49,376	\$53,635	\$54,456	\$57,919	\$44,787	to	\$53,129		N/A score=3	3.00
Professor Average	Fall 2004	\$58,105	\$61,587	\$62,403	\$65,448	\$56,164	to	\$66,624		\$64,899	2.50

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

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title)	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Factor Applied	Subpart Indicator
Indicator Subpart (reference #letter and descriptive title) if applicable	This Year								

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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
3E Institutional emphasis on quality teacher education and reform:									3.00
1 NCATE accreditation	Spring 2005	YES	YES	YES	YES	YES	N/A	Complied	
2a % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	deferred	deferred from scoring in Yr 6 per CHE action Jan 10, 2002	deferred	deferred	
2b % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		92.3%	92.0%	94.3%	91.2%	75.0% to 89.0%	3-yr avg	N/A score=3	3.00
3a % teacher ed. graduates in critical shortage areas	FY 2003-04	50%	44%	42%	43%	20% to 34%	5% of prior 3-yr avg	N/A score=3	3.00
3b % teacher ed. graduates who are minority		22%	24%	23%	24%	10% to 20%	3-yr avg	N/A score=3	3.00

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

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	4	2 to 3	N/A	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	18.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% or prior 3-yr avg	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	93.3%	95.8%	97.7%	98.2%	50.0% to 79.9%	5% of prior 3-yr avg	N/A score=3	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: Winthrop University

Four-Year Colleges and Universities Sector

Measures Presented by Critical Success Factor

Indicator (reference #letter at far left and title)

Indicator Subpart (reference #letter and descriptive title)
if applicable

Measure Timeframe	Institution's Performance				2004-05 Standard	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score
This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Subpart Indicator

7. GRADUATES' ACHIEVEMENTS

7A	Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	55.4%	55.0%	54.8%	56.1%	36.0%	to	49.0%	3% of prior score=3	N/A	3.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	92.3%	92.0%	94.3%	91.2%	75.0%	to	89.0%	3% of prior score=3	N/A	3.00

Critical Success Factor 7, Scored Indicator Notes: 7A as applied here measures the rate at which a cohort of first-time, full-time degree-seeking students graduate in 150% of program time. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS P.T. scores are excluded. Middle school pedagogy examination (P.L.T. 5-8) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, and 7E, Number of Graduates Who Continued Their Education, are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (theadcount)	Fall 2004	30.5%	30.7%	31.4%	32.4%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	85.3%	84.7%	84.3%	83.9%	74.0%	to	82.0%		N/A score=3	3.00
3	% graduate students who are minority (theadcount)	Fall 2004	17.6%	20.8%	21.3%	18.8%	10.0%	to	13.0%		N/A score=3	3.00
4	% teaching faculty, excluding graduate assistants, who are minority (theadcount)	Fall 2004	9.7%	9.9%	9.9%	10.1%	10.0%	to	13.0%		10.1%	2.50

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

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

9. RESEARCH FUNDING

9A	Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	253.0%	176.3%	118.4%	96.3%	80.0%	to	119.0%	NA	2.00
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Critical Success Factor 9, Scored Indicator Notes: 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 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 8 scored indicators.											
Achieved Standards (scores of 2,00 to 2,99) on 3 scored indicators.											
Did Not Achieve Standards (scores of 1,00 to 1,99) on 0 scored indicators.											
Achieved Compliance on 1 indicator, and 2 indicator is deferred.											
										Subtotal :	31.71
										# of Indicators averaged	11
										Average / 3.00 Max:	2.88
										Category is:	"Substantially Exceeds"



University of South Carolina Lancaster

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

John Catalano, Dean
 476 Hubbard Drive
 Lancaster, SC 29270

Mailing: PO Box 889 with Zip Code 29271

Founded in 1959

(803) 313-7001

<http://usclancaster.sc.edu>



2004-05 Performance Year Score

Achieves Standards

82%
 2.47 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

Enrollment

Headcount
 Includes full &
 part-time students

1,059

100% of headcount Undergraduate

99% of headcount from SC at entry

26% of headcount Minority

505 (48% of headcount)

Full-Time

SAT

Average

890

(1st-time entering

freshmen. Includes

converted ACT

scores.)

Degrees

Awarded

FY 2003-04

115 Associates

Full-Time Faculty
 26 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

\$4,058 In-State, Full-Time Student

\$9,720 Out-of-State, Full-Time Student

(Includes UG required tuition and fees,

IPEDS Inst. Characteristics Survey)

* Financial

Dollars In Millions

FY 2002-03

\$7.6 Revenue, excl. auxiliary & hospital

\$7.4 Operating & Non-Operating Expenses

excl. depreciation, auxiliary & hospital

(IPEDS Finance Survey)

Performance Score Summary

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

13 Indicators

4 Indicators

6 Indicators

0 Indicators

2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

Substantially Exceeds 95% to 100% or 2.85 to 3.00

Exceeds 87% to 94% or 2.60 to 2.84

Achieves 67% to 86% or 2.00 to 2.59

Does Not Achieve 48% to 66% or 1.45 to 1.99

Substantially Does Not Achieve 33% to 47% or 1.00 to 1.44

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 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: University of South Carolina Lancaster

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #letter and descriptive title) if applicable	This Year										

1. MISSION FOCUS

1D/E 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.									
		Adoption of a Strategic Plan to Support the Mission									

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

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

2. QUALITY OF FACULTY

2A	Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	72.7%	60.9%	65.2%	62.5%	60.0%	to	74.0%	3% of prior 3-yr avg	68.3%	2.00
2D	Compensation of Faculty (average all ranks)	Fall 2004	\$51,730	\$49,289	\$48,548	\$51,074	\$35,687	to	\$45,156	4% of prior year	N/A score=3	3.00

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

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

Report for: University of South Carolina Lancaster

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

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	Factor Applied	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this Indicator. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	96.0%	98.3%	85.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector Indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages IL99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	20.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior year	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	42.5%	45.4%	54.3%	46.2%	20.0% to 49.9%	5% of prior 3-yr avg	49.8%	2.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	66.1%	73.2%	69.0%	61.2%	50.0% to 65.0%	3% of prior 3-yr avg	71.5%	2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	96.4%	90.9%	84.6%	80.0%	75.0% to 89.0%	3% of prior 3-yr avg	93.4%	2.00

Report for: University of South Carolina Lancaster

Measures Presented by Critical Success Factor

Indicator (reference #letter at far left and title)

Indicator Subpart (reference #letter and descriptive title)
if applicableMeasure
Timeframe

Institution's Performance

This Year

3 Yrs
Prior2 Yrs
Prior1 Yr
Prior

This Year

"1" if <#
Shown"3" if >#
ShownFactor
Applied> or = to #
Shown

Subpart

Indicator

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

2004-05 Standard

"2" if at/within range

Score <3: Earn 0.5 for
Improvement if

Performance Score

7E Number of Graduates Who Continued Their Education

1998 cohort

35.1%

31.2%

29.9%

33.3%

25.0%

to

40.0%

3% of prior
3-yr avg

33.0%

2.50

Critical Success Factor 7, Scored Indicator Notes: 7A, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2004. 7E, Number of Graduates Who Continued Their Education, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1996. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.17

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	19.2%	20.5%	21.6%	25.7%	20.0%	to	27.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	21.5%	2.50
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	60.2%	63.4%	55.9%	55.5%	47.0%	to	57.0%		62.8%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.6%	11.1%	10.9%	10.0%	10.0%	to	13.0%		10.8%	2.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators

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

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

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

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

Subtotal:	24.67
# of Indicators averaged	10
Average:	2.47
Average / 3.00 Max:	82%
Category is:	"Achieves"



University of South Carolina Salkehatchie

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

Ann C. Carmichael, Dean
 James Brandt Blvd.
 PO Box 617
 Allendale, SC 29810
 (803) 584-3446
<http://uscsalkehatchie.sc.edu>

Founded in 1965



2004-05 Performance Year Score

Exceeds Standards

88%
 2.63 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"	Enrollment		Full-Time Faculty
	Headcount Includes full & part-time students	747	
	Full-Time		
	SAT Average	871	
Degrees Awarded FY 2003-04	86 Associates		
		(1st-time entering freshmen. Includes converted ACT scores.)	

Performance Score Summary

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

11 Indicators
 4 Indicators
 4 Indicators
 0 Indicators
 2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.

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

Report for: University of South Carolina Salkehatchie

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

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	71.4%	68.4%	70.6%	64.7%	60.0%	to	74.0%	3% of prior 3-yr avg	72.2%	2.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$43,131	\$43,889	\$43,705	\$46,281	\$35,687	to	\$45,156	4% of prior year	N/A	3.00

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

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

Report for: University of South Carolina Salkehatchie

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance					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	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	100.0%	100.0%	100.0%	85.0%	to 95.0%	N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages 11.99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	36.2%	deferred	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% of prior year	deferred		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	31.9%	35.0%	31.4%	39.1%	20.0%	to 49.9%	5% of prior 3-yr avg	34.4%			2.50
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.												
7A	2001 cohort	52.1%	50.0%	62.8%	66.7%	50.0%	to 65.0%	3% of prior 3-yr avg	N/A score=3			3.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	N/A	N/A	N/A	N/A	to N/A	3% of prior 3-yr avg	N/A			N/A

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

Report for: University of South Carolina saikenalme											
Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for	2004-05		
						"2" if at/within range		Improvement if	Performance Score		
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator
7E Number of Graduates Who Continued Their Education	1998 cohort	25.4%	25.4%	23.8%	26.1%	25.0%	to	40.0%	3% of prior 3-yr avg	25.6%	2.50

Critical Success Factor 7, Scored Indicator Notes: 7A, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAxis PLT scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication *"A Closer Look at Public Higher Education in SC,"* Jan 2003. 7E, Number of Graduates Who Continued Their Education, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1999. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C	Accessibility to the Institution of All Citizens of the State :										2.00		
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	41.1%	41.8%	44.4%	41.4%	36.0%	to	48.0%	8C1B2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	44.6%	2.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	51.6%	49.8%	54.7%	46.8%	47.0%	to	57.0%		54.6%	1.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	13.0%	17.1%	19.0%	22.7%	10.0%	to	13.0%		N/A	3.00	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"		Subtotal :	21.00
11 Total Applicable Scored Indicators		# of indicators averaged	8
Exceeded Standards (scores of 3) on 4 scored indicators.		Average:	2.63
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.		Average / 3.00 Max:	88%
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.		Category is:	"Exceeds"
Achieved Compliance on 2 indicators, 1 indicator is deferred from scoring.			



University of South Carolina Sumter

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

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

Founded in 1966



2004-05 Performance Year Score

Exceeds Standards

92%

2.77 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"	Enrollment	1,042	39
	Headcount Includes full & part-time students	100% of headcount Undergraduate 98% of headcount from SC at entry 33% of headcount Minority	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2003-04	Full-Time	552 (53% of headcount)	Tuition Academic Year 2004-05 \$4,058 In-State, Full-Time Student \$9,720 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
70 Associates	SAT Average	945 (1st-time entering freshmen. Includes converted ACT scores.)	* Financial Dollars In Millions FY 2002-03 \$9.2 Revenue, excl. auxiliary & hospital \$8.6 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 6 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 2 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators
 Achieved Compliance (or received scores of "Complied") on 2 Indicators
 1 Indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.

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

Report for: University of South Carolina Sumter

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

Measures Presented by Critical Success Factor	Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable	Institution's Performance					2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
			Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if within range	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	75.0%	82.1%	82.1%	82.1%	60.0%	to	74.0%	3% of prior score=3	N/A		3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$48,398	\$48,163	\$48,297	\$50,316	\$35,687	to	\$45,156	4% of prior year	N/A		3.00

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

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

Report for: University of South Carolina Sumter

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

Measures Presented by Critical Success Factor	Measure Timeframe	Institution's Performance				2004-05 Standard	Score -3: Earn 0.5 for Improvement if	2004-05 Performance Score
Indicator (reference #letter at far left and title)	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	
Indicator Subpart (reference #letter and descriptive title) if applicable								

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	100.0%	100.0%	85.0%	to 95.0%	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages II.99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	23.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	3% of prior year	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	64.5%	63.1%	55.4%	57.7%	20.0%	to 49.9%	5% of prior 3-yr avg	N/A	3.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	65.0%	65.8%	52.3%	66.9%	50.0%	to 65.0%	3% of prior 3-yr avg	N/A	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	N/A	N/A	N/A	N/A	N/A	to N/A	3% of prior 3-yr avg	N/A	N/A

Report for: University of South Carolina Sumter

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

Measures Presented by Critical Success Factor

Department: University of South Carolina									
Measures Presented by Critical Success Factor									
Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown		
		Factor Applied	> or = to # shown	Subpart	Indicator				

7E Number of Graduates Who Continued Their Education

1998 cohort

29.3%

33.7%

37.6%

31.6%

25.0%

to 40.0%

3% of prior 3-yr avg

34.5%

2.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PL I scores are excluded. Middle school pedagogy examination (PLT 5-9) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication *A Closer Look at Public Higher Education in SC*, Jan 2003. 7E, Number of Graduates Who Continued Their Education, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1996. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.17

	1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004				Fall 03 to 04				Fall 2004				8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg				score=3			
		29.8%	30.1%	30.9%	32.9%	32.0%	to 43.0%	57.6%	53.9%	49.4%	46.6%	47.0%	to 57.0%	31.8%	56.3%	N/A	3.00	2.50	1.00	3.00	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

11 Total Applicable Scored Indicators	Subtotal: 22.17
Exceeded standards (scores of 3) on 6 scored indicators.	# of indicators averaged 8
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.	Average: 2.77
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 92%
Achieved Compliance on 2 indicators, 1 Indicator is deferred from scoring.	Category is: "Exceeds"



University of South Carolina Union

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

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



Founded in 1965

2004-05 Performance Year Score

Achieves Standards

80%
 2.40 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.chc.sc.gov and select "Performance Funding"

Degrees Awarded FY 2003-04	59 Associates	SAT Average	839	(1st-time entering freshmen. Includes converted ACT scores.)	Enrollment Headcount Includes full & part-time students	406 100% of headcount Undergraduate 100% of headcount from SC at entry 21% of headcount Minority 165 (41% of headcount)	Full-Time Faculty	7 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	\$4,058 In-State, Full-Time Student \$9,720 Out-of-State, Full-Time Student (Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)
							* Financial Dollars In Millions FY 2002-03	\$3.1 Revenue, excl. auxiliary & hospital \$2.5 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.chc.sc.gov - select Performance Funding and then Performance Funding Workbook.

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

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

11 Indicators
 3 Indicators
 4 Indicators
 1 Indicators
 2 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

Report for: University of South Carolina Union

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

Measures Presented by Critical Success Factor													
Indicator (reference #/letter at far left and title)		Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
7E	Number of Graduates Who Continued Their Education	1998 cohort	26.8%	25.0%	28.6%	29.0%	25.0%	to	40.0%	3% of prior 3-yr avg	27.6%		2.50

Critical Success Factor 7, Scored Indicator Notes: 7A, revised in 2002 to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using CHEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1998. 7D measures the percent of total students taking certification examinations who pass the examination. Only USC Lancaster in this sector currently has a program yielding exam results for this indicator. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-8) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's Institutional Effectiveness publication "A Closer Look at Public Higher Education in SC," Jan 2003. 7E, Number of Graduates Who Continued Their Education, is applicable to regional campuses only and measures the percent of the first-time, full-time, degree-seeking cohort that earned baccalaureate degrees 6 years later. Data are calculated using CHEMIS information for in-state institutions and supplemented by the institutions with out-of-state institutions if available. Data on out-of-state graduates are not available for cohorts prior to 1998. 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were Employed or Not Employed, have been redefined and are not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :													2.67
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	18.5%	20.1%	17.9%	20.4%	20.0%	to	26.0%	8C1&2= 5% of prior 3-yr avg	19.8%	2.50	
	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	54.4%	57.1%	51.8%	60.9%	47.0%	to	57.0%	and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	4.3%	7.4%	12.0%	11.5%	10.0%	to	13.0%		8.1%	2.50	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"			
11 Total Applicable Scored Indicators		Subtotal:	19.17
Exceeded standards (scores of 3) on 3 scored indicators.		# of indicators averaged	8
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.		Average:	2.40
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicator.		Average / 3.00 Max:	80%
Achieved Compliance on 2 indicators, 1 indicator is deferred from scoring.		Category is:	"Achieves"

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, revised October 2004) and additional data details by institution.

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

Report for: University of South Carolina Union

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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.

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for regional campuses	Fall 2004	66.7%	66.7%	62.5%	57.1%	60.0%	to 74.0%	3% of prior 3-yr avg	67.3%		1.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$45,298	\$45,479	\$44,793	\$45,924	\$35,687	to \$45,156	4% of prior year	N/A score=3		3.00

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

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

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #letter and descriptive title) if applicable	This Year										

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. USC Lancaster is the only regional campus in this sector with programs applicable for this indicator. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for regional campuses	Acad Year 2003-04	not avail	not avail	100.0%	100.0%	85.0%	to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The regional campus sector indicator focuses on strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The regional campus measure, monitored over a four-year period including the 2001-02 performance year, considers the percentage of best practice criteria that are utilized by each identified effort. For details see pages 11, 99-104 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	27.5%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% of prior year	deferred	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the regional campuses, unrestricted funds only have been included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

6A/B SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	29.3%	39.7%	34.4%	35.7%	20.0%	to 49.9%	5% of prior 3-yr avg	36.2%	2.00
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Critical Success Factor 6, Scored Indicator Notes: 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	64.5%	61.8%	66.7%	56.4%	50.0%	to 65.0%	3% of prior 3-yr avg	66.3%	2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	N/A	N/A	N/A	N/A	N/A	to N/A	3% of prior 3-yr avg	N/A	N/A



Aiken Technical College

Sector: State Technical and Comprehensive Education System

Susan A. Graham, President
 2276 Jefferson Davis Hwy.
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 Graniteville, SC 29829
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Founded in 1972



2004-05 Performance Year Score

Exceeds Standards

91%
 2.73 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"	Enrollment		Full-Time Faculty
	Headcount includes full & part-time students	2,476	
Degrees Awarded FY 2003-04	Full-Time		Tuition Academic Year 2004-05
	323 Certificates 41 Diplomas 167 Associates	100% of headcount Undergraduate 89% of headcount from SC at entry 39% of headcount Minority 1,290 (52% of headcount)	
Degrees Awarded FY 2003-04	Continuing Education FY 2003-04		* Financial Dollars in Millions FY2002-03
	122,526 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	60 Includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey) \$2,836 In-State/In-County, Full-Time \$7,942 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regie fees) \$16.4 Revenue, excl. auxiliary & hospital \$14.2 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 13 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 3 Indicators
 Achieved Compliance (or received scores of "Complied") on 0 Indicators
 1 Indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.ches.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Aiken Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown		Score <3; Earn 0.5 for Improvement if	2004-05 Performance Score		
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission														
1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04													3.00

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A							3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$41,782	\$41,568	\$41,990	\$44,971	\$34,188 to \$43,260	4% of prior year	N/A	score=3					3.00

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

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

Report for: Aiken Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	25%	75%	75%	75%	90%-99% or if <90%, all but 1	N/A		2.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	95.2%	95.2%	95.2%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	29.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	31.3%	37.9%	39.1%	42.3%	30.0% to 45.0%	3% of prior 3-yr avg	37.2%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	100.0%	100.0%	75.8%	95.0%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

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

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #letter and descriptive title) if applicable	This Year										

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

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.33

	Fall 2004	38.5%	38.9%	37.1%	35.6%	17.0%	to 23.0%	8C1&2= 5% of prior score=3	N/A	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)										
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	52.9%	56.6%	49.2%	48.3%	49.0%	to 60.0%	3-yr avg and 8C4=	55.5%	1.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	18.0%	15.3%	20.1%	14.6%	10.0%	to 13.0%	3% of prior score=3	N/A	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators

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

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

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

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

Subtotal:	21.83
# of indicators averaged	8
Average:	2.73
Average / 3.00 Max:	91%
Category is:	"Exceeds"



Central Carolina Technical College

Sector: State Technical and Comprehensive Education System

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 Sumter, SC 29150-2499
 (803) 778-1961
www.cctech.edu



Founded in 1962

2004-05 Performance Year Score

Exceeds Standards

90%
 2.69 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	161 Certificates 63 Diplomas 236 Associates	Enrollment Headcount Includes full & part-time students	3,259	Full-Time Faculty	78	includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
			Full-Time	100% of headcount Undergraduate 100% of headcount from SC at entry 50% of headcount Minority 1,016 (31% of headcount)	Tuition Academic Year 2004-05	\$2,500 In-State/In-County, Full-Time \$5,188 Out-of-State, Full-Time (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)	
			Continuing Education FY 2003-04	353,127 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	* Financial Dollars in Millions FY2002-03	\$19.7 Revenue, excl. auxiliary & hospital \$18.6 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)	

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 13 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 3 Indicators
 Achieved Compliance (or received scores of "Complied") on 0 Indicators
 1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Central Carolina Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title)	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #letter and descriptive title) If applicable	This Year									

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of 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
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, *Curricula Offered to Achieve Mission*, and 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A				3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$38,889	\$38,673	\$39,220	\$40,357	\$34,188 to \$43,260	4% of prior year	\$40,789			2.00

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

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

Report for: Central Carolina Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	98.8%	100.0%	100.0%	80.0% to 95.0%	N/A				3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.3%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A				Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	34.4%	44.8%	39.3%	36.1%	30.0% to 45.0%	3% of prior 3-yr avg	40.7%			2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.7%	91.8%	89.3%	91.2%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3			3.00

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

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

Report for: Cannell Carolina Technical College											
Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year										

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

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

	Fail 2004	50.6%	52.8%	51.5%	50.3%	32.0%	to 43.0%	8C1&2= 5% of prior	N/A score=3	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fail 03 to 04	61.0%	53.5%	48.5%	51.1%	49.0%	to 60.0%	3-yr avg	57.1%	2.00
2 undergrads who are minority.	Fail 2004	9.2%	13.2%	12.4%	12.5%	10.0%	to 13.0%	3% of prior	11.9%	2.50
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)										

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

13 Total Applicable Scored Indicators

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

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

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

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

Subtotal :	21.50
# of Indicators averaged	8
Average:	2.69
Average / 3.00 Max:	90%
Category is:	"Exceeds"



Denmark Technical College

Sector: State Technical and Comprehensive Education System

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

Founded in 1947



2004-05 Performance Year Score Exceeds Standards

87%
 2.60 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
 99 Certificates
 33 Diplomas
 186 Associates

Enrollment
 Headcount
 Includes full &
 part-time students
 1,423
 100% of headcount Undergraduate
 97% of headcount from SC at entry
 98% of headcount Minority
 951 (67% of headcount)

Full-Time
 Continuing
 Education
 FY 2003-04
 16,537 Technical Education and
 Occupational Advancement
 Program Contact Hours
 (1 continuing education
 unit = 10 contact hrs)

Full-Time
 Faculty
 35 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
 \$2,278 In-State/In-County, Full-Time
 \$4,466 Out-of-State, Full-Time
 (includes UG required tuition and fees,
 IPEDS Inst. Characteristics Survey;
 excl. non-refundable app/regs fees)
 * Financial
 Dollars in Millions
 FY2002-03
 \$11.1 Revenue, excl. auxiliary & hospital
 \$9.8 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

Performance Score Summary

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

13 Indicators
 4 Indicators
 4 Indicators
 0 Indicators
 4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Denmark Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Institution's Performance					2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe											
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A					3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$35,499	\$34,790	\$34,867	\$35,113	\$34,188 to \$43,260	4% of prior year	\$36,262				2.00

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

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

Report for: Denmark Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	Score <3: Earn 0.5 for Improvement if	Performance Score

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	67%	67%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	100.0%	100.0%	100.0%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	30.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	33.3%	29.6%	29.3%	34.9%	30.0% to 45.0%	3% of prior 3-yr avg	31.7%	2.50
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	74.4%	80.0%	93.9%	85.0%	75.0% to 89.0%	3% of prior 3-yr avg	85.2%	2.00

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

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	Prior	Prior	Prior							

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

7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :												
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	92.8%	94.9%	94.7%	95.8%	39.0%	to	52.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	54.6%	58.1%	52.3%	44.8%	49.0%	to	60.0%		57.8%	1.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	81.3%	84.9%	83.6%	83.3%	10.0%	to	13.0%		N/A score=3	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

13 Total Applicable Scored Indicators	Subtotal : 20.83
Exceeded Standards (scores of 3) on 4 scored indicators.	# of indicators averaged 8
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.	Average: 2.60
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 87%
Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.	Category is: "Exceeds"



Florence-Darlington Technical College

Sector: State Technical and Comprehensive Education System

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

Founded in 1963



2004-05 Performance Year Score Exceeds Standards

94%
 2.83 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

Enrollment

Headcount
 Includes full & part-time students

4,241
 100% of headcount Undergraduate
 99% of headcount from SC at entry
 46% of headcount Minority
 2,224 (52% of headcount)

Full-Time

Continuing Education
 FY 2003-04

160,019 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

Degrees Awarded

102 Certificates
 190 Diplomas
 422 Associates

Full-Time Faculty

109 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

\$2,986 In-State/In-County, Full-Time
 \$5,082 Out-of-State, Full-Time
 (Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)

* Financial Dollars in Millions FY2002-03

\$30.6 Revenue, excl. auxiliary & hospital
 \$26.0 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 13 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 6 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators
 Achieved Compliance (or received scores of "Complied") on 0 Indicators
 1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.chc.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Florence-Darlington Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3; Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
If applicable	This Year										

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1		N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$41,224	\$40,739	\$40,642	\$43,395	\$34,188	to \$43,260	4% of prior year	N/A		3.00

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

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

Report for: Florence-Darlington Technical College**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor > or = to # Applied shown	2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	92%	90%-99% or if <90%, all but 1	N/A	3.00 'A'
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. Score for 3D recognizes appeal for special consideration. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	100.0%	96.2%	100.0%	100.0%	80.0% to 95.0%	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	28.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	39.9%	39.7%	39.5%	38.1%	30.0% to 45.0%	3% of prior 3-yr avg	40.9%	2.00
	Apr 1, 2003 - Mar 31, 2004	84.0%	96.3%	94.1%	94.4%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

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

Report for: Florence-Darlington Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

	Fall 2004	46.1%	47.7%	46.2%	46.4%	29.0%	to	39.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)											
2 annual retention rate of SC degree-seeking undergrads who are minority	Fall 03 to 04	58.9%	60.0%	55.4%	55.9%	49.0%	to	60.0%		61.0%	2.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	17.4%	15.9%	15.7%	16.3%	10.0%	to	13.0%		N/A score=3	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators	Subtotal: 22.67
Exceeded standards (scores of 3) on 6 scored indicators.	# of Indicators averaged 8
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.	Average: 2.83
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 94%
Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.	Category is: "Exceeds"



Greenville Technical College

Sector: State Technical and Comprehensive Education System

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(864) 250-8000
www.greenvilletech.com
Founded in 1962



2004-05 Performance Year Score

Exceeds Standards

90%

2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

Enrollment
Headcount
includes full & part-time students
13,498
100% of headcount Undergraduate
99% of headcount from SC at entry
28% of headcount Minority
5,188 (38% of headcount)
Full-Time
725,199 Technical Education and Occupational Advancement
Program Contact Hours
(1 continuing education unit = 10 contact hrs)
Degrees Awarded
FY 2003-04
1,035 Certificates
203 Diplomas
881 Associates

Full-Time Faculty
308 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
\$2,900 In-State/In-County, Full-Time
\$5,900 Out-of-State, Full-Time
(includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)
*** Financial**
Dollars in Millions
FY2002-03
\$68.3 Revenue, excl. auxiliary & hospital
\$61.7 Operating & Non-Operating Expenses
excl. depreciation, auxiliary & hospital
(IPEDS Finance Survey)

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

Performance Score Summary

Interpreting Overall Score
Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.
Scale for Overall Scoring Category
Substantially Exceeds 95% to 100% or 2.85 to 3.00
Exceeds 87% to 94% or 2.60 to 2.84
Achieves 67% to 86% or 2.00 to 2.59
Does Not Achieve 48% to 66% or 1.45 to 1.99
Substantially Does Not Achieve 33% to 47% or 1.00 to 1.44

Interpreting Overall Score

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

Scale for Overall Scoring Category

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)

Financial data are not comparable to that shown on past reports prior to 2003-04 due to implementation of GASB 34 & 35

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Greenville Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure		Institution's Performance			2004-05 Standard		Score <3; Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title)	Timeframe	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A					3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$39,582	\$40,028	\$40,756	\$41,495	\$34,188 to \$43,260	4% of prior year	\$42,386				2.00

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

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

Report for: Greenville Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor > or = to # Applied shown	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	99.0%	97.7%	97.1%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	14.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instructional research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	40.4%	42.3%	43.1%	42.4%	30.0% to 45.0%	3% of prior 3-yr avg	43.2%	2.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	86.5%	88.4%	88.1%	89.4%	75.0% to 89.0%	3% of prior 3-yr avg	N/A scores=3	3.00

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

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

Measures Presented by Critical Success Factor														2004-05	
Indicator (reference #/letter at far left and title)		Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		Performance Score				
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator			

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

	1 % of the undergraduate SC citizens enrolled who are minority (headcount)	2 annual retention rate of SC degree-seeking undergrads who are minority.	4 % teaching faculty, excluding graduate assistants, who are minority (headcount)							8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00	2.00	2.50
				Fall 2004	24.5%	25.3%	25.7%	27.7%	13.0%	to 17.0%				
				Fall 03 to 04	58.5%	54.3%	53.9%	53.1%	49.0%	to 60.0%				
				Fall 2004	9.5%	9.9%	10.1%	10.5%	10.0%	to 13.0%				

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators		Subtotal: 21.50	# of Indicators averaged 8
Exceeded Standards (scores of 3) on 5 scored indicators.			
Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.		Average: 2.69	
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.		Average / 3.00 Max: 90%	
Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.		Category is: "Exceeds"	



Horry-Georgetown Technical College

Sector: State Technical and Comprehensive Education System

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 2050 Highway 501 East
 PO Box 261966
 Conway, SC 29526
 (843) 347-3186
www.hgtc.edu



Founded in 1966

2004-05 Performance Year Score

Substantially Exceeds Standards

96%

2.88 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.chc.sc.gov and select "Performance Funding"	Enrollment		123 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
	Headcount includes full & part-time students	5,029 100% of headcount Undergraduate 89% of headcount from SC at entry	
Degrees Awarded FY 2003-04	Full-Time	2,482 (49% of headcount)	* Financial Dollars in Millions FY2002-03
	Continuing Education FY 2003-04	424,504 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	
			\$29.9 Revenue, excl. auxiliary & hospital \$29.1 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Tuition
Academic Year 2004-05
\$2,680 In-State/In-County, Full-Time
\$4,288 Out-of-State, Full-Time
(Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)

Full-Time Faculty
123 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff 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.chc.sc.gov - select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)
 Exceeded Standards (or received scores of 3) on 6 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 2 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 0 Indicators
 Achieved Compliance (or received scores of "Complied") on 4 Indicators
 1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: **Horry-Georgetown Technical College**

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Institution's Performance					2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
If applicable		This Year										

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission
1D/E Statement and Attainment of Goals of the Strategic Plan
(revised indicator combining 1D & 1E as of 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: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges		Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A		3.00
2D Compensation of Faculty (average all ranks)		Fall 2004	\$40,729	\$40,576	\$40,407	\$43,134	\$34,188 to \$43,260	4% of prior year	\$42,023	2.50

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

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

Report for: Horry-Georgetown Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	95.6%	95.8%	98.2%	80.0% to 95.0%	N/A				3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages 11-105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	23.4%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A				Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.											
7A	2001 cohort	37.3%	48.5%	51.3%	50.1%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3			3.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	93.9%	87.5%	90.6%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3			3.00

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

Report for: Horry-Georgetown Technical College**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	Subpart Indicator
if applicable		This Year									

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

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :													2.50
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	25.1%	27.6%	28.5%	27.7%	16.0%	to	21.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00	
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	52.8%	52.9%	54.4%	50.5%	49.0%	to	60.0%		56.0%	2.00	
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.9%	9.6%	9.5%	11.9%	10.0%	to	13.0%		9.6%	2.50	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13. Total Applicable Scored Indicators

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

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

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

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

Subtotal: 23.00
of Indicators averaged 8
Average: 2.88
Average / 3.00 Max: 96%
Category is: "Substantially Exceeds"



Midlands Technical College

Sector: State Technical and Comprehensive Education System

Barry W. Russell, President

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Columbia, SC 29205-2408

(803) 738-1400

www.midlandstech.edu



Founded in 1963

2004-05 Performance Year Score

Substantially Exceeds Standards

98%

2.95 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"	Enrollment	10,710	230
	Headcount Includes full & part-time students	100% of headcount Undergraduate 96% of headcount from SC at entry 41% of headcount Minority 4,834 (45% of headcount)	Includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)
Degrees Awarded FY 2003-04	Full-Time	371,287	\$2,908 In-State/In-County, Full-Time \$8,524 Out-of-State, Full-Time
	Continuing Education FY 2003-04	Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	(Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)
	799 Certificates 93 Diplomas 828 Associates		\$58.5 Revenue, excl. auxiliary & hospital \$55.9 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

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

2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

13 Indicators
 6 Indicators
 1 Indicators
 0 Indicators
 4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Midlands Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range		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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
	This Year									

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% + 99.9% or if <98.0% all but 1	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$40,586	\$40,449	\$41,338	\$43,281	\$34,188 to \$43,260	4% of prior year	N/A		3.00

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

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

Report for: Midlands Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe This Year	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement If Factor > or = to # Applied shown	2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	89.9%	98.6%	100.0%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages 1105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	20.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	39.2%	44.7%	47.1%	49.9%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.1%	91.4%	94.0%	94.6%	75.0% to 89.0%	3% of prior 3-yr avg	N/A score=3	3.00

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

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year										

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

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.67

	Fall 2004	35.7%	39.4%	40.3%	40.9%	23.0%	to	30.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 03 to 04	53.8%	52.1%	53.2%	49.9%	49.0%	to	60.0%		55.7%	2.00
2 annual retention rate of SC degree-seeking undergraduate who are minority.	Fall 2004	15.0%	15.9%	17.1%	18.6%	10.0%	to	13.0%		N/A	3.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)											

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators	Subtotal : 20.67
Exceeded standards (scores of 3) on 6 scored indicators.	# of indicators averaged 7
Achieved Standards (scores of 2.00 to 2.99) on 1 scored indicators.	Average: 2.95
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 98%
Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.	Category is: "Substantially Exceeds"



Northeastern Technical College

Sector: State Technical and Comprehensive Education System

James C. Williamson, President
 1201 Chesterfield Highway
 PO Drawer 1007
 Cheraw, SC 29520-1007
 (843) 921-6900
www.netc.edu

Founded in 1967



2004-05 Performance Year Score

Achieves Standards

85%
 2.55 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
 87 Certificates
 30 Diplomas
 106 Associates

Enrollment
 Headcount
 Includes full & part-time students

1,114
 100% of headcount Undergraduate
 99% of headcount from SC at entry
 49% of headcount Minority
 532 (48% of headcount)

Full-Time
 Continuing Education
 FY 2003-04

79,416 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

Full-Time Faculty

28 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
 \$2,346 In-State/In-County, Full-Time
 \$3,936 Out-of-State, Full-Time
 (Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/registr fees)

* Financial Dollars In Millions FY2002-03

\$7.0 Revenue, excl. auxiliary & hospital
 \$6.6 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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
 2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

13 Indicators
 4 Indicators
 2 Indicators
 1 Indicators
 4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Northeastern Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Institution's Performance					2004-05 Standard		Score <3; Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	Institution's Performance					2004-05 Standard		Score <3; Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 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.	Deferred
Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.			

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
2D Compensation of Faculty (average all ranks)	Fall 2004	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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	0%	0%	0%	0%	90%-99% or if <90%, all but 1	N/A		1.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	96.7%	100.0%	96.7%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	28.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	29.6%	44.5%	46.5%	45.3%	30.0% to 45.0%	3% of prior 3-yr avg scores=3	N/A	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	71.4%	70.6%	93.3%	92.9%	75.0% to 89.0%	3% of prior 3-yr avg scores=3	N/A	3.00

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

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

Measures Presented by Critical Success Factor		Institution's Performance			2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year									

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

7E, *Number of Graduates Who Continued Their Education*, has been redefined and is not applicable to this sector.

Status of other indicators: Indicator 7F, *Credit Hours Earned of Graduates*, is monitored by CHE on a 3-year cycle beginning in 2005, and is applicable to senior institutions, except MUSC.

8. USER-FRIENDLINESS OF THE INSTITUTION

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

2.83

	Fall 2004	42.4%	45.8%	44.8%	49.6%	29.0%	to	39.0%	8C1&2= 5% of prior score=3	N/A	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)											
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	47.5%	50.8%	51.3%	55.2%	49.0%	to	60.0%	3-yr avg and 8C4= 3% of prior score=3	52.4%	2.50
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.3%	11.6%	11.9%	15.5%	10.0%	to	13.0%		N/A	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators	Subtotal : 17.83
Exceeded standards (scores of 3) on 4 scored indicators.	# of indicators averaged 7
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.	Average: 2.55
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.	Average / 3.00 Max: 85%
Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.	Category is: "Achieves"



Orangeburg-Calhoun Technical College

Sector: State Technical and Comprehensive Education System

Anne S. Crook, President
 3250 St. Matthews Road
 Highway 601
 Orangeburg, SC 29118
 (803) 535-1200
www.octech.edu

Founded in 1968



2004-05 Performance Year Score

Substantially Exceeds Standards

97%

2.90 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

Enrollment

Headcount
 includes full &
 part-time students

2,488
 100% of headcount Undergraduate
 98% of headcount from SC at entry
 60% of headcount Minority
 1,364 (55% of headcount)

Full-Time Faculty

81 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

\$2,640 In-State/In-County, Full-Time
 \$4,464 Out-of-State, Full-Time
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regis fees)

Degrees Awarded
 FY 2003-04

137 Certificates
 64 Diplomas
 218 Associates

Continuing Education
 FY 2003-04

54,085 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

*** Financial**
 Dollars in Millions
 FY2002-03

\$15.8 Revenue, excl. auxiliary & hospital
 \$14.4 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

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

Performance Score Summary

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

13 Indicators
 6 Indicators
 2 Indicators
 0 Indicators
 4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. **For a better understanding, please see CHE's website at www.ches.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Orangeburg-Calhoun Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown		

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$36,996	\$37,930	\$37,914	\$39,819	\$34,188 to \$43,260	4% of prior year	\$39,431		2.50

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

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

Report for: Orangeburg-Calhoun Technical College

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year		Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	88%	88%	88%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	96.2%	98.6%	95.8%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	24.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	41.6%	45.5%	47.0%	46.2%	30.0% to 45.0%	3% of prior 3-yr avg score=3	N/A	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	77.9%	87.6%	92.0%	91.8%	75.0% to 89.0%	3% of prior 3-yr avg score=3	N/A	3.00

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

Report for: Orangeburg-Calhoun Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor														2004-05					
Institution's Performance														2004-05 Standard		Score <3: Earn 0.5 for Improvement if		Performance Score	
Indicator (reference #/letter at far left and title)		Measure Timeframe					"2" if at/within range												
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator							

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

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

8. USER-FRIENDLINESS OF THE INSTITUTION

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

1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	58.4%	59.8%	59.5%	60.3%	41.0%	to	55.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	54.5%	59.2%	59.4%	55.0%	49.0%	to	60.0%		60.6%		2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	25.2%	28.3%	26.4%	27.3%	10.0%	to	13.0%		N/A	score=3	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators	Subtotal : 23.17
Exceeded standards (scores of 3) on 6 scored indicators.	# of indicators averaged
Achieved Standards (scores of 2.00 to 2.99) on 2 scored indicators.	Average: 2.90
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 97%
Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.	Category is: "Substantially Exceeds"



Piedmont Technical College

Sector: State Technical and Comprehensive Education System

Lex D. Walters, President
 620 N. Emerald Road
 PO Drawer 1467
 Greenwood, SC 29646-1467
 (864) 941-8324
www.piedmonttec.sc.us



Founded in 1966

2004-05 Performance Year Score
Exceeds Standards

87%
 2.6 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

Enrollment
Headcount
 includes full & part-time students

4,592
 100% of headcount Undergraduate
 98% of headcount from SC at entry
 39% of headcount Minority
 1,887 (41% of headcount)

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

Degrees Awarded
 FY 2003-04
 789 Certificates
 159 Diplomas
 551 Associates

Full-Time
Continuing Education
 FY 2003-04
 273,689 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

Full-Time Faculty

107
 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
 \$2,740 In-State/In-County (Greenwood), Full-Time
 \$4,372 Out-of-State, Full-Time
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)

*** Financial Dollars In Millions FY2002-03**

\$30.2 Revenue, excl. auxiliary & hospital
 \$28.1 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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
 2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

13 Indicators
 3 Indicators
 4 Indicators
 0 Indicators
 4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" In SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Piedmont Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor	Indicator (reference #letter at far left and title)	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	99.7%	100.0%	99.7%	98.0% - 99.9% or if <98.0% all but 1	N/A		2.00
	Fall 2004	\$36,634	\$38,291	\$38,516	\$40,201	\$34,188 to \$43,260	4% of prior year	\$40,057	2.50

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

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

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

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor > or = to # Applied shown	2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior			Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	97.9%	100.0%	100.0%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.8%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instructional research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.		2001 cohort	45.0%	44.9%	44.6%	53.1%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests		Apr 1, 2003 - Mar 31, 2004	97.3%	88.6%	83.1%	86.2%	75.0% to 89.0%	3% of prior 3-yr avg	92.4%	2.00

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

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score			
Indicator (reference #/letter at far left and title)	Measure Timeframe					"2" if at/within range					
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:													
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	37.2%	39.9%	39.4%	39.0%	24.0%	to	31.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	61.9%	64.0%	59.8%	53.0%	49.0%	to	60.0%		65.0%		2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	12.4%	13.5%	13.0%	15.1%	10.0%	to	13.0%		N/A	score=3	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

13 Total Applicable Scored Indicators	Subtotal: 18.17
Exceeded Standards (scores of 3) on 3 scored indicators.	# of indicators averaged 7
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.	Average: 2.60
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 87%
Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.	Category is: "Exceeds"



Spartanburg Technical College

Sector: State Technical and Comprehensive Education System

Dan Terhune, President
 Bus. I-85 at New Cut Road
 PO Drawer 4386
 Spartanburg, SC 29303
 (864) 591-3611
www.stcsc.edu



Founded in 1963

2004-05 Performance Year Score

Achieves Standards

84%
 2.52 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 2003-04 192 Certificates
 104 Diplomas
 377 Associates

Enrollment
Headcount
 Includes full & part-time students

4,095
 100% of headcount Undergraduate
 98% of headcount from SC at entry
 33% of headcount Minority
 2,163 (53% of headcount)

Full-Time
Continuing Education
 FY 2003-04

177,625 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

Full-Time Faculty

110 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
 \$2,806 In-State/In-County, Full-Time
 \$5,370 Out-of-State, Full-Time
 (Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey, excl. non-refundable app/regist fees)

*** Financial Dollars In Millions FY2002-03**

\$26.9 Revenue, excl. auxiliary & hospital
 \$25.6 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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 13 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 3 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 4 Indicators
 Achieved Compliance (or received scores of "Complied") on 0 Indicators
 2 Indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				<u>2004-05 Standard</u> "2" if at/within range	Score <3: Earn 0.5 for Improvement if	<u>2004-05</u> Performance Score		
	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1D/E Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 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.										Deferred
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and 2A Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A				3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$38,371	\$39,566	\$40,672	\$41,161	\$34,188 to \$43,260	4% of prior year	\$42,299			2.00

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

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

Report for: Spartanburg Technical College

State Technical and Comprehensive Education System Sector

Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	85.6%	97.9%	95.6%	80.0% to 95.0%	N/A				3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages 110-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	28.0%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A				Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.											
7A	2001 cohort	36.5%	47.4%	52.9%	43.2%	30.0% to 45.0%	3% of prior 3-yr avg	47.0%			2.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	77.8%	82.1%	84.5%	82.4%	75.0% to 89.0%	3% of prior 3-yr avg	83.9%		2.00

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

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year										

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

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

	Fall 2004	32.0%	33.5%	33.7%	32.8%	16.0%	to	21.0%	8C1&2=	N/A	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)									5% of prior	score=3	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	57.2%	58.2%	56.7%	54.6%	49.0%	to	60.0%	3-yr avg and 8C4=	60.2%	2.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.0%	10.1%	13.2%	13.3%	10.0%	to	13.0%	3% of prior	N/A	3.00
									3-yr avg	score=3	

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

13 Total Applicable Scored Indicators	Subtotal : 17.67
Exceeded Standards (scores of 3) on 3 scored indicators.	# of indicators averaged 7
Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.	Average: 2.52
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 84%
Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.	Category is: "Achieves"



Technical College of the Lowcountry

Sector: State Technical and Comprehensive Education System

Anne McNutt, President
 921 S. Ribaut Road
 PO Box 1288
 Beaufort, SC 29902-1288
 (843) 525-8324
www.tclonline.org

Founded in 1979



2004-05 Performance Year Score

Exceeds Standards

94%
 2.81 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 2003-04 181 Certificates
 38 Diplomas
 128 Associates

Enrollment
 Headcount
 Includes full & part-time students

1,683
 100% of headcount Undergraduate
 99% of headcount from SC at entry
 49% of headcount Minority

Full-Time
 Continuing Education
 FY 2003-04

90,585 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

Full-Time Faculty

51 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
 \$2,900 In-State/In-County, Full-Time
 \$3,860 Out-of-State, Full-Time

(Includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)

* Financial Dollars in Millions FY2002-03
 \$12.3 Revenue, excl. auxiliary & hospital
 \$11.5 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 13 Indicators
 Achieved Standards (or received scores of 2.00-2.99) on 5 Indicators
 Did Not Achieve Standards (or received scores of 1.00-1.99) on 2 Indicators
 Achieved Compliance (or received scores of "Complied") on 0 Indicators
 2 Indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Technical College of the Low Country

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown		"3" if ># shown	
									Factor Applied	> or = to # shown

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission 1DE Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 5)	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.									Deferred
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, *Curricula Offered to Achieve Mission*, and 1C, *Approval of a Mission Statement*. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A				3.00
Compensation of Faculty (average all ranks)	Fall 2004	\$41,150	\$41,892	\$41,190	\$42,437	\$34,188 to \$43,260	4% of prior year	\$42,838			2.00

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

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

Report for: Technical College of the Low Country

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score
	This Year							Factor Applied	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	97.2%	96.2%	100.0%	80.0% to 95.0%	N/A		3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	32.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	28.6%	31.0%	33.8%	48.1%	30.0% to 45.0%	3% of prior 3-yr avg score=3	N/A	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.1%	93.1%	93.4%	98.3%	75.0% to 89.0%	3% of prior 3-yr avg score=3	N/A	3.00

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

Report for: Technical College of the Low Country**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title)		Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator Subpart (reference #/letter and descriptive title) if applicable	This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if at/within range	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State :													
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	50.6%	51.1%	48.5%	48.9%	26.0%	to	35.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	47.0%	48.8%	49.8%	50.0%	49.0%	to	60.0%		51.0%		2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	17.2%	13.0%	17.5%	19.1%	10.0%	to	13.0%		N/A	score=3	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

13 Total Applicable Scored Indicators

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

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

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

Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.

Subtotal: 19.67
of indicators averaged 7

Average: 2.81
Average / 3.00 Max: 94%
Category is: "Exceeds"



Tri-County Technical College

Sector: State Technical and Comprehensive Education System

Ronnie L. Booth, President
 7900 Highway 76
 PO Box 587
 Pendleton, SC 29670-0587
 (864) 646-1773
www.tctc.edu

Founded in 1962



2004-05 Performance Year Score

Achieves Standards

86%
 2.58 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"

Enrollment
Headcount
 includes full & part-time students
 4,709
 100% of headcount Undergraduate
 96% of headcount from SC at entry
 18% of headcount Minority
 2,435 (52% of headcount)
Full-Time
 Continuing Education
 FY 2003-04
 211 Certificates
 120 Diplomas
 486 Associates

Full-Time Faculty
 99 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
 \$2,546 In-State/In-County, Full-Time
 \$5,916 Out-of-State, Full-Time
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)
 * **Financial**
 Dollars In Millions
 FY2002-03
 \$26.7 Revenue, excl. auxiliary & hospital
 \$25.0 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

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

13 Indicators
 4 Indicators
 4 Indicators
 0 Indicators
 4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Tri-County Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Measure		Institution's Performance				2004-05 Standard		Score <3; Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)		Timeframe						"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year						

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of 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
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges		Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A		3.00		
2D Compensation of Faculty (average all ranks)		Fall 2004	\$38,691	\$38,634	\$38,827	\$39,587	\$34,188 to \$43,260	4% of prior year	\$40,380	2.00		

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

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

Report for: Tri-County Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if Factor Applied > or = to # shown	2004-05 Performance Score	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year			Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	72.9%	93.3%	94.4%	80.0% to 95.0%	N/A		2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.6%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	46.0%	47.1%	54.7%	52.7%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	88.7%	91.4%	82.0%	86.8%	75.0% to 89.0%	3% of prior 3-yr avg	90.0%	2.00

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

Report for: Tri-County Technical College**State Technical and Comprehensive Education System Sector**

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure	Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable		This Year									

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

	Fall 2004	14.3%	16.0%	18.0%	18.6%	9.0%	to	12.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 03 to 04	54.2%	60.6%	57.8%	54.9%	49.0%	to	60.0%		60.4%	2.00
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 2004	11.0%	11.2%	9.8%	13.5%	10.0%	to	13.0%		N/A score=3	3.00
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)											

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

13 Total Applicable Scored Indicators

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

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

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

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

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



Trident Technical College

Sector: State Technical and Comprehensive Education System

Mary D. Thornley, President
 7000 Rivers Avenue
 PO Box 118067
 Charleston, SC 29411-8067
 (843) 574-6241
www.tridenttech.edu

Founded in 1964



2004-05 Performance Year Score

Exceeds Standards

90%
 2.71 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

Enrollment

Headcount
 includes full & part-time students

11,795
 100% of headcount Undergraduate
 99% of headcount from SC at entry
 32% of headcount Minority
 5,270 (45% of headcount)

Degrees Awarded
 FY 2003-04
 635 Certificates
 113 Diplomas
 956 Associates

Continuing Education
 FY 2003-04

364,894 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

Full-Time Faculty

258 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

\$2,688 In-State/In-County, Full-Time
 \$5,274 Out-of-State, Full-Time
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regist fees)
 * **Financial**
 Dollars in Millions
 FY2002-03
 \$83.2 Revenue, excl. auxiliary & hospital
 \$89.3 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital
 (IPEDS Finance Survey)

Performance Score Summary

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

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

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

13 Indicators
 5 Indicators
 3 Indicators
 0 Indicators
 4 Indicators

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Trident Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) if applicable	Measure Timeframe	Institution's Performance				2004-05 Standard		Score <3; Earn 0.5 for Improvement if	2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown "2" if at/within range "3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	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
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A			3.00
Compensation of Faculty (average all ranks)	Fall 2004	\$41,352	\$41,081	\$40,588	\$42,057	\$34,188 to \$43,260	4% of prior year	\$42,212		2.00

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

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

State Technical and Comprehensive Education System Sector

Report for: Trident Technical College

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				2004-05 Standard "2" if at/within range "1" if <# shown "3" if ># shown	Score <3: Earn 0.5 for Improvement if	2004-05 Performance Score	
		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	Factor Applied	> or = to # shown	Subpart Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A	3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the inventory for which accreditation is available. 3E, Institutional Emphasis on Quality Teacher Education and Reform, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	95.3%	99.3%	98.0%	98.0%	80.0% to 95.0%	N/A	3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.1%	deferred	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A	N/A	Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instructional research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

7A Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	34.9%	46.9%	48.3%	54.1%	30.0% to 45.0%	3% of prior 3-yr avg	N/A score=3	3.00
7D Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	91.7%	90.9%	91.5%	83.9%	75.0% to 89.0%	3% of prior 3-yr avg	94.1%	2.00

Critical Success Factor 7, Scored Indicator Notes: 7A, revised to be more reflective of the two-year mission, measures the percent of students in a cohort of first-time, full-time degree-seeking students that graduate in 150% of program time, transfer-out within three years or continue to be enrolled three years later. Data are calculated using C-HEMIS information on in-state students and supplemented with additional data on out-of-state transfers if available from the institution. Data for out-of-state transfers is not available for cohorts prior to 1999. 7D measures the percent of total students taking certification examinations who pass the examination. For all exams, except teacher certification exams, first-time test takers only are considered. Exams vary across institutions due to differences in programs. For institutions with teacher education programs, the PRAXIS PLT scores are excluded. Middle school pedagogy examination (PLT 5-8) scores continue to be excluded to allow for development/adoption of curricula to support this new certification area. For those with dental assisting programs, DANB exam scores are excluded. Details by exam are available on-line in CHE's

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

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Indicator Subpart (reference #/letter and descriptive title) if applicable	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:											2.67
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	33.1%	35.2%	34.3%	32.8%	23.0%	to 30.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	67.0%	58.7%	52.9%	52.6%	49.0%	to 60.0%		59.0%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.4%	12.1%	13.2%	14.6%	10.0%	to 13.0%		N/A score=3	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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."

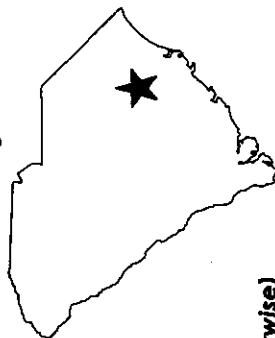
13 Total Applicable Scored Indicators	Subtotal: 21.67
Exceeded Standards (scores of 3) on 5 scored indicators.	# of indicators averaged 8
Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.	Average: 2.71
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.	Average / 3.00 Max: 90%
Achieved Compliance on 4 indicators, and 1 indicator is deferred from scoring.	Category is: "Exceeds"



Williamsburg Technical College

Sector: State Technical and Comprehensive Education System

Cleve H. Cox, President
 601 Martin Luther King, Jr. Avenue
 Kingstree, SC 29556
 (843) 355-4127
www.wiltech.edu



Founded in 1969

2004-05 Performance Year Score

Achieves Standards

82%
 2.45 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"	Enrollment		Full-Time Faculty
	Headcount Includes full & part-time students	579 100% of headcount Undergraduate 100% of headcount from SC at entry	
Degrees Awarded FY 2003-04	Full-Time		Tuition Academic Year 2004-05
	54 Certificates 10 Diplomas 38 Associates	71% of headcount Minority 211 (36% of headcount)	
Continuing Education FY 2003-04		16,307 Technical Education and Occupational Advancement Program Contact Hours (1 continuing education unit = 10 contact hrs)	* Financial Dollars In Millions FY2002-03
			\$4.9 Revenue, excl. auxiliary & hospital
			\$5.0 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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
 2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: Williamsburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor										
Indicator (reference #letter at far left and title)										
Indicator Subpart (reference #letter and descriptive title)										
If applicable										
Measure Timeframe	Institution's Performance				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		Factor Applied	> or = to # shown	Subpart	Indicator
					"3" if ># shown					

1. MISSION FOCUS

Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of 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.									Deferred
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Critical Success Factor 1, Scored Indicator Notes: Institution achieved compliance on 1B, Curricula Offered to Achieve Mission, and 1C, Approval of a Mission Statement. 1D&E is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if <98.0% all but 1	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$30,490	\$30,456	\$30,513	\$30,712	\$34,188 to \$43,260	4% of prior year	\$31,734		1.00

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

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

Report for: Williamsburg Technical College

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe This Year	Institution's Performance				2004-05 Standard		2004-05 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

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%		90%-99% or if <90%, all but 1		N/A		3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	83.3%	83.3%	94.4%		80.0% to 95.0%		N/A		2.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	42.4%	deferred	deferred	deferred		Measurement Deferred, See Note Below for 5A		N/A		Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instructional research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.	2001 cohort	35.8%	30.0%	28.6%	40.0%		30.0% to 45.0%		3% of prior 3-yr avg		32.4%		2.50
Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	100.0%	50.0%	deferred	100.0%		75.0% to 89.0%		3% of prior 3-yr avg		N/A score=3		3.00

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

Report for: Williamsburg Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor		Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score	
Indicator (reference #/letter at far left and title)	Measure Timeframe	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"2" if <# shown	"3" if ># shown	Factor Applied	> or = to # shown	Subpart Indicator

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

7E, Number of Graduates Who Continued Their Education, has been redefined and is not applicable to this sector.

8. USER-FRIENDLINESS OF THE INSTITUTION

8C Accessibility to the Institution of All Citizens of the State:											
1	% of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	67.8%	73.7%	71.1%	71.0%	45.0%	to	61.0%	8C1&2= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	N/A
		Fall 03 to 04	52.6%	56.9%	57.8%	52.3%	49.0%	to	60.0%	score=3	3.00
2	annual retention rate of SC degree-seeking undergrads who are minority.	Fall 2004	22.6%	18.8%	15.1%	14.1%	10.0%	to	13.0%	58.6%	2.00
4	% teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	22.6%	18.8%	15.1%	14.1%	10.0%	to	13.0%	N/A	3.00

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

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

9. RESEARCH FUNDING

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

PERFORMANCE YEAR 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:"

13 Total Applicable Scored Indicators	Subtotal: 17.17
Exceeded Standards (scores of 3) on 3 scored indicators.	# of Indicators averaged 7
Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.	Average: 2.45
Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.	Average / 3.00 Max: 82%
Achieved Compliance on 4 indicators, and 2 indicator is deferred from scoring.	Category is: "Achieves"



York Technical College

Sector: State Technical and Comprehensive Education System

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www.yorktech.com



Founded In 1964

2004-05 Performance Year Score

Exceeds Standards

92%
 2.76 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

Enrollment

Headcount
 Includes full & part-time students
 3,937

100% of headcount Undergraduate
 99% of headcount from SC at entry
 28% of headcount Minority
 1,985 (50% of headcount)

Full-Time

Degrees Awarded
 FY 2003-04
 242 Certificates
 77 Diplomas
 282 Associates

231,109 Technical Education and Occupational Advancement
 Program Contact Hours
 (1 continuing education unit = 10 contact hrs)

Full-Time Faculty

118 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

\$2,886 In-State/In-County, Full-Time
 \$6,336 Out-of-State, Full-Time
 (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; excl. non-refundable app/regs fees)

* Financial Dollars In Millions FY2002-03

\$24.8 Revenue, excl. auxiliary & hospital
 \$23.1 Operating & Non-Operating Expenses
 excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, 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
 2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)

13 Indicators
 5 Indicators
 2 Indicators
 0 Indicators
 4 Indicators

Interpreting Overall Score

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

Scale for Overall Scoring Category

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

"Performance Funding" in SC began with Act 359 of 1996, effective July 1, 1996, requiring that the SC Commission on Higher Education (CHE) measure annually each public institution's performance in various areas and base allocation of state appropriated dollars on performance. Each year, CHE in cooperation with institutions and other stakeholders has worked to refine the system implemented in 1996 in an effort to ensure and improve the quality of SC's public colleges and universities so they will be globally competitive. Data and scores for indicators used to allocate FY 2005-06 dollars follow. Yearly revisions and differences across and within sectors make comparisons across performance years and institutions difficult. Three years ago, CHE improved the measurement system by strengthening the focus on indicators best reflective of each sector's mission and reducing redundancy among indicators. Using its experience, CHE worked with institutions and others in identifying the 13 or 14 indicators now being used in determining the performance score as those most related to institutional and sector missions. As noted below, indicators not scored are either monitored on a cycle or are measured through existing scored indicators. For a better understanding, please see CHE's website at www.che.sc.gov to access a detailed guide to the system and measurement (Performance Funding Workbook, 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: York Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #letter at far left and title) Indicator Subpart (reference #letter and descriptive title) If applicable	Measure Timeframe This Year	Institution's Performance				2004-05 Standard		Score <3: Earn 0.5 for Improvement if	2004-05	
		3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"1" if <# shown	"3" if ># shown		Performance Score	
										Subpart

1. MISSION FOCUS

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

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

2. QUALITY OF FACULTY

2A Academic and Other Credentials of Professors and Instructors, as defined for technical colleges	Fall 2004	100.0%	100.0%	100.0%	100.0%	98.0% - 99.9% or if < 98.0% all but 1	N/A			3.00
2D Compensation of Faculty (average all ranks)	Fall 2004	\$40,407	\$40,209	\$41,390	\$43,363	\$34,188 to \$43,260	4% of prior year	N/A	score=3	3.00

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

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

Report for: York Technical College

State Technical and Comprehensive Education System Sector

Measures Presented by Critical Success Factor Indicator (reference #/letter at far left and title) Indicator Subpart (reference #/letter and descriptive title) If applicable	Measure Timeframe	Institution's Performance				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	"3" if ># shown	Factor Applied	> or = to # shown	Subpart	Indicator

3. CLASSROOM QUALITY

3D Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	100%	90%-99% or if <90%, all but 1	N/A				3.00
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Critical Success Factor 3 Scored Indicator Notes: 3D measures the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. 3E, *Institutional Emphasis on Quality Teacher Education and Reform*, does not apply to this sector.

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

4. INSTITUTIONAL COOPERATION & COLLABORATION

4A/B Cooperation and Collaboration, Measure for technical colleges	Acad Year 2003-04	not avail	86.7%	100.0%	100.0%	80.0%	to 95.0%	N/A			3.00
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Critical Success Factor 4, Scored Indicator Notes: Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The technical college sector indicator focuses on strengthening the technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each institution is measured on the percentage of best practices criteria that are met by an institution's advisory committees. The technical college campus measure is to be monitored over a three-year period beginning with the 2002-03 performance year. For details, see pages II.105-113 of the current Performance Funding Workbook.

5. ADMINISTRATIVE EFFICIENCY

5A Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.2%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		N/A			Deferred
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Critical Success Factor 5, Scored Indicator Notes: 5A measures the ratio of administrative costs to academic costs where administrative costs are expenditures in instruction research, academic support, and scholarship/fellowship categories, and academic costs are expenditures in the institutional support category. For the 4-year colleges and universities sector, unrestricted funds only are included and funds transfers are excluded. For 5A scoring, a downward performance trend is expected. 5A measurement has been deferred since 2002-03 due to changes in federal reporting of financial data that affect all public higher education institutions. The measure is under revision for future years.

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

6. ENTRANCE REQUIREMENTS

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

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

7. GRADUATES' ACHIEVEMENTS

Graduation Rate: "Success rate" defined using 1st-time, full-time, degree-seeking student graduation within 150% of normal program time with an allowance for transfers-out and continued enrollment.											
7A	2001 cohort	36.2%	40.6%	39.8%	38.4%	30.0%	to 45.0%	3% of prior 3-yr avg	40.0%		2.00
7D	Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	94.0%	92.5%	98.4%	75.0%	to 89.0%	3% of prior 3-yr avg	N/A score=3		3.00

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