

**A CLOSER LOOK AT HIGHER EDUCATION IN SOUTH CAROLINA:
INSTITUTIONAL EFFECTIVENESS, ACCOUNTABILITY AND
PERFORMANCE**

**South Carolina Commission on Higher Education
January 2000**

Note: This draft report is recommended for approval by the Planning and Assessment Committee of the Commission on Higher Education with the understanding that it is being reviewed by staff and by institutional representatives and that technical corrections and editorial changes will be included prior to publication and distribution.

Introductory Letter from Rayburn Barton

DRAFT

Table of Contents

Section VII – Graduates' Achievements, cont.

National and South Carolina Pass Rates*	pp
Professional Examinations and Reporting Agencies	pp
Percent of Students Passing Professional Examinations	pp

Section VIII – User-Friendliness of the Institution

First-Time, Full-Time Undergraduate Transfers*	pp
Enrollment by Race*	pp

Section IX – Research Funding

Student Involvement in Research*	pp
Financial Support for Teacher Education	pp
Amount of Public and Private Sector Grants	pp

Section X – Campus-Based Assessment*

pp

Section XI – 1998-99 Institutional Performance Ratings

pp

Appendix

pp

**Indicates requirements of Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended*

Table of Contents

Introduction	p
Institutional Effectiveness Reporting	p
Performance Funding in SC for Higher Education	p
Strategic Plan for Higher Education	p
Section I – Mission Focus	pp
Expenditure of Funds by Sector	pp
Review of Programs	pp
Section II – Quality of Faculty	pp
Compensation of Faculty by Sector	pp
Availability of Faculty to Students Outside of the Classroom	pp
Section III – Instructional Quality	pp
Class Size	pp
Student/Teacher Ratios	pp
Courses Taught by Full-Time and Part-Time Faculty and Graduate Assistants*	pp
Number of Student Credit Hours Taught by Faculty	pp
Ratio of Full-Time Faculty as Compared to Other Full-Time Employees	pp
Accreditation of Degree-Granting Programs*	pp
Student Performance on Teacher Education Exams	pp
Teacher Education Graduates	pp
Section IV – Institutional Cooperation and Collaboration	pp
Section V – Administrative Efficiency	pp
Percentage of Administrative Costs as Compared to Academic Costs	pp
Use of Best Management Practices	pp
Amount of General Overhead Costs	pp
Section VI – Entrance Requirements	pp
SAT and ACT Scores of Student Body	pp
High School Standing, Grade Point Averages and Activities of the Student Body	pp
Success of Students in Developmental Courses*	pp
Sources of First-Time Degrees for Graduate Students*	pp
Admissions Standards Report	pp
Section VII – Graduates' Achievement	pp
Graduation Rate for Four, Five and Six Years*	pp
Performance Funding Graduation Rate	pp
Southern Regional Education Board Graduation Rate	pp
Placement Data on Graduates*	pp
Alumni Surveys*	pp
Credit Hours Earned of Graduates	pp
Student Performance on Professional Examinations*	pp

*Indicates requirements of Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended

List of Illustrations

Section VII – Graduates' Achievements, cont.

Table 7.2	Performance Funding Graduation Rate	pp
Table 7.3	Southern Regional Education Board Graduation Rate	pp
Table 7.4	Placement Data on Graduates	pp
Table 7.5	Alumni Surveys	pp
Table 7.6	Student Performance on Professional Examinations	pp
Table 7.7	National and South Carolina Pass Rates on Professional Examinations	pp
Table 7.8	Professional Examinations and Reporting Agencies	pp
Table 7.9	Percentage of Students Passing Professional Examinations	pp

Section VIII – User-Friendliness of the Institution

Table 8.1	First-Time, Full-Time Undergraduate Transfers	pp
Table 8.2	Percent Change in Minority Enrollment	pp

Section IX – Research Funding

Figure 9.1	Financial Support for Teacher Education	pp
Figure 9.2	Amount of Public and Private Sector Grants	pp
Table 9.1	Student Involvement in Research	pp

Section X – Campus-Based Assessment

Section XI – 1998-99 Institutional Performance Ratings

Appendix

List of Illustrations

Section I – Mission Focus

Figure 1.1	Expenditure of Funds by Sector	pp
Table 1.1	Expenditure of Funds by Sector	pp
Table 1.2	Review of Programs	pp

Section II – Quality of Faculty

Figure 2.1	Compensation of Faculty by Sector	pp
Figure 2.2	Availability of Faculty to Students Outside of the Classroom	pp
	Satisfaction with Faculty	
Figure 2.3	Availability of Faculty to Students Outside of the Classroom	pp
	Satisfaction with Advisors	

Section III – Instructional Quality

Figure 3.1	Class Size – Lower Division	pp
Figure 3.2	Class Size – Upper Division	pp
Figure 3.3	Student/Teacher Ratios	pp
Figure 3.4	Number of Student Credit Hours Taught by Faculty	pp
Figure 3.5	Ratio of Full-Time Faculty as Compared to Other Full-Time Employees	pp
Figure 3.6	Accreditation of Degree-Granting Programs	pp
Figure 3.7	Student Performance on Teacher Education Examinations: Praxis I: Core Battery Professional Knowledge	pp
Figure 3.8	Student Performance on Teacher Education Examinations: Praxis II: Subject Assessment/Specialty Area Tests	pp
Figure 3.9	Teacher Education Graduates – Critical Shortage Areas	pp
Figure 3.10	Teacher Education Graduates – Minority Graduates	pp
Table 3.1	Courses Taught by Full-Time and Part-Time Faculty and Graduate Assistants	pp
Table 3.2	Ratio of Full-Time Faculty as Compared to Other Full-Time Employees	pp
Table 3.3	Accreditation of Degree-Granting Programs	pp

Section IV – Institutional Cooperation and Collaboration

Section V – Administrative Efficiency

Figure 5.1	Percentage of Administrative Costs as Compared to Academic Costs	pp
Table 5.1	Amount of General Overhead Costs	pp

Section VI – Entrance Requirements

Figure 6.1	SAT and ACT Scores of Student Body	pp
Figure 6.2	High School Standing, Grade Point Averages, and Activities of the Student Body	pp
Table 6.2	Sources of First-Time Degrees for Graduate Students	pp

Section VII – Graduates' Achievements

Figure 7.1	Credit Hours Earned of Graduates	pp
Table 7.1	Graduation Rate for Four, Five and Six Years	pp

Introduction

Institutional Effectiveness Reporting

Pursuant to Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, the CHE reports specific higher education data to the Governor and the General Assembly prior to January 15th of each year. In the past, these reports have appeared in one section of this publication. As stated earlier, however, this information will now be included throughout the publication and integrated with performance funding measures when applicable. The reports and information regarding institutional effectiveness that are required by legislation are:

Four-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate and graduate students who completed their degree program;
- The percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants;
- The percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses;
- The percent of graduate and upper-division undergraduate students participating in sponsored research programs;
- Placement data on graduates;
- The percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;
- The percent of graduate students who received undergraduate degrees at the institution, within the State, within the United States, and from other nations;
- The number of full-time students who have transferred from a two-year, post-secondary institution and the number of full-time students who have transferred to two-year, post-secondary institutions;
- Student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam;
- Appropriate information relating to each institution's role and mission;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

Two-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate students who completed their degree program;
- The percent of courses taught by full-time faculty members, part-time faculty, and graduate assistants;
- Placement rate on graduates;

Introduction

The following publication provides a closer look at data reported annually by South Carolina's public institutions of higher education as part of institutional effectiveness reporting and as part of the process of "performance funding." In past years, this document was entitled "Minding Our P's and Q's: Indications of Productivity and Quality in South Carolina Public Colleges and Universities." For January 2000, the South Carolina Commission on Higher Education (CHE) has substantially revised this publication in efforts to provide a source guide integrating data reported by the state's public colleges and universities in fulfillment of legislative requirements.

This year the CHE has integrated institutional effectiveness data reporting with performance data measured each year pursuant to Section 59-103-30 and Section 59-103-45 to determine institutional funding levels. Detailed information related to the performance funding process in South Carolina is available on the CHE's web-site (www.che400.state.sc.us).

WHAT YOU WILL FIND IN THIS REPORT

Eleven sections highlight various aspects of higher education. Notations in the Table of Contents clearly identify components of this publication that are part of reporting requirements of Section 59-101-350 or what has become commonly referred to as "Act 255" data. Where appropriate, comments in the text explain how these required data elements are utilized as part of annual performance funding measurements.

Sections I-IX reflect the nine "critical success factors" identified by the General Assembly for South Carolina's public colleges and universities (Section 59-103-30). Data from both institutional effectiveness and performance funding reporting are combined in these sections. Often the data is presented by sector, as identified in the legislation. Although the CHE maintains historical data on institutions, only one or two years of information (three years for Section VII-Professional Examinations) is presented here for comparison. There are four sectors: Research Universities, Four-Year Colleges and Universities, Two-Year Institutions-Branches of the University of South Carolina, and State Technical and Comprehensive Education System.

Section 10, "Campus-Based Assessment," includes a summary of other institutional effectiveness reporting and the web addresses where detailed institutional reports may be located.

Section II contains each institution's performance ratings as approved by the CHE on May 6, 1999. These ratings affect state appropriations for the 1999-00 fiscal year.

The following two pages contain detailed information regarding the institutional effectiveness reporting requirements and the performance funding system.

The CHE reviewed this document at its meeting on December 2, 1999.

Introduction

Performance Funding In South Carolina for Higher Education

Act 359 of 1996, commonly referred to as "Performance Funding," dramatically changed the responsibilities of the South Carolina Commission on Higher Education (CHE) as related to determining how South Carolina's public institutions of higher education are funded. The legislation required that the CHE allocate state appropriations to South Carolina's public institutions of higher education based on their performance in nine areas or "critical success factors." The General Assembly identified several performance indicators that could be used, if applicable to a particular type of institution, in assessing institutions' successes in achieving performance in each of the areas. In all, 37 performance indicators spread across the nine critical success factors are specified. The CHE was assigned the responsibility of developing and implementing a system for basing funding on institutional performance and for defining how each of the specified indicators would be measured. The General Assembly provided for a 3-year, phase-in period for implementing a system to provide 100% of available state funding on institutional performance.

In compliance with its legislative mandate, the CHE, in cooperation with South Carolina's public higher education institutions and other stakeholders in the state's higher education system, has developed a system for determining institutions' funding based on performance across the 9 critical success factors using the 37 performance indicators as applicable. For the current fiscal year, 1999-2000, the CHE has determined institutions' appropriations based fully on their performance. During the preceding fiscal years, the CHE based only a portion of institutions' appropriations on institutional performance on select indicators. — 14 of the 37 indicators were used in determining a portion of institutions' funds for FY 1997-98 and 22 of the 37 were used for FY 1998-99.

The system for determining funding has two major components: 1) a determination of financial needs for the institution and 2) a process for rating the institution based on performance across the indicators.

The first component, the determination of need, identifies the total amount of money the institution should receive based on nationally and regionally comparable costs for institutions of similar mission, size and complexity of programs (Mission Resource Requirement) and by the prior year's level of appropriation.

The second component, the performance rating, is determined by assessing whether or not the institution meets or exceeds standards for each indicator. Standards are set either for the individual institution or for institutions within the same sector and are approved annually by the CHE. Each year, the institution is rated on its success in meeting the standards on each of the indicators. These ratings are totaled and expressed as an average score for the institution. The institution with the higher score receives a proportionally greater share of available state funding.

Introduction

- The percent change in the enrollment rate of students from minority groups, the number of minority students enrolled and the change in the total number of minority students enrolled over the past five years;
- The number of students who have transferred into a four-year, post-secondary institution and the number of students who have transferred from four-year, post-secondary institutions;
- Appropriate information relating to the institution's role and mission;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

DRAFT

Strategic Plan for Higher Education

(pending revisions and approval)

DRAFT

Introduction

Currently, the CHE is in its fourth year of implementation and is continually working to refine and improve the performance measurement of South Carolina's public higher education institutions. As might be expected, in the three years since the passage of Act 359 of 1996, the CHE has made revisions and refinements to the overall system as well as to various measures as strengths and weaknesses have been identified.

In SECTION XI of this report, the reader will find for each institution the ratings used in determining the 1999-00 state appropriations and information related to scoring institutional performance. As noted, the determination of the 1999-00 appropriations was the first year for which all funds were based on performance across all indicators. The system employed to do so differed from that used in the first two years of implementation.

The CHE publishes a Performance Funding Workbook that outlines, in detail, all of the performance indicators, how they have been defined and to whom they apply. The workbook is provided as a guide to be used by institutions in the benchmarking and rating process and should also be useful to others interested in the performance funding system in South Carolina. The current version of the workbook is printed and distributed annually in March, but it can also be viewed through the CHE website at <http://www.che400.state.sc.us>.

DRAFT

Section I – Mission Focus

The relevant performance funding indicators for this critical success factor are 1A-Expenditure of Funds to Achieve Institutional Mission; 1B-Curricula Offered to Achieve Mission; 1C-Approval of Mission Statement; 1D-Adoption of a Strategic Plan to Support the Mission Statement; and 1E-Attainment of Goals of the Strategic Plan. The first critical success factor listed in Act 359 of 1996 is "Mission Focus."

The charts displaying expenditures of funds for each sector demonstrate the comparatively greater emphasis on research and public service in the research university sector and the comparatively greater emphasis on instruction in the teaching, regional campuses and technical college sectors.

The General Assembly in Act 359 has determined the following missions for each sector:

Research institutions

- college-level baccalaureate education, master's, professional, and doctor of philosophy degrees which lead to continued education or employment;
- research through the use of government, corporate, nonprofit-organization grants, or state resources, or both;
- public service to the State and the local community;

Four-year colleges and universities

- college-level baccalaureate education and selected master's degrees which lead to employment or continued education, or both, except for doctoral degrees currently being offered;
- limited and specialized research;
- public service to the State and the local community;

Two-year institutions - branches of the University of South Carolina

- college-level pre-baccalaureate education necessary to confer associates' degrees which lead to continued education at a four-year or research institution;
- public service to the State and the local community;

State technical and comprehensive education system

- all post-secondary vocational, technical, and occupational diploma and associate degree programs leading directly to employment or maintenance of employment and associate degree programs which enable students to gain access to other post-secondary education;
- up-to-date and appropriate occupational and technical training for adults;
- special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina;
- public service to the State and the local community;
- continue to remain technical, vocational, or occupational colleges with a mission as stated above and primarily focused on technical education and the economic development of the State.

Each institution's mission statement, as approved by the Commission on Higher Education (CHE) can be accessed through the web pages listed below or through the CHE's web site (<http://www.che400.state.sc.us>).

Section I – Mission Focus

DRAFT

Section I – Mission Focus

Midlands Tech	www.mid.tec.sc.us/edu/mission.html
Orangeburg-Calhoun Tech	www.octech.org/about_the_college/aboutOCTC.html
Piedmont Tech	www.piedmont.tec.sc.us/geninfo/mission.htm
Spartanburg Tech	www.spt.tec.sc.us <Introduction> <Mission, Role and Scope, College Values, Student Outcomes>
Technical College of the Low Country	www.tcl-tec-sc-us.org/missionstmt.html
Tri-County Tech	www.tricounty.tec.sc.us/2.html
Trident Tech	www.trident.tec.sc.us/factsaboutttc.html <Mission of Trident>
Williamsburg Tech	www.williamsburgtech.com/mission.htm
York Tech	www.yorktech.com/catalog/college.htm#mission

Note: Each address is prefaced with <http://>.

DRAFT

Section I – Mission Focus

Research Institutions

Clemson University	www.clemson.edu/welcome/quickly/mission/index.htm
USC-Columbia	(Columbia Campus) kudzu.ipr.sc.edu/99fact/cmission99.htm (University System) kudzu.ipr.sc.edu/99fact/umission99.htm
Medical University of South Carolina	www.edserv.musc.edu/musc_mission

Four-Year Colleges and Universities

The Citadel	www.citadel.edu/planningandassessment/98factbook/mission.html
Coastal Carolina University	www.coastal.edu/services/effect/factbook/p97g_004.htm
College of Charleston	www.cofc.edu/about
Francis Marion University	www.fmarion.edu/~instresearch/statemen1.htm
Lander University	www.lander.edu/mission.html
South Carolina State University	www.scsu.edu/welcome/mission.htm
USC-Aiken	www.usca.sc.edu/aboutusca/mission.html
USC-Spartanburg	www.uscs.edu/welcome/mission.html
Winthrop University	www.winthrop.edu/acad_aff/mission.html

Two-Year Institutions-Branches of the University of South Carolina

USC-Beaufort	kudzu.ipr.sc.edu/beaums99.htm
USC-Lancaster	kudzu.ipr.sc.edu/lancms99.htm
USC-Salkehatchie	kudzu.ipr.sc.edu/salkms99.htm
USC-Sumter	kudzu.ipr.sc.edu/sumtms99.htm
USC-Union	kudzu.ipr.sc.edu/uninms99.htm

State Technical and Comprehensive Education System

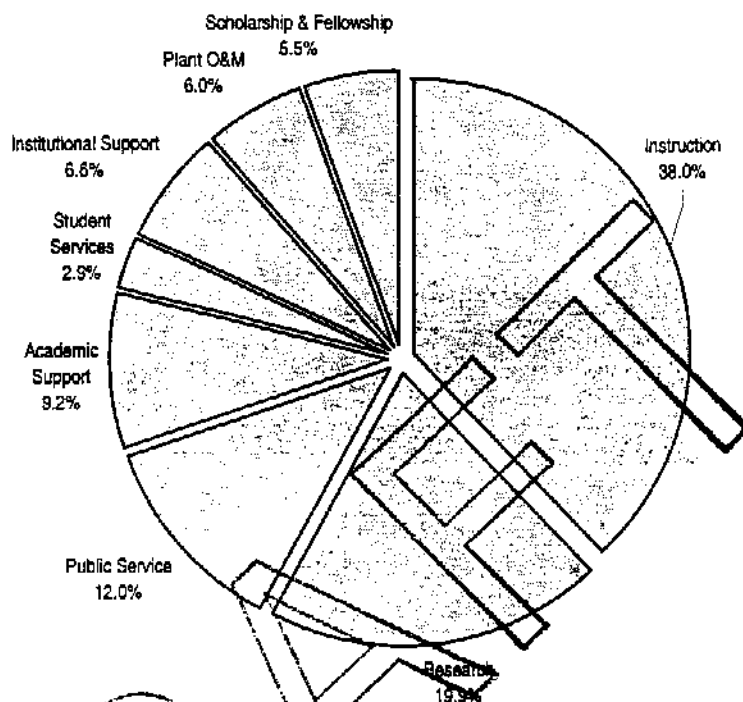
Aiken Tech	www.aik.tec.sc.us/atc-vision.htm
Central Carolina Tech	www.sum.tec.sc.us/mission.htm
Chesterfield-Marlboro Tech	web.infoave.net/~cmtc/G1.htm
Denmark Tech	www.den.tec.sc.us <About Denmark Tech>
Florence-Darlington Tech	www.flo.tec.sc.us/geninfo/page4.htm
Greenville Tech	www.greenvilletech.com/accredit.htm
Horry-Georgetown Tech	www.hor.tec.sc.us/gen/mission.htm

Mission Focus - Expenditure of Funds by Sector, Figure 1.1

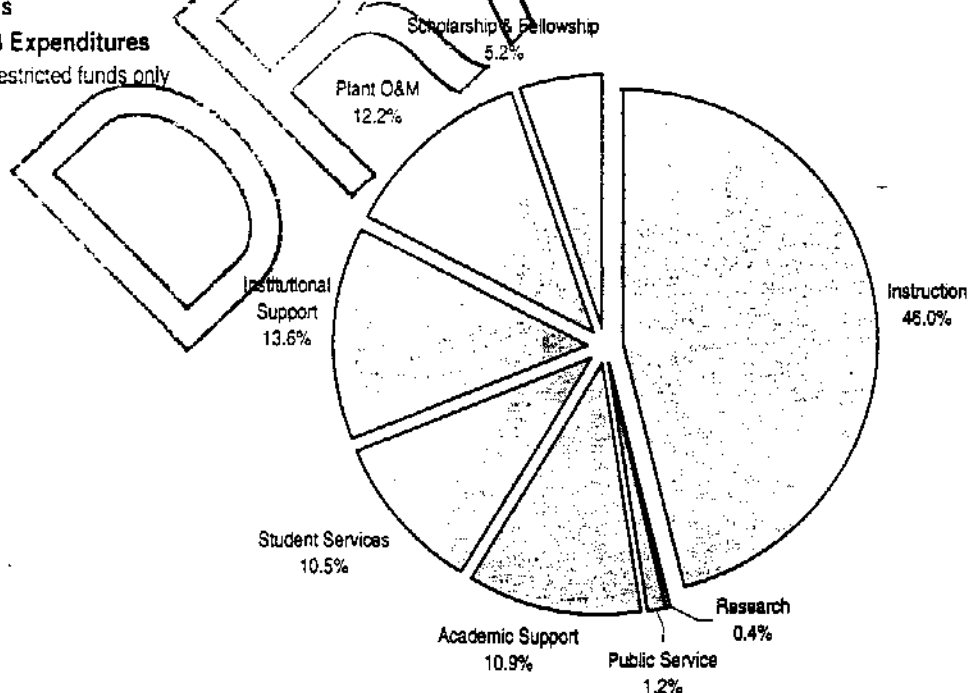
The following charts display expenditures of funds by category for each sector. Expenditures include restricted and unrestricted funds for the Research Sector and unrestricted expenditures for all the other sectors. The data tables that follow these charts outline dollars expended, the percent that those dollars represent of total expenditures, and the category or categories that institutions have chosen to show movement over time.

Figure 1.1 - Source: Integrated Post-Secondary Education Data System (IPEDS) Annual Survey, As reported by institutions

Research Universities
FY 1997-98 Expenditures
 Includes restricted & unrestricted funds



Four-Year Colleges and Universities
FY 1997-98 Expenditures
 Includes unrestricted funds only



Mission Focus - Expenditure of Funds by Sector, Table 1.1

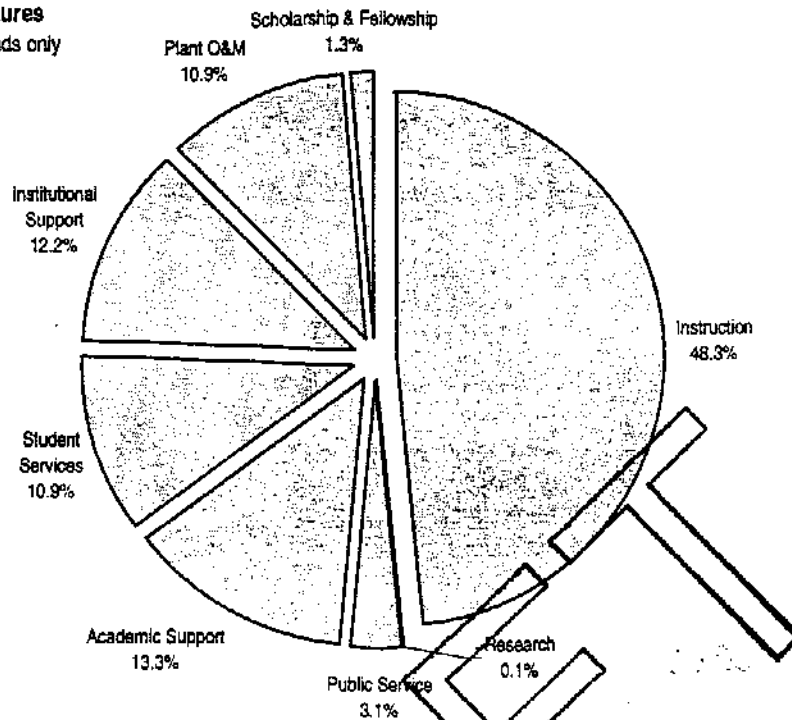
Table 1.1 - Source: IPEDS Annual Survey, As reported by Institutions

FY 1997-98 Expenditures

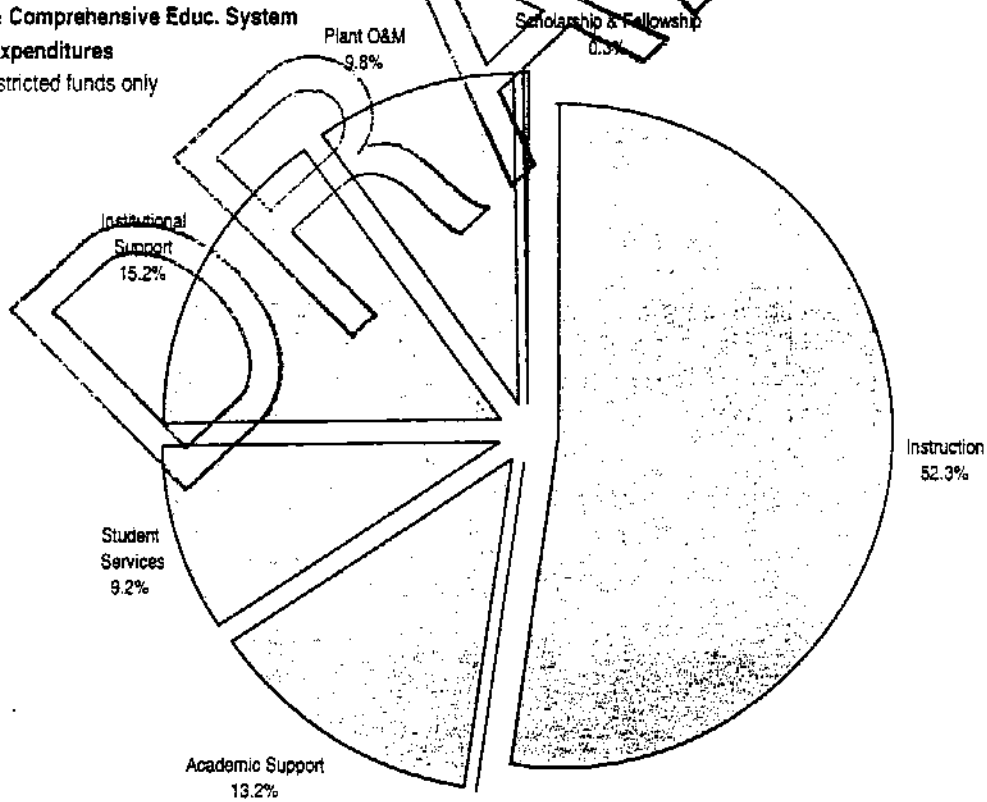
Institution	Total Education and General Expenditures	Instruction Total \$ % of Total	Research Total \$ % of Total	Public Service Total \$ % of Total	Academic Support Total \$ % of Total	Student Services Total \$ % of Total	Institutional Support Total \$ % of Total	Plant O&M Total \$ % of Total	Scholarships & Fellowship Total \$ % of Total
Research Universities									
Clemson	\$302,805,207	\$87,922,958 29.0%	\$72,340,315 23.9%	\$51,061,649 16.9%	\$21,002,982 6.9%	\$8,613,060 2.8%	\$20,290,580 6.7%	\$16,939,206 5.6%	\$24,834,457 8.1%
USC Columbia	\$383,273,541	\$151,897,022 39.6%	\$61,430,966 16.0%	\$40,312,695 10.5%	\$41,522,291 10.8%	\$12,685,328 3.3%	\$26,347,748 6.9%	\$23,433,272 6.1%	\$25,644,219 6.7%
MUSC	\$261,729,780	\$120,932,368 46.2%	\$55,255,856 21.1%	\$21,926,760 8.4%	\$24,253,650 9.3%	\$5,765,894 2.2%	\$15,512,886 5.9%	\$16,315,991 6.2%	\$1,766,375 0.7%
Four-Year Colleges and Universities									
The Citadel	\$31,282,879	\$13,292,820 42.5%	\$1,556 0.0%	\$517,208 1.7%	\$3,050,431 9.8%	\$3,905,892 12.5%	\$4,767,749 15.2%	\$4,714,543 15.1%	\$1,033,180 3.3%
Coastal Carolina	\$33,068,675	\$14,282,281 43.2%	\$198,955 0.6%	\$122,423 0.4%	\$2,833,973 8.6%	\$4,626,148 13.7%	\$4,922,026 13.1%	\$3,099,806 9.4%	\$3,683,063 11.1%
College of Chas.	\$63,587,516	\$32,715,298 51.4%	\$731,731 1.2%	\$401,370 0.6%	\$6,968,584 11.0%	\$4,196,331 6.6%	\$8,413,440 13.2%	\$8,351,767 13.2%	\$1,801,965 2.8%
Francis Marion	\$26,082,687	\$11,884,889 45.6%	\$26,814 0.1%	\$155,869 0.6%	\$2,472,701 9.5%	\$2,755,872 10.6%	\$3,857,213 14.8%	\$3,466,623 13.3%	\$1,462,806 5.6%
Lander University	\$20,769,563	\$9,467,491 45.6%	\$0 0.0%	\$54,240 0.3%	\$1,673,027 8.1%	\$2,527,048 12.2%	\$3,187,219 15.4%	\$2,850,480 13.7%	\$990,050 4.8%
SC State	\$37,374,104	\$17,307,440 46.3%	\$215,040 0.6%	\$192,208 0.5%	\$5,469,104 14.6%	\$3,375,554 9.0%	\$5,390,038 14.4%	\$4,785,670 12.8%	\$637,953 1.7%
USC Aiken	\$20,169,405	\$9,549,825 47.0%	\$58,926 0.3%	\$76,843 0.4%	\$1,940,932 9.6%	\$2,505,889 12.4%	\$2,101,658 10.4%	\$1,802,142 8.9%	\$1,527,185 7.6%
USC Spartanburg	\$22,812,836	\$10,699,329 46.9%	\$44,013 0.2%	\$268,387 1.2%	\$3,042,746 13.3%	\$2,500,398 11.0%	\$2,774,682 12.2%	\$2,374,896 10.4%	\$1,108,385 4.9%
Wintrop	\$42,099,180	\$17,726,129 42.1%	\$25,665 0.1%	\$1,174,266 2.8%	\$4,815,383 11.4%	\$5,005,174 11.9%	\$5,471,886 13.0%	\$4,780,787 11.4%	\$3,099,890 7.4%
Two-Year Institutions-Branches of USC									
USC Beaufort	\$4,276,110	\$1,868,682 43.7%	\$15,569 0.4%	\$316,789 7.4%	\$532,047 12.4%	\$459,818 10.8%	\$372,283 8.7%	\$574,672 13.4%	\$36,250 0.8%
USC Lancaster	\$4,399,465	\$2,193,473 49.9%	\$0 0.0%	\$240,042 5.5%	\$485,865 11.0%	\$595,976 13.5%	\$368,988 8.4%	\$451,700 10.3%	\$63,421 1.4%
USC Salkehatchie	\$3,351,725	\$1,832,182 48.7%	\$47 0.0%	\$1,393 0.0%	\$444,244 13.3%	\$285,352 8.5%	\$536,701 16.0%	\$388,077 11.6%	\$63,729 1.9%
USC Sumter	\$6,192,173	\$2,997,299 48.4%	\$0 0.0%	\$21,856 0.4%	\$974,277 15.7%	\$630,646 10.2%	\$878,566 14.2%	\$815,921 9.9%	\$73,608 1.2%
USC Union	\$1,317,378	\$640,162 48.6%	\$25 0.0%	\$23,912 1.8%	\$154,256 11.7%	\$151,617 11.5%	\$228,645 17.4%	\$106,161 8.1%	\$12,601 1.0%

Mission Focus - Expenditure of Funds by Sector, Figure 1.1

Two-Year Campuses of USC
FY 1997-98 Expenditures
Includes unrestricted funds only



State Tech. & Comprehensive Educ. System
FY 1997-98 Expenditures
Includes unrestricted funds only



Mission Focus - Review of Programs, Table 1.2

The Commission on Higher Education (CHE) sees the review of existing academic programs as a critical component in its statewide mission of ensuring the quality and integrity of degree-granting programs in the public higher education sector. In its broadest contents, program review serves as an instrument for gauging the health of the state's academic programs as well as a strategic planning device for determining the present and future needs of specific discipline areas (i.e., new program development) throughout South Carolina. In terms of other areas of CHE responsibility, existing program review can have implications for facilities planning, access and equity planning, and general research and policy analysis.

The CHE places programs it reviews on eight-year cycles. The cycles are developed in consultation with the chief academic officers of the colleges and universities and are categorized using broad descriptors (i.e., English, Life Sciences, Business, etc.). Measuring the success of academic programs is a complex and multifaceted task, and consequently, the CHE reviews a broad range of source materials concerning each academic program under review. The CHE draws from qualitative as well as quantitative data so as to formulate a comprehensive picture of the health of individual programs. It then makes statewide determinations as to the quality of the discipline in South Carolina based largely on the cumulative evaluation of individual programs and on other relevant data.

The following outlines briefly what disciplines have been reviewed over the last 3 years. For a full description of this process and the complete cycle, see the CHE's website at <http://www.che400.state.sc.us> and go to "Policies and Procedures Manual."

1995-96	1996-97	1997-98
Library Science	Architecture	English
Physical Science	Dentistry	Life Sciences
Visual & Performing Arts	Health Sciences	

Table 1.2 - Source: CHE Academic Affairs Program Review

PROGRAM REVIEW SUMMARY 1995-98

	Fully- Approved Prgrms	Provisionally- Approved Prgrms	Recommend Termination of Prgrms	Institutionally- Terminated Prgrms	Follow-up Removal of Prgrms
Research Universities					
Clemson	34	16	1	1	
USC-Columbia	57	1			
MUSC	21	1		4	
Four-Year Colleges and Comprehensive Universities					
Citadel	7				
Coastal Carolina	6				
College of Charleston	13				
Francis Marion	7	1			
Lander	5	1			
SC State	9	2			
USC-Aiken	3				
USC-Spartanburg	3				
Winthrop	13	2			

Mission Focus - Expenditure of Funds by Sector, Table 1.1

Table 1.1 - Source: IPEDS Annual Survey, As reported by institutions

FY 1987-88 Expenditures

Institution	Total Education and General Expenditures	Instruction Total \$ % of Total	Research Total \$ % of Total	Public Service Total \$ % of Total	Academic Support Total \$ % of Total	Student Services Total \$ % of Total	Institutional Support Total \$ % of Total	Plant O&M Total \$ % of Total	Scholarships & Fellowship Total \$ % of Total
State Tech. & Comprehensive Educ. System									
Aiken	\$9,119,336	\$4,733,380 51.9%	\$0 0.0%	\$0 0.0%	\$1,187,098 13.0%	\$738,490 8.1%	\$1,487,030 16.3%	\$973,338 10.7%	\$0 0.0%
Central Carolina	\$10,009,789	\$5,518,628 55.1%	\$0 0.0%	\$0 0.0%	\$1,463,236 14.6%	\$820,218 8.2%	\$1,266,613 12.7%	\$924,718 9.2%	\$16,376 0.2%
Chesterfield-Marlboro	\$3,925,747	\$1,655,605 42.2%	\$0 0.0%	\$0 0.0%	\$527,957 13.4%	\$364,458 9.3%	\$880,591 22.4%	\$496,287 12.6%	\$849 0.0%
Denmark	\$4,368,696	\$2,267,758 51.9%	\$0 0.0%	\$0 0.0%	\$584,028 13.6%	\$551,319 15.1%	\$745,149 17.1%	\$100,442 2.3%	\$0 0.0%
Florence-Darlington	\$15,147,424	\$7,189,000 47.3%	\$0 0.0%	\$0 0.0%	\$2,438,684 16.1%	\$2,479,832 16.4%	\$2,488,584 16.4%	\$1,571,224 10.4%	\$0 0.0%
Greenville	\$38,137,011	\$21,378,874 56.1%	\$0 0.0%	\$0 0.0%	\$4,786,649 12.5%	\$2,850,215 7.5%	\$2,927,749 12.3%	\$3,885,262 10.1%	\$348,862 0.9%
Horry-Georgetown	\$12,831,668	\$6,439,006 50.2%	\$0 0.0%	\$0 0.0%	\$2,002,107 15.6%	\$885,556 6.9%	\$2,268,432 17.7%	\$1,220,093 9.5%	\$16,474 0.1%
Midlands	\$35,001,998	\$18,728,799 53.5%	\$0 0.0%	\$0 0.0%	\$4,577,412 13.1%	\$3,940,387 11.3%	\$4,188,390 12.0%	\$3,480,349 9.9%	\$86,661 0.2%
Orangeburg-Calhoun	\$9,240,053	\$5,059,156 54.8%	\$0 0.0%	\$0 0.0%	\$944,042 10.2%	\$650,754 6.0%	\$1,706,831 18.5%	\$960,796 10.4%	\$21,474 0.2%
Piedmont	\$13,864,213	\$6,298,605 45.4%	\$0 0.0%	\$0 0.0%	\$2,989,461 21.6%	\$840,840 6.1%	\$2,019,360 14.6%	\$1,669,058 12.0%	\$57,089 0.4%
Spartanburg Tech	\$12,802,070	\$7,043,945 55.0%	\$0 0.0%	\$0 0.0%	\$1,358,661 10.6%	\$1,381,644 10.8%	\$1,990,307 15.5%	\$999,175 7.8%	\$28,338 0.2%
Tech. Coll of Lowentry	\$5,875,476	\$2,315,763 39.4%	\$0 0.0%	\$0 0.0%	\$1,003,835 17.1%	\$667,793 11.4%	\$1,182,864 20.1%	\$690,389 11.8%	\$15,032 0.3%
Tri-County	\$14,085,714	\$7,640,648 54.2%	\$0 0.0%	\$0 0.0%	\$1,725,751 12.3%	\$1,111,103 7.9%	\$2,274,541 16.1%	\$1,333,071 9.5%	\$0 0.0%
Trent Tech	\$35,319,997	\$19,043,596 53.8%	\$0 0.0%	\$0 0.0%	\$3,911,273 11.1%	\$3,799,206 10.8%	\$5,230,418 14.8%	\$3,275,664 9.3%	\$89,840 0.3%
Williamsburg	\$2,493,210	\$881,332 35.3%	\$0 0.0%	\$0 0.0%	\$197,354 7.9%	\$199,166 8.0%	\$817,439 32.8%	\$389,869 15.6%	\$8,050 0.3%
York	\$15,347,502.00	\$8,371,184.00 54.5%	\$0.00 0.0%	\$0.00 0.0%	\$1,572,730.00 10.2%	\$1,488,666.00 9.7%	\$2,541,521.00 16.6%	\$1,373,401.00 8.9%	\$0.00 0.0%

Section II – Quality of Faculty

DRAFT

Mission Focus - Review of Programs, Table 1.2

PROGRAM REVIEW SUMMARY 1995-98, cont.

Fully-
Approved
Prgrms

Provisionally-
Approved
Prgrms

Recommend
Termination of
Prgrms

Institutionally-
Terminated
Prgrms

Follow-up
Removal of
Prgrms

Two-Year Institutions-Branches of USC

USC-Beaufort

USC-Lancaster

USC-Salkehatchie

USC-Sumter

USC-Union

State Technical and Comprehensive Education System

Aiken

Central Carolina

Chesterfield-Marlboro

Denmark

Florence-Darlington

Greenville

Horry-Georgetown

Midlands

Orangeburg-Calhoun

Piedmont

Spartanburg

Tech College of the Low Country

Tri-County

Trident

Williamsburg

York

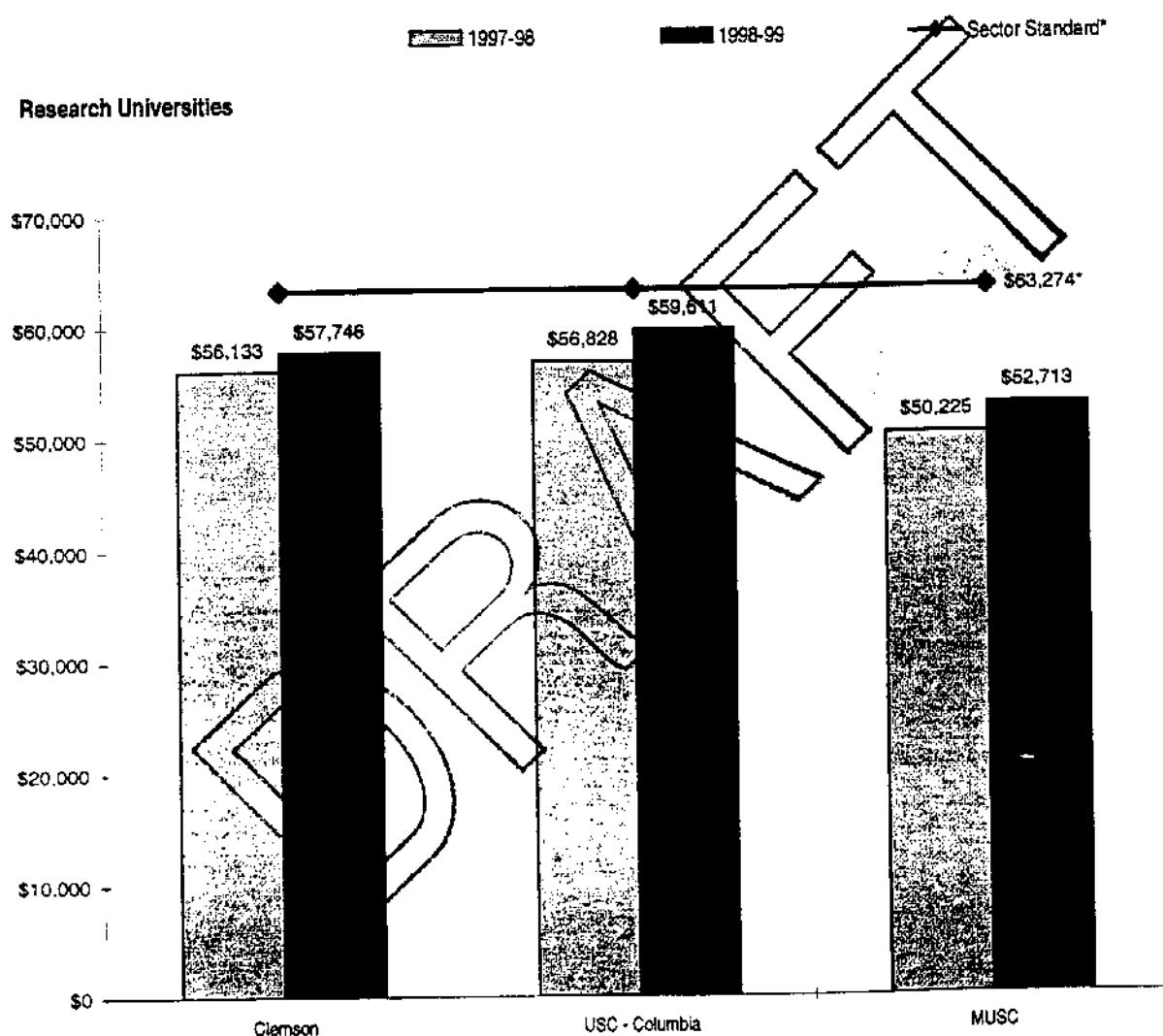
(pending completion by CHE from Academic Affairs Division Reports)

Quality of Faculty - Compensation of Faculty by Sector, Figure 2.1

Faculty is defined for four-year institutions by College and University Personnel Administrators (CUPA) instructions and for two-year institutions by Integrated Post-Secondary Educational Data System (IPEDS salaries survey) instructions. The **average salary** defined here is 9 to 10 months salaries (or 11 to 12 months salaries converted to 9 to 10 month salaries). The average salary in the research, teaching and regional sectors represents the total average from four categories (instructor, assistant professor, associate professor, professor). The technical colleges do not utilize faculty rank and are represented here as simply the average of all faculty at the institution.

Figure 2.1 - Source: IPEDS Salaries Survey (9 month contract basis)

Average Salaries of Full-Time Teaching Faculty



*Sector Standard is based on the most recent national data, adjusted for inflation

Section II – Quality of Faculty

The second critical success factor in performance funding looks at the quality of faculty at South Carolina's public institutions. The legislature identified six indicators: 2A-Academic and Other Credentials of Professors and Instructors; 2B- Performance Review System for Faculty (to include student and peer evaluations); 2C- Post-Tenure Review for Tenured Faculty; 2D- Compensation of Faculty; 2E- Availability of Faculty to Students Outside the Classroom; and 2F-Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid, to use in assessing the quality of faculty. Among these indicators, Indicator 2A, "Academic and Other Credentials of Professors and Instructors," has been defined to measure whether or not faculty meet or exceed criteria defined by the Southern Association of Colleges and Schools (SACS). During 1998-99, institutions were measured as to whether or not faculty who teach one or more credit courses in the Fall semester met SACS criteria for faculty credentials and as to whether or not faculty exceeded SACS criteria.

Thirty-one of the 33 public institutions in the state had 100% of their faculty meeting the SACS requirement for credentials. All but one faculty member at each of the remaining two institutions met SACS requirements.

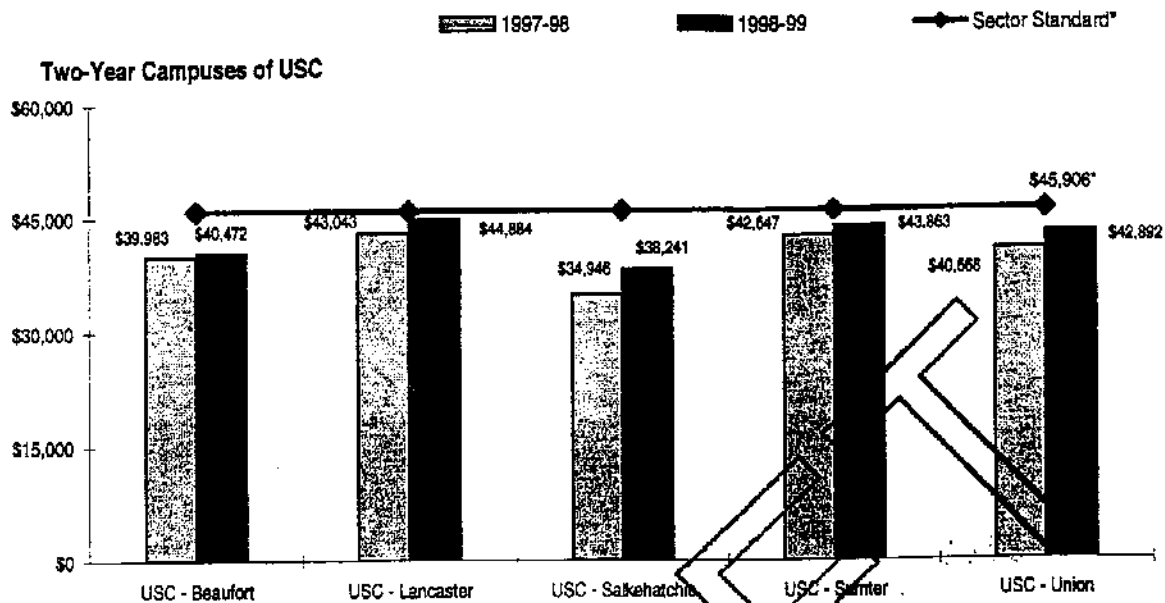
Indicator 2B requires that institutions annually review each faculty member's work. Reviews must incorporate data from a variety of sources including assessments by students and deans or department chairs. Results must be used in faculty rewards and faculty development. During 1998-99, institutions provided details regarding their compliance. All of South Carolina's public colleges and universities are in the process of full implementation of this indicator.

The next indicator, 2C, requires that each institution that awards tenure to faculty also have in place post-tenure review procedures that conform with "best practices," as approved by the Commission on Higher Education (CHE), that tenured faculty must be reviewed every 6 years. Effective with 1998-99, institutions have developed policies and procedure for post-tenure review and have submitted them to the CHE. All tenure-granting institutions are in the process of full implementation of post-tenure review. Another measure of faculty quality is the institution's investment in faculty salaries. Figure 2.1 shows the average faculty salaries for each institution over the last two years and the sector standard.

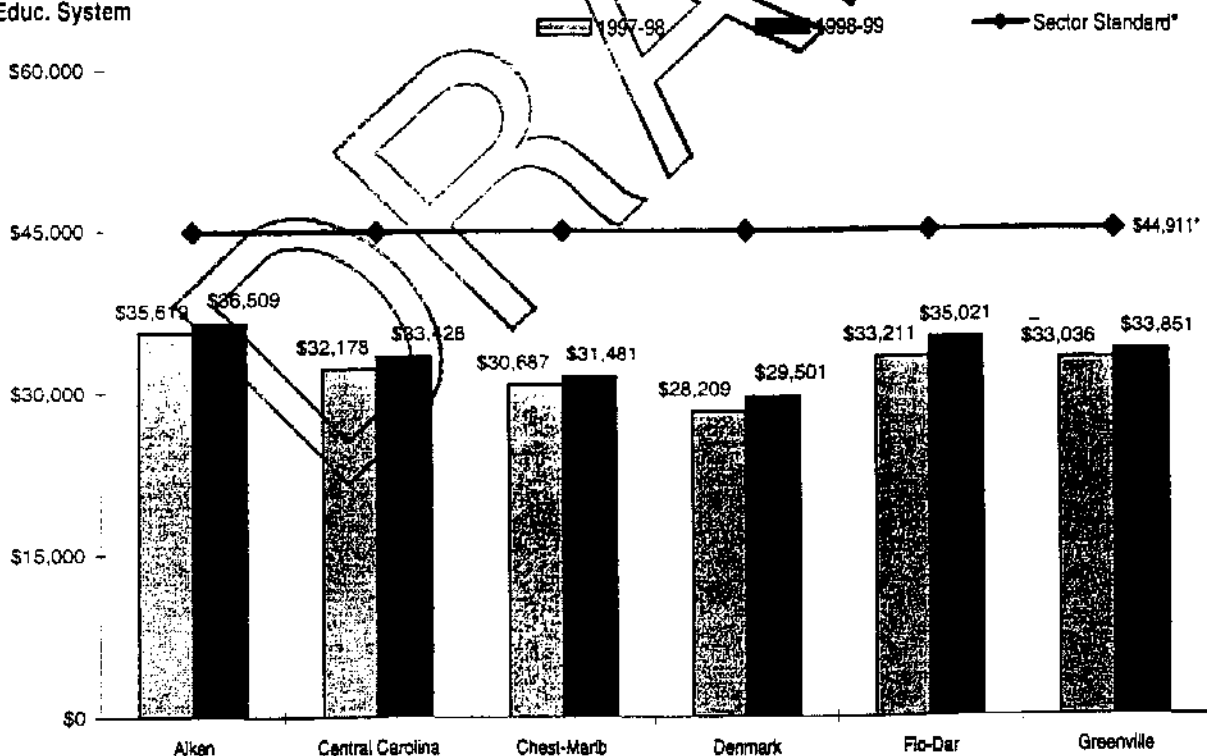
The final indicator related to the quality of the faculty is measured by the students' reported satisfaction with the availability of their instructors outside the classroom and the availability of their advisors. Both elements are measured by standardized survey questions administered by the institutions. Responses to both questions are shown in Figures 2.2 and Figures 2.3.

Quality of Faculty - Compensation of Faculty by Sector, Figure 2.1

Average Salaries of Full-Time Teaching Faculty



State Tech. and Comprehensive Educ. System

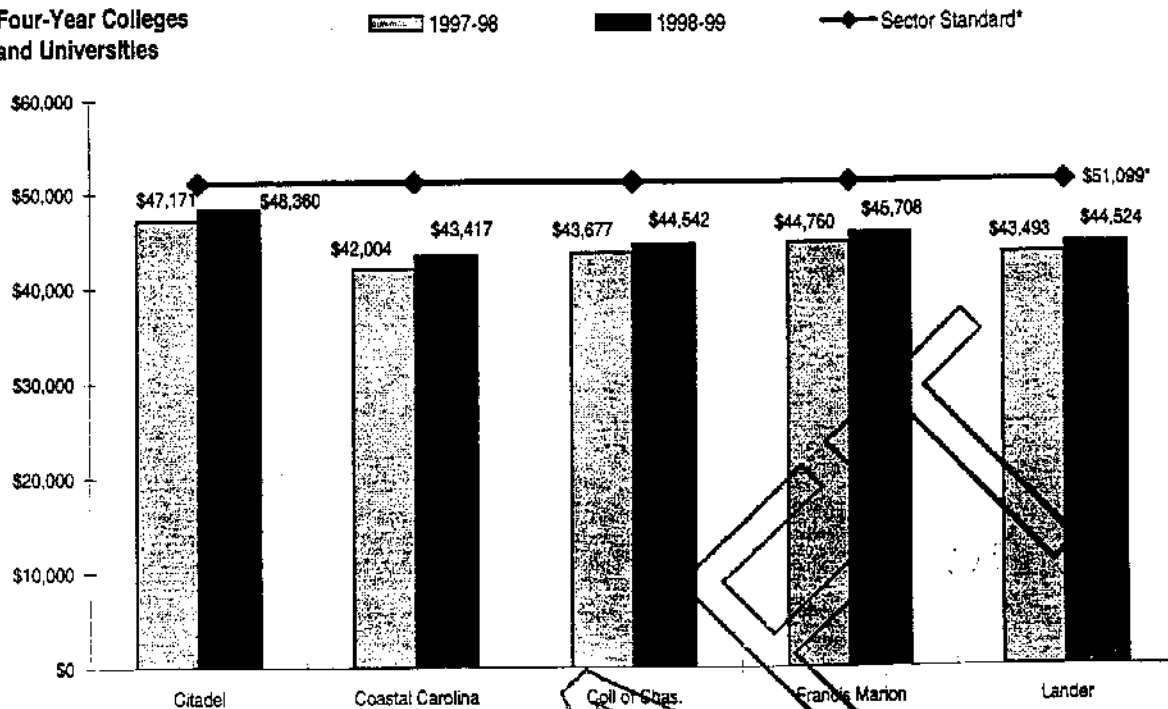


*Sector Standard is based on the most recent national data, adjusted for inflation

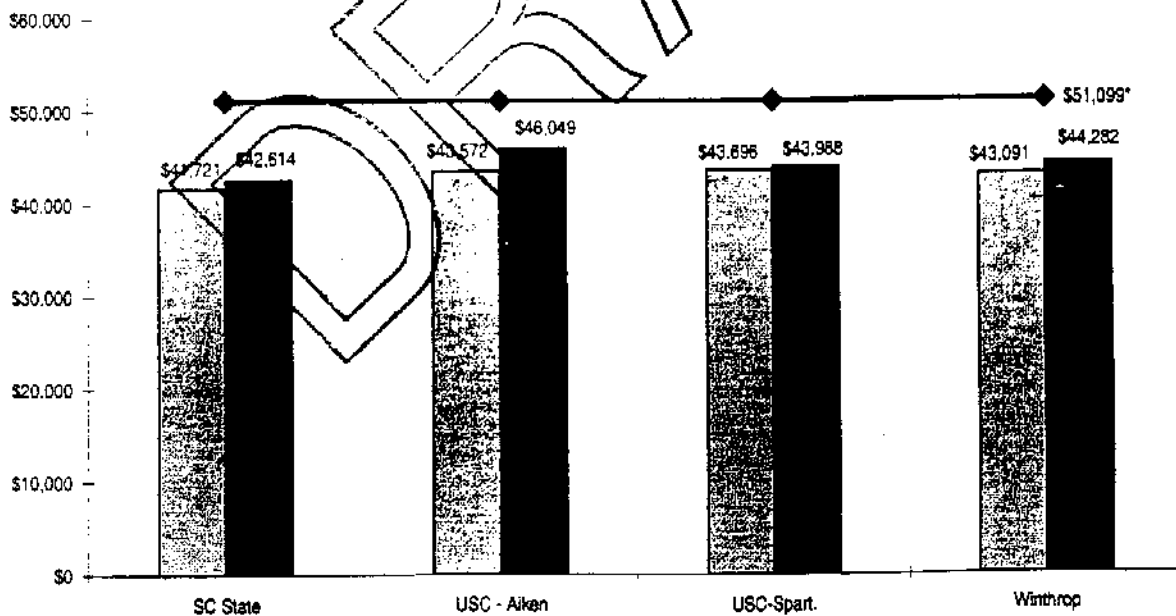
Quality of Faculty - Compensation of Faculty by Sector, Figure 2.1

Average Salaries of Full-Time Teaching Faculty

Four-Year Colleges and Universities



Four-Year Colleges and Universities, cont.



*Sector Standard is based on the most recent national data, adjusted for inflation

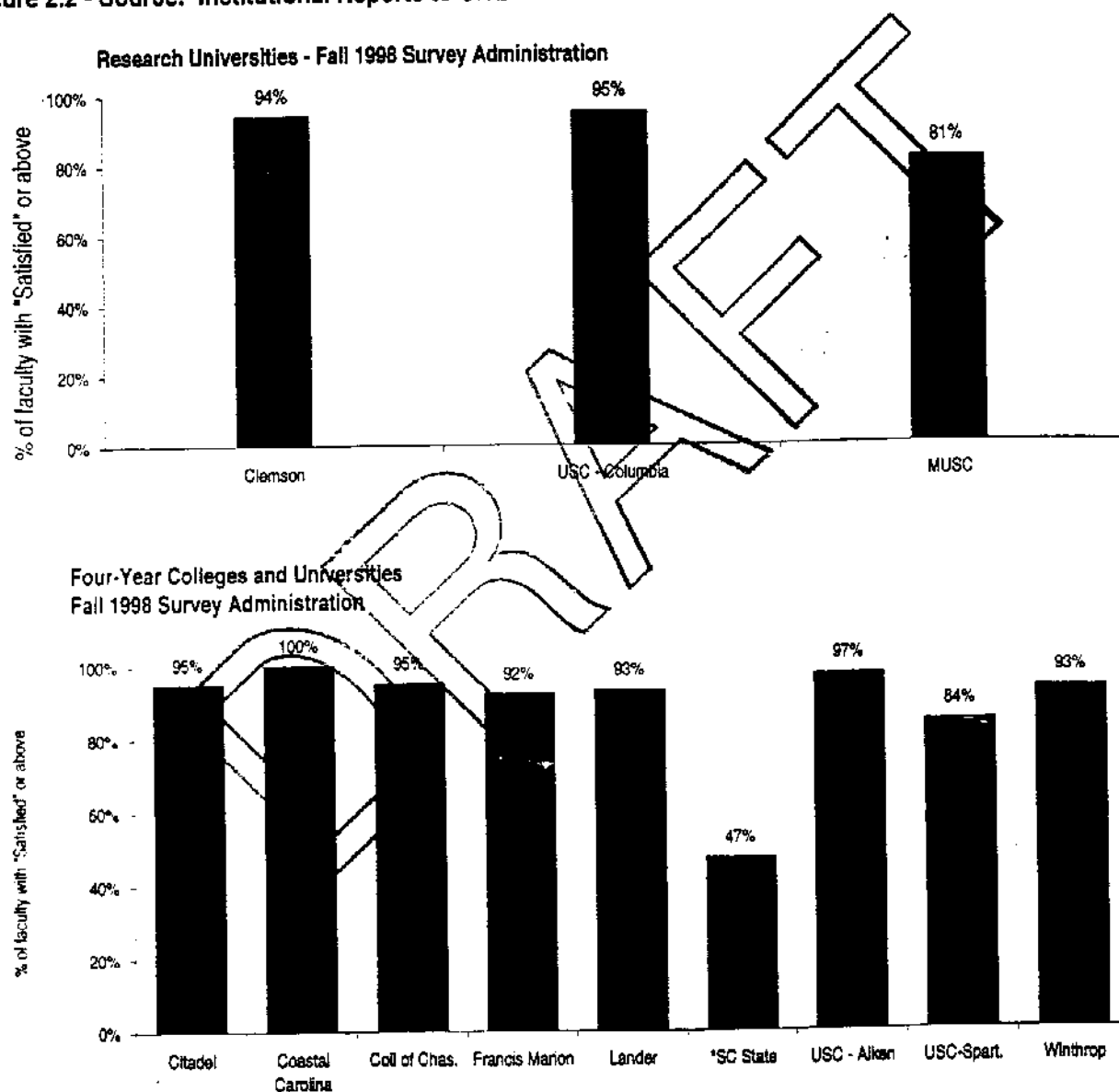
Quality of Faculty - Availability of Faculty to Students Outside of the Classroom, Figure 2.2

Performance Funding Indicator Subpart - 2E1 - Percent of Faculty Rated "Satisfied" on Availability

The first part of this measure involves a survey question that is administered by each institution to obtain student impressions of satisfaction with availability of course instructors. Each institution is measured on the percent of instructional faculty who receive a mean rating of "Satisfied" or above. The survey is administered in the Fall semester.

Survey question: "Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale below (In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, e-mail, fax, and other means)". The rating scale is Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied.

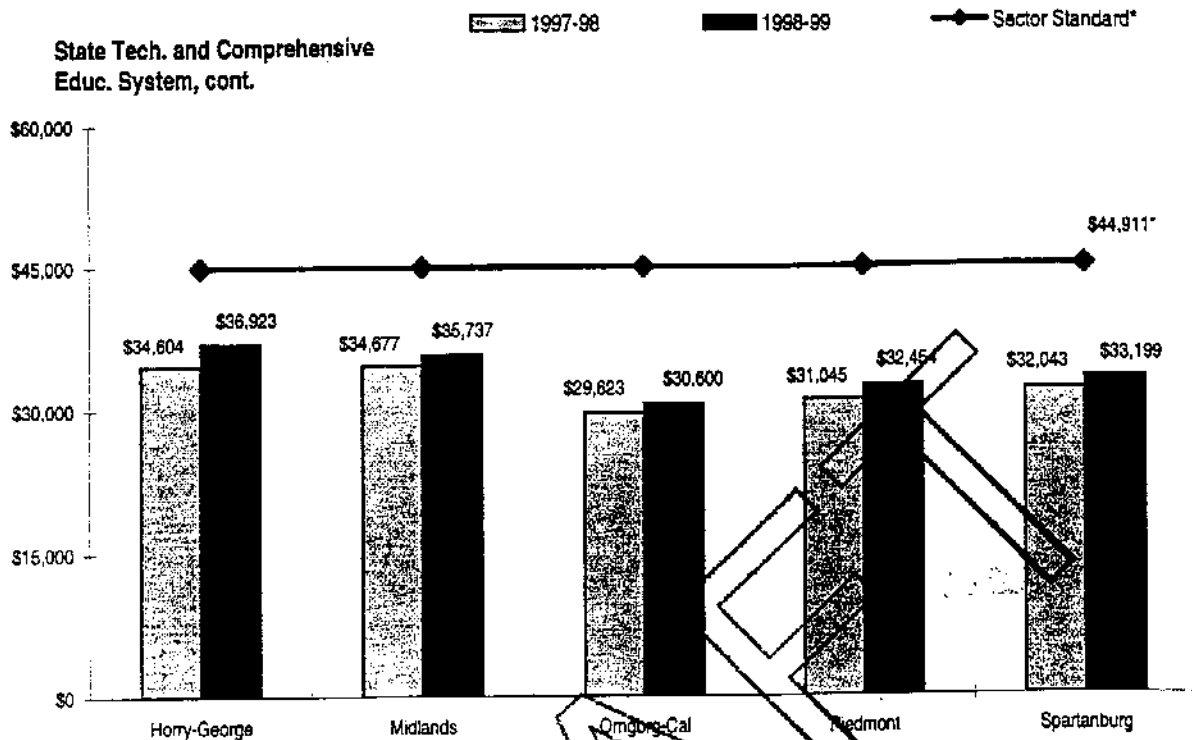
Figure 2.2 - Source: Institutional Reports to CHE



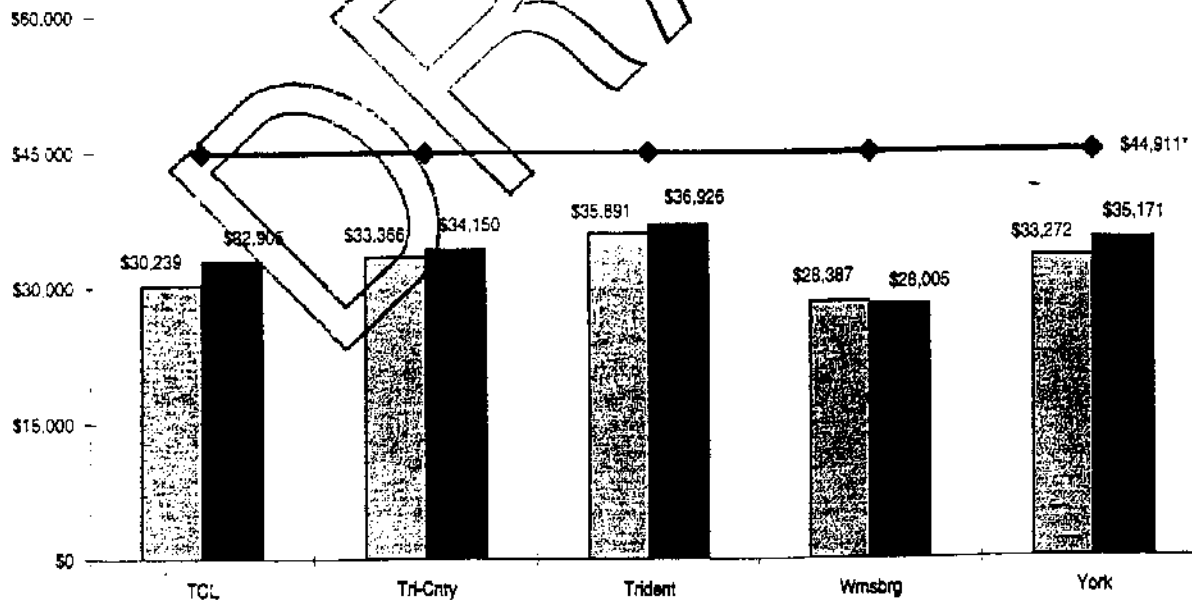
* Results may have been affected by procedural administration

Quality of Faculty - Compensation of Faculty by Sector, Figure 2.1

Average Salaries of Full-Time Teaching Faculty



State Tech and Comprehensive Educ. System, cont.

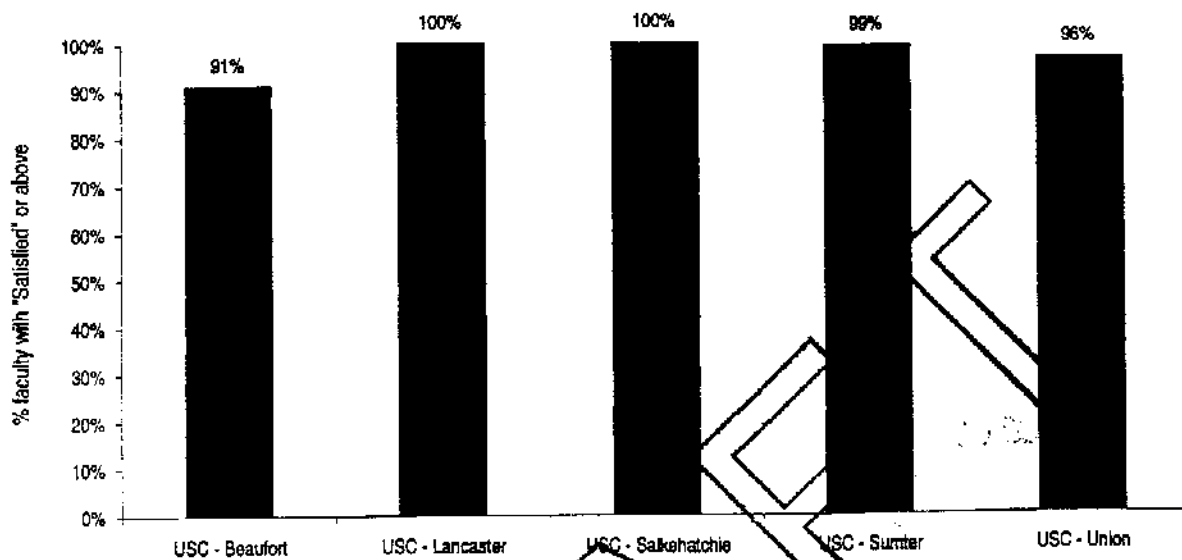


*Sector Standard is based on the most recent national data, adjusted for inflation

Quality of Faculty - Availability of Faculty to Students Outside of the Classroom, Figure 2.2

Performance Funding Indicator Subpart - 2E1 - Percent of Faculty Rated "Satisfied" on Availability

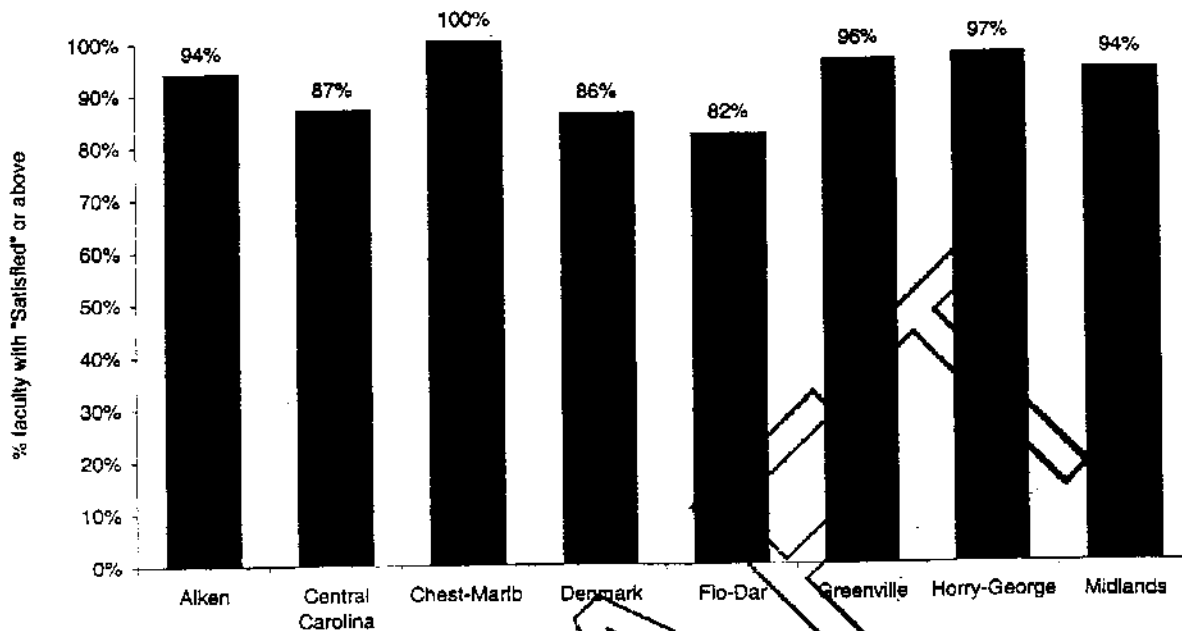
Two-Year Institutions-Branches of USC
Fall 1998 Survey Administration



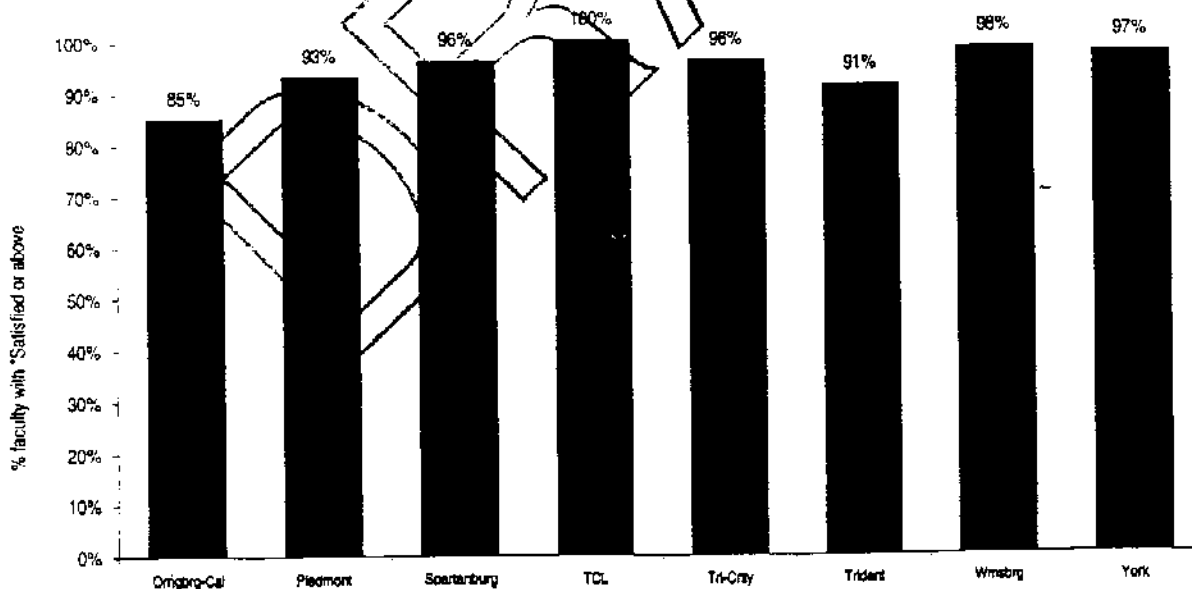
Quality of Faculty - Availability of Faculty to Students Outside of the Classroom, Figure 2.2

Performance Funding Indicator Subpart - 2E1 - Percent of Faculty Rated "Satisfied" on Availability

State Tech. and Comprehensive Educ. System
Fall 1998 Survey Administration



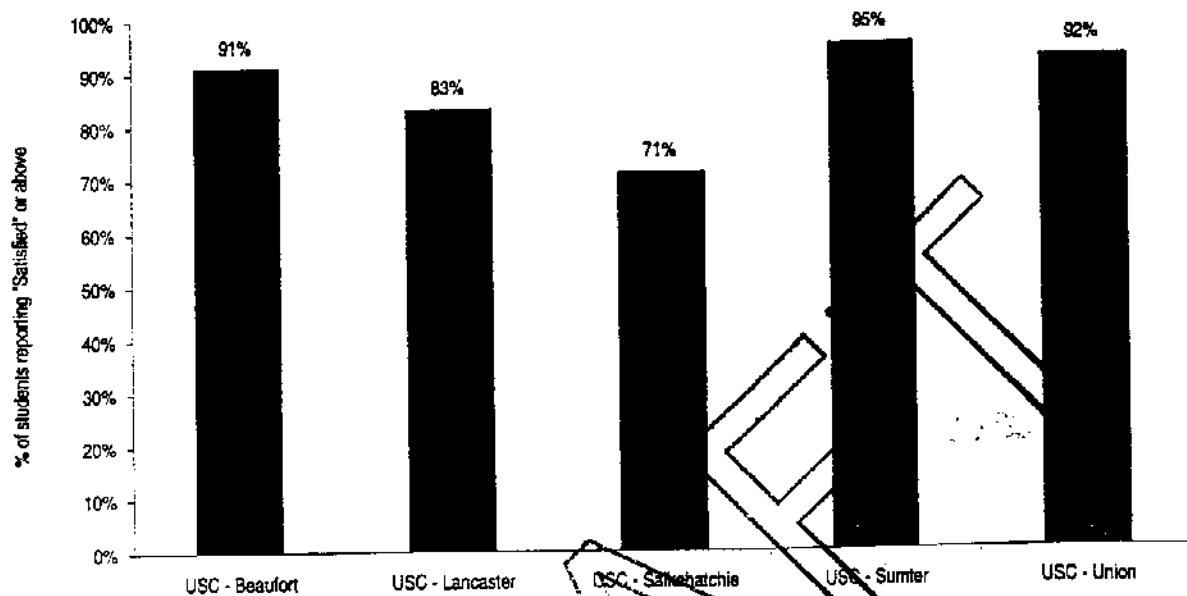
State Tech. and Comprehensive Educ. System, cont.
Fall 1998 Survey Administration



Quality of Faculty - Availability of Faculty to Students Outside of the Classroom, Figure 2.3

Performance Funding Indicator Subpart 2E2 - Percent Students "Satisfied" with Advisor Availability

Two-Year Institutions-Branches of USC
Spring 1998 Survey Administration



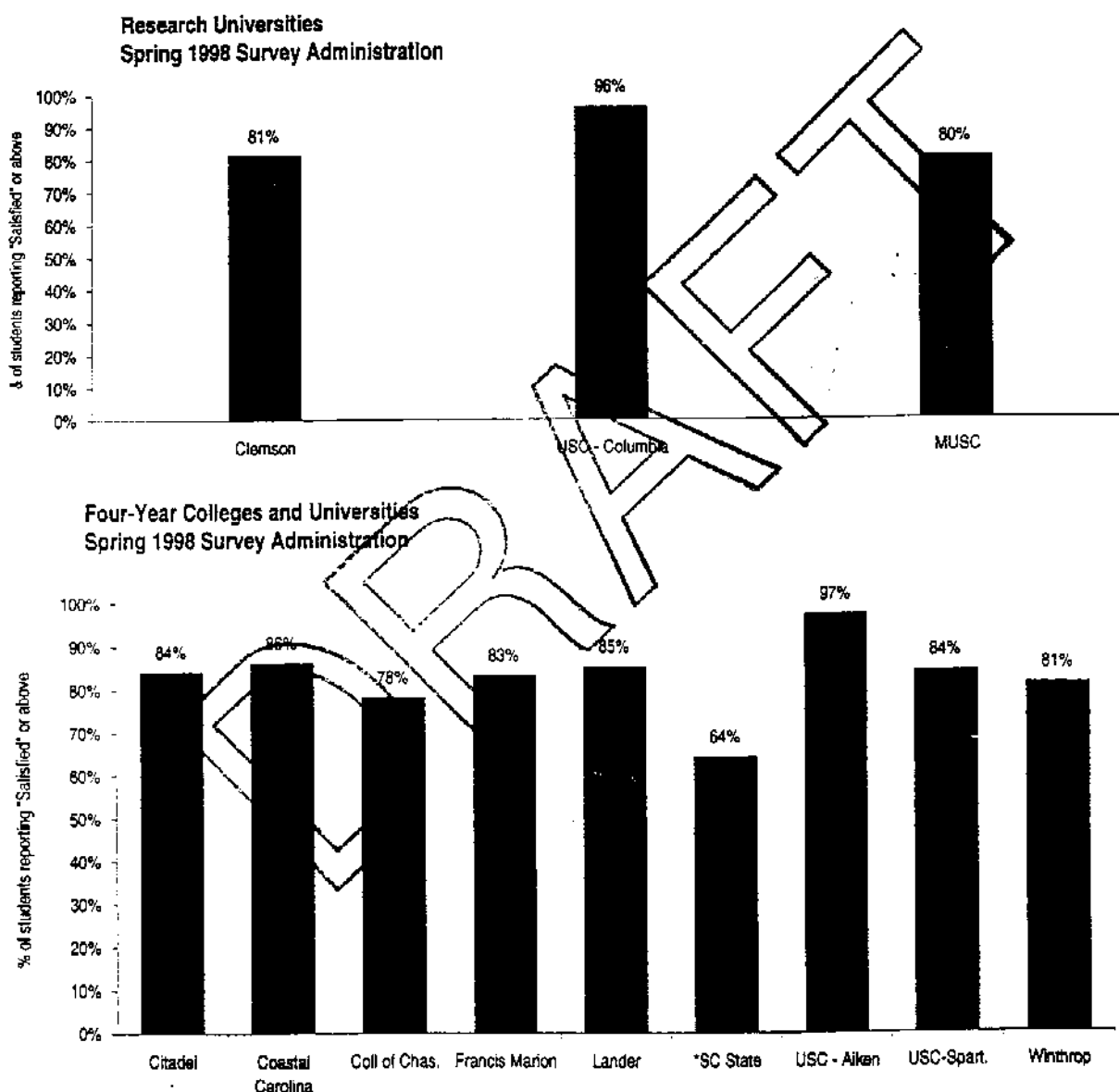
Quality of Faculty - Availability of Faculty to Students Outside of the Classroom, Figure 2.3

Performance Funding Indicator Subpart 2E2 - Percent Students "Satisfied" with Advisor Availability

This subpart looks at student impressions of satisfaction with availability of academic advisors. Each institution is measured on the percent of students who report a mean rating of "Satisfied" or above. The survey is administered in the Spring.

Survey question: "Please indicate your satisfaction with the availability of your academic advisor by choosing one response from the scale below. (In selecting your rating, consider the advisor's availability via office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, e-mail and other means. The rating scale is Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied."

Figure 2.3 - Source: Institutional Reports to the CHE



* Results may have been affected by procedural administration

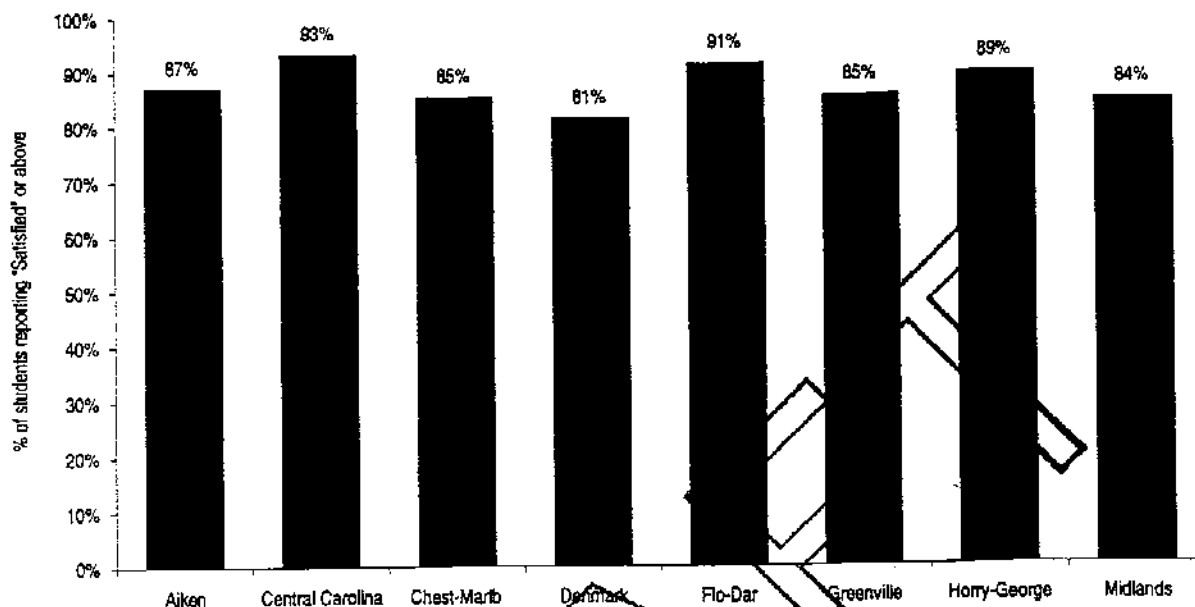
Section III – Instructional Quality

DRAFT

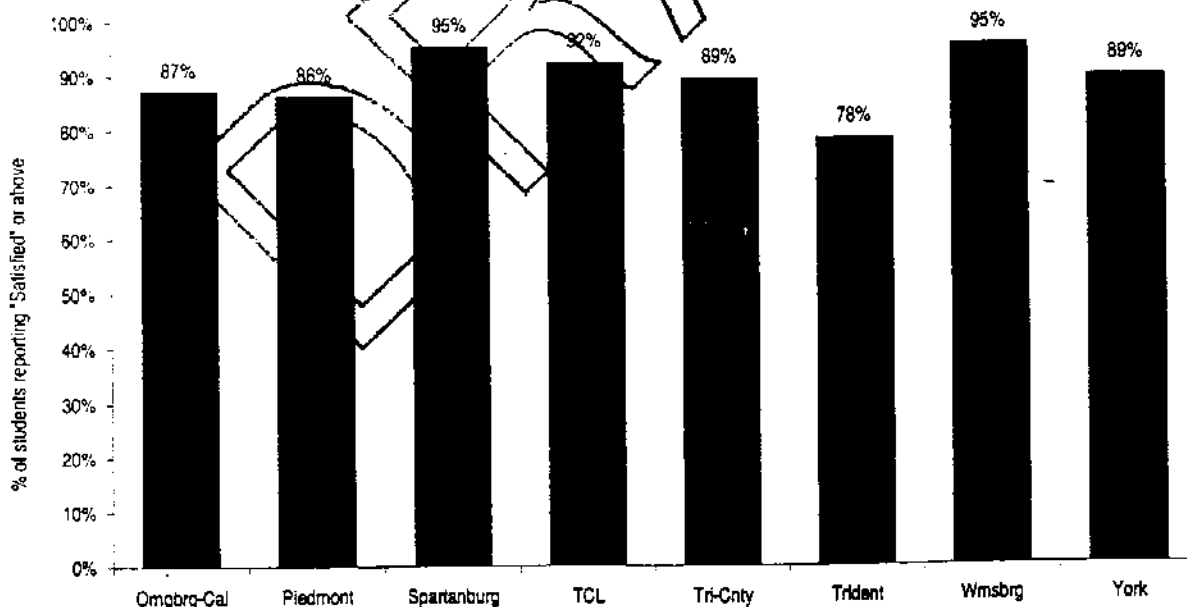
Quality of Faculty - Availability of Faculty to Students Outside of the Classroom, Figure 2.3

Performance Funding Indicator Subpart 2E2 - Percent Students "Satisfied" with Advisor Availability

State Tech. and Comprehensive Educ. System
Spring 1998 Survey Administration



State Tech. and Comprehensive Educ. System, cont.
Spring 1998 Survey Administration



Section III – Instructional Quality

USC-Spartanburg, and Winthrop. Those institutions who have recently been given initial accreditation include: the College of Charleston (initial programs only), Francis Marion, Lander, and USC-Aiken.

Figures 3.7-3.10 indicate each institution's performance in producing teacher education graduates who successfully pass the required exams and those who can fill critical shortages – both for specific subject areas and for minority teachers. Results for the last two years of available data shows increases in meeting subject area needs but decreases in the percentage of teacher education graduates who are African American.

DRAFT

Section III – Instructional Quality

The Commission on Higher Education (CHE) collects data related to instructional quality. One indicator tracks average class size for lower division (freshman-sophomore) and upper division (junior-senior) courses and average student/faculty ratios. These are displayed in this section in Figures 3.1, 3.2, and 3.3 together with the standards for each sector. The concern with these measures is to ensure that average class sizes, especially for freshman-sophomore level courses, are small enough to allow for discussion and individual attention, yet large enough to be efficient and to have a sufficient critical mass of students.

Table 3.1 indicates the number and percent of course sections taught by full-time faculty, part-time faculty and graduate assistants. Another indicator, 3B-Number of Credit Hours Taught by Faculty (Figure 3.4), is the average student credit hours taught by teaching faculty. This indicator measures the productivity of faculty.

Indicator 3C-Ratio of Full-Time Faculty as Compared to Other Full-Time Employees (Figure 3.5) addresses the faculty and administrative personnel numbers. Sector standards are based on national data for comparable institutions. Variations among institutions with average class sizes, student/faculty ratios, and the ratios of faculty to other employees may reflect differences in academic programs and other factors unique to an individual institution.

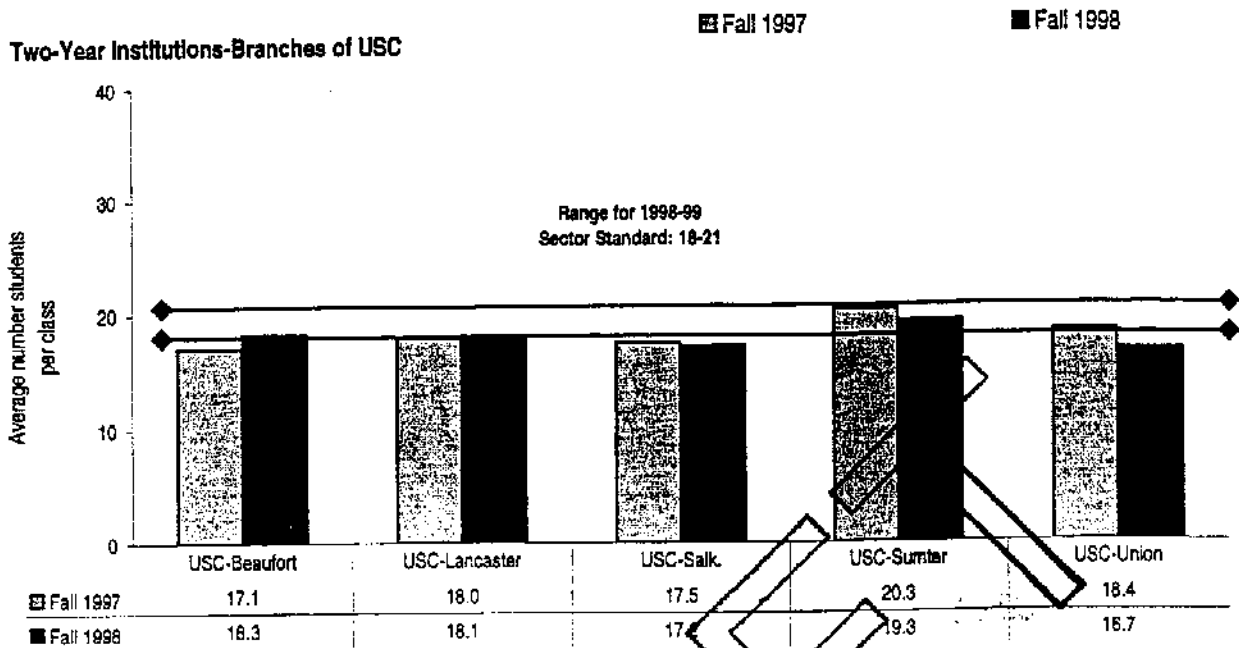
Data on national accreditation of specific academic degree programs is also provided. Figure 3.6 and Table 3.3 summarize the number of programs at each institution which are eligible for accreditation by a specialized accrediting organization recognized by the U.S. Department of Education. Some accrediting bodies (e.g., education and public health) accredit schools or units within the institutions, while others (e.g., business and engineering) accredit individual programs within the school or unit. The process of accreditation involves an external review based on national standards typically pertaining to the curriculum, faculty, students, resources and overall administration of the program; therefore, attainment of such accreditation is often considered an indication of overall program quality. However, lack of program accreditation is not necessarily an indication of lack of quality. For example, some institutional administrators intentionally choose not to pursue accreditation for an accreditable program because the cost to do so may be considered too high. The Table 3.3 presents two successive years of data in order to establish a comparison from one year to the next. It indicates that our institutions continue to have significant numbers of their programs accredited and most have moved in a positive direction. Overall, there have been significant increases, especially in the teaching minority sector, in the number and percent of programs accredited. Finally, specifics to teacher education programs are presented.

Each institution that has a teacher education program is measured on its attainment of initial accreditation or candidacy for accreditation by the National Council for Accreditation of Teacher Education (NCATE). Performance funding indicator 3E-Institutional Emphasis on Quality Teacher Education and Reform encompasses this accreditation as the first subpart of the measure (subpart 3E1-Program Quality, NCATE Accreditation) and includes attainment of initial accreditation or candidacy for accreditation and maintaining such accreditation once achieved.

As of June 30, 1999, all public teacher education programs in South Carolina were in the process of accreditation by NCATE. Those who have been fully-accredited include: Clemson (accredited, but on probation), USC-Columbia, The Citadel (accredited, but on probation), Coastal Carolina, SC State,

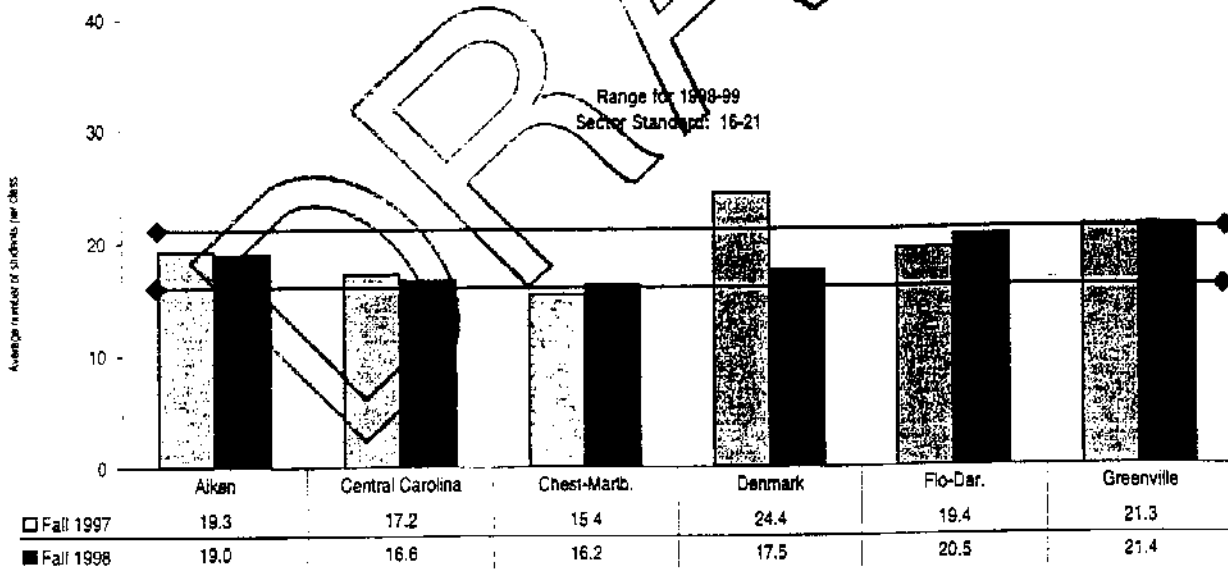
Instructional Quality - Class Size, Figure 3.1

Performance Funding Indicator Subpart 3A1a - Lower Division Class Size, cont.



Range for 1997-98 Sector Standard: 16-18

State Tech. and Comprehensive Educ. System



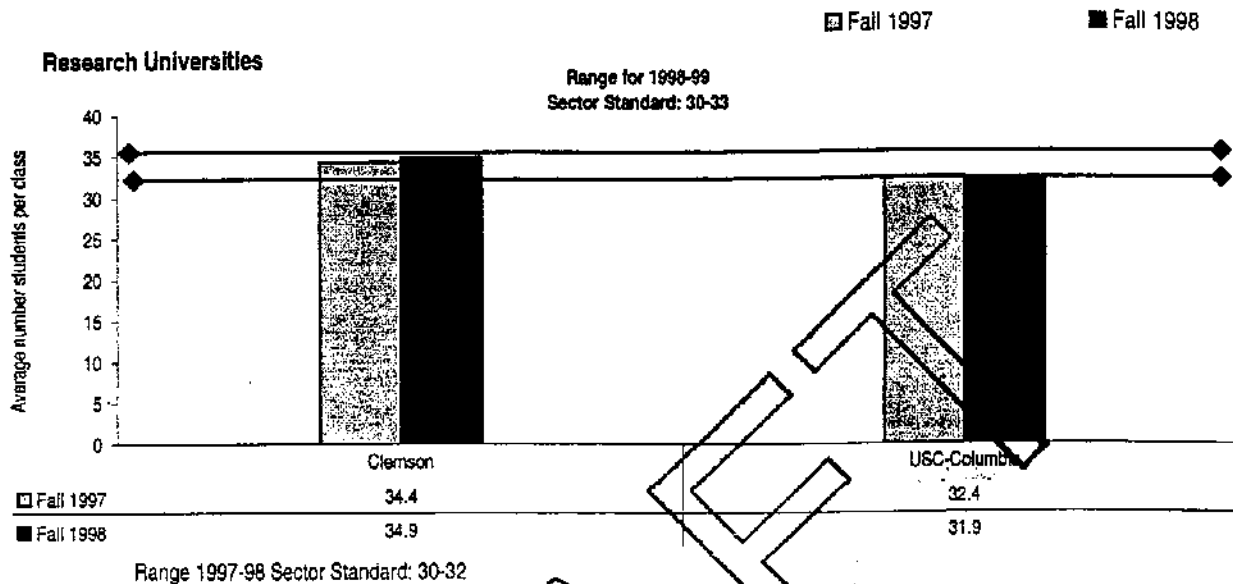
Range for 1997-98 Sector Standard: 16-18

Instructional Quality - Class Size, Figure 3.1

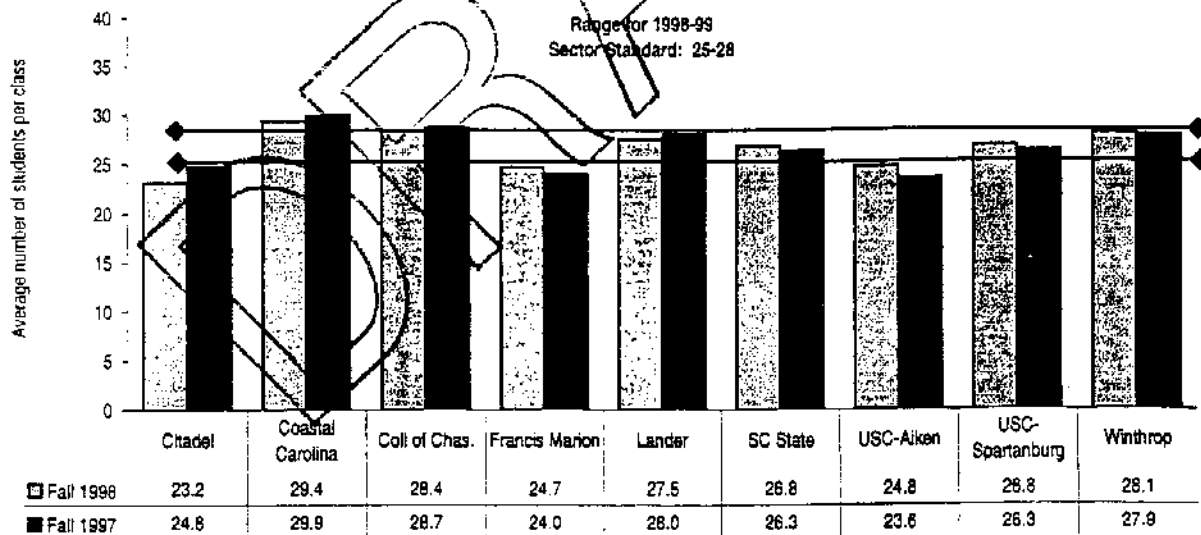
Performance Funding Indicator Subpart 3A1a - Lower Division Class Size

Lower Division is defined as courses offered for credit towards the first and second year of an undergraduate degree, an associates' degree program, or a technical or vocational degree below the baccalaureate. **Average class size** is by dividing FTE student enrollment from all courses/sections at respective levels by the number of courses/sections at levels. Distance education classes are excluded as well as all medical faculty and FTE medical students for research

Figure 3.1 - Source: CHEMIS Data



Four-Year Colleges and Universities

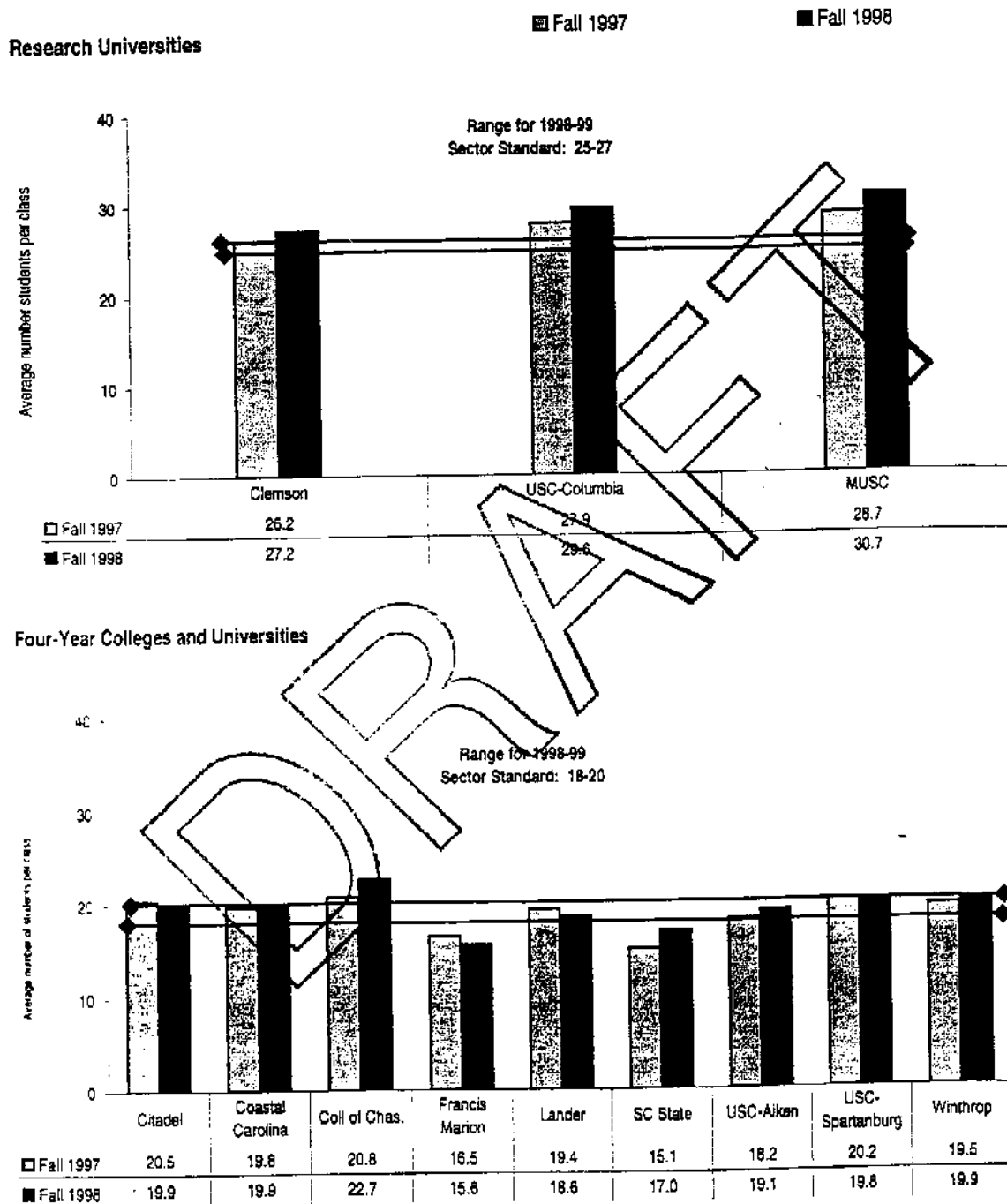


Instructional Quality - Class Size, Figure 3.2

Performance Funding Indicator Subpart 3A1b - Upper Division Class Size

Upper division is defined as courses offered for credit toward the third and fourth year of a four-year undergraduate degree program. Average class size is calculated by dividing FTE student enrollment from all courses/sections at respective levels by the number of courses/sections at respective levels. This subpart is not applicable for the Regional Campuses nor the Technical Sector.

Figure 3.2 - Source: CHEMIS Data



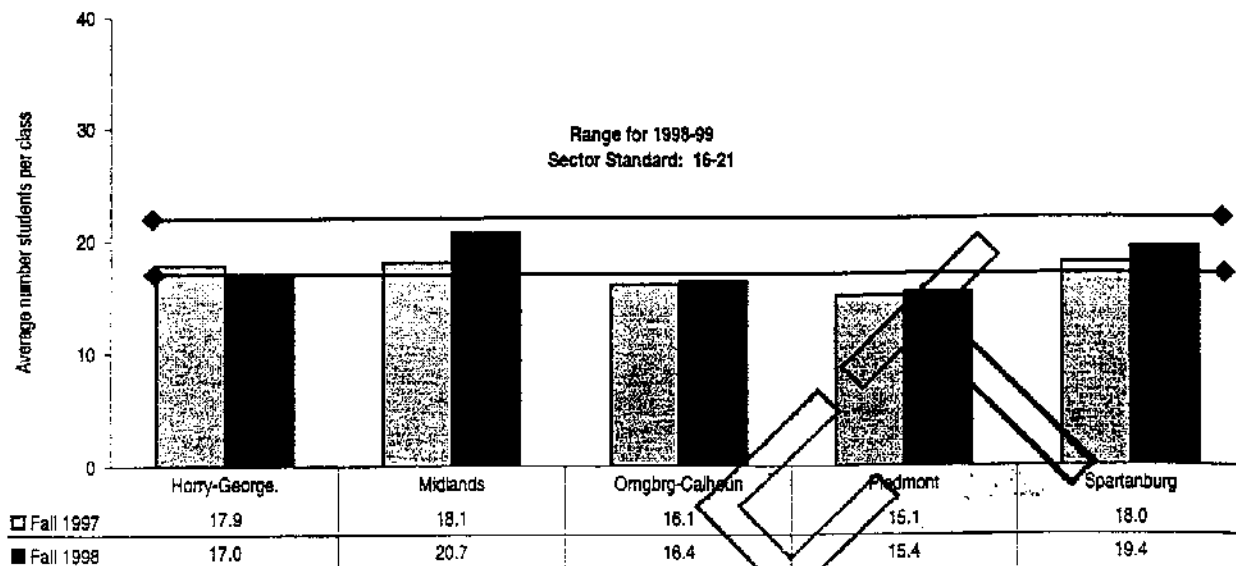
Instructional Quality - Class Size, Figure 3.1

Performance Funding Indicator Subpart 3A1a - Lower Division Class Size, cont.

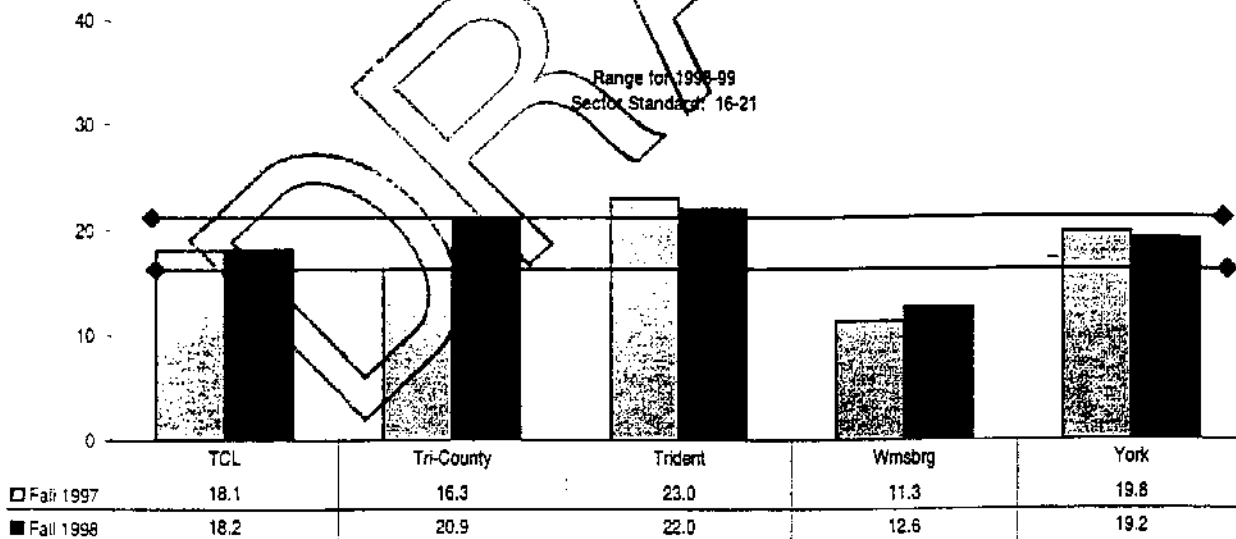
State Tech. and Comprehensive
Educ. System, cont.

▨ Fall 1997

■ Fall 1998



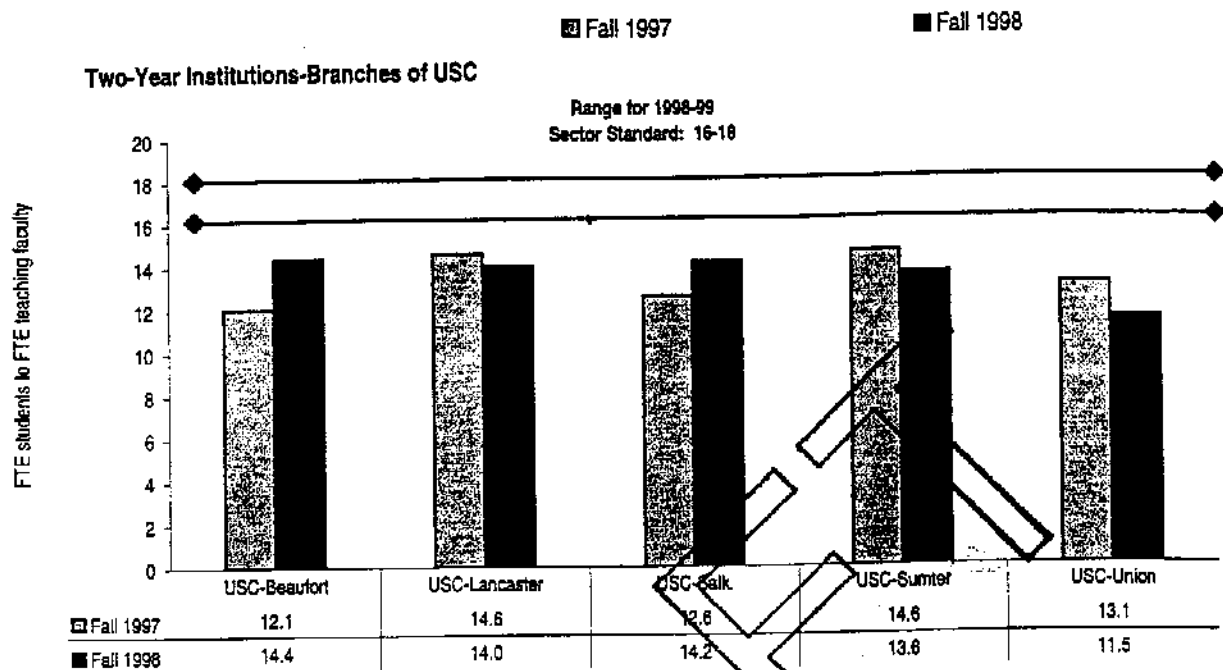
State Tech. and Comprehensive
Educ. System, cont.



Range for 1997-98 Sector Standard: 16-18

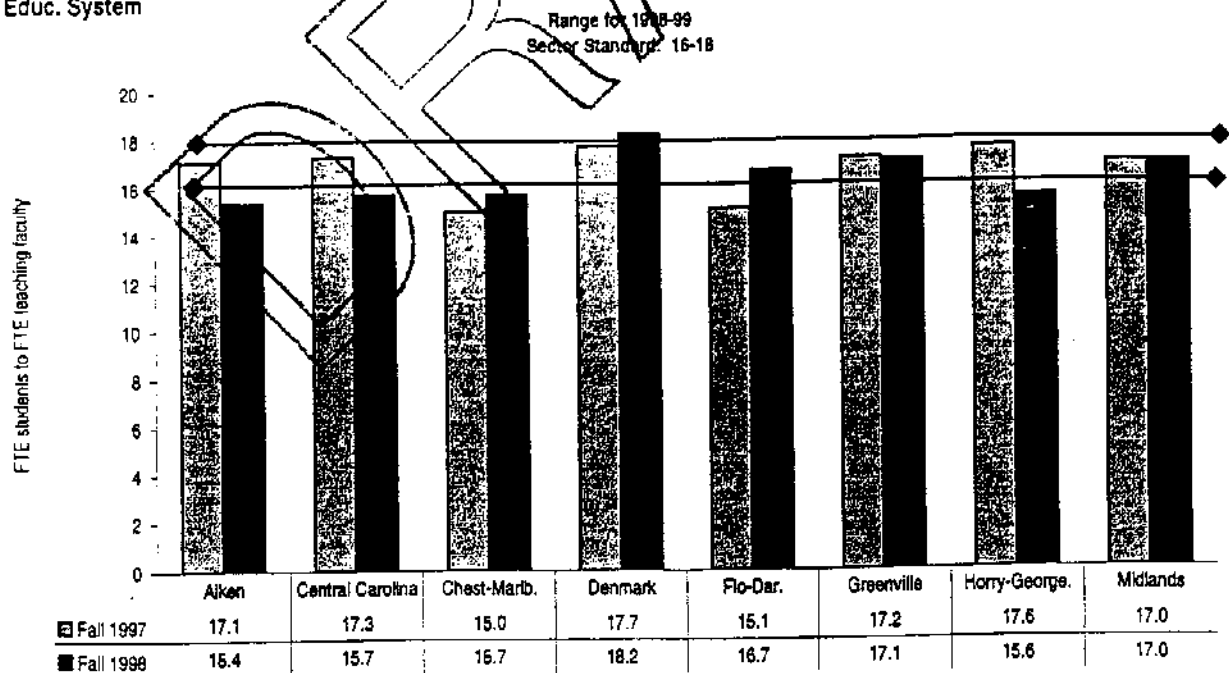
Instructional Quality - Student/Teacher Ratios, Figure 3.3

Performance Funding Indicator Subpart 3A2 - Ratio of Full-Time Equivalent Students to Full-Time Equivalent Faculty
(after PF Year 1998-99 - Subpart 3A3)



Range for 1997-98 Sector Standard: 17-18

State Tech. and Comprehensive Educ. System



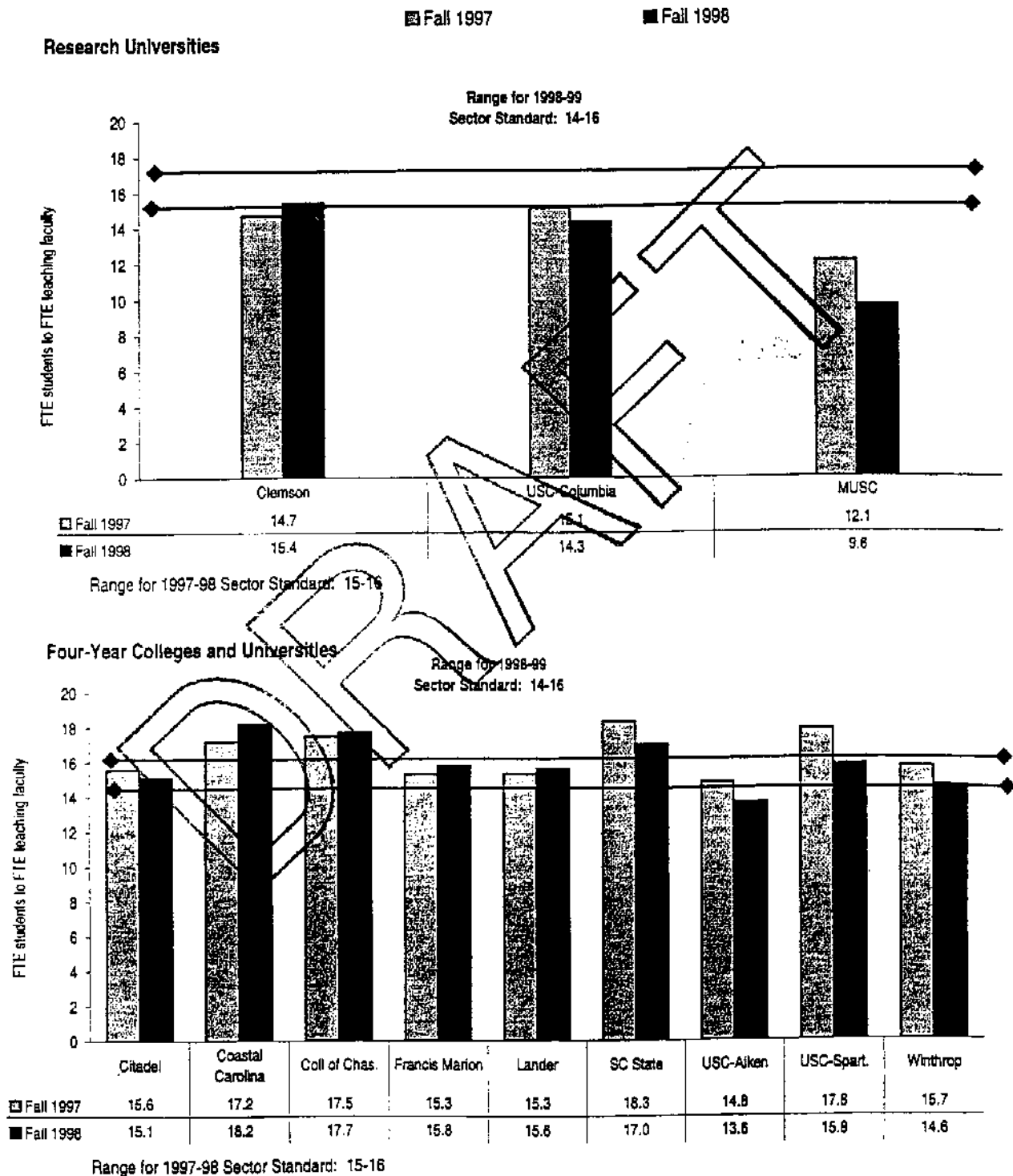
Range for 1997-98 Sector Standard: 17-18

Instructional Quality - Student/Teacher Ratios, Figure 3.3

Performance Funding Indicator Subpart 3A2 - Ratio of Full-Time Equivalent Students to Full-Time Equivalent Faculty (after PF Year 1998-99 - Subpart 3A3)

Included in this measure are faculty who taught at least 3 credit hours in the Fall semester and FTE students as calculated from the credit hours generated by the enrollment in the courses. Medical and dentistry courses and students are excluded.

Figure 3.3 - Source: CHEMIS Data



Instructional Quality - Courses Taught By Full-Time and Part-Time Faculty and Graduate Assistants, Table 3.1

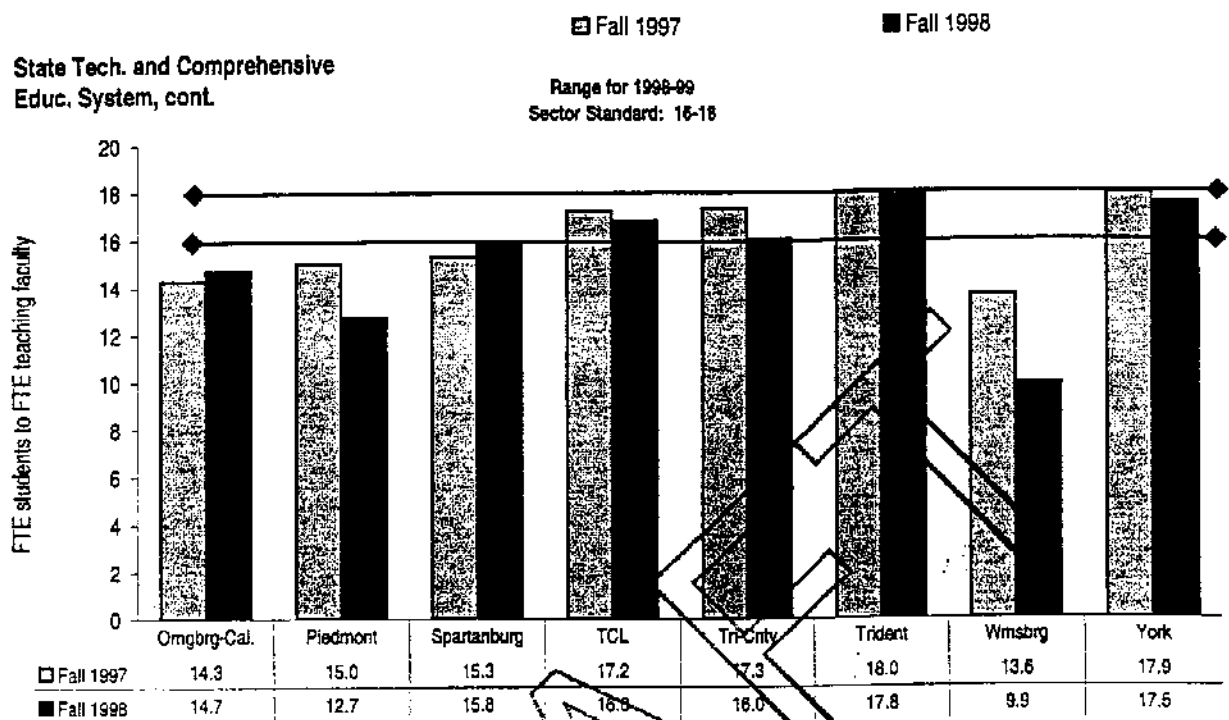
Institutions in the research, teaching and two-year campus sectors continue to use full-time faculty to teach over fifty percent of their lower division sections of courses. The three research institutions and the College of Charleston are the only ones that use graduate assistants to instruct at the lower division level. The two-year campuses and technical colleges continue to rely heavily on their part-time faculty to teach lower division sections.

Table 3.1 - Source: Institutional Reports to CHE

INSTITUTIONS	FALL SEMESTER	TOTAL LOWER DIVISION SECTIONS	LOWER DIVISION SECTIONS TAUGHT BY					
			Faculty				Grad. Assts.	
			# Full-Time	%	#Part-Time	%	#	%
Research Universities								
Clemson	1998	1,437	1,038	72.2%	161	11.2%	238	16.6%
	1997	1,437	1,087	75.6%	108	7.5%	242	16.8%
MUSC	1998	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	1997	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Columbia	1998	1,351	1,080	80.0%	158	12.0%	103	8%
	1997	1,677	1,200	71.6%	216	12.9%	261	15.6%
1998 Research Subtotal		2,788	2,118	76.0%	329	11.8%	341	12.2%
1997 Research Subtotal		3,114	2,287	73.5%	324	10.4%	509	16.2%
Four-Year Colleges & Universities								
Citadel	1998	377	275	72.9%	102	27.1%	0	0%
	1997	382	317	83.0%	65	17.0%	0	0%
Coastal Carolina	1998	581	410	70.6%	171	29.4%	0	0%
	1997	584	431	73.8%	153	26.2%	0	0%
College of Charleston	1998	1,333	1,063	79.4%	250	18.7%	26	1.9%
	1997	1,314	893	75.6%	286	21.8%	35	2.7%
Francis Marion	1998	450	349	88.7%	51	11.3%	0	0%
	1997	465	379	81.5%	86	18.5%	0	0%
Lander	1998	392	344	87.8%	48	12.2%	0	0%
	1997	393	322	81.9%	71	18.1%	0	0%
SC State	1998	574	512	89.6%	59	10.3%	0	0%
	1997	571	539	94.4%	32	5.6%	0	0%
USC-Aiken	1998	266	252	95.3%	134	50.4%	0	0%
	1997	349	232	66.5%	117	33.5%	0	0%
USC-Spartanburg	1998	410	243	59.3%	167	40.7%	0	0%
	1997	484	302	62.4%	102	25.2%	0	0%
Winthrop	1998	652	472	72.4%	180	27.6%	0	0%
	1997	651	477	73.3%	174	26.7%	0	0%
1998 Four-Year Subtotal		5,158	3,970	76.9%	1,188	23.1%	26	0.5%
1997 Four-Year Subtotal		5,413	3,992	73.8%	1,421	26.2%	35	0.6%
Two-Year Institutions-Branches of USC								
USC-Beaufort	1998	150	95	63.3%	55	36.7%	0	0%
	1997	150	86	57.3%	68	42.7%	0	0%
USC-Lancaster	1998	163	125	76.7%	38	23.3%	0	0%
	1997	190	136	71.6%	54	28.4%	0	0%
USC-Salkehatchie	1998	78	76	97.4%	2	2.6%	0	0.0%
	1997	154	108	70.1%	46	29.9%	0	0%
USC-Sumter	1998	181	117	64.6%	57	31.5%	0	0%
	1997	170	130	76.5%	40	23.5%	0	0%
USC-Union	1998	50	27	54.0%	23	46.0%	0	0%
	1997	55	36	65.5%	19	34.5%	0	0%
1998 Two-Year Subtotal		822	511	62.2%	311	37.8%	0	0%
1997 Two-Year Subtotal		719	493	68.6%	226	31.4%	0	0%
State Technical and Comprehensive Education System								
Aiken	1998	526	316	60.1%	210	39.9%	0	0%
	1997	398	232	58.3%	166	41.7%	0	0%
Central Carolina	1998	336	234	69.9%	101	30.1%	0	0%
	1997	389	225	57.8%	164	42.2%	0	0%
Chesterfield Marlboro	1998	237	159	67.1%	78	32.9%	0	0%
	1997	229	150	65.5%	79	34.5%	0	0%

Instructional Quality - Student/Teacher Ratios, Figure 3.3

Performance Funding Indicator Subpart 3A2 - Ratio of Full-Time Equivalent Students to Full-Time Equivalent Faculty
(after PF Year 1998-99 - Subpart 3A3)



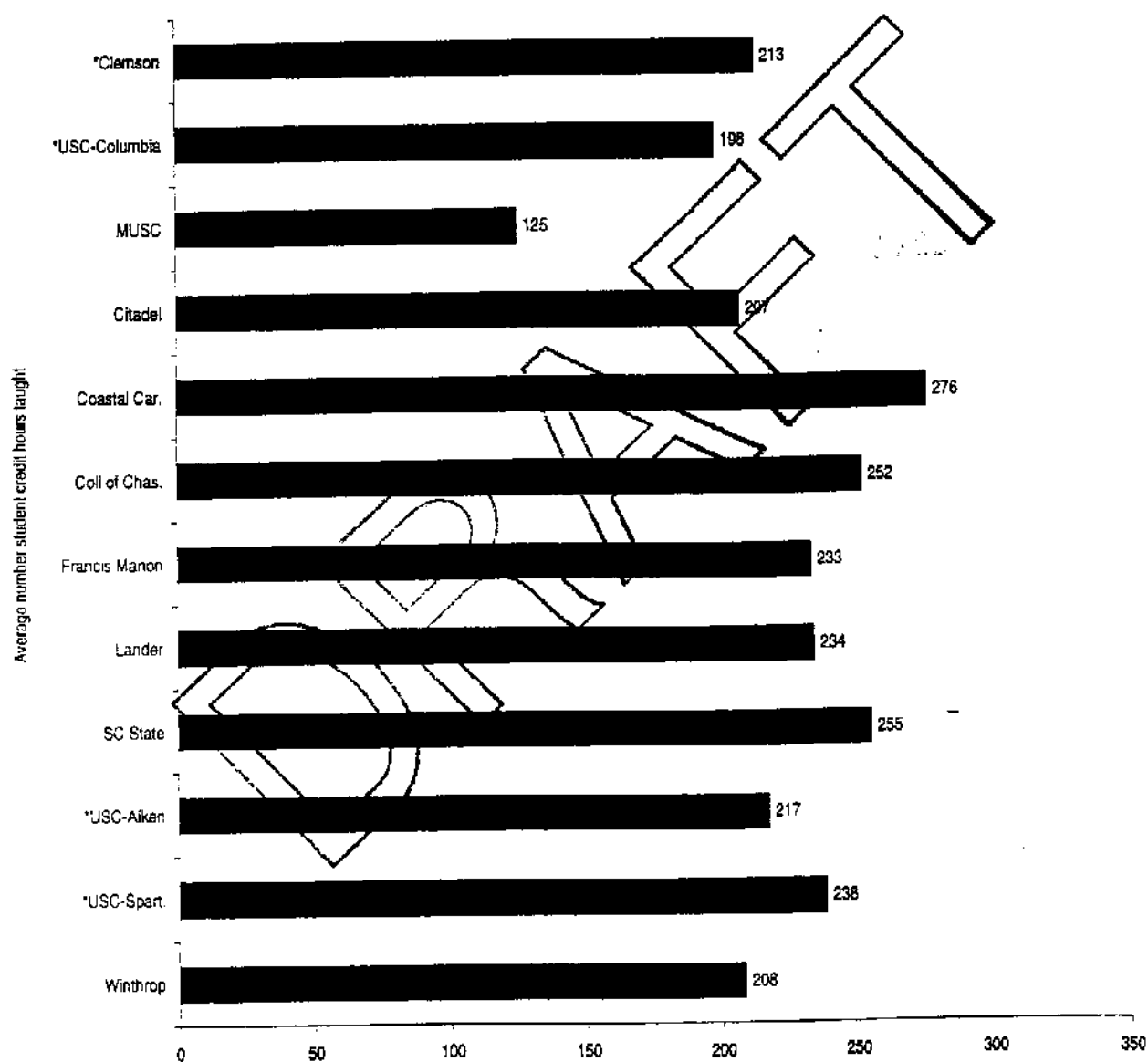
Range for 1997-98 Sector Standard: 17-18

Instructional Quality - Number of Student Credit Hours Taught by Faculty, Figure 3.4

Full-time teaching faculty includes all full-time, unclassified faculty at institutions, who teach at least three credit hours, measured in the Fall semester, combined with all part-time faculty converted to FTE's based on course credit hours taught. This measure shows the student credit hours for all identified faculty members calculated by the number of course credit hours x student enrollment. Faculty who team teach courses have their student credit hour productions determined in relation to their percentage of instructional responsibility. The average is calculated as the sum total of credit hours produced divided by the total faculty used in producing the credit hours. Data presented here exclude medicine and dentistry, but during the next measurement cycle, they will be included.

Figure 3.4 - Source: CHEMIS Data

Research Universities and Four-Year Colleges and Universities - Fall 1998



* Corrected data following the release of institutional ratings on May 6, 1999, resulting from a review of the methodology used in calculating data for 3B for the USC system

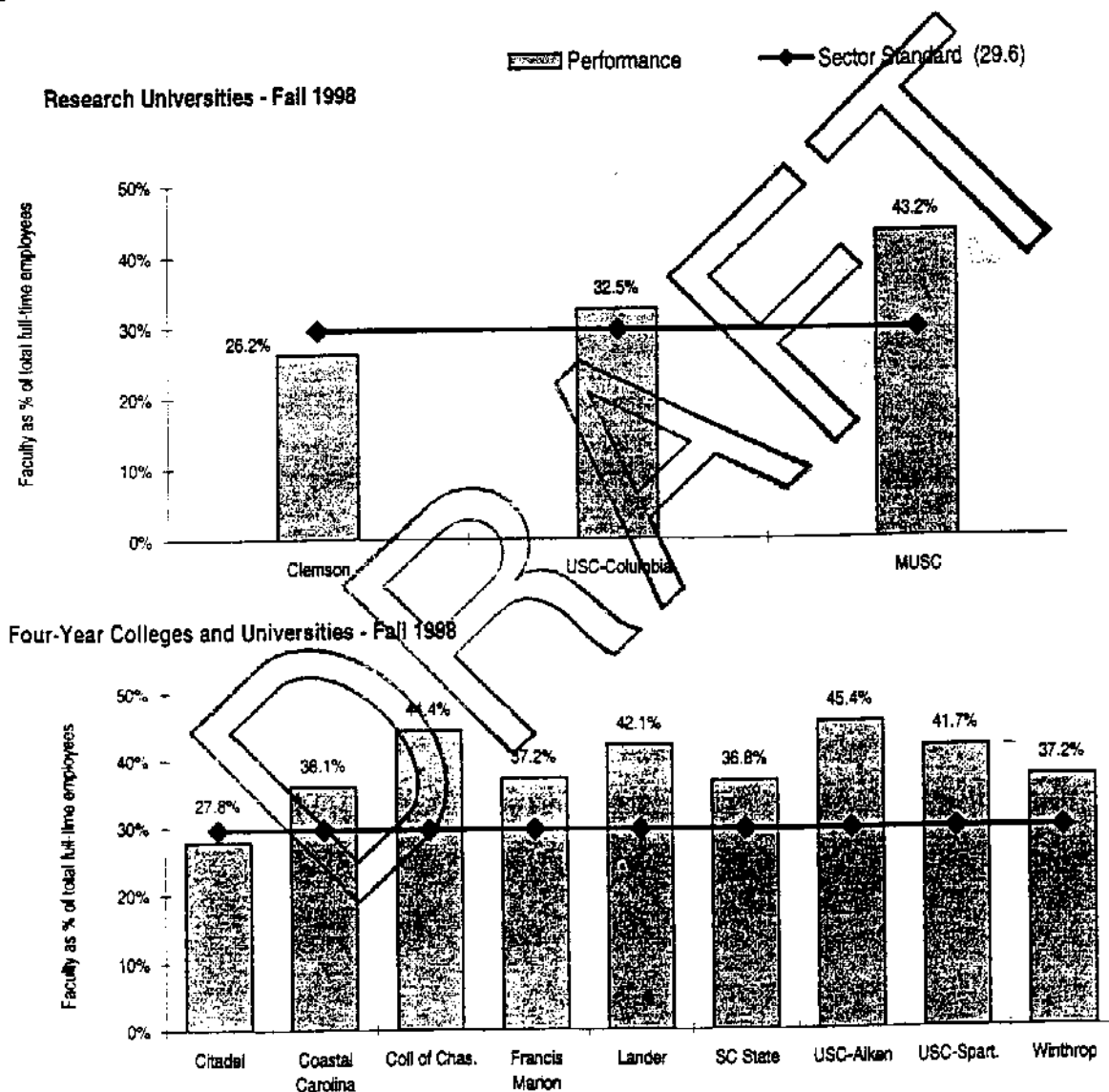
Instructional Quality - Courses Taught By Full-Time and Part-Time Faculty and Graduate Assistants, Table 3.1

INSTITUTIONS	FALL SEMESTER	TOTAL LOWER DIVISION SECTIONS	LOWER DIVISION SECTIONS TAUGHT BY					
			Faculty				Grad. Assts.	
			# Full-Time	%	# Part-Time	%	#	%
Denmark	1998	234	155	66.2%	79	33.8%	0	0%
	1997	186	142	76.3%	44	23.7%	0	0%
Florence Darlington	1998	836	93	11.1%	64	7.7%	0	0%
	1997	680	454	66.8%	226	33.2%	0	0%
Greenville	1998	1,376	842	61.2%	534	38.8%	0	0%
	1997	1,323	782	59.1%	541	40.9%	0	0%
Horry-Georgetown	1998	642	425	66.2%	217	33.8%	0	0%
	1997	551	335	60.8%	216	39.2%	0	0%
Midlands	1998	1,694	861	50.8%	833	49.2%	0	0%
	1997	1,621	780	48.1%	841	51.9%	0	0%
Orangeburg-Calhoun	1998	406	322	79.3%	84	20.6%	0	0%
	1997	400	296	74.0%	104	26.0%	0	0%
Piedmont	1998	921	85	9.2%	147	16.0%	0	0%
	1997	903	566	62.7%	337	37.3%	0	0%
Spartanburg	1998	574	410	71.4%	164	28.6%	0	0%
	1997	504	377	74.8%	127	25.2%	0	0%
TCL	1998	249	187	75.1%	62	24.9%	0	0%
	1997	259	179	68.0%	80	32.0%	0	0%
Tri-County	1998	598	283	47.3%	315	52.7%	0	0%
	1997	574	278	48.4%	296	51.6%	0	0%
Trident	1998	1,481	916	61.8%	565	38.2%	0	0%
	1997	1,328	868	64.8%	460	35.2%	0	0%
Williamsburg	1998	173	63	36.4%	110	63.6%	0	0%
	1997	179	85	47.5%	94	52.5%	0	0%
York	1998	612	400	65.4%	212	34.6%	0	0%
	1997	593	368	61.9%	225	38.1%	0	0%
1998 State Tech Subtotals		10,814	6,721	62.2%	4,093	37.8%	0	0%
1997 State Tech Subtotals		10,417	6,070	58.3%	4,347	41.7%	0	0%

Instructional Quality - Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, Figure 3.5

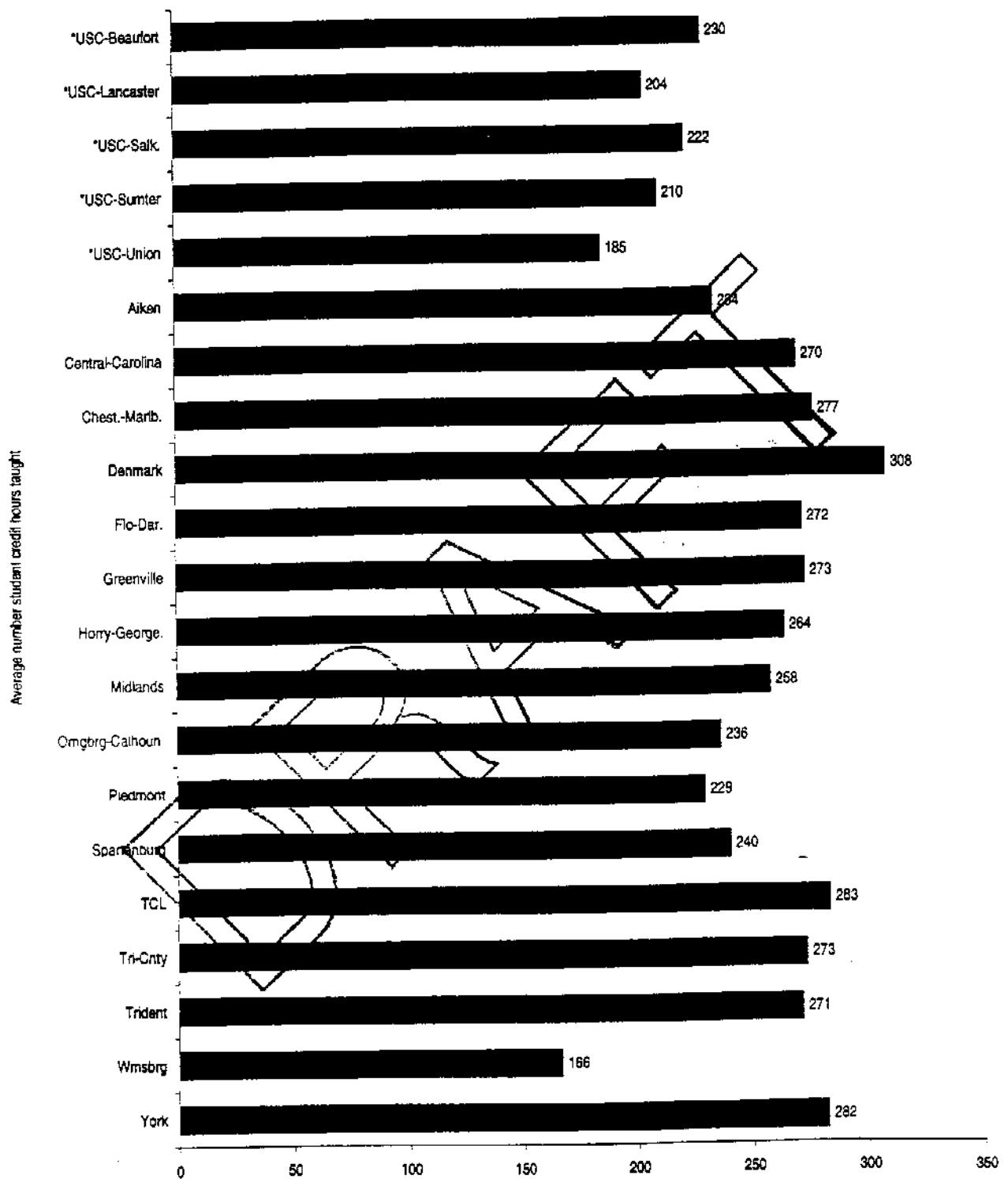
This measure represents the total number of all full-time faculty members as a percent of the total number of all full-time employees. Full-time faculty are defined by IPEDS Fall Staff Survey, as those employees whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principle activity, and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks (including deans, directors, and other administrators who hold faculty rank, and whose principle activity is instructional). Table 3.2 presents the detail of numbers that comprise the ratio of full-time faculty to full-time employees. The sector standard is 29.6 for the Research Universities and Four-Year Colleges and Universities and 40.1 for the Two-Year Campuses and State Technical Institutions. In the Technical Institutions, faculty and staff who are paid from restricted funds are excluded.

Figure 3.5 - Source: CHEMIS Data



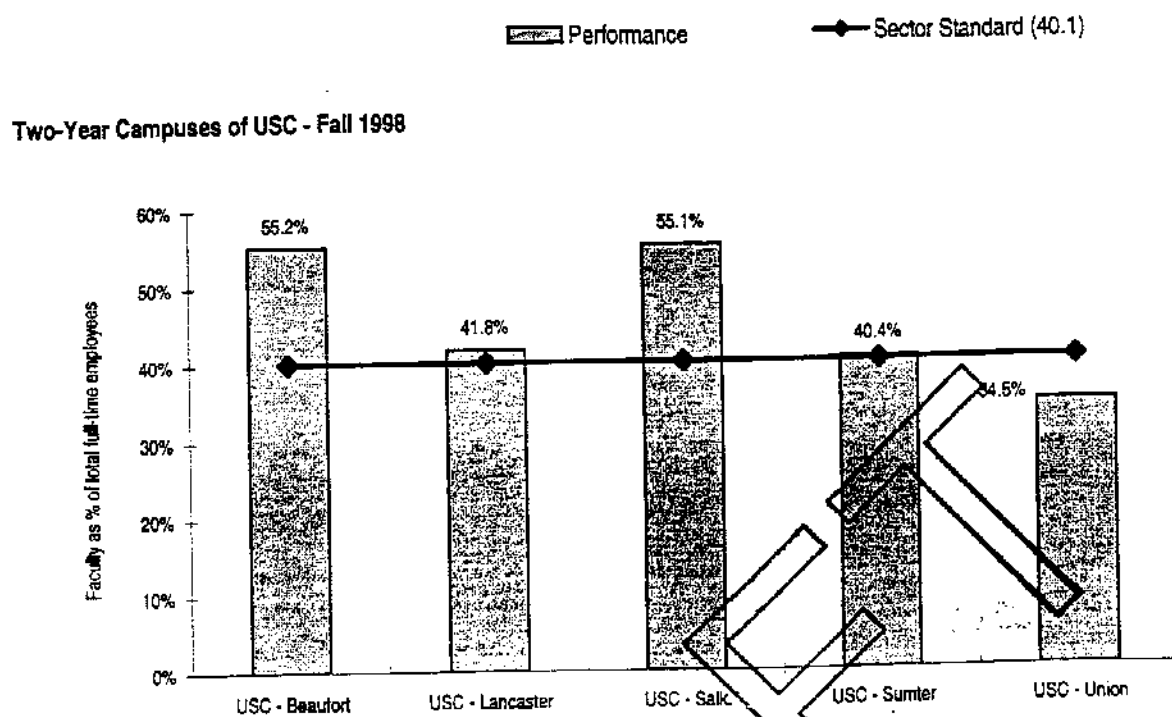
Instructional Quality - Number of Student Credit Hours Taught by Faculty, Figure 3.4

Two-Year Institutions-Branches of USC and State Tech. and Comprehensive Educ. System - Fall 1998



* Corrected data following the release of institutional ratings on May 6, 1999, resulting from a review of the methodology used in calculating data for 3B for the USC system

Instructional Quality - Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, Figure 3.5



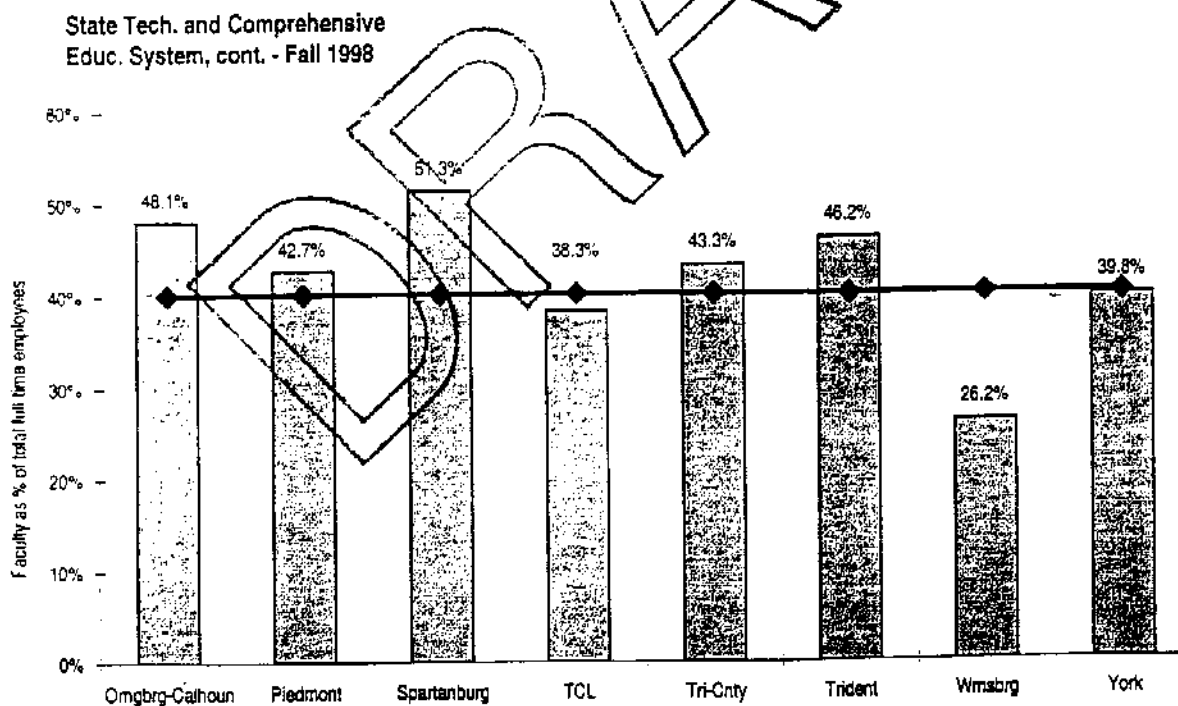
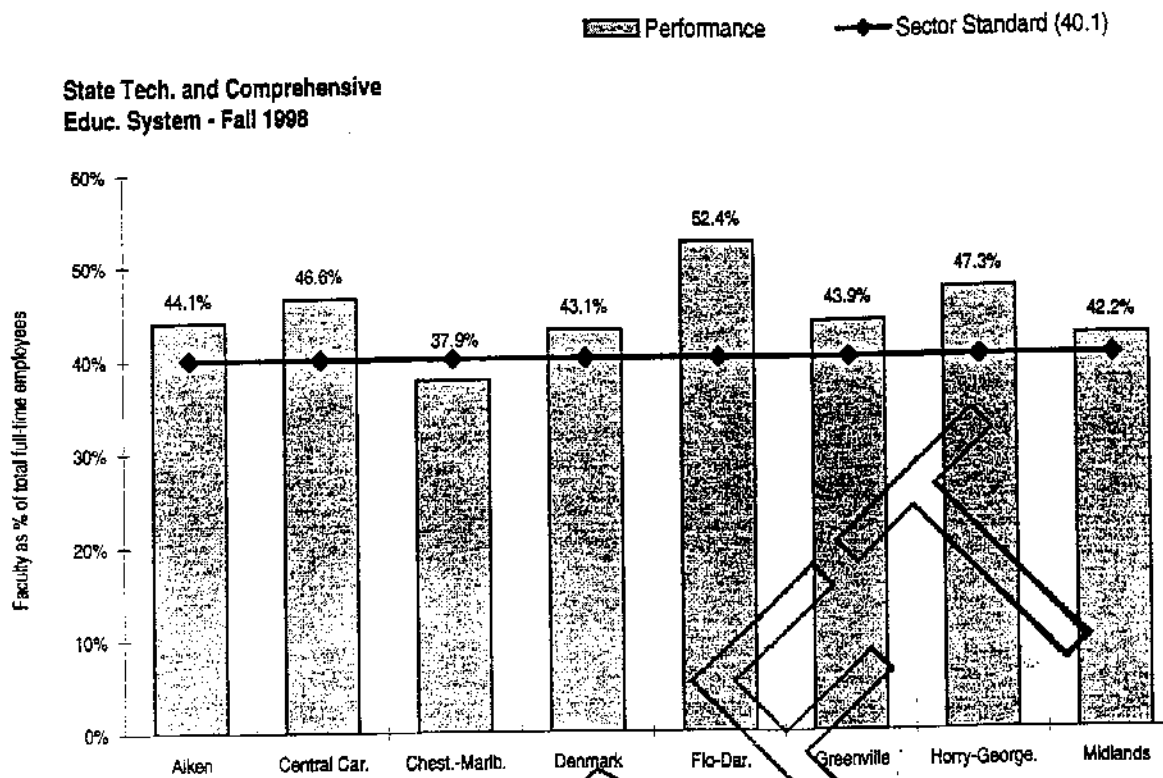
Instructional Quality - Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, Table 3.2

The numbers below are full-time faculty and employees at each institution that make up the ratio, as expressed as a percentage of full-time faculty to all full-time employees. *In the Technical Sector, faculty and staff who are paid from restricted funds are excluded

Table 3.2 - Source: CHEMIS Data

FALL 1998 INSTITUTION	NUMBER FULL-TIME FACULTY*	NUMBER FULL-TIME EMPLOYEES*	% FACULTY
Research Universities			
Clemson	1,032	3,937	26.2%
USC - Columbia	1,460	4,494	32.5%
MUSC	876	2,027	43.2%
Subtotal Research Universities			32.4%
Four-Year Colleges & Universities			
Citadel	155	557	27.8%
Coastal Carolina	185	513	36.1%
College of Charleston	420	945	44.4%
Francis Marion	161	433	37.2%
Lander	134	318	42.1%
SC State	248	674	36.8%
USC - Aiken	132	291	45.4%
USC-Spartanburg	148	355	41.7%
Winthrop	280	698	37.2%
Subtotal Four-Year Colleges & Univ.			37.2%
Two-Year Campuses of U.S.C.			
USC - Beaufort	32	58	55.2%
USC - Lancaster	28	67	41.8%
USC - Salkehatchie	27	49	55.1%
USC - Sumter	44	109	40.4%
USC - Union	10	29	34.5%
Subtotal Institutions/Branches of U.S.C.			45.3%
State Technical and Comprehensive Education System			
Aiken	52	118	44.1%
Central Carolina	69	148	46.6%
Chesterfield-Marlboro	25	66	37.9%
Denmark	31	72	43.1%
Florence-Darlington	98	187	52.4%
Greenville	243	553	43.9%
Horry-Georgetown	98	207	47.3%
Midlands	205	486	42.2%
Orangeburg-Calhoun	75	156	48.1%
Piedmont	91	213	42.7%
Spartanburg	98	191	51.3%
Tech College of the Low Country	36	94	38.3%
Tri-County	90	208	43.3%
Trident	225	487	46.2%
Williamsburg	11	42	26.2%
York	86	218	39.8%
Subtotal State Tech. System			42.7%

Instructional Quality - Ratio of Full-Time Faculty as Compared to Other Full-Time Employees, Figure 3.5



Instructional Quality - Accreditation of Degree-Granting Programs, Table 3.3

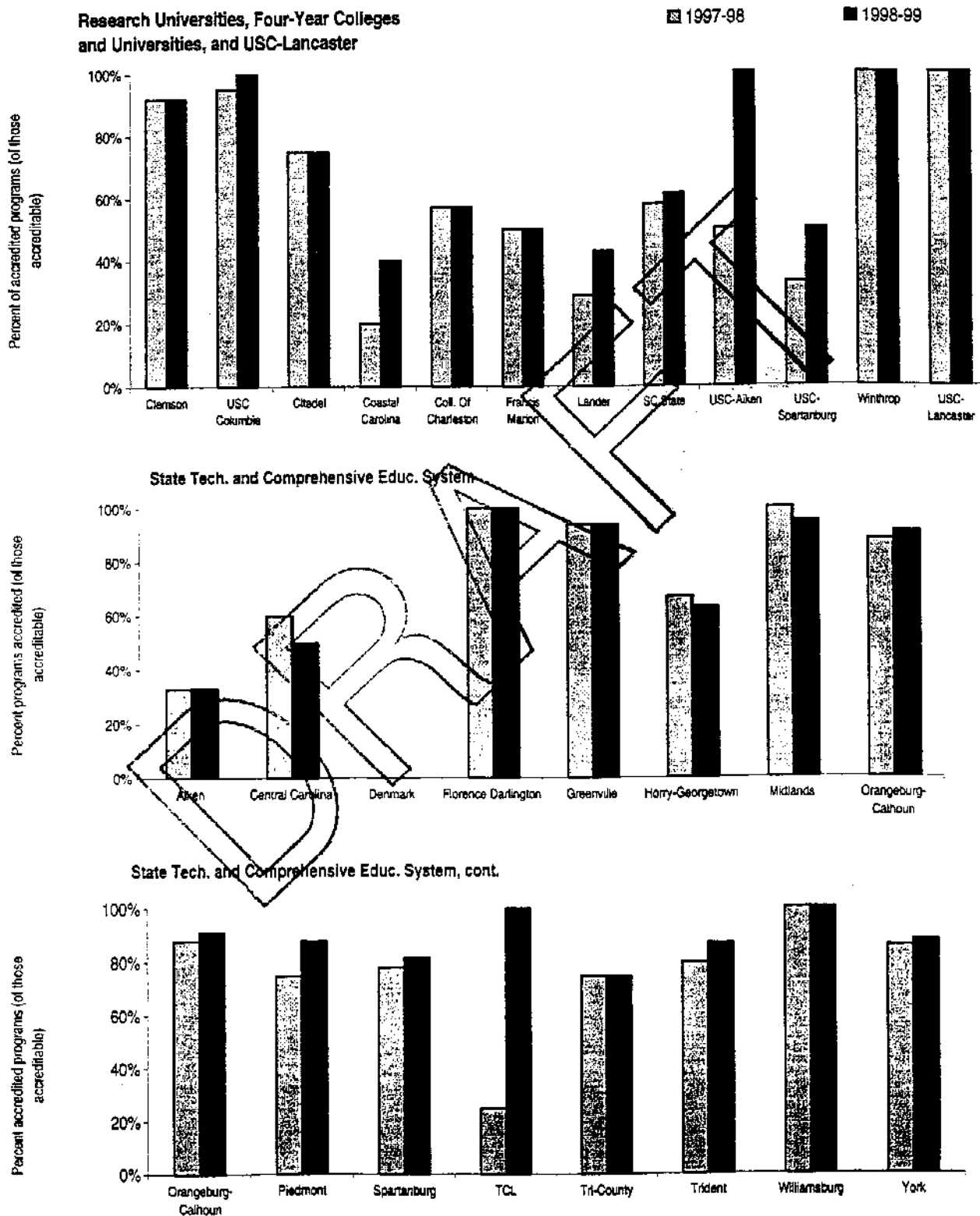
This data contains the status of programs as of June 30, 1999, with updates regarding programs that had become accredited as of Spring 1999. By Spring 1999 the following changes had occurred: Lander had one additional program attain accreditation; Spartanburg Tech had one additional program become eligible for accreditation and one that attained accreditation; and the Technical College of the Lowcountry had two additional programs attain accreditation.

Institution	1997-1998			1998-1999		
	Programs Eligible for Accreditation	Number of Programs Accredited	% Accredited	Programs Eligible for Accreditation	Number of Programs Accredited	% Accredited
Research Universities						
Clemson	12	11	92%	12	11	92%
MUSC	14	14	100%	16	16	100%
USC Columbia	22	21	95%	23	23	100%
Four-Year Colleges and Universities						
Citadel	4	3	75%	4	3	75%
Coastal Carolina	5	1	20%	5	2	40%
Coll. Of Charleston	7	4	57%	7	4	57%
Francis Marion	6	3	50%	6	3	50%
Lander	7	2	29%	7	3	43%
SC State	12	7	58%	13	8	62%
USC-Aiken	4	2	50%	4	4	100%
USC-Spartanburg	6	2	33%	6	3	50%
Winthrop	12	12	100%	12	12	100%
Two-Year Institutions-Branches of USC						
USC-Beaufort	NA	NA	NA	NA	NA	NA
USC-Lancaster	1	1	100%	1	1	100%
USC-Salkehatchie	NA	NA	NA	NA	NA	NA
USC-Sumter	NA	NA	NA	NA	NA	NA
USC-Union	NA	NA	NA	NA	NA	NA
State Technical and Comprehensive Education System						
Aiken	3	1	33%	3	1	33%
Central Carolina	5	3	60%	6	3	50%
Denmark	2	0	0%	2	0	0%
Florence-Darlington	13	13	100%	13	13	100%
Greenville	18	17	94%	17	16	94%
Horry-Georgetown	6	4	67%	8	5	63%
Midlands	14	14	100%	22	21	95%
Orangeburg-Calhoun	8	7	88%	11	10	91%
Piedmont	8	6	75%	8	7	88%
Spartanburg	9	7	78%	11	9	82%
TCL	4	1	25%	4	4	100%
Tri-County	8	6	75%	8	6	75%
Trident	15	12	80%	15	13	87%
Williamsburg	2	2	100%	2	2	100%
York	7	6	86%	8	7	88%

Instructional Quality - Accreditation of Degree-Granting Programs, Figure 3.6

The data below is reflected in detail in the following table (3.3). This information is data reported annually to the CHE by the institutions, as part of Act 359. The information below displays two years of information. This information is non-applicable to the Two-Year Campuses of USC except for USC-Lancaster, which shares a nursing program with York Tech.

Figure 3.6 - Source: Institutional Reports to CHE

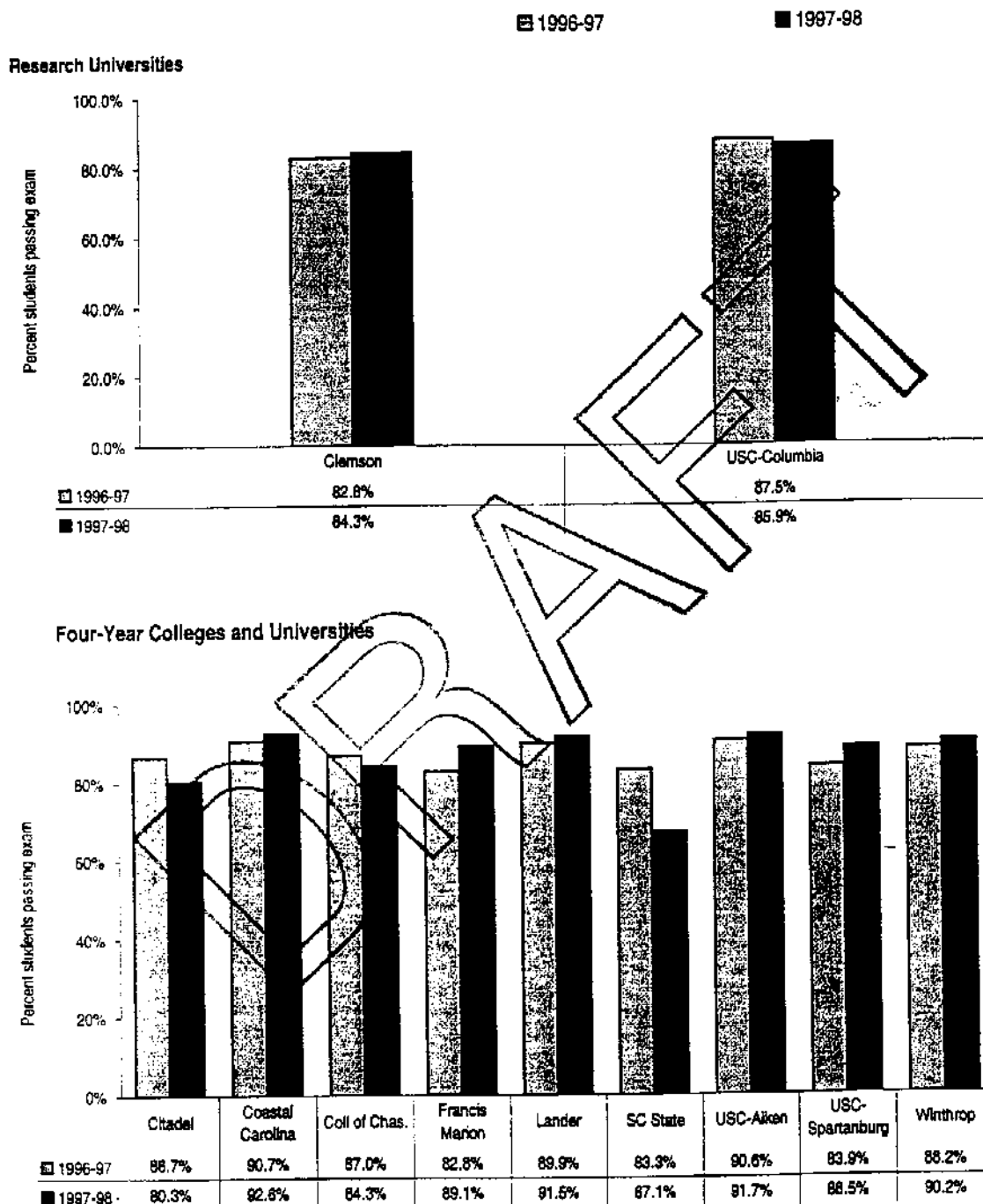


Instructional Quality - Student Performance on Teacher Education Examinations, Figure 3.8

Percentage of Students Passing the Praxis II: Subject Assessment/Specialty Area Tests

The following data represent the percentage of students passing the Subject Assessment/Specialty Area Tests of the Praxis Series (formerly known as the National Teachers Exam) - Performance Funding Measure 3E2b. The data include all test takers for the period of April 1 through March 31 of the corresponding years. This measure is only applicable to those institutions with teacher education programs.

Figure 3.8 - Source: Institutional Reports to CHE

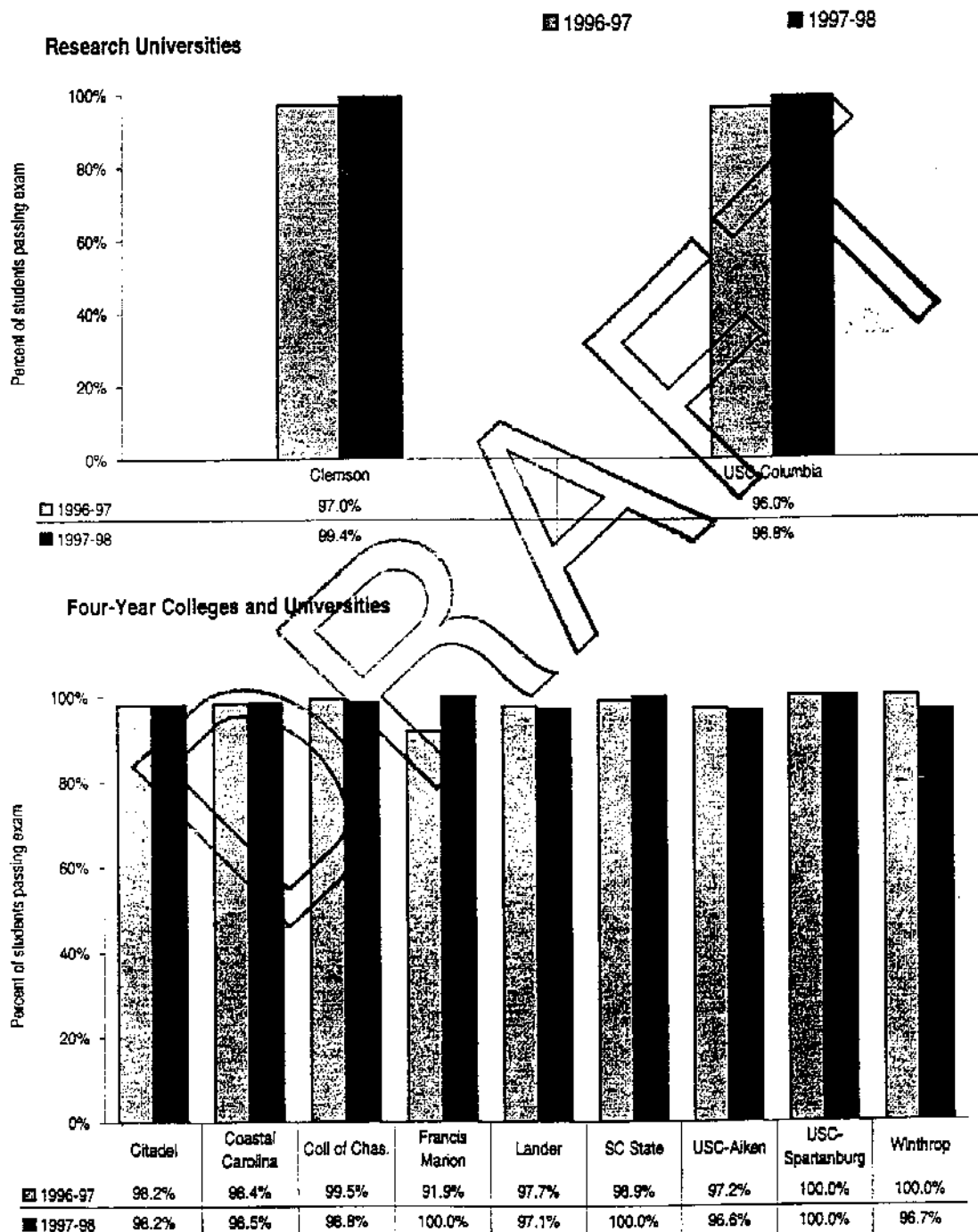


Instructional Quality - Student Performance on Teacher Education Examinations, Figure 3.7

Percentage of Students Passing the Praxis I : Core Battery Professional Knowledge

The following data represent the percentage of students passing the Core Battery Professional Knowledge Assessment of the Praxis Series (formerly the National Teachers Exam) - Performance Funding Measure 3E2a. The data include all test takers for the period of April 1 through March 31 of the corresponding years. This measure is only applicable to those institutions with teacher education programs.

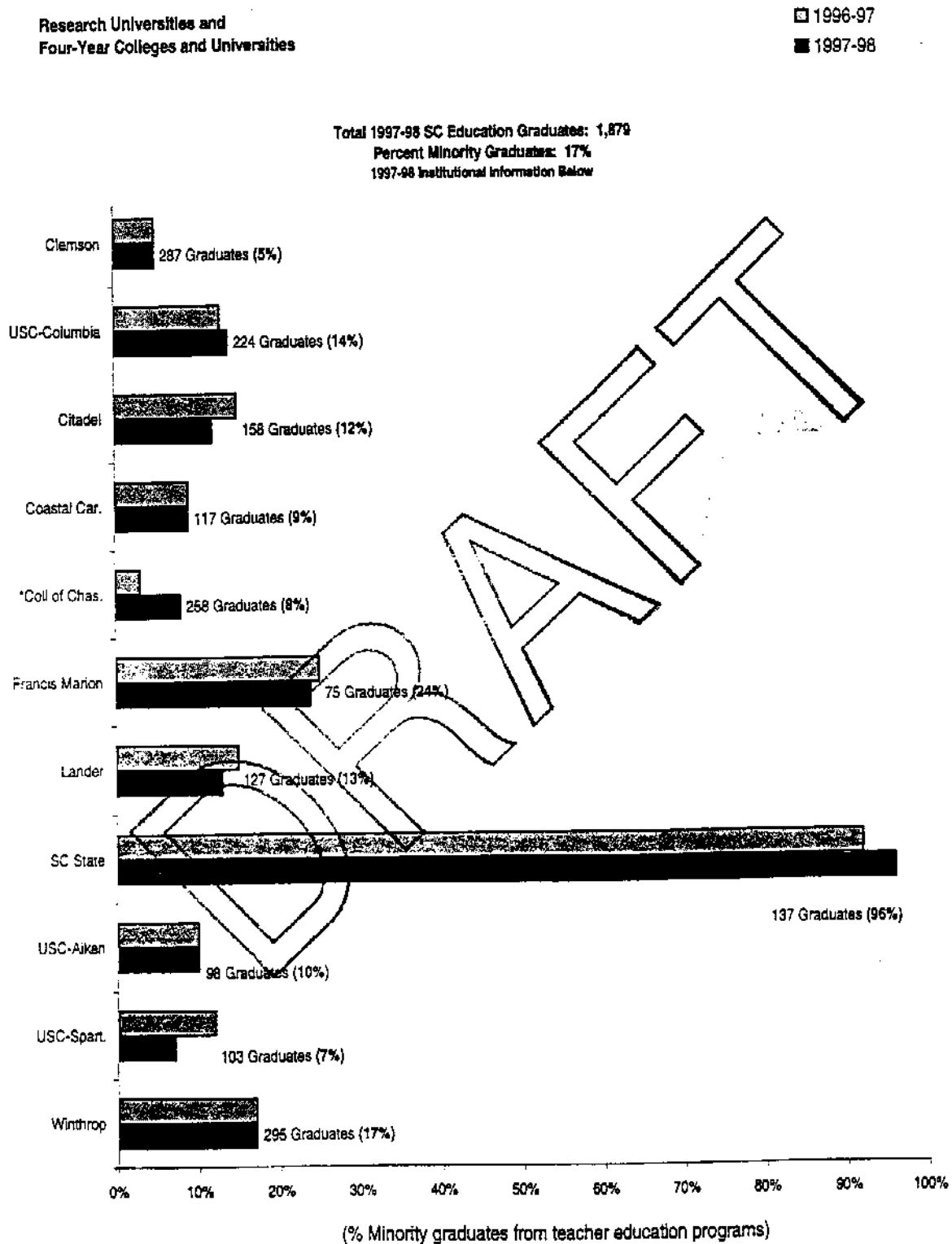
Figure 3.7 - Source: Institutional Reports to CHE



Instructional Quality - Teacher Education Graduates, Figure 3.10

Performance Funding Indicator Subpart 3E3b - Percent Minority Graduates from Teacher Education
 Minority is defined as only African-American graduates for the data set shown below. This measure is only applicable to those institutions with teacher education programs.

Figure 3.9 - Source: Institutional Reports to CHE

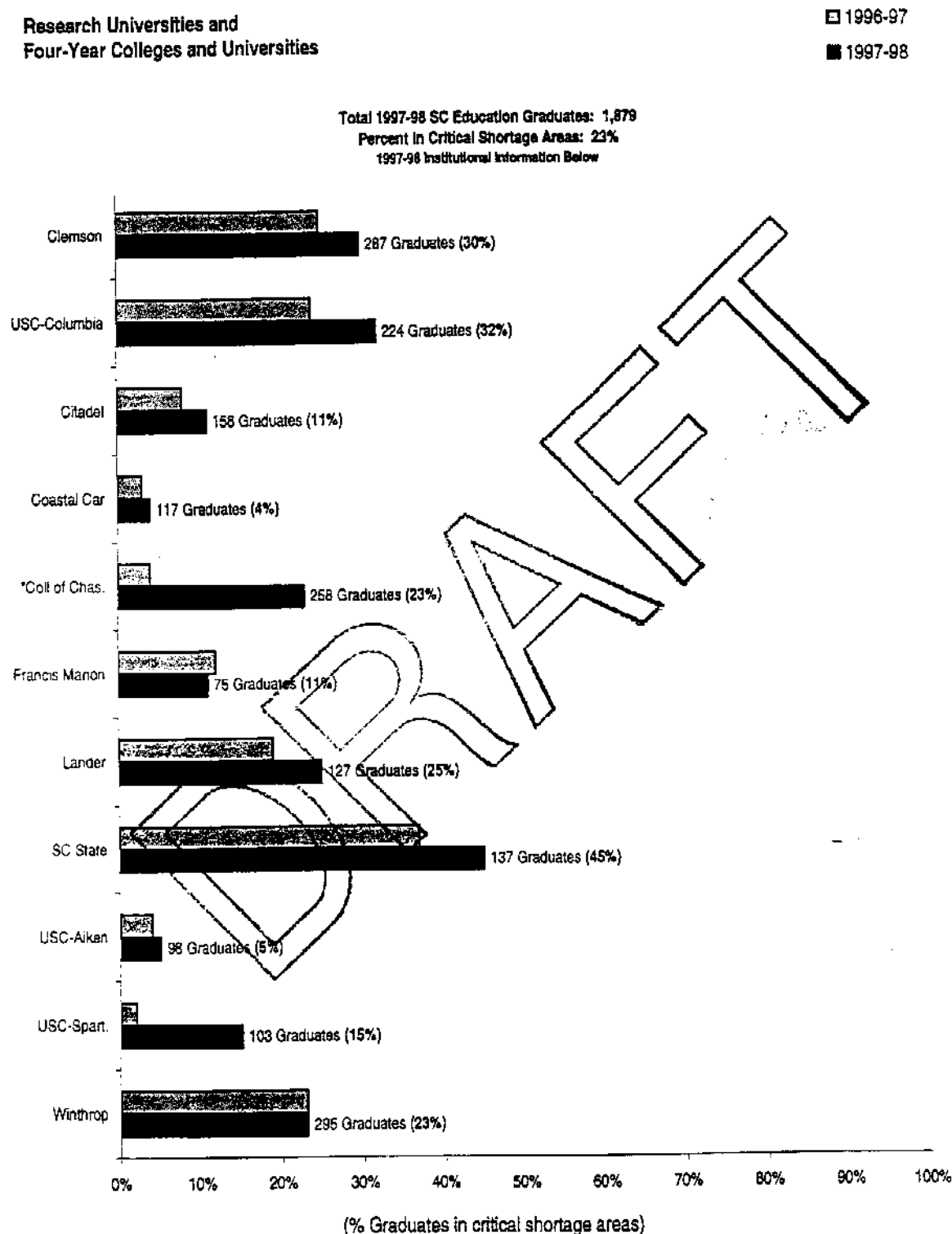


* Corrected data as of July 1999

Instructional Quality - Teacher Education Graduates, Figure 3.9

Performance Funding Indicator Subpart 3E3a - Percent of Graduates in Critical Shortage Areas
Critical Shortage Areas for the period reported include: Special Education, Speech Clinicians, Library Science, Science, Chemistry, Physics, Mathematics, Industrial Technology, Home Economics, Art, Music (Choral), and Business Education. This measure only applicable to those institutions with teacher education programs.

Figure 3.9 - Source: Institutional Reports to CHE



* Corrected data as of July 1999

Institutional Cooperation and Collaboration

As part of the performance funding process each institution is evaluated on its actions in cooperation within the institutional community itself, the civic area and its surrounding institutions and businesses.

Indicator 4A – Sharing and Use of Technology, Programs, Equipment, Supplies, and Source Matter Experts within the Institution and with Other Institutions, and with the Business Community

Each institution is requested to demonstrate affective cooperation and collaboration in each of three categories: Personnel/Source matter experts; Equipment, technology and supplies; and Programs which demonstrate the institutions' commitment to share within the institutions, with other institutions or with the business community.

The Commission on Higher Education (CHE) has staff collected and reviewed documents that the colleges and universities have submitted as part of requirements outlined for Indicator 4A. A file of examples reported are maintained at CHE. Institutions reported a variety of examples exemplifying the sharing and use of technology, programs, equipment and personnel across institutions and between institutions and the business community. Some of the examples reported included:

- Partnership between research and technical sector in construction courses, and computer camps for agricultural/rural areas
- Consultation on technology in state remodeling efforts to the State House
- Development of easier transition process from high school to a technical institution to a research university
- Enhancement of science instruction at the K-12 level through campus visits, faculty involvement and community outreach
- Provision for career planning to community members
- Sharing technology and equipment with local businesses

Indicator 4B – Cooperation and Collaboration with Private Industry

Each institution is requested to demonstrate effective cooperation and collaboration in each of three categories: personnel/source matter experts; equipment, technology and supplies; and programs which illustrate the institution's commitment to share with private industry.

CHE staff also collected and reviewed documents submitted for Indicator 4B as part of performance requirements during the 1998-99 performance year. Again, a wide variety of examples demonstrating SC public institutions' cooperation and collaboration with the business community were found, some of which include:

- Provision to the community in assistance finishing GED requirements
- Telecommunications connection of faculty, researchers, graduate students and business personnel statewide for conferencing and discussion
- Donation of space, equipment and personnel in leadership training for community leaders
- Training and development of workers to ensure productivity and efficiency
- Maintenance of non-emergency ambulance program to assist local hospital while also benefiting students in health-related curricula

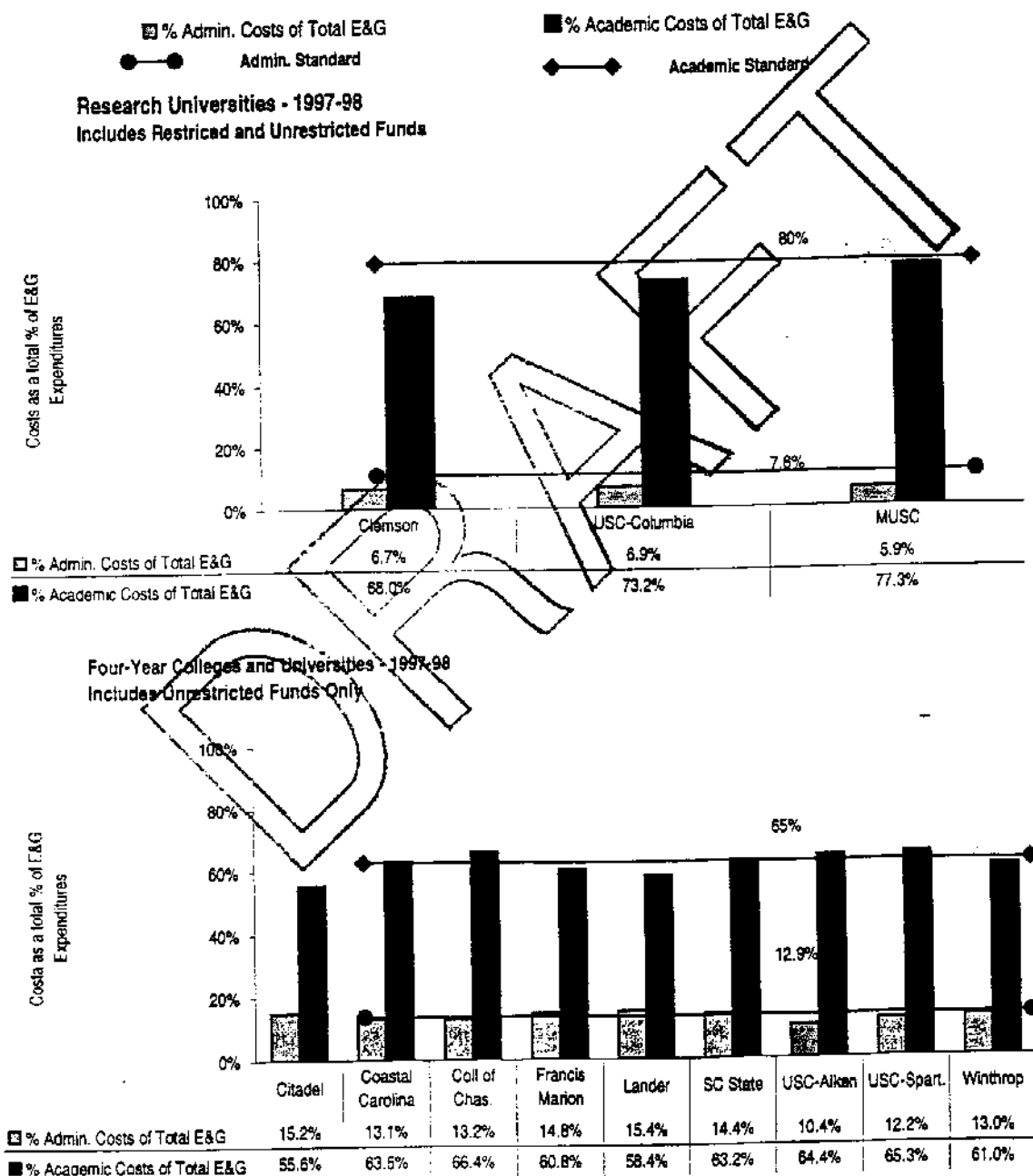
Section IV – Institutional Cooperation and Collaboration

DRAFT

Administrative Efficiency - Percentage of Administrative Costs as Compared to Academic Costs, Figure 5.1

Administrative costs are defined as expenditures for institutional support and Academic Costs are defined as expenditures for instruction, research, academic support and scholarships. The figures can be found in Section 1, "Expenditure of Funds to Achieve Institutional Mission." This table provides data from where the percents below were calculated. Funds transfers are excluded for all institutions. During the 1998-99 performance year, institutions were measured on Administrative Costs as a percent of total "Education and General (E&G) Expenditures and on Academic costs as a percent of total E&G Expenditures. In subsequent years, institutions will be measured on the ratio of administrative expenditures to academic expenditures, expressed as a percentage. The data over the years is comparatively stable, thus one year is shown.

Figure 5.1 - Source: IPEDS Annual Survey



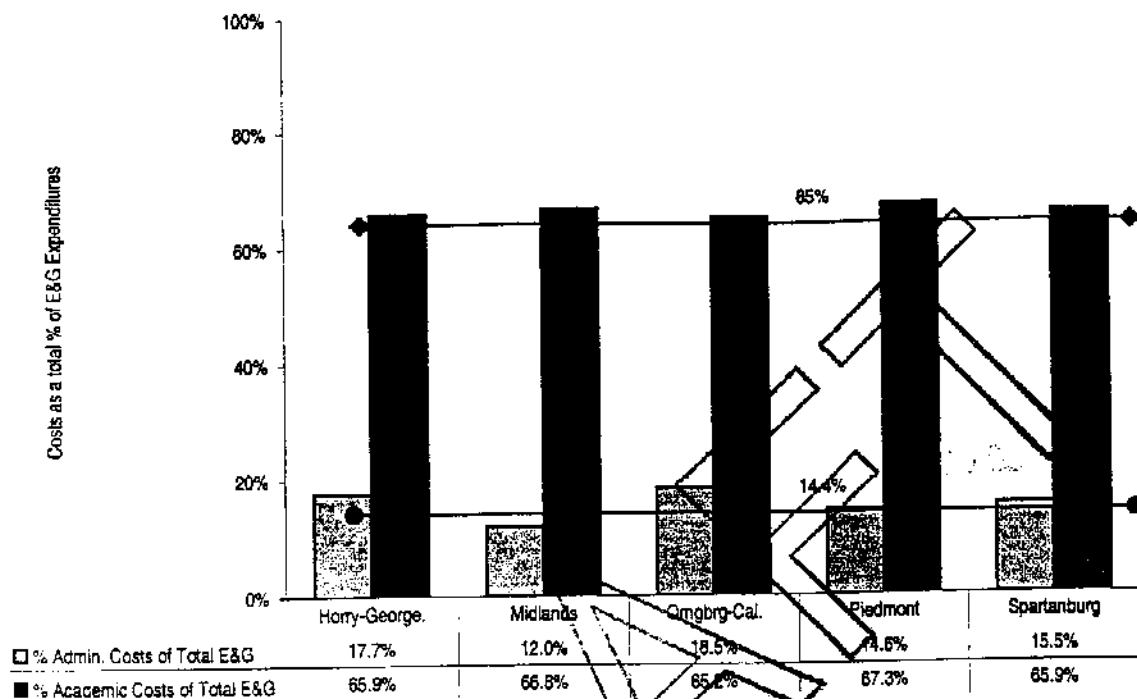
Section V – Administrative Efficiency

DRAFT

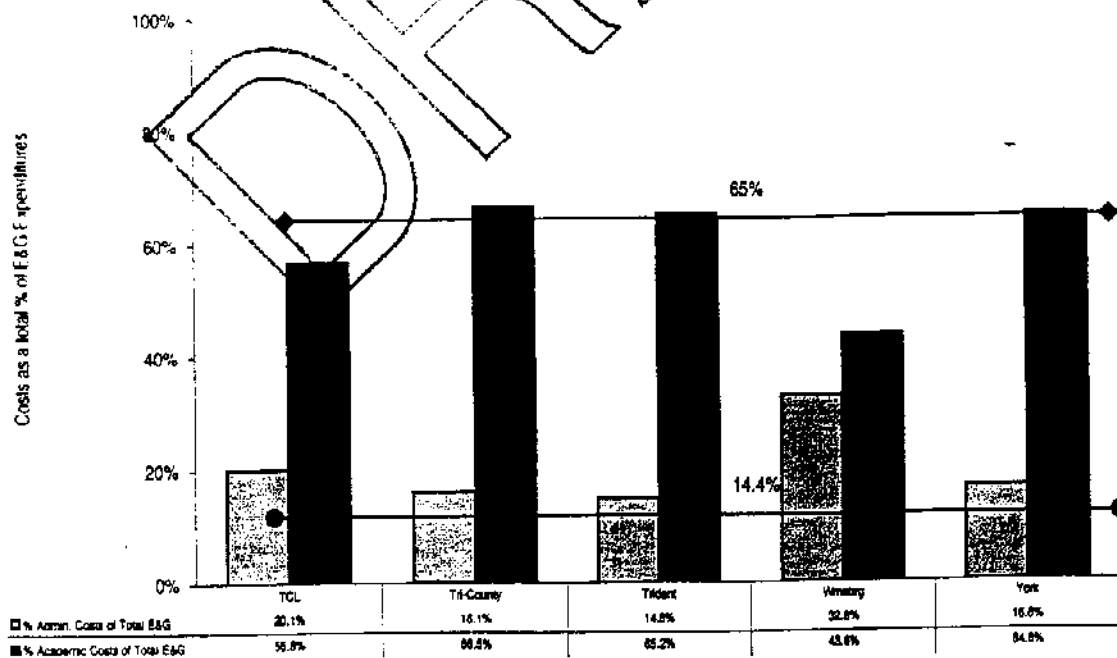
Administrative Efficiency - Percentage of Administrative Costs as Compared to Academic Costs, Figure 5.1

■ % Admin. Costs of Total E&G ■ % Academic Costs of Total E&G
 ●—● Admin. Standard ◆—◆ Academic Standard

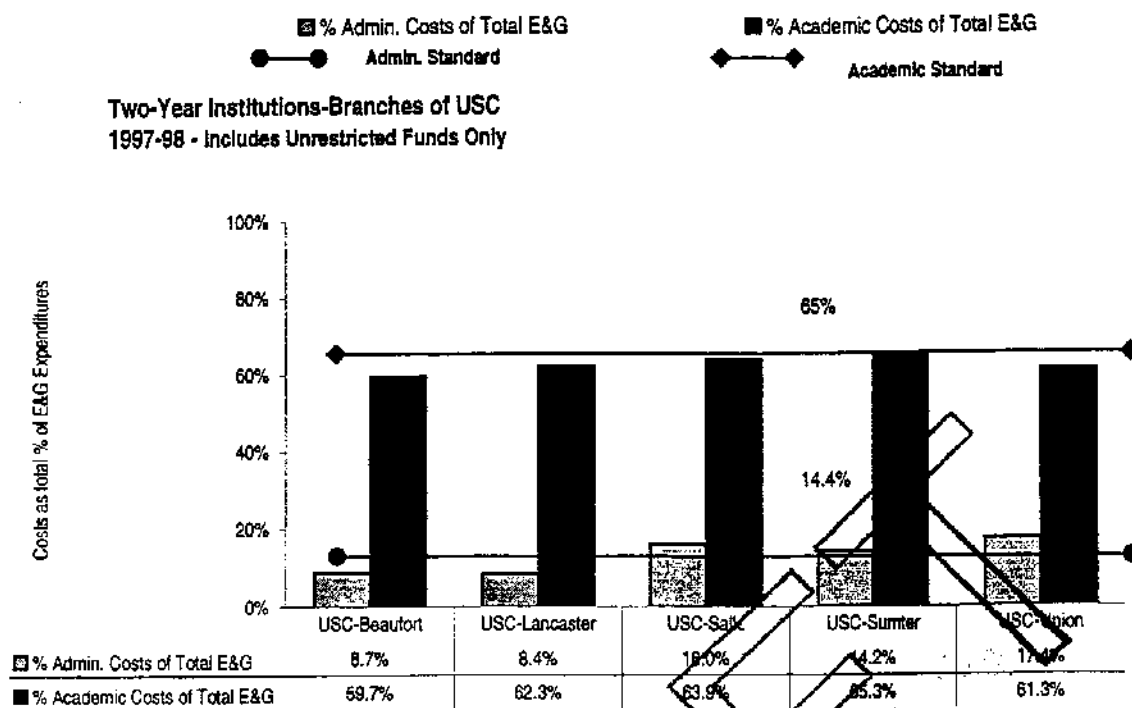
State Technical and Comprehensive Education System, cont.
1997-98 - Includes Unrestricted Funds Only



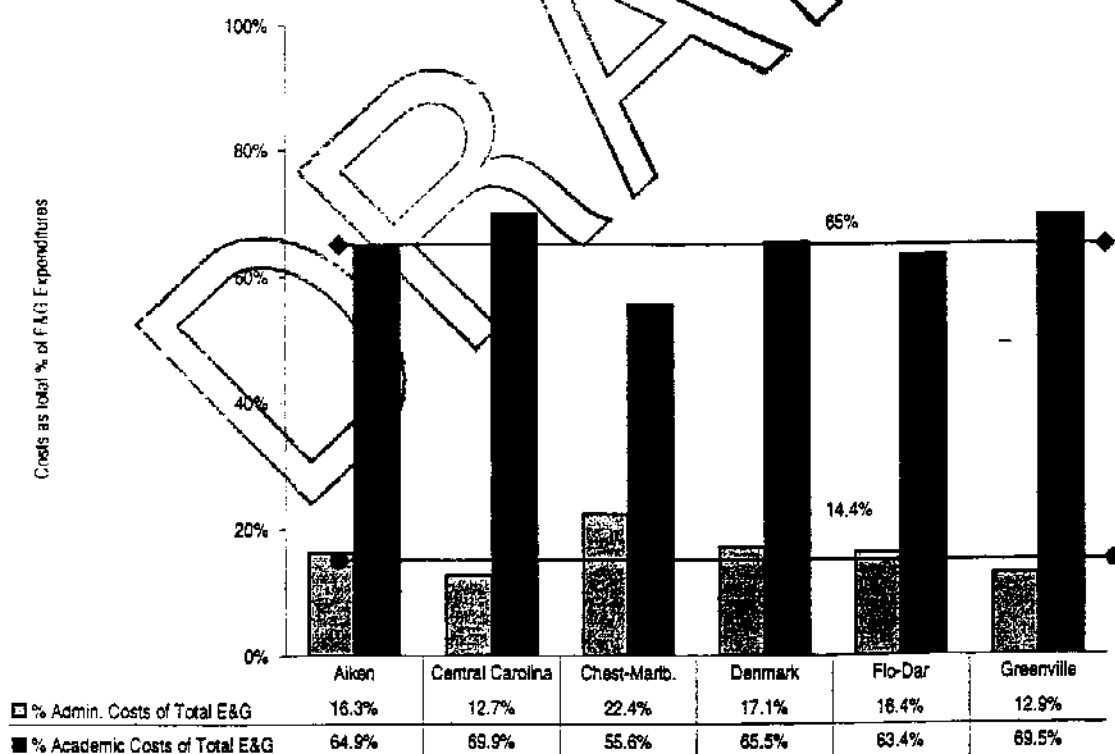
State Technical and Comprehensive Education System, cont.
1997-98 - Includes Unrestricted Funds Only



Administrative Efficiency - Percentage of Administrative Costs as Compared to Academic Costs, Figure 5.1



State Technical and Comprehensive Education System 1997-98 - Includes Unrestricted Funds Only



Administrative Efficiency – Use of Best Management Practices

Management Practices, cont.

11.) External Review Findings: The institution has minimized or avoided all non-compliance findings related to its business practices in external reviews and audits including, but not limited to, NCAA, accreditation, federal financial aid reviews, and direct federal audits.

12.) Long Range Capital Plan: The institution has approved a long range (minimum three to five years) capital improvement plan for major capital requirements for its campus and has, subject to fund availability, begun implementation of the plan.

13.) Risk Management: The institution has an active risk management program in place to minimize its losses.

DRAFT

Administrative Efficiency - Use of Best Management Practices

Another measure of the critical success factor, *Administrative Efficiency*, addressed in performance funding is the extent to which institutions demonstrate the use of best management practices as defined by the Commission on Higher Education (CHE). The indicator, 5B-Use of best management practices, was identified by the General Assembly for use in evaluating institutions' administrative efficiency.

In fulfillment of requirement for this indicator, institutions report on the application of 13 identified management practices, as detailed below, and are measured according to the percentage of those that are employed. The management practices included should serve as a guide to institutions in assessing their management strategies that are employed to ensure that they are operating efficiently and effectively in regard to management procedures. During the 1998-99 performance year, 31 of the 33 public institutions in the state reported utilizing each of the 13 best practices. Two institutions, Aiken Technical College and Central Carolina, reported the use of all but two of the identified best practices.

The CHE maintains a record of institutional reports from the institutions on how they are implementing the best management practices below.

Management Practices Identified for Performance Indicator 5B

- 1.) Integration of Planning and Budgeting: The institution has employed a multi-year strategic planning process that links the planning process with the annual budget review.
- 2.) Internal Audit: The institution has utilized an active internal audit process that includes: (a) programmatic reviews along with fiscal reviews; (b) consistent follow-up on audit findings; and (c) reporting of the internal audit function to the institutional head or to the governing board. (NOTE: The smaller institution that cannot afford a separate internal audit staff should demonstrate internal reviews in place that serve the same function as an internal auditor.)
- 3.) Collaboration and Partnerships: The institution has demonstrated financially beneficial collaborative efforts with other public entities in performance of business functions including, but not limited to, financial management, energy production and management, printing and publications, mail service, procurement, warehousing, public safety, food service, space utilization, and parking.
- 4.) Outsourcing and Privatization: The institution has examined opportunities for contracting out various business functions, has performed cost analyses, and has implemented, where economically feasible, cost saving contracts.
- 5.) Process Analysis: The institution has made a critical examination of its business processes in an effort to increase productivity, reduce waste and duplication, and improve the quality of services provided to its internal customers.
- 6.) Use of Automation and Technology: The institution has developed a long range plan for improved use of technology to enhance student learning and business processes and has taken deliberate efforts to implement this technology within budget constraints.
- 7.) Energy and Other Resource Conservation and Management: The institution has approved and implemented a plan to conserve energy and other resources and has demonstrated positive results from the plan.
- 8.) Preventive and Deferred Maintenance: The institution has developed and implemented, subject to budget constraints, a regular program of preventive maintenance to preserve its physical assets and had developed a plan to address deferred (overdue) maintenance needs for its campus.
- 9.) Alternate Revenue Sources: The institution has made substantial efforts to identify and secure alternate revenue sources (excluding categorical grants for specific functions) to supplement funds available from state appropriations and student fees.
- 10.) External Annual Financial Audit Findings: The institution has minimized or avoided all management letter and single audit findings in the annual audit performed or supervised by the State Auditor, especially violations of state law, material weaknesses, and single audit "findings" and questioned costs."

Administrative Efficiency - Amount of General Overhead Costs, Table 5.1

As part of the performance funding process, each institution is measured on the general overhead cost per full-time equivalent (FTE) student. The Commission on Higher Education (CHE) has operationalized performance funding indicator 5D as the college or university's institutional support expenditures per FTE student. Institutional support expenditures are those reported on the IPEDS annual finance survey and students included are FTE for the Fall semester (of the FY of interest, as reported to CHE). The following table displays each institution's performance.

The Research Sector includes Restricted and Unrestricted funds in their Institutional Support Costs and excludes fund transfers. All three other sectors, however, include unrestricted funds only and exclude fund transfers.

Table 5.1 - Source: IPEDS Annual Survey

Institution	FY '97-'98 Institutional Support Costs	Fall 1997 FTE STUDENTS	Fall 1997 CONTINUING ED. STUDENTS	FY 1997-98 General Overhead Costs per FTE student	SECTOR STANDARD Downward Trend is Expected
Research Universities					
Clemson	\$20,290,580	16,087	N/A	\$1,345	
USC - Columbia	\$26,347,748	20,835	N/A	\$1,265	
MUSC	\$15,512,886	2,296	N/A	\$6,756	
Sector Subtotals	\$62,151,214	39,218	N/A	\$1,626	\$2,631
Four-Year Colleges and Universities					
Citadel	\$4,767,749	2,843	N/A	\$1,674	
Coastal Carolina University	\$4,322,026	3,874	N/A	\$1,116	
College of Charleston	\$8,413,470	8,948	N/A	\$940	
Francis Marion	\$3,857,213	2,886	N/A	\$1,337	
Lander	\$3,197,219	2,227	N/A	\$1,436	
SC State	\$5,390,038	4,205	N/A	\$1,282	
USC - Aiken	\$2,101,658	2,297	N/A	\$915	
USC - Spartanburg	\$2,774,682	2,809	N/A	\$989	
Winthrop	\$5,471,886	4,416	N/A	\$1,239	
Sector Subtotals	\$40,295,941	34,218	N/A	\$1,168	\$2,742
Two-Year Institutions-Branches of USC					
USC - Beaufort	\$372,293	525	N/A	\$709	
USC - Lancaster	\$568,958	591	N/A	\$624	
USC - Salkehatchie	\$536,701	474	N/A	\$1,132	
USC - Sumter	\$878,566	855	N/A	\$1,028	
USC - Union	\$228,645	197	N/A	\$1,161	
Sector Subtotals	\$2,385,163	2,642	N/A	\$903	\$869
State Tech. and Comprehensive Educ. System					
Aiken Tech	\$1,487,030	1,439	245	\$883	
Central Carolina Tech	\$1,266,613	1,433	1452	\$439	
Chesterfield-Marlboro Tech	\$880,591	604	133	\$1,195	
Denmark Tech	\$745,149	784	25	\$921	
Florence-Darlington Tech	\$2,488,584	2,173	407	\$965	
Greenville Tech	\$4,927,448	5,566	792	\$775	
Horry-Georgetown Tech	\$2,268,432	2,248	639	\$786	
Midlands Tech	\$4,188,390	5,863	907	\$819	
Orangeburg-Calhoun Tech	\$1,706,831	1,319	390	\$999	
Piedmont Tech	\$2,019,360	2,041	418	\$821	
Spartanburg Tech	\$1,990,307	1,803	563	\$841	
Tech College of the Low Country	\$1,182,864	939	80	\$1,162	
Tri-County Tech	\$2,274,541	2,158	455	\$870	
Trident Tech	\$5,230,418	5,336	808	\$851	
Williamsburg Tech	\$817,439	360	35	\$2,069	
York County	\$2,541,521	2,188	494	\$948	
Sector Subtotals	\$38,015,519	38,252	7,843	\$817	\$869

Section VI – Entrance Requirements

The Commission on Higher Education (CHE) collects data on institutions' entrance requirements, preparation of entering freshmen, and developmental course offerings. Portions of this data are used in performance funding evaluations for Critical Success Factor 6, Entrance Requirements; 6A - SAT and ACT Scores of Entering Freshmen; 6B - High School Standing, Grade Point Averages (GPA), and Activities; 6C - Postsecondary, Non-academic Achievement of Student Body; and 6D - Priority on Enrolling In-state Students.

Data on SAT and ACT scores (Figure 6.1) and high school rank and GPA's (Figure 6.2) indicate a general increase in admission standards for research universities and four-year colleges and universities, and two-year institutions-branches of USC.

The research universities do not offer remedial courses. Teaching universities have reduced or eliminated developmental courses entirely.

Entering freshmen students are in-state students for fee purposes, although some institutions enroll significant percentages of out-of-state students.

Most entering graduate students have received their undergraduate degrees from other South Carolina institutions (Table 6.2). The research universities attract a greater number of graduate students from institutions outside of the state.

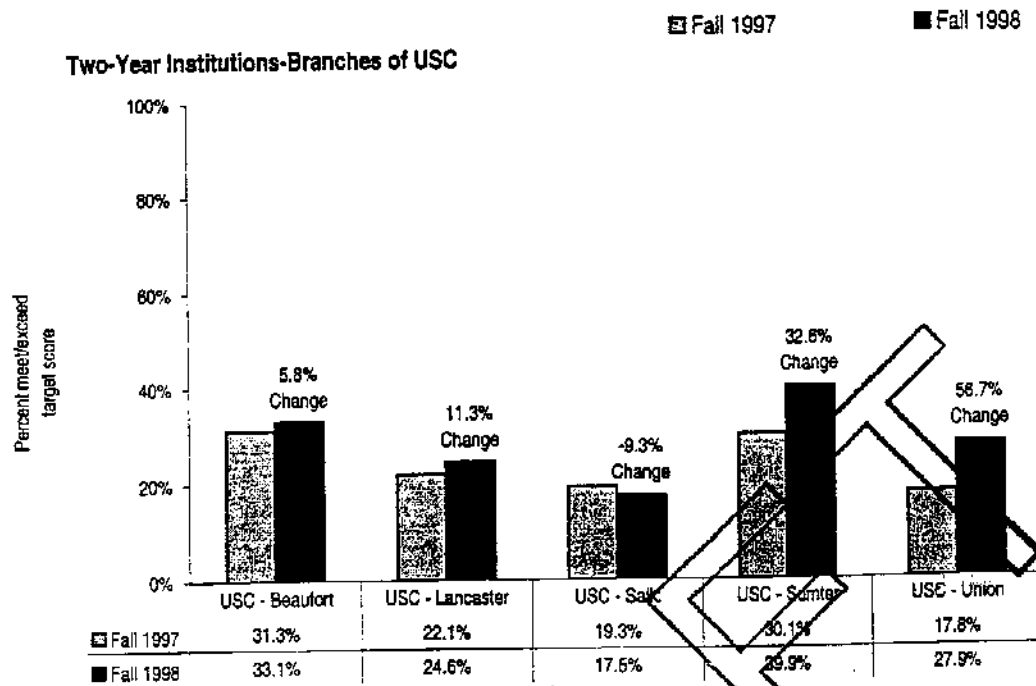
DRAFT

Section VI – Entrance Requirements

DRAFT

Entrance Requirements - SAT and ACT Scores of Student Body, Figure 6.1

Percent of First-Time Freshmen Who Exceed or Meet Commission-Approved Target Scores 1,000 (SAT) or



Complete Alumni Survey from each Institution

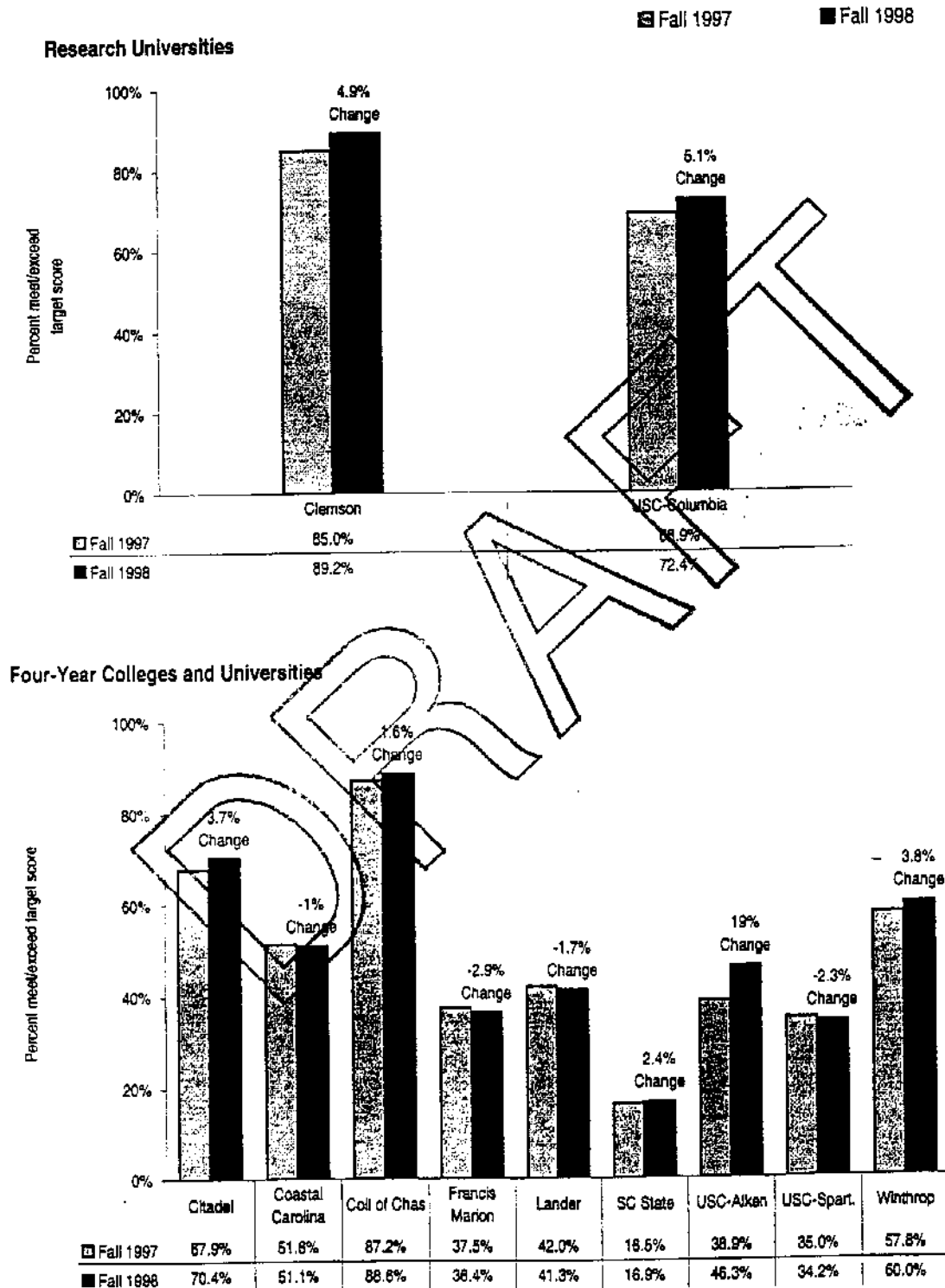
(pending final submissions from institutions to CHE)

DRAFT

Entrance Requirements - SAT and ACT Scores of Student Body, Figure 6.1

Percent of First-Time Freshmen Who Meet or Exceed Commission-Approved Target Scores 1,000 (SAT) or Math and verbal scores for SAT and composite ACT scores for all first-time entering freshmen test takers including provisional students are considered. The percent change is shown over one year. This measure is not applicable for MUSC or the State Technical and Comprehensive Education System.

Figure 6.1 - Source: CHEMIS Data

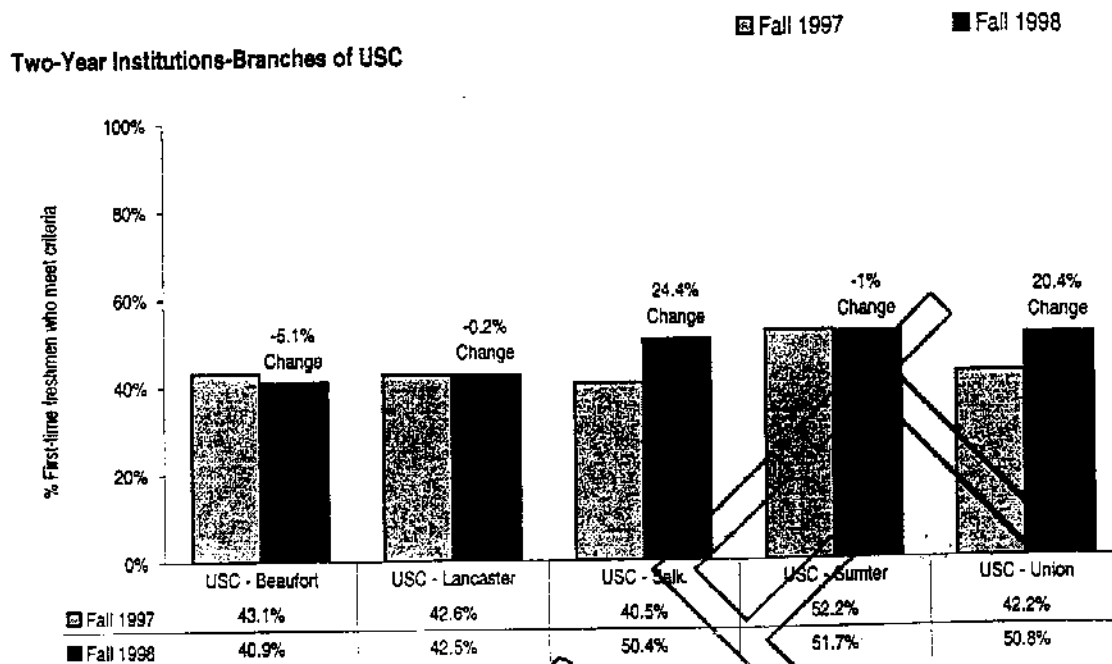


Appendix

DRAFT

**Entrance Requirements - High School Standing, Grade Point Averages,
and Activities of the Student Body, Figure 6.2**

Percent of First-Time Entering Freshmen who: 1) have a HS rank in the top 30% of senior year class, or
2) have a converted GPA of 3.0 or higher upon completion of their senior year



1998-99 Institutional Performance Ratings

The institutional performance ratings from 1998-99, are displayed on the following pages for each of South Carolina's public institutions of higher education. These ratings impacted each institution's FY 1999-2000 state funding.

Each page that follows displays the following information by institution:

- 1) The name of the indicator being evaluated;
- 2) The approved institutional benchmark (standard) for each institution;
- 3) The sector benchmark, if applicable, for all institutions in the sector;
- 4) The institution's actual performance on each indicator;
- 5) The institution's score on each indicator, shown textually and numerically; and
- 6) The institution's overall performance.

The reader is cautioned against drawing comparisons between institutions in light of individual or overall performance scores presented on the following pages due to the nature of the performance funding system employed in South Carolina. It should be kept in mind that there are differences in indicator definitions as well as differences in the applicability of indicators across sectors and institutions that make comparisons difficult. Also, as the reader will note, there is a great deal of variability across all institutions and within sectors as a significant portion of the institutions' scores result from a measurement of annual institutional progress. Thus, the institution is largely in competition with itself and not with other institutions under South Carolina's performance funding system. As reflected on the rating sheets that follow for each institution, institutions performing within the same overall performance category may be considered as performing similarly for purposes of allocating fiscal year appropriations.

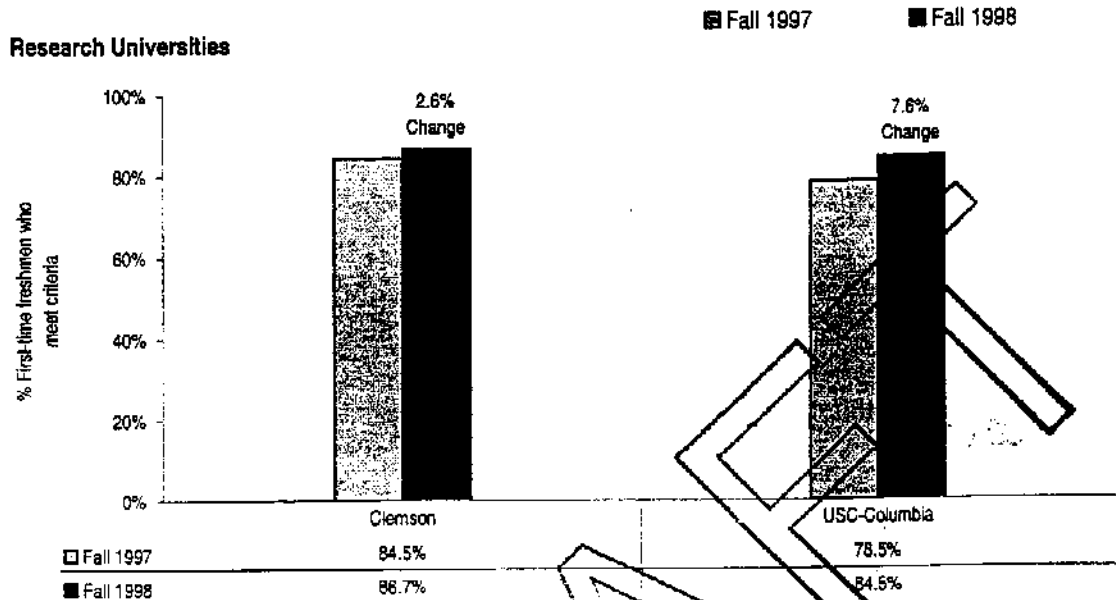
Additionally, it is noted that scores on faculty measures for all campuses of the University of South Carolina system may be low due to a change in methodology used to calculate this year's performance data as compared to the methodology used in calculating past years' performance data upon which institutional benchmarks were established. During the Spring 1999 rating process for the 1998-99 performance year, the University, in interest of time, chose not to challenge the affected ratings, but to work with the CHE staff to agree upon an appropriate methodology for use in subsequent performance years.

Entrance Requirements - High School Standing, Grade Point Averages, and Activities of the Student Body, Figure 6.2

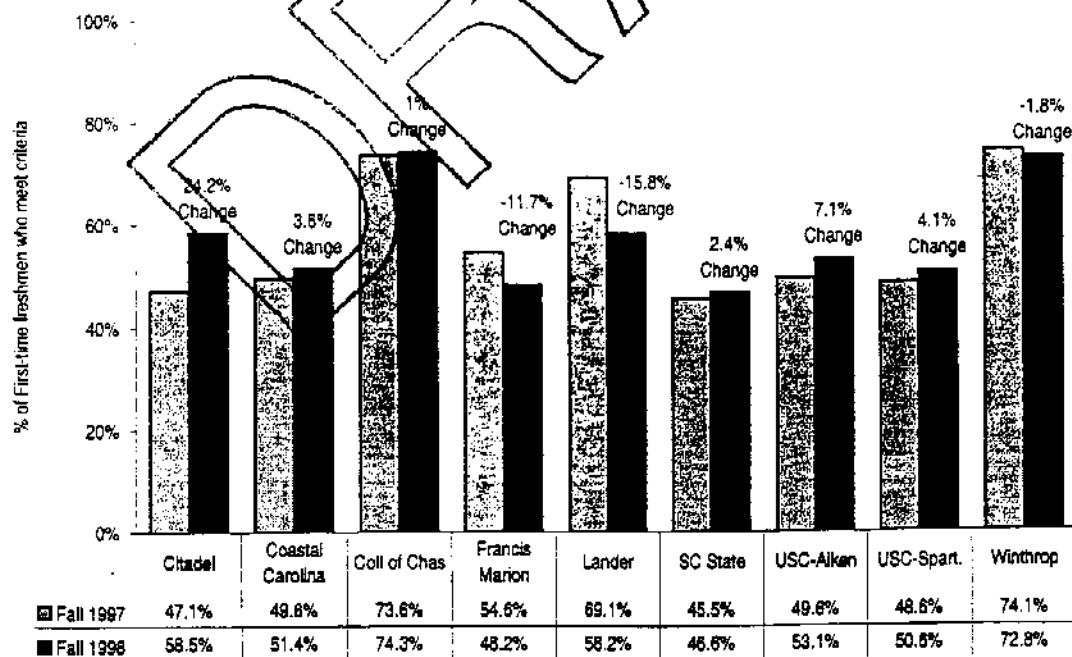
**Percent of First-Time Entering Freshmen who: 1) have a HS rank in the top 30% of senior year class, or
2) have a converted GPA of 3.0 or higher upon completion of their senior year**

The percent change over one year is shown. This measure is not applicable for MUSC or the State Technical and Comprehensive Education System.

Source: CHEMIS Data



Four-Year Colleges and Universities



1998-99 Institutional Report Cards Here

DRAFT

**Excerpts from the
Annual Report on Admissions Standards for First-Time
Entering Freshmen**

(pending final revisions by CHE Staff)

DRAFT

Campus-Based Assessment

Two-Year Institutions-Branches of USC

USC-Beaufort	kudzu.ipr.sc.edu/beau1999.htm
USC-Lancaster	kudzu.ipr.sc.edu/lanc1999.htm
USC-Salkehatchie	kudzu.ipr.sc.edu/salk1999.htm
USC-Sumter	kudzu.ipr.sc.edu/sumt1999.htm
USC-Union	kudzu.ipr.sc.edu/unin1999.htm

State Technical and Comprehensive Education System

Aiken	www.aik.tec.sc.us/ATC-CHE.htm
Central Carolina	www.sum.tec.sc.us/ie1999.htm
Chesterfield-Marlboro	web.infoave.net/~cmte/ie2.htm
Denmark	dtc401.den.tec.sc.us:8000/dtcierph.htm
Florence-Darlington	www.flo.tec.sc.us/ie/report/dtci/esum99.doc
Greenville	www.greenvilletech.com/Institution.htm
Midlands	www.mid.tec.sc.us/arp/ACT629.htm
Orangeburg-Calhoun	www.octech.org/About_the_College/IESummary.html
Piedmont	www.piedmont.tec.sc.us/ie
Spartanburg	www.spt.tec.sc.us go to "Institutional Effectiveness"
Technical College of the Lowcountry	www.tcl-tec-sc-us.org go to "Institutional Effectiveness Report"
Tri-County	www.tricounty.tec.sc.us/2r.html
Trident	www.trident.tec.sc.us/ir/factbook98/institutionaleffectiveness.html
Williamsburg	www.williamsburg.com/ie.htm
York	www.yorktech.com/ytcreport.htm

Summary Reports and Pre-Approved Reporting Cycle

www.chs400.state.sc.us

Entrance Requirements - Sources of First-Time Degrees for Graduate Students, Table 6.2

The following table summarizes the data on sources of undergraduate degrees for first-time, degree-seeking graduates at the state's public institutions. At the research universities, more than half (57.8%) of those students enrolled earned their undergraduate degrees from institutions in other states, while only 24.8% of the students earned their degrees from South Carolina institutions. Graduates of non-U.S. institutions comprised only 14.1% (a slight increase from last year at 12%) of first-time degree seekers at the graduate level. This pattern shifts at the comprehensive teaching universities where the majority of those enrolled earned their degrees from South Carolina institutions (52.8%), followed by graduates of other U.S. Institutions (39.7%).

Table 6.2 - Source: CHEMIS Data

UNDERGRADUATE DEGREES RECEIVED FROM											
Institution	Enrollment	Reporting Institution		Other SC Institutions		Other U.S. Institutions		Non-U.S. Institutions		Unknown	
		#	%	#	%	#	%	#	%	#	%
Research Universities											
Clemson	782	220	29.3%	95	12.2%	256	32.7%	146	18.7%	56	7.2%
USC Columbia	1153	4	0.4%	80	7.8%	901	78.1%	159	13.7%	0	0.0%
MUSC	276	1	0.4%	138	50.4%	120	43.5%	8	2.9%	8	2.9%
Group Totals	2211	225	10.2%	314	14.2%	1277	57.8%	313	14.1%	64	2.9%
Four-Year Colleges & Universities											
Citadel	235	15	6.4%	108	46.0%	87	37.0%	1	0.4%	24	10.2%
Coastal Carolina	2	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Coll. Of Charleston	106	28	26.4%	21	19.8%	56	52.8%	1	0.9%	0	0.0%
Francis Marion	35	12	34.3%	15	42.9%	8	22.9%	0	0.0%	0	0.0%
Lander	36	0	0.0%	22	61.1%	2	5.6%	0	0.0%	12	33.3%
SC State	13	2	15.4%	5	38.5%	1	7.7%	0	0.0%	5	38.5%
USC-Aiken	7	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
USC-Spartanburg	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Winthrop	173	45	26.0%	48	28.8%	80	46.2%	1	0.6%	1	0.6%
Group Totals	602	102	16.8%	219	36.4%	216	35.9%	2	0.3%	22	3.7%

Section XI – 1998-1999 Institutional Performance Ratings

DRAFT

Section VII – Graduates' Achievements

The Commission on Higher Education (CHE) evaluates graduates' achievements based on graduation rates (Performance Indicator 7A), placement of graduates, scores on licensure and professional examinations (Performance Indicators 2A, 2B, and 7D), and the average number of credit hours students take to complete their degree programs (Performance Indicator 7F). Institutions also submit the results of alumni surveys administered every two years. Alumni who graduate three years previously are surveyed.

Graduation rates are generally higher for residential, rather than commuter campuses. They are also higher for institutions with higher admissions standards.

Graduation rates for two-year institutions are substantially lower on average than for four-year institutions. Students at these institutions are more likely to stop out of school for periods of time, especially when the economy is good and jobs are available. In South Carolina over the last three years, graduation rates have increased significantly at the regional campuses at the University of South Carolina.

DRAFT

Campus-Based Assessment

The institutions' summary reports reveal an active on-going process of assessment at the institutions encouraged by legislative requirements, the Commission on Higher Education (CHE), the requirements for the Southern Association of Colleges and Schools regional accreditation and also by some specialized accrediting bodies.

Section 59-104-660 (B) of the South Carolina Code of Laws, 1976, as amended, requires that as part of each public post-secondary institution's annual report to the CHE on institutional achievement, each institution must report on progress in developing assessment programs and on related information on student achievement. During 1997-98, the CHE streamlined reporting requirements in order to eliminate unnecessary duplication in reporting and to ensure reporting of data as consistent with requirements Act 359 of 1996.

Many of the components listed below are not reported annually, but based on a predetermined and approved schedule submitted by each institution. Their assessment is an on-going process.

The summary reports for the 1998-99 year have been submitted electronically and are available through each institution's website at the addresses that follow this summary. They can also be found through the CHE's website. The reports include the following components:

General Education

The goals of general education, which is one of the most difficult components of curriculum to assess, may be defined narrowly in terms of basic skills or extremely broadly to include understanding and integrating knowledge spanning the full range of the humanities, sciences, and social sciences combined with attitudes and behaviors which enable the graduate to function effectively in today's complex society. In their assessment plans institutions were asked to provide their definitions of general education, to indicate the methodologies for instruments they selected to assess the effectiveness of their general education, to list major findings or trends from their initial assessments describe and actions they have taken or plan to take to improve their general education programs as a result of the assessment process. While efforts to assess this component vary both in their complexity and their success, many institutions have already obtained findings that either reinforce what they are currently doing in their programs or enable them to make appropriate changes or improvements.

Majors or Concentrations

Majors or concentrations provide students with specialized knowledge and skills. Because of the vast number of majors offered, institutions generally report on all of them over a four-year cycle. In their assessment plans for their majors, institutions are asked to list the majors on which they are reporting, to describe the various methods that are being used to assess each major and to highlight the findings and how they are being used for improvement. Examples of assessment methods being used by South Carolina's public institutions include both commercial and locally-developed tests; portfolios; internal and external peer reviews; capstone courses; results of licensing and certification examinations; exit interviews; focus groups; student, graduate and employer surveys; classroom research; and matrix analysis of curriculum content. Many reports describe significant changes that are being made in curriculum and teaching effectiveness as a result of the assessment of majors.

Academic Advising

Academic Advising provides students with an understanding of their rights and responsibilities for completion of their degrees, programs and/or career preparation.

Section VII – Graduates' Achievements

DRAFT

Campus-Based Assessment

Achievement of Students Transferring from Two to Four Year Institutions

Two-year public institutions report on this component every other year, when data on the academic performance of their former students are transferred from the four-year institutions back to the two-year institutions for examination and analysis. This component will be reported upon in the next report.

Procedures for Student Development

Determining student growth and development throughout the college or university experience requires the application of multiple assessment procedure. All institutions were asked to assess their student services (e.g. financial aid, orientation, counseling, residence halls, and extracurricular activities) although some have chosen to cycle those assessments over several reporting years. Reports in this typically include descriptions of the services that have been evaluated, major findings, and any changes or improvements that have been made as a result of the assessments. In addition, most institutions are conducting pilot studies on the institutions' effect on their students' attitudes and behaviors, particularly as those attitudes affect academic and career success. While difficult to design, such studies respond to institutional mission statements that indicate intent to instill such values as civic responsibility, tolerance, cultural sensitivity, and ethical behavior.

Library Resources and Services

Access to and usage of appropriate library materials is a critical part of the learning process. In their summary reports, institutions indicate the results of assessments of their library services and collections. College and university librarians in South Carolina generally have done an outstanding job with these evaluations.

Please see the information below to obtain summary reports and the pre-approved reporting schedule for each institution.

Summary Reports on Institutional Websites

Research Universities

Clemson

www.clemson.edu/special/che/index.htm

USC-Columbia

kudzupr.sc.edu/cola1999.htm

MUSC

www.edserv.musc.edu/musc_ie_report_99

Four-Year Colleges and Universities

Citadel

www.citadel.edu/planningandassessment/inst_eff99/contents.html

College of Charleston

irp.cofc.edu/planassess/ierpt99.htm

Coastal Carolina

coastal.edu/services/effect/iereport99.html

Francis Marion

alpha1.fmarion.edu/~instresearch/che.htm

Lander University

www.lander.edu/ierpt99.html

SC State

ir.scsu.edu/ie-MAIN.htm

USC-Aiken

assess.usca.sc.edu/ira/assessment/ieReport.htm

USC-Spartanburg

www.uscs.edu/~improv/efactbook/ie.htm

Winthrop

www.winthrop.edu/acad_aff/IE

Graduates' Achievement - Performance Funding Graduation Rate, Table 7.2

This performance funding measure (7A1a) looks at Graduation Rates of all sectors South Carolina public institutions except MUSC. The rates below are calculated as the percent of first-time, full-time undergraduate freshmen receiving degrees within 150% of normal program time. Generally, 150% of normal program time is 3 years for a 2-year degree and 6 years for a 4-year degree. The rates differ from those displayed in Table 7.1. Table 7.1 shows rates for only those seeking a baccalaureate degree.

Table 7.2 - Source: CHEMIS Data

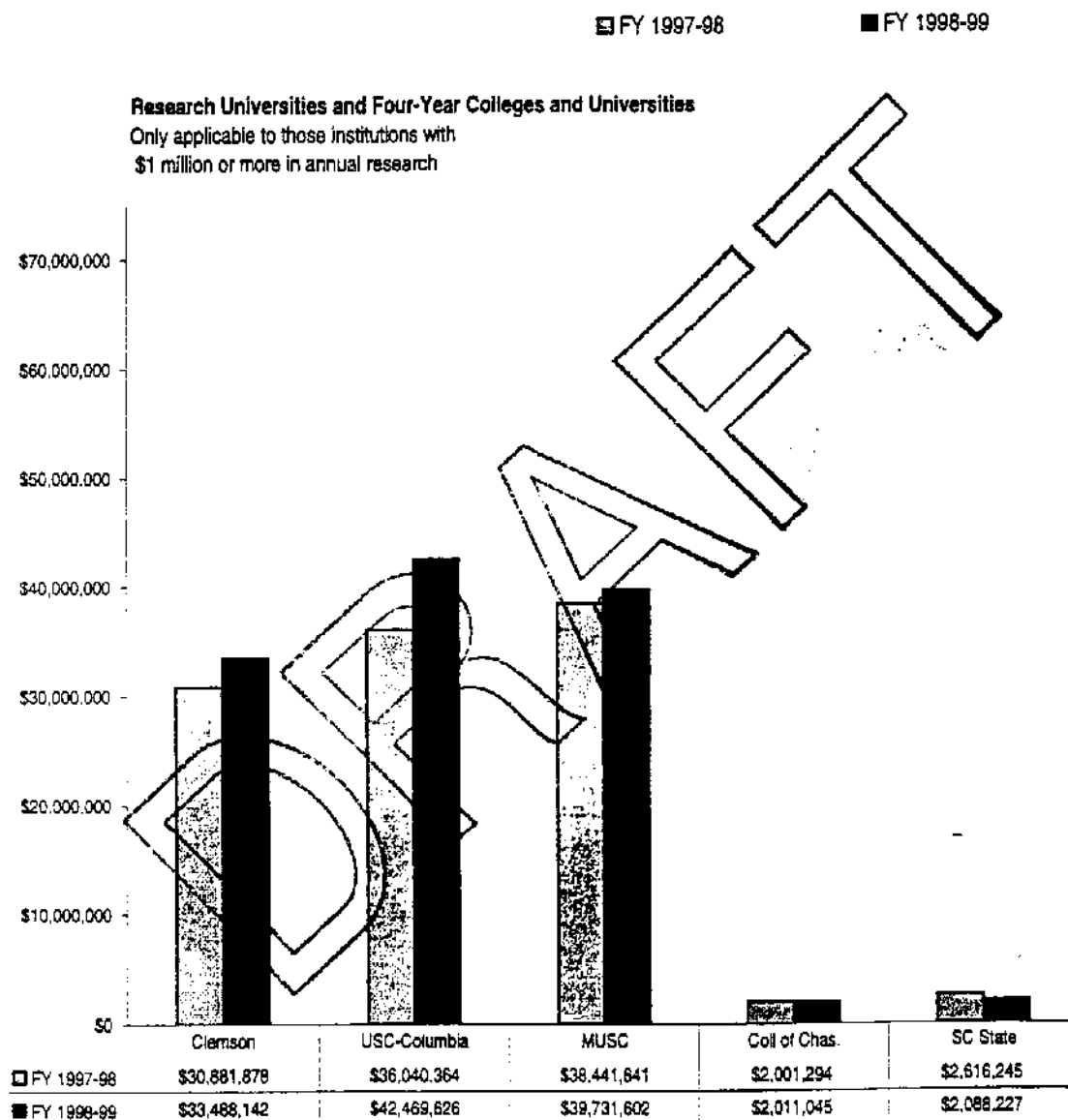
		First-time, Full-time freshmen entering in 1992		
1991 - First-time, Full-time Entering Freshmen Graduating In 150% of Program Time		# Entering	# Completing In 150% of Program Time	% Completing in 150% of Program Time
Research Universities				
Clemson	69.6%	2,484	1,799	72.4%
USC Columbia	56.2%	2,460	1,368	55.7%
MUSC	n/a	n/a	n/a	n/a
Four-Year Colleges and Universities				
The Citadel	73.1%	526	404	76.8%
Coastal Carolina	34.2%	591	179	30.3%
College of Charleston	53.9%	1,296	672	51.9%
Francis Marion	35.5%	875	296	33.8%
Lander	46.6%	402	167	41.5%
SC State	46.6%	701	318	45.4%
USC - Aiken	31.6%	385	118	30.6%
USC-Spartanburg	32.3%	399	143	35.8%
Winthrop	51.2%	881	426	53.2%

		First-time, Full-time freshmen entering in 1995		
1994 - First-time, Full-time Entering Freshmen Graduating in 150% of Program Time		# Completing degree in 150% of Program Time	# Entering	% Completing In 150% of Program Time
Two-Year Institutions-Branches of USC				
USC Beaufort	13.0%	74	9	12.2%
USC Lancaster	28.0%	174	59	33.9%
USC Salkehatchie	21.0%	142	29	20.4%
USC Sumter	19.0%	157	29	18.5%
USC Union	23.0%	41	9	22.0%
State Technical and Comprehensive Education System				
Aiken	7.8%	306	32	10.5%
Central Carolina	12.0%	274	29	10.6%
Chesterfield-Marlboro	15.4%	127	10	7.9%
Denmark	25.0%	241	63	26.1%
Florence-Darlington	19.2%	425	64	15.1%
Greenville	11.2%	792	101	12.8%
Horry-Georgetown	17.5%	450	77	17.1%

Research Funding - Amount of Public and Private Sector Grants, Figure 9.2

Beginning with 1999-2000, institutions will be measured as to current fiscal year grants expenditures divided by the average of grant expenditures from the prior three years. In preceding years, institutions were measured on the most recent grant expenditures as compared to a weighted average for the prior three years expenditures. Data for research expenditures used for purposes of this measure are reported by institutions in fulfillment of federal reporting requirements of the IPEDs Finance Survey. "Grants" for purposes of this measure are defined as the total dollars received from public and private sector grants expended in the State fiscal year for research, including federal and state research expenditures.

Figure 9.2 - Source: IPEDS Annual Survey



Graduates' Achievements - Graduation Rate for Four, Five, and Six Years, Table 7.1

Graduation rates reflect the ability of institutions to attract, select, and retain students qualified to succeed in the institution's curriculum. Although graduation rates may reflect the quality of the institution and its students, other factors such as the number of students who move between full-time and part-time status, withdraw for personal or financial reasons, or transfer to other institutions also influence graduation rates. The information below is now being taken from a nationally-recognized standard federal form, the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey and include only bachelor or equivalent degree-seeking students. The data presented below is comparable with previous years with the slight differences in the cohort as noted below.

Table 7.1 - Source: IPEDS 1998 Graduation Rate Survey

GRADUATION RATES PUBLIC SENIOR INSTITUTIONS Number and Percent of Bachelor Degree-Seeking, First-Time, Full-Time Freshmen Entering in Fall 1992 and Graduating with a Bachelor's Degree within Four Years or Less, Five Years or Less, and Six Years or Less							
Institution:	Fall 1992 Full-Time Cohort*	Number Graduating Within 4 Yrs.	Percent Graduating Within 4 Yrs.	Number Graduating Within 5 Yrs.	Percent Graduating Within 5 Yrs.	Number Graduating Within 6 Yrs.	% Graduating Within 6 Yrs. or Within 150% of Normal Time
Research Universities							
Clemson	2,484	910	36.63%	1,647	66.30%	1,779	72.42%
USC-Columbia	2,460	643	26.14%	1,238	50.33%	1,369	55.65%
Four-Year Colleges and Universities							
Citadel	526	315	59.89%	382	74.52%	404	76.81%
Coastal Carolina	591	71	12.03%	151	25.55%	179	30.29%
College of Charleston	1,296	425	32.79%	630	48.61%	672	51.85%
Francis Marion	875	110	12.57%	147	16.80%	296	33.83%
Lander	402	66	16.42%	145	36.07%	167	41.54%
SC State	701	89	12.70%	256	36.52%	318	45.36%
USC-Aiken	298	29	9.73%	84	28.19%	98	32.89%
USC-Spartanburg	372	65	14.78%	114	30.65%	131	35.22%
Winthrop	801	256	31.96%	396	49.44%	426	53.18%
TOTAL	10,806	2,989	27.48%	5,200	48.12%	5,859	54.22%

DEFINITIONS:

*Adjusted for allowable exclusions, includes only Bachelor or Equivalent Degree Seeking Students
 (Bachelor or Equivalent Degree Seeking Cohort and Completers of Bachelors or Equivalent Degrees)

Section X – Campus-Based Assessment

DRAFT

Graduates' Achievements - Southern Regional Education Board Graduation Rate, Table 7.3

Student Progression Rates - 1992 Cohort of Full-Time, First-Time Bachelor's Seeking Undergraduates*

All Public Four-Year Colleges and Universities

Table 7.3 - Source: SREB State Data Exchange, September 1999

	Percentage Completing a Bachelor's at Institution of Initial Enrollment within 150% of Normal Time	Percentage Still Enrolled at Institution of Initial Enrollment	Percentage Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
SREB States	43.1	8.3	16.7
Alabama	43.9	5.1	
Arkansas	31.6	5.8	17.2
Florida	56.3	6.0	10.2
Georgia	39.2	5.7	25.2
Kentucky	37.9	7.5	14.1
Louisiana	27.8	8.7	
Maryland	54.5	3.7	18.4
Mississippi	41.7	5.6	15.4
North Carolina	56.2	3.4	15.4
Oklahoma	35.5	20.3	29.9
South Carolina	54.2	3.1	
Tennessee	40.6	7.0	13.1
Texas	41.8	6.6	32.4
Virginia	61.3	2.7	16.1
West Virginia	39.9	6.7	

Blank space indicates data not available; the system for tracking transfers is still in development

*Members of the initial cohort who became deceased, totally and permanently disabled, left school to serve in the armed forces or the federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the initial cohort who completed only an award below the baccalaureate level, those who completed a bachelor's but not within 150 percent of normal time and those who did not earn any certificate or degree and are not still enrolled are not counted in the columns shown.

Research Funding - Student Involvement in Research, Table 9.1

Upper-Division, Undergraduate Students

Undergraduate students are also involved in research efforts at public institutions. Those represented below are upper-division (junior and senior level) students. Although the percents are much lower, they can make significant contributions to on-going research at these institutions. The College of Charleston has led all the institutions over the past two years with its upper-division undergraduates being involved in research (Fall 1998-7.6%; Fall 1997-8.8%). USC-Columbia and The Citadel have followed second and third each year. Two columns have been added to show the change in enrollment and the percent change in student involvement over the past year.

Institution	Fall Semester	Number Students Enrolled (CHEMIS Data)	Number Receiving Stipends for Research	% Participating In Research	Change in Enrollment	% Change in student involvement
Research Universities						
Clemson	1998	6,436	177	2.8%	140	4%
	1997	6,296	168	2.7%		
MUSC	1998	502	0	0.0%	-86	-100%
	1997	588	2	3.4%		
USC Columbia	1998	7,176	42	0.6%	128	-16%
	1997	7,048	49	0.7%		
Four-Year Colleges & Universities						
Citadel	1998	889	46	5.4%	-19	59%
	1997	878	3	3.4%		
Coastal Carolina	1998	1,754	24	1.4%	230	-44%
	1997	1,524	38	2.5%		
Coll. of Charleston	1998	4,083	31	7.6%	209	-14%
	1997	3,874	34	8.8%		
Francis Marion	1998	1,296	0	0.0%	9	0%
	1997	1,287	0	0.0%		
Lander	1998	1,093	0	0.0%	-46	0%
	1997	1,139	0	0.0%		
SC State	1998	1,771	92	5.2%	229	62%
	1997	1,542	50	3.2%		
USC-Aiken	1998	1,297	12	0.9%	29	-49%
	1997	1,268	23	1.8%		
USC-Spartanburg	1998	1,500	2	1.3%	15	-35%
	1997	1,485	3	2.0%		
Winthrop	1998	1,935	0	0.0%	24	0%
	1997	1,911	0	0.0%		

Graduates' Achievement - Performance Funding Graduation Rate, Table 7.2

Midlands	7.4%	1,188	100	8.4%
First-time, Full-time freshmen entering in 1995				
State Technical and Comprehensive Education System, cont.	1994 - First-time, Full-time Entering Freshmen Graduating in 150% of Program Time	# Completing degree in 150% of Program Time	# Entering	% Completing in 150% of Program Time
Orangeburg-Calhoun	29.5%	340	66	19.4%
Piedmont	24.6%	342	79	23.1%
Spartanburg	24.6%	400	79	19.8%
TCL	18.2%	95	9	9.5%
Tri-County	21.0%	441	61	13.8%
Trident	11.0%	625	80	12.8%
Williamsburg	7.0%	62	5	8.1%
York	16.5%	484	73	15.1%

* Corrected after May 6, 1999

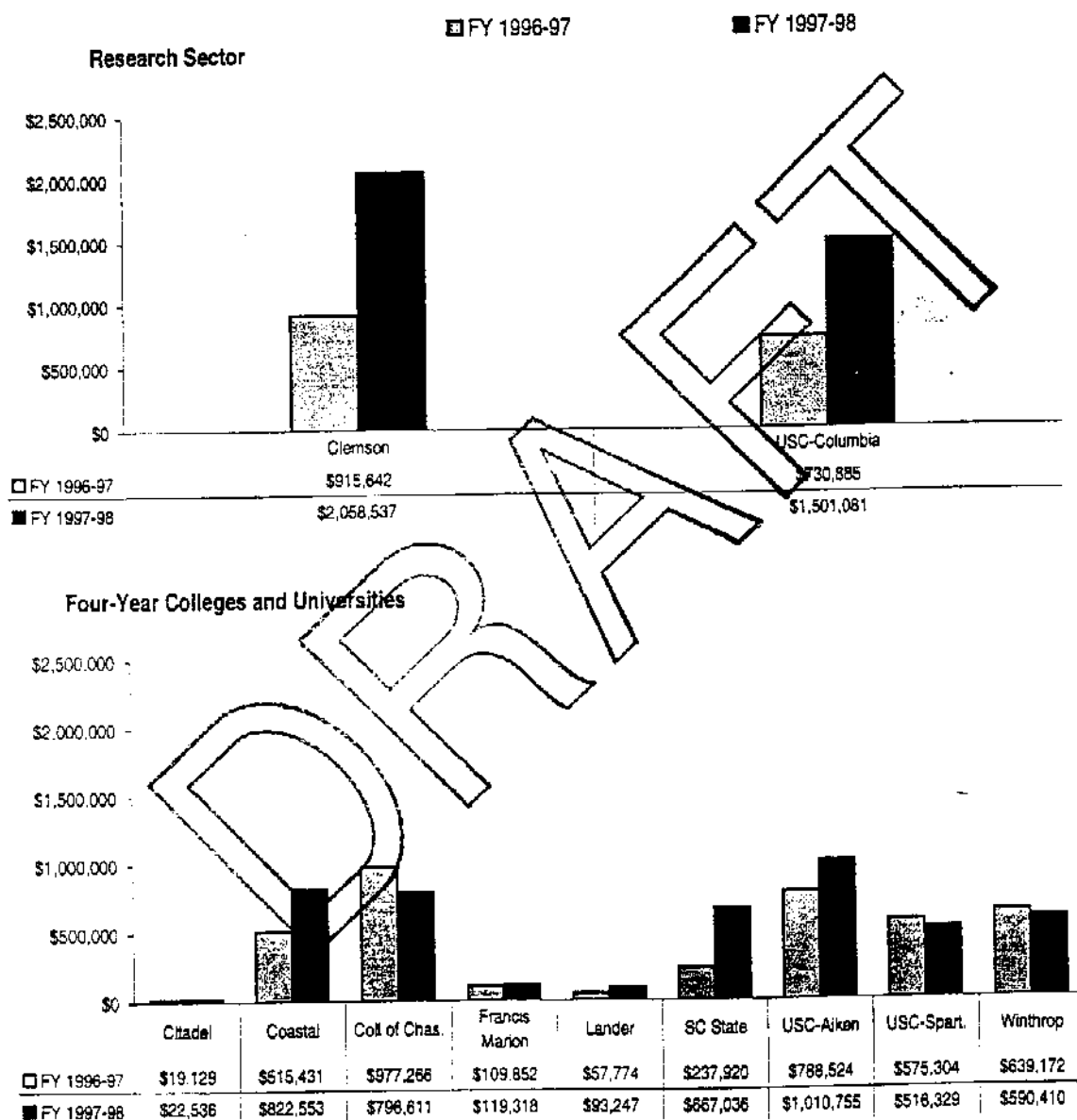
† Adjusted for allowable exclusions, includes only Bachelor or Equivalent Degree-Seeking Students
(see SREB Table 7.3 for "allowable")

DRAFT

Research Funding - Financial Support for Teacher Education, Figure 9.1

Beginning with 1999-2000 Performance Indicator 9A is a measure of the amount of grants and awards expended to support teacher preparation or training, including applied research, professional development and training grants, as compared to the average from the prior three years. In preceding years institutions performance was measured as the amount of expenditures for the most recent FY compared to a weighted average of expenditures in the three previous years. Figure 9.1 shows the actual dollar amounts expended during FY 1996-97 and 1997-98 as reported by the institutions. This measure is not applicable to MUSC, the Two-Year Institutions-Branches of USC, or the State Technical and Comprehensive Education System.

Figure 9.1 - Source: Institutional Reports to CHE



Graduates' Achievements - Southern Regional Education Board Graduation Rate, Table 7.3

Student Progression Rates - 1992 Cohort of Full-Time, First-Time Bachelor's Seeking Undergraduates*

Public Two-Year

	Percentage Completing a Degree or Certificate Less Than a Bachelor's or Equivalent Degree at Institution of Initial Enrollment within 150% of Normal Time	Percentage Still Enrolled at Institution of Initial Enrollment	Percentage Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
SREB States	16.7	14.7	13.0
Alabama	16.5	9.1	
Arkansas	20.9	9.2	13.5
Florida	27.3	16.8	11.0
Georgia	13.6	12.3	22.6
Kentucky	10.0	14.6	20.9
Louisiana	14.8	13.3	
Maryland	12.2	16.1	10.2
Mississippi	16.9	7.8	
North Carolina	19.9	10	
Oklahoma	15	30.6	23.8
South Carolina	15.7	14.4	
Tennessee	9.5	16.1	17.1
Texas	10.9	13.4	17.8
Virginia	16.0	15.5	13.6
West Virginia	10.7	8.5	

Blank space indicates data not available; the system for tracking transfers is still in development

*Members of the initial cohort who became deceased, totally and permanently disabled, left school to serve in the armed forces or the federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the initial cohort who completed only an award below the baccalaureate level, those who completed a bachelor's but not within 150 percent of normal time and those who did not earn any certificate or degree and are not still enrolled are not counted in the columns shown.

Section IX – Research Funding

Research data includes student involvement in research, grants and awards expended in support of teacher training, and public and private sector research grants expended.

Tables 9.1 and 9.2, "Student Involvement in Research," summarize the number and percent of upper-division, degree-seeking undergraduate and graduate students funded through grants who participate in sponsored research. The data reveal increased participation by graduate students at the research universities.

With regard to financial support for teacher training, Figure 9.1, "Financial Support for Teacher Training," shows a substantial increase in expenditures at the applicable research universities compared to expenditures the previous year.

Likewise, as indicated by Figure 9.2, "Amount of Public and Private Sector Grants," expenditures of dollars from public and private sector research grants has increased overall, led by an increase in the research sector.

DRAFT

Graduates' Achievements - Placement Data on Graduates, Table 7.4

The following table summarizes placement data on graduates from public, senior institutions. These institutions of higher learning are required to report placement data on graduates and most institutions include this data as part of their alumni follow-up survey. The responses reflected here are derived from graduates of three years prior to the reporting year (i.e. 1995-96 graduates). The responses are taken directly from the alumni survey at each institution. The standard survey contains five questions, all of which are provided below. The institutions were asked to report on the number of responses received on each question, but only the percentages of the total responses are shown below. Since programs at the two-year campuses of USC are intended primarily to prepare students for continuing their baccalaureate studies, placement data have not been collected for those institutions. The data shown here should provide an overview of what graduates from South Carolina's public, senior institutions are doing upon their commencement.

Table 7.2 - Source: Institutional Reports to CHE

1998-99 Academic Year Survey Administration

	Clemson	MUSC	USC-C	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Number Surveyed	2294	350	1101	1214	249	1359	498	385	798	481	546	592
% Response Rate	25	39	35	26.5	36	23.8	22.1	24.16	23.9	27	20.2	20
Based on Sample or Total Group	Total	Total	Sample	Total	Sample	Total	Total	Total	Total	Total	Total	Total
Time to obtain first full-time job after graduation												
% of Total Represented	Clemson	MUSC	USC-C	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Prior to leaving college	27.3	13	27.82	14.6	12	13.7	20.1	11.8	15.8	17	12.6	16.8
Less than 1 month	27.3	13	27.82	14.6	12	13.7	20.1	11.8	15.8	17	12.6	16.8
1 to 3 months	19.6	17	24.69	10.8	25	20.8	12.8	25.8	22.9	21	20.2	25.9
4 to 6 months	12.5	2	12.07	6	11	12.1	7	10.8	12	12	11.5	11.8
7 to 12 months	3.9	0	4.99	1.9	4	8.4	8.3	5.4	1.6	4	4.8	4.2
Over 12 months	3.9	0	4.99	1.9	4	8.4	8.3	5.4	1.6	4	4.8	4.2
Did not obtain a full-time job	1.9	5	7.61	7.3	10	9	8.6	5.4	8.4	6	4.6	5
Did not seek a full-time job	1.9	5	7.61	7.3	10	9	8.6	5.4	8.4	6	4.6	5
Single category that best describes student's current status												
% of Total Represented	Clemson	MUSC	USC-C	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Continuing education full-time	20.8	2	5.58	5.3	23	19.6	21.1	25.9	31.9	16	26.4	24.2
Employed & continuing education	15.5	18	15.49	18.8	23	19.6	21.1	25.9	31.9	16	26.4	24.2
Employed full-time	68.8	25	69.78	48.8	56	64.5	6.8	2.2	1.6	3	4.6	1.7
Employed part-time	0.9	1	8.82	1.3	0	1.2	0.8	2.2	1.6	3	4.6	1.7
Serving in Armed Forces	1.7	2	2.82	2.1	0	0.9	0.9	0	0	0	0	0
Unemployed seeking work	0.7	0	2.1	0	1	1.9	4.5	0	0	2	3.4	0
Unemployed not seeking work	2.0	0	5.41	0.9	0	0.8	1.8	2.2	2.1	2	1.5	0
Other	1.6	0	0.26	1.3	1	2.5	2.8	0	1.6	2	2.3	0.8
Relationship between the student's college major and first full-time job after graduation												
% of Total Represented	Clemson	MUSC	USC-C	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Highly related	35.1	2.5	14.36	14.6	45	47.8	7	5.4	18.8	16	18.4	12.7
Moderately related	17.1	8	17.59	22.1	21	14.3	21.3	14.4	18.8	16	18.4	12.7
Slightly related	19.5	10	30.92	17	27	10.2	10.2	10.2	6.5	7	11.5	11.5
Not related	11.1	3	23.36	20.8	20	30.2	26.9	18.7	6.8	10	15.1	20.3
Not employed	2.1	2	7.2	9.5	7	6.6	6.6	1.1	6.8	7	7.1	7.1
Relationship between the student's college major and current full-time job												
% of Total Represented	Clemson	MUSC	USC-C	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
Highly related	16.7	12	19.69	22	13	16.5	23.1	11.8	18.8	13	16.1	15.3
Moderately related	16.1	12	19.69	22	13	16.5	23.1	11.8	18.8	13	16.1	15.3
Slightly related	10.2	2	19.16	19.5	8	23.8	15.4	14	5.2	12	14.9	13.6
Not related	10.2	2	19.16	19.5	8	23.8	15.4	14	5.2	12	14.9	13.6
Not employed	3.7	3	4.46	2.8	4	5.7	5.7	1.1	6.3	3	1.1	3.4
Location of student's first job after graduation												
% of Total Represented	Clemson	MUSC	USC-C	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-S	Winthrop
South Carolina	28.9	19	16.27	23	12	18.5	6.8	7.7	14.1	21	8	23.7
Southeast, outside of SC	28.9	19	16.27	23	12	18.5	6.8	7.7	14.1	21	8	23.7
Outside the Southeast	3.7	3	4.46	2.8	4	5.7	5.7	1.1	6.3	3	1.1	3.4
Not employed	3.7	3	4.46	2.8	4	5.7	5.7	1.1	6.3	3	1.1	3.4

Research Funding - Student Involvement in Research, Table 9.1

The following tables summarize the number and percent of degree-seeking upper-division undergraduate and graduate students who have received funding through grant monies and thus have participated in sponsored research activities. It should be noted that the many students who participate in non-sponsored research, and in externally funded projects which are not classified as research, are not reflected in the data presented below.

Table 9.1 - Source: CHEMIS Data

Graduate Students

As expected, involvement by graduate students is more common and involves a greater percent of that population at each institution than undergraduate students. The research universities lead with Clemson reporting 21.8% of their graduate students being involved in research and USC Columbia (8.5%) and MUSC (5.7%) following second and third. SC State has made a dramatic move since last year to 31.3% and the College of Charleston maintains a comparable number to its place last year. The other institutions in the teaching sector have less than 1% involved. Two columns have been added to show the change in enrollment and the percent change in student involvement over the past year.

Institution	Fall Semester	Number Students Enrolled (CHEMIS Data)	Number Receiving Stipends for Research	% Participating in Research	Change in Enrollment	% Change in student Involvement
Research Universities						
Clemson	1998	2,916	636	21.8%	58	5%
	1997	3,004	624	20.8%		
MUSC	1998	884	50	5.7%	124	0%
	1997	760	43	5.7%		
USC Columbia	1998	6,989	592	8.5%	-246	12%
	1997	7,235	553	7.6%		
Four-Year Colleges & Universities						
Citadel	1998	685	2	0.3%	-27	-50%
	1997	712	4	0.6%		
Coastal Carolina	1998	13	0	0.0%	3	0%
	1997	10	0	0.0%		
Coll. of Charleston	1998	432	20	4.6%	-3	-16%
	1997	435	24	5.5%		
Francis Marion	1998	291	0	0.0%	-21	0%
	1997	312	0	0.0%		
Lander	1998	50	0	0.0%	-6	0%
	1997	56	0	0.0%		
SC State	1998	294	92	31.3%	-85	1104%
	1997	379	10	2.6%		
USC-Aiken	1998	41	0	0.0%	-4	0%
	1997	45	0	0.0%		
USC-Spartanburg	1998	8	0	0.0%	-2	0%
	1997	10	0	0.0%		
Winthrop	1998	607	0	0.0%	-54	0%
	1997	661	0	0.0%		

Graduates' Achievements - Alumni Surveys, Table 7.5

The following tables highlight questions pulled from the alumni survey. All public colleges and universities in the state are required to administer this survey and report the results every two years. The data is gathered from alumni who graduated three years prior to the current reporting year (i.e. alumni graduating in 1995-96). Institutions are listed by sector and the return rate from the survey is provided. The survey contains four common questions with several subparts to three of the questions.

The questions highlighted in the tables are subparts, pulled from Question One on the survey: "Students' level of satisfaction with:" The number of responses is presented in addition to the percent of those who answered in one of the six choices. The complete survey from each institution may be found at the end of this report in the Appendix.

Table 7.3 - Source: Institutional Reports to CHE

Question: Students' level of Satisfaction with:

Institution	Return Rate of Survey	Number of Responses to Question	Major Program of Study					
			% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities								
Clemson	25.28%	576	38.71	47.5	11.28	2.3	2.43	0.53
MUSC	39%	134	53	35	11	1	0	0
USC-Columbia	35%	381	34.1	54.1	8.9	3	2.1	0.5
Four-Year Colleges & Universities								
Citadel	26.50%	322	54.1	15	27.3	2.8		0
Coastal Carolina	50%	89	54	38	8	0	0	0
Coll. Of Charleston	23.80%	322	48.1	39	11.2	0.9		0
Francis Marion	22.10%	110	47.3	45.6	5.5	0.9	0.9	0
Lander	24.16%	93	45.2	43	7.5	2		0
SC State*	23.9	191	59.7	37.2	2.6	0	0.5	0
USC Aiken	27%	129	59	35	5	2		0
USC Spartanburg	20.20%	105	39.1	50.6	6.9	2.3	0	1.1
Winthrop	20.44%	112	61.6	33	3.6	1.5	0	0
Two-Year Institutions-Branches of USC								
USC Beaufort	29%	17	53	41	6	0	0	0
USC Lancaster	23%	25	48	36	16	0	0	0
USC Salkehatchie	22%	0	0	0	0	0	0	0
USC Sumter	23.1%	18	55.56	38.88	5.56	0	0	0
USC Union	24%	12	83	17	0	0	0	0
State Tech. and Comprehensive Educ. System								
Aiken Tech	25%	61	44	48	0	0	3	3
Central Carolina	26%	51	33	33	32	0	0	2
Chesterfield-Marlboro	23%	28	39	58	4	0	0	0
Denmark Tech	14%	25	48	48	4	0	0	0
Florence-Darlington	26%	91	55	38.5	4.4	0	1.1	0
Greenville Tech	18%	115	52	43	3	0	1	1
Horry-Georgetown	100%	448	61.4	35.7	1	0	0.4	8
Midlands Tech	22%	142	60.6	38	1.4	0	0	0
Orangeburg-Calhoun	21%	72	55	38	0	0	0	1
Piedmont Tech	7%	32	50	37.5	9.4	0	3.1	0
Spartanburg Tech	10.90%	15	53	33	0	0	0	0
Tech. Coll. of the Lowcountry	12%	22	68	14	9	9	0	0
Tri-County	21%	75	53.3	39.7	3	0	1.3	0
Trident	16%	77	58.4	35.1	6.5	0	0	0
Williamsburg Tech	34%	62	52	42	3	3	0	0
York	20%	50	64	32	4	0	0	0

* Other cohort of graduates surveyed

** No data reported for this question

User-Friendliness of the Institution - Percent Change in Minority Enrollment, Fall 1994 to Fall 1998, Table 8.2

INSTITUTION	Headcount Enrollment, Fall 1994			Headcount Enrollment, Fall 1998			Percent Change, Fall 1994 to Fall 1998		
	Afr-Amer.	Other*	Total	Afr-Amer.	Other*	Total	% Change Afr-Amer.	% Change Other*	% Change Total
Research Universities									
Clemson	1,302	1,333	16,290	1,163	1,401	16,685	-10.7%	5.1%	2.4%
USC-Columbia	3,994	2,049	26,754	4,075	2,382	25,250	2.0%	16.3%	-5.6%
MUSC**	154	179	2,256	245	217	2,353	59.1%	21.2%	4.3%
Four-Year Colleges and Universities									
Citadel	509	182	4,441	494	183	4,015	-2.9%	13.0%	-9.6%
Coastal Carolina	377	167	4,542	458	204	4,556	21.5%	22.2%	0.3%
Coll. of Charleston	808	436	9,869	962	620	11,552	19.1%	42.2%	17.1%
Francis Marion	936	84	3,898	1,127	114	3,947	20.7%	35.7%	1.3%
Lander	515	57	2,779	502	97	2,600	-2.5%	70.2%	-6.4%
SC State	4,388	31	4,693	4,424	89	4,795	0.8%	187.1%	2.2%
USC-Aiken	523	103	3,245	609	151	3,179	15.4%	46.6%	-2.0%
USC-Spartanburg	456	118	3,443	683	196	3,767	52.0%	66.1%	9.4%
Winthrop	1,000	247	5,164	1,198	227	5,591	19.8%	-8.1%	8.3%
Total Public Senior									
Regional Campuses of USC									
USC-Beaufort	184	66	1,091	199	117	1,070	8.2%	80.0%	-1.9%
USC-Lancaster	218	15	1,242	180	58	951	-26.6%	233.3%	-22.6%
USC-Salkehatchie	304	9	834	300	18	862	-1.3%	77.8%	3.4%
USC-Sumter	303	67	1,566	250	102	1,233	-17.5%	52.2%	-21.3%
USC-Union	58	4	391	58	8	358	-3.4%	100.0%	-8.4%
Total Two-Year Inst. of USC									
Technical Colleges									
Aiken	723	57	2,383	781	90	2,343	8.0%	57.9%	2.6%
Central Carolina	770	77	2,173	927	108	2,356	20.4%	40.3%	8.4%
Chesterfield-Marlboro	335	32	1,028	427	26	1,112	27.5%	-18.8%	8.2%
Denmark	782	7	840	1,079	10	1,189	38.0%	42.9%	41.5%
Florence-Darlington	870	40	3,025	1,321	65	3,472	51.8%	62.5%	14.8%
Greenville	1,275	276	8,577	1,647	454	9,442	29.2%	64.5%	10.1%
Horry-Georgetown	461	104	2,549	678	151	3,587	47.1%	45.2%	25.9%
Midlands	2,839	388	9,356	3,034	847	9,778	6.9%	119.4%	4.5%
Orangeburg-Calhoun	788	33	1,764	968	28	1,928	22.8%	-21.2%	9.3%
Piedmont	1,043	22	3,313	1,235	44	3,715	18.4%	100.0%	12.1%
Spartanburg	488	75	2,469	703	87	2,911	44.1%	16.0%	17.9%
TCL	521	111	1,538	706	95	1,782	34.7%	-14.4%	14.6%
Tri-County	365	83	3,162	376	100	3,642	3.0%	7.5%	15.2%
Trident	1,887	519	9,523	2,120	580	9,108	12.3%	11.8%	-5.4%
Williamsburg	262	5	536	355	5	573	35.5%	0.0%	6.9%
York	654	88	3,480	788	150	3,427	20.5%	70.5%	-1.5%
Total State Tech. System									
GRAND TOTAL									
	30,095	7,051	148,514	34,060	8,012	153,117	13.2%	27.8%	3.1%

*Includes Non-Residents Aliens and persons of American Indian or Alaskan Native, Asian or Pacific Islander, or Hispanic racial/ethnic designations

**Excludes medical and dental residents and interns

Section IX – Research Funding

DRAFT

Graduates' Achievements - Alumni Surveys, Table 7.5

Question: Students' level of Satisfaction with:

Institution	Return Rate of Survey	Number of Responses to Question	General Education Program of Study					
			% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities								
Clemson	25.28%	572	21.32	53.67	21.32	2.97	0.72	0
MUSC	39%	NA	NA	NA	NA	NA	NA	NA
USC-Columbia	35%	361	17.3	63.3	16.5	0.9	2.6	0.5
Four-Year Colleges and Universities								
Citadel	26.50%	312	28.5	30.4	33.7	6.7	0	1
Coastal Carolina	50%	88	28	53	16	0	1	1
Coll. Of Charleston	23.80%	221	29.6	53.3	13	0	0.3	0
Francis Marion	22.10%	109	19.3	67.9	11	0	1.8	0
Lander	24.16%	82	21.7	55.4	20.7	2.9	0	0
SC State*	23.9%	179	29.6	57.5	10.6	2.2	0	0
USC Aiken	27%	129	34	56.7	12	0	2	0
USC Spartanburg	20.20%	101	15.5	59.5	21.4	1.2	2.4	0
Winthrop	20.44%	110	26.4	57.3	13.6	0.9	0	1.8
Two-Year Institutions-Branches of USC								
USC Beaufort	29%	22	50	4	0	0	0	0
USC Lancaster	23%	25	32	64	4	0	0	0
USC Salkehatchie	22%	7	37	3	0	0	0	0
USC Sumter	23.1%	18	50	44.44	5.56	0	0	0
USC Union	24%	12	50	33	8	0	0	0
State Tech. and Comprehensive Educ. System								
Aiken Tech	28%	50	25	73	0	0	0	0
Central Carolina	26%	50	28	38	26	0	0	8
Chesterfield-Marlbom	27%	27	33	59	0	0	0	0
Denmark Tech	14%	24	21	71	8	0	0	0
Florence-Darlington	25.6%	88	29.5	55.7	11	0	0	0
Greenville Tech	18%	112	30	47	21	1	0	1
Horry-Georgetown	100%	145	41.3	38.5	10.3	0	0.7	0
Midlands Tech	22%	138	34.1	50.7	12.3	2.2	0	0
Orangeburg-Calhoun	21%	70	25	63	11	0	0	1
Piedmont Tech	7%	30	40	36.7	16.7	3.3	3.3	0
Spartanburg Tech	11%	50	18	68	14	0	0	0
Tech. Coll. of the Lowcountry	12%	10	70	20	10	0	0	0
Tri-County	21%	73	24.7	63	12.3	0	0	0
Trident	16%	77	33.8	49.4	10.4	0	2.6	3.9
Williamsburg Tech	24%	60	42	48	7	0	0	0
York	20%	50	32	64	4	0	0	0

* Other cohort of graduates surveyed

** No data reported for this question

Section VIII – User-Friendliness of the Institution

The user-friendliness of institutions is evaluated based on their transfer policies and its accessibility. With regards to transfer, Table 8.1, "First-Time Undergraduate Transfers," summarizes transfer data for first-time, full-time undergraduate students from and to different types of institutions in the state.

Accountability is measured by several elements including enrollment of minority students. Table 8.2 "Enrollment by Race" shows that between 1994 and 1998, the total number of students has increased slightly at a 3.1% change. The number of African-American students and other Minority students has made a much more significant change over the last four years, increasing 13.2% (African-American) and 27.8% (Other Minority) while the number of White students has decreased (-1.2%).

DRAFT

Graduates' Achievements - Alumni Surveys, Table 7.5

Question: Students' level of Satisfaction with:

Institution	Return Rate of Survey	Number of Responses to Question	Instruction in the Major					
			% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities								
Clemson	25.2%	572	31.93	45.4	15.03	4.37	1.74	1.07
MUSC	39%	134	42	42	13	3	0	0
USC Columbia	35%	307	31.2	50%	15.3	10.1	2.4	0.8
Four-Year Colleges and Universities								
Citadel	21-30%	321	62	17	15	5	0	0
Coastal Carolina	50%	89	47	44	6	0	2	1
Coll. Of Charleston	38%	322	47	27	15	0	0	0
Francis Marion	22.10%	109	35.8	55.1	6.4	0.9	1.8	0
Lander	24.16%	83	43	33	10	0	0	0
SC State*	23.9%	188	52.1	42.6	4.3	0.5	0.5	0
USC Aiken	27%	127	51	33	10	0	0	0
USC Spartanburg	20.20%	105	35.6	48.3	12.6	2.3	0	1.1
Winthrop	20.44%	113	61.4	32	6.4	1.6	0	0
Two-Year Institutions-Branches of USC								
USC Beaufort	29%	37	71	27	0	0	0	0
USC Lancaster	23%	25	48	36	16	0	0	0
USC Salkehatchie	22%	11	0	0	0	0	0	0
USC Sumter	23.1%	18	51.11	33.33	15.56	0	0	0
USC Union	24%	14	50	36	14	0	0	0
State Tech. And Comprehensive Educ. System								
Aiken Tech	26%	61	44	49	0	0	0	2
Central Carolina	26%	51	31	35	24	6	0	2
Chesterfield-Marlboro	23%	26	42	54	0	0	0	0
Denmark Tech	14%	25	44	48	4	4	0	0
Florence-Darlington	25.6%	41	54.4	37.4	6.6	3.3	0	0
Greenville Tech	18%	114	49	41	10	3	0	0
Horn-Georgetown	20%	44	50	34	15	0	0	0
Midlands Tech	22%	41	50.4	44.7	3.6	0.7	0.7	0
Orangeburg-Caloun	21%	32	47	38	15	0	0	0
Piedmont Tech	7%	32	43.8	34.4	18.8	0	3.1	0
Spartanburg Tech	10.99%	57	41.2	52.9	5.9	0	0	0
Tech. Coll of the Lwcntry	12%	24	63	21	8	8	0	0
Tn-County	21%	75	49.3	41.3	8	0	0	0
Tndent	16%	77	53.2	39	7.8	0	0	0
Williamsburg Tech	24%	62	50	40	5	0	2	0
York	20%	50	62	34	0	4	0	0

* Other cohort of graduates surveyed

** No data reported for this question

User-Friendliness of the Institution - First-Time, Full-Time Undergraduate Transfers, Table 8.1

The following table summarizes transfer data for first-time, full-time undergraduate students over the past two years and shows that students continue to transfer among all sectors (public and private) and all levels (two- and four-year) of institutions. Looking at the Fall 1998 data, the largest number of transfer students in the state are those who transfer from out-of-state institutions and come to South Carolina institutions (3,375). Fifty five percent (55%) of these students (1,853) transfer to senior, public institutions and 36% (1,214) transfer to the state's technical colleges. The second largest transfer group (2,220) starts at the technical colleges with 57% (1,267) going on to senior, public institutions, 27% (607) going to another technical college, and 12% going to a senior private institution. The percent change over one year is also shown.

Table 8.1 - Source: CHEMIS Data

		Enrollment Fall 1998 - 64,734 Enrollment Fall 1997 - 64,734 NUMBER TRANSFERRING TO				
TRANSFERRING FROM	Year	Senior Public Institutions Enrollment-	2-Yr Regional Institutions	Technical Colleges	Senior Private Institutions	2-Yr Private Institutions
Public Senior Institutions	Fall 1998	568	24	494	103	4
	Fall 1997	741	72	488	135	10
	% Change					
2-Yr Regional Campuses	Fall 1998	153	0	42	11	2
	Fall 1997	410	4	40	16	2
	% Change					
Technical Colleges	Fall 1998	937	29	282	219	16
	Fall 1997	1056	40	279	250	24
	% Change					
Private Senior Institutions	Fall 1998	262	11	148	55	5
	Fall 1997	283	22	142	79	8
	% Change					
Private 2-Yr Colleges	Fall 1998	72	1	28	16	4
	Fall 1997	95	2	28	24	0
	% Change					
Out of State	Fall 1998	1562	53	560	152	0
	Fall 1997	1615	65	550	9	0
	% Change					
Foreign	Fall 1998	72	17	0	0	0
	Fall 1997	68	1	0	0	0
	% Change					

(pending final revisions by CHE staff)

Graduates' Achievements - Alumni Surveys, Table 7.5

Question: Students' level of Satisfaction with:

Institution	Return Rate of Survey	Number of Responses to Question	Overall Academic Experience					
			% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities								
Clemson	26.28%	584	42.9	45.39	9.7	0.77	0.54	0
MUSC	39%	135	43	43	13	2	0	0
USC Columbia	35%	381	27.3	62.7	8.5	0.2	1.8	0.5
Four-Year Colleges and Universities								
Citadel	26.50%	323	31	63	6	0	0	0
Coastal Carolina	50%	89	31	63	6	0	0	0
Col. of Charleston	23.20%	329	31.2	56.9	11	0	0.9	0
Francis Marion	22.10%	109	31.2	56.9	11	0	0.9	0
Lander	24.18%	93	31.2	56.9	11	0	0	0
SC State*	23.9%	188	50	45.2	3.7	0.5	0.5	0
USC Aiken	27%	127	52	37	11	0	1	0
USC Spartanburg	20.20%	105	37.9	49.4	9.2	2.9	0	1.1
Winthrop	20.44%	113	39.8	54	1.4	1.8	0	0
Two-Year Institutions-Branches of USC								
USC Beaufort	29%	22	55	45	0	0	0	0
USC Lancaster	23%	25	44	52	4	0	0	0
USC Salkehatchie	22%	27	57	41	0	0	0	0
USC Sumter	23.1%	17	70.59	29.41	0	0	0	0
USC Union	24%	12	58	42	0	0	0	0
State Tech. and Comprehensive Educ. System								
Aiken Tech	26%	60	35	62	0	0	0	2
Central Carolina	28%	50	28	60	10	0	0	2
Chesterfield-Marlboro	23%	27	33	63	4	0	0	0
Denmark Tech	14%	25	40	52	4	4	0	0
Florence-Darlington	25.6%	86	42	53	0	0	0	0
Greenville Tech	18%	113	39	57	4	0	1	0
Horry-Georgetown	100%	448	58.5	41.5	0	0	0	0
Midlands Tech	22%	143	50.7	45.1	3.5	0.7	0	0
Orangeburg-Calhoun	21%	72	44	49	0	0	0	0
Piedmont Tech	7%	32	40.6	37.5	18.8	0	3.1	0
Spartanburg Tech	11%	51	41.2	51	7.6	0	0	0
Tech. Coll. of the Lowndes	12%	22	73	14	13	0	0	0
Trit-County	27%	74	39.2	54.1	5.4	0	0	0
Trident	16%	77	48.1	42.9	7.8	0	1.3	0
Williamsburg Tech	34%	60	50	40	8	0	0	0
York	20%	50	52	46	2	0	0	0

* Other cohort of graduates surveyed

** No data reported for this question

Graduates' Achievements - Percentage of Students Passing Professional Examinations, Table 7.9

Indicator 7D, Results of Professional Exams, measures the overall percentage of students at an institution taking certification examinations who pass the examinations. The data are taken from the individual tests as reported by each institution and displayed in Table 7.6. Institutions are evaluated for performance funding against individual institutional standards that are proposed by institutions and approved by the CHE. Because of the wide variety in the number of students, programs and examinations across institutions, the reader is cautioned against making direct comparisons of the overall percentage passing across institutions.

Table 7.9 - Source: CHE Division of Planning, Assessment, and Performance Funding and Institutional reports

Institution	Percent Passing Examinations taken from April 1 to March 31			Percent Change		
	1996-97	1997-98	1998-99	1996-97 to 1997-98	1997-98 to 1998-99	Over 3 years (1995-96 to 1996-97)
Research Universities						
Clemson	88.8%	90.6%	90.6%	2.0%	0.0%	1.5%
USC Columbia	91.7%	91.6%	92.6%	-0.1%	1.1%	0.5%
MUSC	93.2%	91.9%	91.8%	-1.4%	-0.1%	-0.8%
Four-Year Colleges and Universities						
Citadel	89.5%	85.6%	88.1%	-4.4%	2.9%	-0.7%
Coastal Carolina	93.7%	95.8%	94.3%	2.2%	-1.6%	0.3%
Coll. of Charleston	91.7%	89.5%	91.0%	-2.4%	1.7%	-0.4%
Francis Marion	84.8%	93.6%	85.2%	10.4%	-9.0%	0.7%
Lander	93.6%	93.3%	88.9%	-0.3%	-4.7%	-2.5%
SC State	89.7%	82.2%	86.1%	-8.4%	5.1%	-1.6%
USC Aiken	94.1%	95.2%	93.8%	-1.0%	0.6%	-0.2%
USC Spartanburg	88.8%	92.0%	88.0%	3.6%	-4.3%	-0.4%
Winthrop	91.8%	92.1%	93.8%	0.3%	1.8%	1.1%
Two-Year Institutions-Branches of USC						
USC Beaufort	N/A	N/A	N/A	N/A	N/A	N/A
USC Lancaster*	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%
USC Salkehatchie	N/A	N/A	N/A	N/A	N/A	N/A
USC Sumter	N/A	N/A	N/A	N/A	N/A	N/A
USC Union	N/A	N/A	N/A	N/A	N/A	N/A
State Technical and Comprehensive Education System						
Aiken Tech	100.0%	100.0%	76.9%	0.0%	-23.1%	-11.6%
Central Carolina Tech	98.4%	98.0%	89.8%	-0.4%	-8.4%	-4.4%
Chesterfield-Mansboro Tech	92.9%	83.3%	100.0%	-10.3%	20.0%	4.9%
Denmark Tech	86.4%	90.5%	77.4%	4.7%	-14.5%	-4.9%
Florence-Darlington Tech	96.4%	97.5%	91.5%	1.1%	-6.2%	-2.5%
Greenville Tech	87.5%	87.9%	79.9%	0.5%	-9.1%	-4.3%
Horry-Georgetown Tech	92.7%	92.5%	89.2%	-0.2%	-3.6%	-1.9%
Midlands Tech	91.6%	92.0%	95.9%	0.4%	4.2%	2.3%
Orangeburg-Calhoun Tech	92.9%	89.7%	92.6%	-3.4%	3.2%	-0.1%
Piedmont Tech	92.2%	92.5%	95.0%	0.3%	2.7%	1.5%
Spartanburg Tech	90.4%	86.5%	85.9%	-4.3%	-0.7%	-2.5%
Tech Coll. of LowCountry	98.3%	94.7%	98.3%	-3.7%	3.8%	0.1%
Tn-County Tech	91.3%	92.6%	89.9%	1.4%	-2.9%	-0.7%
Tidnet Tech	91.6%	88.7%	90.0%	-3.2%	1.5%	-0.9%
Williamsburg Tech	100.0%	100.0%	38.9%	0.0%	-61.1%	-30.6%
York Tech	97.3%	96.9%	96.7%	-0.4%	-0.2%	-0.3%

* Joint nursing program with York Technical College

Graduates' Achievements - Alumni Surveys, Table 7.5

Question: Students' level of Satisfaction with:

Institution	Return Rate of Survey	Number of Responses to Question	Instruction in General Education					
			% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities								
Clemson	25.28%	1572	20.9	53.67	22.03	2.27	1.23	0
MUSC	39%	NA	NA	NA	NA	NA	NA	NA
USC Columbia	35%	381	27.3	62.7	7.6	0	1.8	0.5
Four-Year Colleges and Universities								
Chadler	29.50%	314	29.9	30.6		0		0.6
Coastal Carolina	50%	87	26	56	13	0	2	2
Coll. Of Charleston	27.60%	32	26.5	57	15.6	0	0.3	0
Francis Marion	22.10%	109	16.5	67.9	13.8	0	1.8	0
Lander	24.06%	92	20.3	54.3	21.7	0	0	0
SC State*	23.9%	178	27	60.1	9	2.8	1.1	0
USC Aiken	27%	127	34	50	12	2	0	0
USC Spartanburg	20.20%	101	16.7	61.9	16.7	3.6	1.2	0
Winthrop	20.44%	111	25.2	58.5	13.5	0	0.4	1.8
Two-Year Institutions-Branches of USC								
USC Beaufort	29%	22	59	36	4	0	0	0
USC Lancaster	23%	25	40	56	4	0	0	0
USC Salkehatchie	22%	7	28.6	42.9	28.6	0	0	0
USC Sumter	23.1%	17	35.3	41.18	6.66	0	0	0
USC Union	24%	12	50	42	0	0	8	0
State Tech. and Comprehensive Educ. System								
Aiken Tech	26%	50	30	65	0	0	5	0
Central Carolina	25%	50	30	40	22	0	0	8
Chesterfield-Marlboro*	23%	27	37	59	0	0	0	0
Denmark Tech	14%	23	26	74	0	0	0	0
Florence-Darlington	25.6%	38	36.8	55	0	0	0	0
Greenville Tech	18%	114	30	53	17	0	0	1
Horry-Georgetown	100%	149	40.2	35	0	0	0	0
Midlands Tech	22%	137	39.4	48.9	9.5	2.2	0	0
Orangeburg-Calhoun	21%	72	28	60	0	0	0	1
Piedmont Tech	7%	29	34.5	41.4	17.2	3.4	3.4	0
Spartanburg Tech	11%	50	28	64	8	0	0	0
Tech. Coll. of the Lowcountry	12%	10	70	30	0	0	0	0
Tri-County	21%	73	26	64.4	9.8	0	0	0
Tidnet	16%	77	39	42.9	10.4	0	5.2	2.6
Williamsburg Tech	34%	62	45	40	11	0	0	0
York	20%	50	36	60	4	0	0	0

* Other cohort of graduates surveyed

** No data reported for this question

Section VIII – User-Friendliness of the Institution

DRAFT

Graduates' Achievements - Student Performance on Professional Examinations, Table 7.6

Tables 7.6 and 7.7 summarize various professional examinations and graduates' performances on each. These examinations, mostly multiple choice format, are designed to measure minimum knowledge necessary to practice in the designated profession. Institutions are required to report data on first-time test takers (with the exception of the PRAXIS Series, which included all test takers) for the set time period and the Commission on Higher Education (CHE) obtains comparable data (when available) of national and state pass rates for those exams. The April 1, 1998, to March 31, 1999, timeline corresponds to current reporting requirements for performance funding. All percentages presented are rounded to the nearest whole percent.

Table 7.6 lists data from each institution on individual exams taken between April 1 and March 31 of the years listed, for the past three years. To develop the table, data reported by institutions were collapsed by year to provide annual summary information. Exam data from the most recent three year period is included (i.e., 1998-99, 1997-98, 1996-97). Data for exams reported in timeframes not corresponding to the April to March period (e.g., "Jan-Jun 1996" or "ongoing during 1997", etc.) were included as data reported from April to December of the year reported. To compare institutional results with national and state pass rates, see Table 7.7.

Table 7.7 lists national and South Carolina pass rates of graduates and/or prospective graduates on professional and certification examinations. Data reported are generally derived from the same time frame as requested from the institutions, April 1 through March 31, and have been compiled from agency reports to the CHE. The corresponding reporting agency (for the most recent year) is listed in Table 7.8. For data that may have crossed over the April to March reporting period or for a change in exam title, a footnote is provided at the end of the table. Calendar year reports that do not correspond to the April through March timeframe are included in the April to December time period for the appropriate year (e.g. 1996 results were included in 1996-97 data; Jan. to Jun. 1997 summary data are included in 1997-98 data). Some agencies do not maintain national or state pass rates and thus cannot report them to the Commission on Higher Education; in this case, "NA" is listed. An empty space is left when an agency does not respond to Commission requests by print time of this report. Each exam listed has been reported from state institutions at least once in the past.

Table 7.6 - Source: Institutional Reports to CHE

Exam Title	Institution	Exams taken between April 1 and March 31 of year listed								
		1998-99			1997-98			1996-97		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
ACC National Certif. Exam. in Nurse Midwifery (previously known "Certified Nurse Midwife")	MUSC	6	6	100%	6	6	100%	5	5	100%
Accredited Record Technician (ART)	Florence-Darlington	9	7	78%	5	3	60%	5	3	60%
	Greenville Tech	10	8	80%	13	13	100%	8	6	100%
	Midlands Tech	10	10	100%	9	7	88%	8	6	100%
Aircraft Maintenance - Airframe	Florence-Darlington	3	3	100%	1	1	100%	1	1	100%
	Greenville Tech	4	4	100%	9	7	78%	5	5	100%
Aircraft Maintenance - Airframe (oral) (Not broken down in past reports)	Trident Tech	3	3	100%						
Aircraft Maintenance - Airframe (written) (Not broken down in past reports)	Trident Tech	3	3	100%						
Aircraft Maintenance - General	Florence-Darlington	3	3	100%	1	1	100%	1	1	100%
	Greenville Tech	6	5	83%	11	11	100%	4	4	100%
	Trident Tech	4	4	100%						
Aircraft Maintenance - Powerplant	Florence-Darlington	3	3	100%	1	1	100%	1	1	100%
	Greenville Tech	10	10	100%	9	9	100%	3	2	67%
Aircraft Maintenance - Powerplant (oral) (Not broken down in past reports)	Trident Tech	5	5	100%						
Aircraft Maintenance - Powerplant (written) (Not broken down in past reports)	Trident Tech	5	5	100%						
American Bd of Cardiovascular Perfusion Exam (Not broken down in past reports) Part I (PBSE) Part II (CAPE)	MUSC				9	9	100%	10	9	90%
		6	5	83%						
		5	5	100%						
American Nurses Credentialing Center Nat'l Exam-Adult Nurse Practitioner	MUSC	10	9	90%	4	3	75%	1	1	100%

Graduates' Achievements - Professional Examinations and Reporting Agencies, Table 7.8

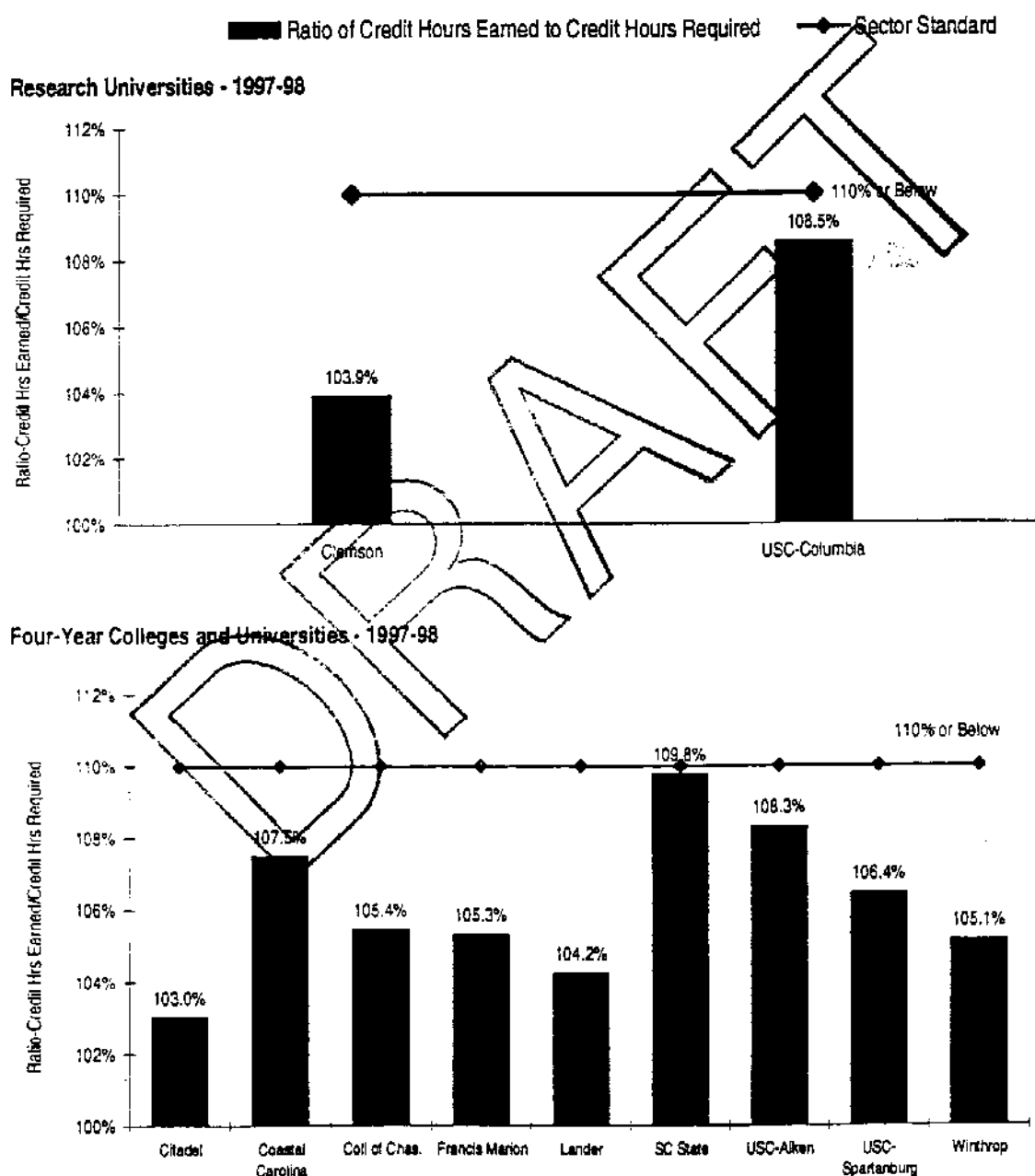
Table 7.8 - Source: CHE Planning, Assessment and Performance Funding Divisor

<u>EXAMINATION</u>	<u>REPORTING AGENCY</u>
ACC National Certification Exam, In Nurse Midwifery (previously known "Certified Nurse Midwife")	American College of Nurse Midwives Certif. Council, Inc.
Accredited Record Technician (previously known "Medical Records Technology")	American Health Information Management Association
Adult Nurse Practitioner AANP	American Academy of Nurse Practitioners
Aircraft Maintenance-Airframe	Federal Aviation Administration
Aircraft Maintenance-General	Federal Aviation Administration
Aircraft Maintenance-Powerplant	Federal Aviation Administration
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)	American Board of Cardiovascular Perfusion
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)	American Board of Cardiovascular Perfusion
American Nurses Credentialing Center National Exam - Adult Nurse Practitioner	American Nurses Credentialing Center
American Nurses Credentialing Center National Exam - Family Nurse Practitioner	American Nurses Credentialing Center
Barbering	Schroeder Measurement Technologies
Certification Exam. for Entry Level Respiratory Therapy Practitioners (CRTT)	National Board for Respiratory Care
Certified Dental Assistant	Dental Assisting National Board
Certified Medical Assistant Exam.	American Association of Medical Assistants
Certified Occupational Therapist Assistant (COTA)	National Board for Certification in Occupational Therapy
Clinical Laboratory Scientist/Generalist, NCA (previously known "Medical Technology, NCA")	National Credentialing Agency for Laboratory Personnel
Clinical Laboratory Technician, NCA (previously known "Medical Laboratory Technician, NCA")	National Credentialing Agency for Laboratory Personnel
Cosmetology Examination	Schroeder Measurement Technologies
Council on Certification of Nurse Anesthetists Exam.	American Association of Nurse Anesthetists
Emergency Medical Technician - NREMT Basic	National Registry of Emergency Medical Technicians
Emergency Medical Technician - NREMT Intermediate	National Registry of Emergency Medical Technicians
Emergency Medical Technician - NREMT Paramedic	National Registry of Emergency Medical Technicians
Family Nurse Practitioner AANP	American Academy of Nurse Practitioners
Medical Laboratory Technician ASCP	Board of Registry, American Society of Clinical Pathologists
Medical Technology, ASCP	Board of Registry, American Society of Clinical Pathologists
National Board Dental Exam. Part I	American Dental Association
National Board Dental Exam. Part II	American Dental Association
National Board for Dental Hygiene Exam.	American Dental Association
National Council Licensure Exam - Practical Nurse & Registered Nurse	NC Board of Nursing

Graduates's Achievements - Credit Hours Earned of Graduates, Figure 7.1

Performance Funding Indicator 7F measures institutions on the average total number of credit hours earned by their graduates as compared to the average total number of credit hours required for program completion. Graduates included for consideration are those who entered the institution as first-time, full-time freshmen and exclude students transferring into the institution. **Total hours required** include the program hours required to graduate as defined in the institution's catalogue. **Total hours earned** include all hours earned upon award of the degree, excluding college credits earned while in high school earning multiple degrees. All hours earned since the student enrolled are included. This data also includes students who are taking "extra" courses not required in their program of study. MUSC, Two-Year Campuses of USC and the State Tech. and Comprehensive Educ. System are not included in this measure.

Figure 7.1 - Source: CHEMIS Data



Graduates' Achievements - Professional Examinations and Reporting Agencies, Table 7.8

<u>EXAMINATION</u>	<u>REPORTING AGENCY</u>
National Physical Therapist Licensing Exam. (PT and PT Asst.)	SC Board of Physical Therapy Examiners
Neonatal Nurse Practitioner Exam	National Certification Corporation for the Obstetric, Gynecologic, and Neonatal Nursing Specialties
North American Pharmacist Licensure Exam	National Association of Boards of Pharmacy (Nat'l Data), SC Board of Pharmacy (State Data)
Nuclear Medicine Technology ARRT	American Registry of Radiographic Technologists
Nuclear Medicine Technology Certification Bd. Exam.	Nuclear Medicine Technology Certification Board
Nurse Aid Competency Evaluation Program	SC Department of Health and Human Services
Occupational Therapy, Registered (OTR)	National Board for Certification in Occupational Therapy
Pharmacy State Law Exam	SC Board of Pharmacy
Physician Assistant National Certifying Exam. (PANCE)	National Association on Certification of Physicians' Assistants
PRAXIS Series I: Core Battery Professional Knowledge and Subject Assessment/Specialty Area Tests (previously known "NTE-Professional Knowledge")	SC State Department of Education
Radiation Therapy	American Registry of Radiographic Technologists
Radiography Exam ARRT	American Registry of Radiographic Technologists
Registry Exam. For Advanced Respiratory Therapy Practitioners (ART)	National Board of Respiratory Care
Registry Exam. For Advanced Respiratory Therapy Practitioners (ART) - Clinical Simulation	National Board of Respiratory Care
Registry Exam. For Advanced Respiratory Therapy Practitioners (ART) - Written Registry	National Board of Respiratory Care
South Carolina Board of Law Examination	SC Supreme Court
Specialist in Cytotechnology	Board of Registry, American Society of Clinical Pathologists
SRTA Regional Exam. for Dental Hygienists	Southern Regional Testing Agency
State Board Dental Exam.-SRTA Exam. (previously known "SC Board of Dentistry")	Southern Regional Testing Agency
State Board Exam. For Dental Hygienists-SC Board of Dentistry	SC Dentistry Board
Surgical Technologist National Certifying Exam	Liaison Council on Certification for the Surgical Technologist
US Medical Licensing Exam. - Step I	National Board of Medical Examiners
US Medical Licensing Exam. - Step II	National Board of Medical Examiners
Veterinary Technician National Exam	American Association of Veterinary State Boards

Graduates' Achievements - Student Performance on Professional Examinations, Table 7.6

Exams taken between April 1 and March 31 of year listed										
Examination	Institution	1998-99			1997-98			1996-97		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Medical Laboratory Technician, ASCP	Florence-Darlington	16	9	56%	11	11	100%	10	10	100%
	Greenville Tech	6	5	83%	8	8	100%	10	9	90%
	Midlands Tech	6	5	83%	10	9	90%	14	14	100%
	Orangeburg-Calhoun	6	6	100%	5	5	100%	10	10	100%
	Spartanburg Tech									
	Tri-County Tech	12	9	75%	12	11	92%	11	10	91%
	Trident Tech	7	5	71%	14	13	93%	11	9	82%
	York Tech	12	10	83%	8	9	100%	12	10	83%
Medical Technologist, ASCP	MUSC	9	9	100%	14	13	93%	18	18	100%
National Board Dental Exam. Part I	MUSC	99	88	89%	51	47	92%	45	42	93%
National Board Dental Exam. Part II	MUSC				46	46	100%	47	42	89%
National Bd for Dental Hygiene Exam.	Florence-Darlington				17	17	100%	14	14	100%
	Greenville Tech	38	23	61%	58	51	88%	33	33	100%
	Midlands Tech	19	19	100%	19	19	100%	22	22	100%
	Trident Tech	15	15	100%	36	31	86%	19	19	100%
	York Tech									
National Council Licensure Exam. Practical Nurse	Alken Tech	22	19	86%	15	15	100%	17	17	100%
	Central Carolina	11	10	91%	8	8	100%	14	13	93%
	Chesterfield-Marlboro	11	11	100%	12	10	83%			
	Florence-Darlington	20	20	100%	9	9	100%			
	Greenville Tech	43	39	91%	44	41	93%			
	Horry-Georgetown	20	18	90%	20	19	95%	24	21	88%
	Midlands Tech	41	41	100%	26	25	96%	125	103	82%
	Orangeburg-Calhoun	19	19	100%	22	21	95%	26	25	96%
	Piedmont Tech	12	12	100%	29	29	100%	41	41	100%
	Spartanburg Tech	17	16	94%	30	27	90%	36	33	92%
	Tech Coll of Low Ctry	18	18	100%	28	21	75%	20	20	100%
	Tri-County Tech	20	18	90%	21	21	100%	19	18	95%
	Trident Tech	43	42	98%	39	37	95%	18	16	89%
National Council Licensure Exam. Registered Nurse	Clemson	105	88	84%	101	94	93%	105	91	87%
	USC Columbia	81	73	90%	86	82	95%	86	78	91%
	MUSC	77	70	91%	81	75	93%	96	93	97%
	Lander	41	30	73%	45	40	89%	28	27	96%
	SC State				8	8	100%	24	21	88%
	USC Aiken	64	55	86%	70	65	93%	70	67	96%
	USC Spartanburg				84	71	85%	95	84	88%
	BSN Program	41	35	85%						
	ADN Program	49	39	80%						
	Central Carolina	38	34	89%	42	41	98%	47	47	100%
	Florence-Darlington	71	66	93%	89	87	98%	89	87	98%
	Greenville Tech	110	83	75%	145	135	93%	129	114	88%
	Horry-Georgetown	35	34	97%	40	40	100%	41	40	98%
	Midlands Tech	113	106	94%	130	114	88%	49	47	96%
	Orangeburg-Calhoun	41	40	98%	43	41	95%	44	43	98%
National Physical Therapist Licensing Physical Therapist	Piedmont Tech	37	35	97%	44	40	91%	27	24	89%
	Tech Coll of Low Ctry	27	26	96%	37	34	92%	24	23	96%
	Tri-County Tech	46	42	91%	55	49	89%	40	36	90%
	Trident Tech	85	76	89%	73	71	97%	103	95	92%
	York (I)	30	30	100%	32	32	100%	38	38	100%
National Physical Therapist Licensing Exam. Physical Therapist Assistant	MUSC	47	39	83%	32	26	78%	45	40	89%
	Greenville Tech	45	37	82%	37	26	70%	38	35	92%
	Midlands Tech	8	8	100%						
	Trident Tech	28	22	79%	18	10	56%	25	23	92%

Graduates' Achievements - National and South Carolina Pass Rates on Professional Examinations, Table 7.7

Table 7.7 - Source: Institutional Reports to CHE

Empty spaces indicate that no information was reported
NA indicates that pass rates are not available from reporting agency

Exam Title (#) See explanatory note below table	1998-99		1997-98		1996-97	
	National	SC	National	SC	National	SC
ACC National Certification Exam. in Nurse Midwifery (previously known "Certified Nurse Midwife")	87%	85%	91%	100%	87%	100%
Accredited Record Technician (previously known "Medical Records Technology")	80%	NA	72%	89%		
Aircraft Maintenance-Airframe	93%	92%	90%	90%	91%	87%
Aircraft Maintenance-General	92%	92%	91%	91%	91%	91%
Aircraft Maintenance-Powerplant	92%	97%	90%	94%	90%	88%
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)	73%	83%				
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)	78%	100%				
American Nurses Credentialing Center National Exam - Adult Nurse Practitioner	80%	NA				
American Nurses Credentialing Center National Exam - Family Nurse Practitioner	81%	NA				
Barbering	42%	28%	37%	28%		
Certification Exam. for Entry Level Respiratory Therapy Practitioners (CRTT)	86%	NA	67%	NA	68%	NA
Certified Dental Assistant	66%	62%	83%	88%	81%	83%
Certified Medical Assistant Exam.	68%	55%			74%	
Certified Occupational Therapist Assistant (COTA)	95%	NA	95%		96%	
Clinical Laboratory Scientist/Generalist, NCA (previously known "Medical Technology, NCA")	82%	NA	100%	NA		NA
Clinical Laboratory Technician, NCA (previously known "Medical Laboratory Technician, NCA")	79%	NA	100%	NA		NA
Cosmetology Exam. (1)	see below	51%	71%	59%		
Practical Portion	88%					
Written Portion	64%					
Council on Certification of Nurse Anesthetists Exam. (2)	91%	NA	92%	NA		NA
Emergency Medical Technician - NREMT Basic	76%	100%	78%	81%	77%	85%
Emergency Medical Technician - NREMT Intermediate	65%	73%	72%	65%	70%	84%
Emergency Medical Technician - NREMT Paramedic	72%	55%	74%	90%	76%	71%
Medical Laboratory Technician ASCP	79%	NA	81%			
Medical Technology, ASCP	82%	NA			81%	
National Board Dental Exam. Part I	91%	NA	90%	NA	90%	
National Board for Dental Hygiene Exam.	92%	NA	95%	NA	96%	NA
National Council Licensure Exam - Practical Nurse	81%	95%	88%	95%	91%	96%
National Council Licensure Exam - Registered Nurse	84%	88%	88%	92%	88%	92%
National Physical Therapist Licensing Exam. (PT)	81%	98%	84%	93%		85%
National Physical Therapist Licensing Exam. (PT Asst.)	77%	83%	75%	75%		85%
Neonatal Nurse Practitioner Exam (2)	72%	100%				
North American Pharmacist Licensure Exam	94%	93% (3)	90%	97%	91%	99%
Nuclear Medicine Technology ARRT	90%	100%	88%	NA		NA
Nuclear Medicine Technology Certification Bd. Exam.	93%	100%	86%	100%	88%	100%
Nurse Aid Competency Evaluation Program (4)						
Occupational Therapy, Registered (OTR)	95%	NA	95%		95%	
Physician Assistant National Certifying Exam. (PA-NCE)						
PRAXIS Series I: Core Battery Professional Knowledge (previously known "NTE-Professional Knowledge")						
Praxis Series II: Subject Assessment/Specialty Area Tests (previously known "NTE-Specialty Area")						
Radiography Exam ARRT	90%	93%	89%	85%	91%	93%
Registry Exam. For Advanced Respiratory Therapy Practitioners (ARRT)		NA		NA		NA
Registry Exam. For Advanced Respiratory Therapy Practitioners (ARRT) - Clinical Simulation	54%	NA	52%	NA	67%	NA
Registry Exam. For Advanced Respiratory Therapy Practitioners (ARRT) - Written Registry	77%	NA	77%	NA	76%	NA
South Carolina Board of Law Examination	NA	78% (3)	NA	75%	NA	83%
Specialist in Cytotechnology	90%	NA	93%		90%	
SRTA Regional Exam. for Dental Hygienists	95% (4)	95% (3)				
State Board Dental Exam.-SRTA Exam. (previously known "SC Board of Dentistry")	80% (4)	79% (3)	NA	94%	NA	

Graduates' Achievements - Student Performance on Professional Examinations, Table 7.6

Exams taken between April 1 and March 31 of year listed

Examination	Institution	1998-99			1997-98			1996-97		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
American Nurses Credentialing Center Nat'l Exam-Family Nurse Practitioner	MUSC	15	14	93%	22	22	100%	15	14	93%
Barbering	Denmark Tech	18	18	100%	13	13	100%	11	11	100%
Certification Exam. For Entry Level Respiratory Therapy Practitioners (CRTT) (previously known "Respiratory Care Technician, CRTT")	Florence-Darlington	12	12	100%	9	9	100%	24	24	100%
	Greenville Tech	8	8	100%	26	20	77%			
	Midlands Tech	23	21	91%	16	16	100%	15	15	100%
	Orangeburg-Calhoun	8	5	63%	13	6	46%	12	7	58%
	Piedmont Tech	13	13	100%	22	20	91%	19	16	84%
	Spartanburg Tech	12	8	67%	6	4	67%	10	10	100%
	Trident Tech	9	8	89%	10	9	90%	11	11	100%
Certified Dental Assistant (previously known as "Dental Assisting National Board")	Aiken Tech	4	1	25%	7	7	100%	6	6	100%
	Florence-Darlington	16	15	94%	7	7	100%	8	7	88%
	Midlands Tech	13	13	100%	15	17	100%	17	17	100%
	Spartanburg Tech	5	5	100%	11	11	100%	10	10	100%
	Tri-County Tech	3	3	100%	10	9	90%	11	11	79%
	Trident Tech	1	1	100%	2	2	100%	4	4	100%
Certified Medical Assistant Exam.	Orangeburg-Calhoun	11	7	64%	14	13	93%	2	2	100%
	Trident Tech	23	17	74%	34	27	79%	11	10	91%
Certified Occupational Therapy Assistant (COTA)	Greenville Tech	20	20	100%	16	16	100%			
	Trident Tech	26	25	96%	25	24	96%	21	21	100%
Clinical Laboratory Scientist, NCA (previously known "Medical Technology, NCA")	MUSC	9	9	100%						
Clinical Laboratory Technician, NCA (previously known "Medical Laboratory Technician, NCA")	Greenville Tech				1	1	100%	2	2	100%
	Spartanburg Tech	8	8	100%	5	5	100%	5	5	100%
	Trident Tech							4	4	100%
Cosmetology Exam	Denmark Tech	13	6	46%	8	6	75%	11	8	73%
	Tech Coll of Low Ctry	15	15	100%	16	16	100%	14	14	100%
	Trident Tech				2	2	100%			
	Williamsburg Tech				4	4	100%	2	2	100%
Cosmetology Exam, cont. (not broken down in past reports)										
Overall	Williamsburg Tech	9	1	11%						
Practical		9	4	44%						
State Law		9	6	67%						
Theory		9	3	33%						
Council on Certification of Nurse Anesthetists Exam.	MUSC	14	14	100%	12	12	100%	15	15	100%
Emergency Medical Technician - NREMT Basic	Greenville Tech	12	9	75%	19	16	84%	23	22	96%
Emergency Medical Technician - NREMT Intermediate	Greenville Tech	19	12	63%	23	15	65%	15	10	67%
Emergency Medical Technician - NREMT Paramedic	Greenville Tech	13	4	31%	13	7	54%	12	3	25%

Graduates' Achievements - National and South Carolina Pass Rates on Professional Examinations, Table 7.7

Exam Title (#) See explanatory note below table	1998-99		1997-98		1996-97	
	National	SC	National	SC	National	SC
State Board Exam. For Dental Hygienists-SC Bd of Dentistry	NA	96%	NA	97%	NA	94%
Surgical Technologist National Certifying Exam	77%	NA	82%	NA		
US Medical Licensing Exam. - Step I	95%	NA	95%	NA	93%	
US Medical Licensing Exam. - Step II	95%	NA	95%	NA	93%	
Veterinary Technician National Exam (5)	88%	NA		NA		NA

Explanatory Notes

- (1) 1998-99 National % lists Written & Practical portions, SMT does not score Theory
- (2) Contains data from 1998 that falls outside reporting period
- (3) Rate contains examinees trained in programs other than in SC
- (4) SRTA data represents regional data for AR, GA, KY, SC, TN and VA
- (5) This exam recently required by SC State Board
- (6) This exam newly-reported as of 1998-99

DRAFT

Graduates' Achievements - Student Performance on Professional Examinations, Table 7.6

Exams taken between April 1 and March 31 of year listed

Examination	Institution	1998-99			1997-98			1996-97		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Registered Record Administrator (previously known as "Health Information Management") MUSC no longer reporting this exam, program not in existence	MUSC							15	15	100%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) (previously known "Respiratory Care Advanced" - Broken down in past reports, Clinical & Written)	Midlands Tech	14	14	100%						
	Piedmont Tech	7	5	71%						
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) - Written Registry (previously known "Respiratory Care Advanced-Written")	Greenville Tech	12	12	100%	7	6	86%	32	25	78%
	Midlands Tech				19	18	95%	15	12	80%
	Spartanburg Tech	5	3	60%	10	8	80%	9	7	78%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation (previously known "Respiratory Care Advanced-Clinical Simulation")	Greenville Tech	11	10	91%	7	5	71%	31	27	87%
	Midlands Tech	14	12	86%	17	13	76%	15	15	100%
	Spartanburg Tech	5	2	40%	10	4	40%	9	4	44%
South Carolina Board of Law Examination	USC-Columbia	230	201	87%	237	205	86%	233	213	91%
SRTA Regional Exam. for Dental Hygienists	Greenville Tech	18	16	89%						
	Tidant Tech	13	12	92%						
	York Tech	12	12	100%						
Specialist in Cytotechnology	MUSC	3	3	100%	7	7	100%	8	8	100%
State Board Dental Exam-SRTA Exam	MUSC	90	84	93%	34	32	94%	38	32	84%
State Board for Dental Hygiene - SC Bd of	Florence-Darlington				17	17	100%	13	12	92%
	Greenville Tech				34	34	100%	29	28	97%
	Midlands Tech	17	17	100%	23	20	87%	22	22	100%
	York Tech				10	9	90%	11	11	100%
Surgical Technologist National Certifying Exam.	Florence-Darlington	9	9	100%	19	18	95%	19	18	95%
	Greenville Tech	5	4	80%	4	4	100%			
	Piedmont Tech							9	7	78%
	Spartanburg Tech	10	10	100%	12	12	100%	12	12	100%
	Tri-County Tech	12	12	100%	2	2	100%	13	13	100%
US Medical Licensing Exam. - Step I	USC-Columbia	74	70	96%	66	66	100%	71	69	97%
	MUSC	136	123	90%	197	177	90%	133	121	91%
US Medical Licensing Exam. - Step II	USC-Columbia	69	66	96%	66	66	100%	66	63	96%
	MUSC	177	161	91%	149	135	91%	145	135	93%
Veterinary Technician National Examination	Tri-County Tech	16	14	88%	11	11	100%	8	8	100%
Veterinary Technician State Exam (Rules & Regulations)	Tri-County Tech				10	9	90%	10	9	90%

(1) Joint nursing program with USC Lancaster

Graduates' Achievements - Student Performance on Professional Examinations, Table 7.6

Exams taken between April 1 and March 31 of year listed

Examination	Institution	1998-99			1997-98			1996-97		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Neonatal Nurse Practitioner Exam.	MUSC	12	12	100%	1	1	100%			
North American Pharmacist Licensure Exam.	USC-Columbia	41	37	90%	61	54	89%	69	65	94%
	MUSC	36	35	97%	71	65	92%	73	70	96%
Nuclear Medicine Technology Certification Board Exam.	Midlands Tech	3	3	100%	6	6	100%	6	6	100%
Nuclear Medicine Technology, ARRT	Midlands Tech	2	2	100%	6	6	100%	5	5	100%
Nurse Aid Competency Evaluation Program (NACEP)	Orangeburg-Calhoun	16	16	100%						
Occupational Therapy, Registered (OTR)	MUSC	35	35	100%	31	30	97%	30	29	97%
Physician Assistant National Certifying Exam.	MUSC	28	26	93%	24	22	92%	22	21	95%
PRAXIS I: Core Battery Professional Knowledge	Clemson	335	333	99%	318	315	99%	300	291	97%
	USC-Columbia	210	208	99%	498	482	97%	323	310	96%
	Citadel	41	40	98%	55	54	98%	56	55	98%
	Coastal Carolina	96	94	98%	65	64	98%	82	81	98%
	Coll. of Charleston	156	155	99%	169	167	99%	182	181	99%
	Francis Marion	32	30	94%	38	39	100%	37	34	92%
	Lander	67	65	97%	138	134	97%	86	84	98%
	SC State	60	60	100%	62	62	100%	92	91	99%
	USC-Aiken	97	96	99%	59	57	97%	106	103	97%
	USC-Spartanburg	82	81	99%	124	124	100%	27	27	100%
	Winthrop	151	150	99%	92	89	97%	104	104	100%
	Clemson	464	398	86%	492	415	84%	366	303	83%
	USC-Columbia	383	353	92%	608	522	86%	479	419	87%
	Citadel	119	101	85%	132	106	80%	181	157	87%
PRAXIS Series II: Subject Assessment/Specialty Area Tests	Coastal Carolina	98	89	91%	54	50	93%	97	88	91%
	Coll. of Charleston	177	148	84%	306	257	84%	300	261	87%
	Francis Marion	56	45	80%	55	49	89%	134	111	83%
	Lander	90	81	90%	177	162	92%	119	107	90%
	SC State	87	67	77%	82	55	67%	126	105	83%
	USC-Aiken	65	61	94%	120	110	92%	127	115	91%
	USC-Spartanburg	95	80	84%	104	92	88%	56	47	84%
	Winthrop	218	196	90%	224	202	90%	237	209	88%
	MUSC				7	6	86%			
	MUSC							8	7	88%
Radiation Therapy <small>MUSC no longer reporting this exam, program not in existence</small>	MUSC									
Radiography Exam., ARRT <small>MUSC no longer reporting this exam, program not in existence</small>	Florence-Darlington	15	15	100%	13	13	100%	12	12	100%
	Greenville Tech	12	12	100%	11	10	91%	11	11	100%
	Horry-Georgetown	10	6	60%	7	3	43%	17	15	88%
	Midlands Tech	8	8	100%	9	9	100%	12	12	100%
	Orangeburg-Calhoun	7	7	100%	10	10	100%	5	5	100%
	Piedmont Tech	11	10	91%	11	9	82%	6	6	100%
	Spartanburg Tech	9	9	100%	12	12	100%	13	13	100%
	Trident Tech	19	17	89%	22	18	82%	24	18	75%
	York Tech	7	7	100%	13	12	92%	13	13	100%