

## **Agenda Item 2a**

### **Consideration of Year 7 (2002-03) Performance Funding Issues: Indicator 2A, Academic and Other Credentials of Professors and Instructors, as defined for the Research, Teaching and Regional Campuses Sectors**

**Staff Explanation:** In last year's performance funding scoring process, research sector institutions appealed Indicator 2A, Academic and Other Credentials of Professors and Instructors as defined for the Research, Teaching and Regional Campuses sectors, due to concerns raised regarding the faculty counted in determining performance on the indicator. In considering the sector's appeal, the Committee approved staff's recommendation to refer the matter to an advisory committee that was being developed to advise the Planning, Assessment and Performance Funding Committee. Since last May, that committee has been formed as the Committee to Advise on Performance Funding and Assessment (CAPA) and has met twice. Indicator 2A and the sector's concerns were discussed at both CAPA meetings on June 14, 2002, and July 8, 2002.

The main issue raised by the research institutions for this indicator is related to whether or not the rank of instructors should have been included in the calculation of the measure. The issue involves research sector institutions, teaching institutions and regional campuses as the measure in question applies to each of these groups. On July 8, 2002, the advisory group along with CHE staff concluded that there were two different possible interpretations of the measure as outlined in the workbook which resulted in a true misunderstanding. Staff and institutions determined that for this performance year only (Year 7, 2002-03), scoring for the measure for 2A as defined for Research, Teaching and Regional Campuses Sectors will not include faculty with the rank of instructor for the Research and Teaching Sectors only and will include the rank of instructor for the Regional Campuses Sector. Data on instructors, however, will continue to be submitted to CHEMIS and will be available as historical information. Indicator 2A also applies to Technical Colleges, but is measured in a different manner than that applied to the other three sectors. No changes are recommended for this year for Indicator 2A as it applies to Technical Colleges. The workbook description of the indicator will be revised accordingly for the current year.

In light of the issues that have been raised as discussions of Indicator 2A proceeded, it was determined that the measure of Indicator 2A as it currently applies to all sectors will be reviewed utilizing the expertise and assistance of academic officers. Staff has discussed with the Advisory Committee on Academic Programs at their last meeting on July 24, 2002, plans to form a working group consisting of academic officers, CAPA institutional research representatives and CHE staff to review the issues related to this indicator as well as other indicators involving academic issues.

**Recommendation:** Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission that for Year 7 (2002-03) Indicator 2A, as defined for Research, Teaching and Regional Campuses Sectors will not include faculty with the rank of instructor for the Research and Teaching Sectors only and will include the rank of instructor for the Regional Campuses Sector, and that data on instructors will continue to be submitted by Research and Teaching Sector Institutions on CHEMIS for availability as historical information. It is further recommended that there be no changes made to Indicator 2A as defined for Technical Colleges for the current year. Finally, it is recommended that this indicator be re-visited prior to the next performance funding year.

**Corrections to Agenda Items:**

**Agenda Item 2b (Research Sector 4 A/B):**

- 1.) p.3, paragraph 2, last sentence: change "over the prior year" to "the average number of collaborations for the preceding three fiscal years."
- 2.) p. 2, under "Display" section, sentences 3 & 4; p.3, paragraph 3 & 5; and p.6, paragraph 6: Delete the "Note" regarding the historical data and phase in of indicator if three complete years of data were not available. This change is in recognition of the receipt of revised historical data from the research institutions. The institutions submitted data after discussions led to changing the measure from one that considered the current year compared to the prior year to one that considered the current year compared to the average of the prior three years. At the time of the mailing, the data were not available, and the note provided additional time for the data to be compiled and a contingency plan in case complete data for three years were not available. Data have been received from the sector that expands a past report of one fiscal year to the past three fiscal years.
- 3) p. 6, last paragraph: change "FY01, FY99, and FY98" to "FY01, FY00, and FY99"
- 4) p. 7: correct typo in listing of years for standards for year 9 change "(2004-5)" to "(2004-05)"

**Agenda Item 2c (Regional Campuses 4A/B)**

- 5.) p. 2, under timeframe: change "Year 6 (2001-03)" to "Year 6 (2001-02)"

**Agenda Item 2g (Regional Campuses 7E):**

- 6) **Note:** The recommended standard for this indicator is 25.0% to 40.0% as indicated in materials mailed to Commission members. A standard of 25% to 45% was indicated in electronic materials that were initially distributed and posted on the internet. The electronic file was corrected and re-distributed.

**Agenda Item 2h (MUSC 9A):**

- 7) p. 4, last paragraph, second to last sentence: change "Year 6 (2000-01)" to "Year 6 (2001-02)"
- 8) p. 5, correct reference to the CHE website.

**Agenda Item 2b**

**Consideration of Year 7 (2002-03) Performance Funding Issues: Measure and Standard for Indicator 4 A/B, Cooperation and Collaboration, for Research Sector**

**Staff Explanation:** Below and on the following pages are the measure write-up and the report form for Indicator 4AB, Cooperation and Collaboration, for the Research Sector. The measure has been refined from that used in Performance Funding Year 6 (2001-02) to collect baseline data. Refinements made include the addition of details related to identifying and counting collaborations between and among the three institutions and also for scoring institutional performance. Recommended standards for the duration of the measure are in the details for the measure that are presented below.

**Recommendation:** Staff recommends that the Planning and Assessment Committee recommend the measure and standard for Indicator 4A/B, Cooperation and Collaboration, for the Research Sector as presented herein for approval by the Commission.

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**COMBINED 4A/B:**

**(4A) SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY**

**(4B) COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY**

**GENERAL MEASURE DEFINITION OF 4 A/B**

Indicator 4A/B is defined tailored to each sector. 4A/B is intended to measure sector focused efforts of institutional cooperative and collaborative work with business, private industry and/or the community. Each sector, subject to approval of the Commission, will develop a common measure that will be the focus of the sector for a timeframe to be determined in excess of one year. Standards will be adopted for use in scoring individual institutional performance annually after the first year of implementation.

**SECTOR MEASURES AND DETAILS FOR 4A/B FOR EACH SECTOR FOLLOW:**  
***(PRESENTED BELOW IS THE MEASURE APPLICABLE TO RESEARCH INSTITUTIONS)***

**4A/B for the RESEARCH SECTOR**

**MEASURE OF INDICATOR 4A/B FOR RESEARCH SECTOR:** To enhance collaborative research within the Research Sector including the development and use of an integrated faculty and grants database system.

**Applicability**

Clemson, USC Columbia and MUSC

## **RESEARCH SECTOR MEASUREMENT INFORMATION**

<b>General Data Source:</b>	Report from Sector to CHE.
<b>Timeframe &amp; Cycle:</b>	5 Year Measure inclusive of Performance Funding Years: 6 (2001-02) in which FY01 data are measured 7 (2002-03) in which FY02 data are measured 8 (2003-04) in which FY03 data are measured 9 (2004-05) in which FY04 data are measured 10 (2005-06) in which FY05 data are measured  Performance data on the preceding FY performance are submitted annually in February.
<b>Display:</b>	First year rating based on the level of achievement of goals. Years 2 through 5 are rated on the % increase of collaborations over the average of the three preceding years. <i>Note that in the second year of this measure, if complete data for the three institutions are not available by October 31, 2002, the comparison of the current year to past years will be made using data from those years within the applicable three-year period for which complete data are available. This would apply in future years as well, unless and until, three years of complete data as applicable are available. (See Stage 2 below.)</i>
<b>Rounding:</b>	Percent increase as measured to the nearest tenth.
<b>Expected Trend:</b>	Upward.
<b>Type Standard:</b>	First year is to be rated based on achievement of goals for developing an integrated database. Years 2 through 5 rated on annual performance in comparison to set scale.

## **CALCULATION, DEFINITIONS and EXPLANATORY NOTES**

### **Measurement Structure and Calculation**

#### **Stage 1 (Measurement in Performance Year 6)**

In Performance Year 6, the sector reports on success in realizing goals set related to the development of an integrated faculty and grants database. Additionally, a report of baseline data, identifying collaborative projects for each institution, is required. Baseline data are to include a list of existing collaborative efforts (as of June 30, 2001) detailing the project title, approximate funding, partner(s) involved, and duration. The projects will be categorized by institutional partner, with categories for individual collaborations and for partnerships that include all three research institutions.

In stage 1, the performance score for each institution is a numeric score based on the sector's performance in achieving goals to develop an integrated faculty and grants database. Baseline data are used for refining the measure, determining standards, and as comparison point for data collected in the first year of stage 2.

**Stage 2 (Measurement in Performance Years 7-10)**

In Performance Years 7 through 10, the sector will report during the first week in February each year on the number of **collaborations** among and between the three institutions for the most recent ended FY. For example, in Year 7 (2002-03), the report on collaborations will include those from July 1, 2001, through June 30, 2002 (FY02.) Collaborations will be identified by **partners involved** (see definition below regarding identification of partners), and for each collaboration reported, data including the project title, approximate funding, source of funding and beginning and end dates are also to be reported.

Generally, in each of the years in stage 2, the performance score is for each institution is dependent on each **institution's individual performance** and the **sector's overall performance** in increasing the number of collaborations between and among the three institutions. The **percent increase in collaborations** over the prior year will be measured. A description of the scoring structure follows:

Annually, each institution must demonstrate participation in a minimum level of collaboration. The minimum level of participation required for each institution's individual performance is defined as having a number of collaborations equal to or greater than the its average number of collaborations for the preceding three fiscal years rounded to the nearest whole number (using the round function in Excel.) *(Note that in the second year of this measure (Year 7), if complete data for the three institutions are not available by October 31, 2002, the comparison of the current year to past years will be made using data from those years within the applicable three-year period for which complete data are available. This would apply in future years as well, unless and until, three years of complete data as applicable are available.)*

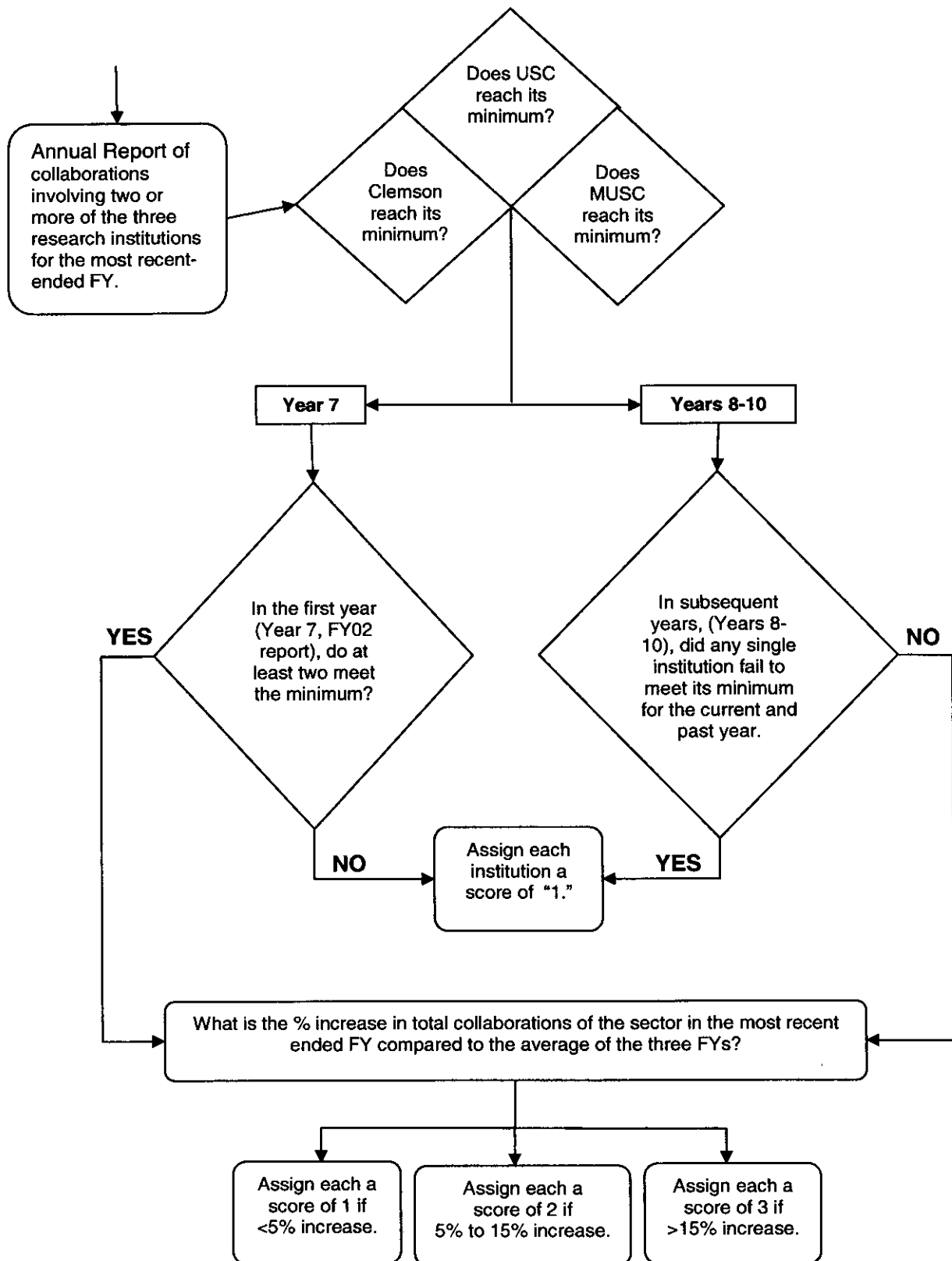
*It is recognized that there may be factors outside of an institution's control that might prevent an institution from meeting its required annual level of participation although the institution may have shown progress in new collaborations in that year. In such an event, the institution may appeal its case to staff for consideration at the time the data are reported. Staff will review the issues and data presented by the institution making an appeal and recommend any exceptions for consideration by the Planning and Assessment Committee.*

In the first year in which collaborations are considered (i.e., Performance Year 7 report of FY02 projects), if at least two institutions meet their identified performance level for the current year, then the sector's overall performance is considered, and the score for each institution is based on the percent increase in the **total number of collaborations identified across the institutions** in the sector over the prior three year average. *(Note that in the second year of this measure (Year 7), if complete data for the three institutions are not available by October 31, 2002, the comparison of the current year to past years will be made using data from those years within the applicable three-year period for which complete data are available. This would apply in future years as well, unless and until, three years of complete data as applicable are available.)* If two or more institutions fail to meet their identified minimum level of participation, then each institution in the sector will receive a score of "1."

In the second and subsequent years (Performance Years 8 through 10) of the measure, provided that there is no single institution failing to meet its minimum for

the **current and past years**, then the sector's overall performance is considered, and the score for each institution is based on the percent increase in the total number of collaborations identified across the institutions in the sector over the average of the three prior fiscal years. (See note above regarding to availability of historical data.) A score of "Achieves" or "2" is awarded to each institution for a 5-15% increase in the total number of collaborations over an average of the three prior fiscal years. If the increase is less than 5%, a score of "1" is given to each institution. If the increase is greater than 15%, a score of "3" is given to each institution. In the event there is at least one institution that fails to demonstrate its minimum level of annual participation for the current and past year, then each institution in the sector will receive a score of "1" for that Performance Year for which the score is being assigned, regardless of the percent increase in the overall sector's performance.

**A flow chart detailing the scoring process is found on the next page. Following the flow chart, are definitions of terms **bolded and underlined** in the preceding materials.**



**Applicable Measurement Definitions:**

**Collaboration** is defined as a research grant and/or award that involves two or more of the research sector institutions. Included as collaborations are those projects that involve basic and applied research, acquired through a competitive process, involving two or more of South Carolina's three public research institutions. Excluded are projects involving collaborative placement of students into assistantships or practica, collaborative support in the administration of centers, and state-wide initiatives that involved institutions from other sectors.

Collaborations counted within a FY are determined by the beginning and end dates of the identified collaborations with those counted in a particular FY if either date crosses that FY.

**Identifying Collaborations by "Partners Involved:"** Partners may include any combination of institutions in the research sector and are identified based on the distribution of funding for the collaboration.

**Institution's Individual Performance** is determined by counting the number of collaborations, as defined above, that involve that institution and either or both of the other research institutions.

**Sector's Performance** is determined by counting the total number of non-duplicative collaborations identified, as defined above, including those between Clemson and USC; Clemson and MUSC; USC and MUSC; and Clemson, USC, and MUSC.

**Calculating "% increase over the prior three fiscal years"** is derived as the number of sector collaborations for the current year minus the average number of sector collaborations for the past three fiscal years with the result divided by the average number of sector collaborations for the past three fiscal years. Performance is expressed as a percentage to the nearest tenth percent. (Note: As indicated above in the discussion of Stage 2 of the measure, the average number of collaborations for the 3 past years is rounded to the nearest whole number.)

$$((\text{Current Year} - \text{Average of 3 Past Years}) / \text{Average of 3 Past Years}) * 100 = \text{X.X}\%$$

**Current Year:** Reference to the Performance Funding Year in which the measure is being calculated and the data reported for that year which is the most recent-ended FY. (For example, for Performance Year 7 data reported in February 2003, the current year data are FY02 data.)

**Past Year:** Refers to the performance year and data immediately preceding the "current year." (In keeping with the example for "current year," for the report in 2003, the past year data would be the FY01 data that were reported in 2002 for Performance Year 6.)

**Average of 3 Past Years:** Refers to the performance years and data for three years prior to the "current year." (In keeping with the example for "current year," for the report in 2003, the average of 3 past years would be the average of FY01, FY99, and FY 98 data that were reported in 2002 for Performance Year 6.)



**STANDARDS USED TO ASSESS PERFORMANCE**

<b>STANDARDS ADOPTED IN 2001 AND 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), 7 (2002-03), 8 (2003-04), 9 (2004-5) AND 10 (2005-06)</b>		
<b>Sector</b>	<b>Level Required to Achieve a Score of 2*</b>	
<b>RESEARCH SECTOR</b>	<p><u>Year 6 (2001-2002):</u> See Above. Prototype tracking software developed, baseline data and definitions submitted. Score based on meeting goals identified related to the development of an integrated faculty and grants database.</p> <p><u>Subsequent years:</u> See above. Provided each institution meets an identified minimum level of collaboration, then an "Achieves" is scored based on a 5%-15% increase in collaboration over the average of the preceding 3 FYs. Details are provided above in the measurement description.</p>	

\* If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.

**Improvement Factor:** Not Applicable, as this indicator is designed to encourage within a limited timeframe increased performance of each institution's cooperative and collaborative efforts as defined by the sector.

<b>YEAR 7 PERFORMANCE DATA - 2002-03</b> (Will be reported to the Institute 2/03/03)	Institution: Clemson University; USC Columbia Medical University of SC (MUSC)															
<b>INDICATOR 4A/B:</b> Cooperation and Collaboration, Research Sector  <div style="background-color: black; width: 150px; height: 20px; margin: 5px 0;"></div> <div style="background-color: black; width: 150px; height: 20px; margin: 5px 0;"></div>	Contact Name & Phone:  <hr/> Authorizing Signature:  <hr/> Date Submitted:															
<b>Performance Timeframe:</b> Report FY02 (July 1, 2001 - June 30, 2002)																
<p><b>INSTRUCTIONS:</b> Please complete as a sector the information below for purposes of reporting your performance on Indicator 4A/B for Research Institutions. A description of the measure may be found on pages ##-## of the Performance Funding Workbook. In Year 7 and subsequent years, the sector will report in February on the most recent-ended fiscal year activity including: a listing of collaborations with details as indicated below. Please complete the information below for purposes of identifying performance to be scored for Year 7 (2002-03.)</p>																
<p><b>Measure:</b> To enhance collaborative research within the Research Sector including the development and use of an integrated faculty and grants database.</p>																
<p>1.) Please attach a listing of the collaborations for FY02 (July 1, 2001 – June 30, 2002) identified by the partners involved and including the following details for each: the project title, approximate funding, source of funding and beginning and end dates. An Excel worksheet is provided to assist with the reporting.</p>																
<p>2.) To determine if individual institutions met minimum performance for FY02, report the number of collaborations for each institution and whether the minimum was met. (See workbook for definitions.)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Clemson</td> <td style="width: 10%; border-bottom: 1px solid black; text-align: center;">_____</td> <td style="width: 30%;">Was the minimum met for FY02?</td> <td style="width: 10%;">YES or NO</td> <td style="width: 10%;">(circle one)</td> </tr> <tr> <td>USC Columbia</td> <td style="border-bottom: 1px solid black; text-align: center;">_____</td> <td>Was the minimum met for FY02?</td> <td>YES or NO</td> <td>(circle one)</td> </tr> <tr> <td>MUSC</td> <td style="border-bottom: 1px solid black; text-align: center;">_____</td> <td>Was the minimum met for FY02?</td> <td>YES or NO</td> <td>(circle one)</td> </tr> </table>		Clemson	_____	Was the minimum met for FY02?	YES or NO	(circle one)	USC Columbia	_____	Was the minimum met for FY02?	YES or NO	(circle one)	MUSC	_____	Was the minimum met for FY02?	YES or NO	(circle one)
Clemson	_____	Was the minimum met for FY02?	YES or NO	(circle one)												
USC Columbia	_____	Was the minimum met for FY02?	YES or NO	(circle one)												
MUSC	_____	Was the minimum met for FY02?	YES or NO	(circle one)												
<p>3.) To determine the sector's performance, report the total number of non-duplicative collaborations of the three research institutions: FY02 Collaborations from July 1, 2001, through June 30, 2002 (FY02) involving:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">Clemson &amp; MUSC</td> <td style="width: 10%; border-bottom: 1px solid black; text-align: center;">_____</td> </tr> <tr> <td>Clemson &amp; USC</td> <td style="border-bottom: 1px solid black; text-align: center;">_____</td> </tr> <tr> <td>USC &amp; MUSC</td> <td style="border-bottom: 1px solid black; text-align: center;">_____</td> </tr> <tr> <td>Clemson &amp; MUSC &amp; USC</td> <td style="border-bottom: 1px solid black; text-align: center;">_____</td> </tr> <tr> <td><b>Total Number of FY02 Collaborations</b></td> <td style="border-bottom: 1px solid black; text-align: center;">_____</td> </tr> </table>		Clemson & MUSC	_____	Clemson & USC	_____	USC & MUSC	_____	Clemson & MUSC & USC	_____	<b>Total Number of FY02 Collaborations</b>	_____					
Clemson & MUSC	_____															
Clemson & USC	_____															
USC & MUSC	_____															
Clemson & MUSC & USC	_____															
<b>Total Number of FY02 Collaborations</b>	_____															
<p><b>Sector Performance based on Total FY02 Collaborations:</b></p> <p>((_____ in FY02 - _____ avg of past 3 years) / _____ avg of past 3 years) * 100 = _____ % change</p>																
<p><b>Determination of Score:</b> For Year 7, a score of "3" is awarded, provided at least two institutions met their identified minimum participation level and the sector's performance shows an increase greater than 15% over the the average of the past 3 years; a score of "2" is awarded provided at least two institutions met their minimum and the sector's performance shows an increase from 5% to 15% over the average of the past 3 years; and a score of "1" is awarded if two or more institutions fail to meet their identified minimum level of participation or if at least two institutions met their minimum and the sector's performance is less than a 5% increase over the past 3 fiscal years. For future years, see workbook for details.</p>																

**Please Remember to Complete and Submit the Summary Table for FY02 for Item 1 Above**

**Agenda Item 2c**

**Consideration of Year 7 (2002-03) Performance Funding Issues: Measure and Standard for Indicator 4 A/B, Cooperation and Collaboration, for Regional Campuses Sector**

**Staff Explanation:** Below and on the following pages are the measure write-up and the report form for Indicator 4AB, Cooperation and Collaboration, for the Regional Campuses Sector. The measure has been refined from that used in Performance Funding Year 6 (2001-02) to collect baseline data. The initial measure was approved by the Committee for use in collecting baseline data during Year 6 (2001-02) on December 13, 2001, and it appears in the Year 6 Workbook Supplement as part of Addendum A on pages 96-98. The measure remains essentially the same as initially drafted. Staff and sector representatives have reviewed the measure as proposed here. The recommended standard for the measure proposed herein for Regional Campuses is 85% to 95% for a score of "Achieves" or "2." Performance above 95% would merit a score of "Exceeds" or "3" whereas performance below 85% would merit a score of "Does Not Achieve" or "1."

**Recommendation:** Staff recommends that the Planning and Assessment Committee recommend the measure and standard for Indicator 4A/B, Cooperation and Collaboration, for the Regional Campuses Sector as presented herein for approval by the Commission.

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**COMBINED 4A/B:**

**(4A) SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY**

**(4B) COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY**

**GENERAL MEASURE DEFINITION OF 4 A/B**

Indicator 4A/B is defined tailored to each sector. 4A/B is intended to measure sector focused efforts of institutional cooperative and collaborative work with business, private industry and/or the community. Each sector, subject to approval of the Commission, will develop a common measure that will be the focus of the sector for a timeframe to be determined in excess of one year. Standards will be adopted for use in scoring individual institutional performance annually after the first year of implementation.

**SECTOR MEASURES AND DETAILS FOR 4A/B FOR EACH SECTOR FOLLOW:**

***(PRESENTED BELOW IS THE MEASURE APPLICABLE TO REGIONAL CAMPUSES)***

**INDICATOR 4A/B FOR REGIONAL CAMPUSES**

**Explanation:** For its measure, the regional campuses propose a measure to strengthen the community outreach efforts of the institutions in the sector. The measure proposed uses a best practice vehicle to guide colleges in their efforts concerning organized campus outreach activities.

**4 A/B MEASURE FOR REGIONAL CAMPUSES:** Strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The efforts include collaborations, cooperative efforts, affiliations and partnerships. This indicator will assess the strength of the community outreach efforts of the USC Regional Campuses by determining the percentage of best practice criteria that are utilized. (See description of measurement and best practice guidelines below.)

**Applicability**

Regional Campuses Sector

**Measurement Information**

<b>General Data Source:</b>	The USC Regional Campuses will submit to the CHE's Division of Planning and Assessment an annual report on the number of community outreach efforts developed and the number of community outreach efforts enhanced based on the best practices.
<b>Timeframe:</b>	Annually, each USC Regional Campus will report on the activities in the previous year. During the Year 6 (2001-03,) campuses reported baseline data on the status of existing efforts for the period of Fall 2000, Spring 2001 and Summer 2001. For Performance Funding Year 7 (2002-03), the data will be reported from the Fall 2001, Spring 2002, and Summer 2002 on the development of new community outreach efforts and the enhancement/maintenance/ repositioning of existing community outreach efforts.
<b>Cycle:</b>	Assessed on an annual cycle. During Year 6 (2001-2002), the indicator will be assessed as compliance with reported baseline data due upon request. After Year 6, the indicator will be scored with a performance report due each spring. The indicator as presented here is expected to be maintained over a four-year period inclusive of the baseline year.
<b>Display:</b>	Percentage.
<b>Rounding:</b>	To nearest tenth percent
<b>Expected Trend:</b>	Upward movement is considered to indicate improvement.
<b>Type Standard:</b>	Annual performance compared to a defined scale.

**METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE**

1. Calculation will be based on a set of 10 "best practices" addressing community outreach efforts.
2. A campus will engage in a campus-wide evaluation to determine the number of efforts upon which it plans to subject to evaluation per the criteria of this indicator.

3. Items considered in a set of criteria for evaluation will consist of two categories:  
Documentation and Assessment.

### TOTAL NUMBER OF COMMUNITY OUTREACH EFFORTS TO BE EVALUATED

For each of the community outreach efforts, the "best practices" are to be exemplified. Performance is determined by the percentage of best practices being utilized by the community outreach efforts of the campus. This percentage is calculated by using as the numerator the sum of the number of community outreach efforts meeting each criterion and using as the denominator the total number of new or existing community outreach efforts times the number of criteria. For example: if a Regional Campus has developed one (1) new community outreach effort and enhanced three (3) existing community outreach efforts (total 4) and records a performance score as 4, 4, 3, 3, 4, 2, 2, 2, 3, 2 on the following "best practices," the overall score would be computed as  $((4+4+3+3+4+2+2+2+3+2)/(4*10)) = 72.5\%$ .

### BEST PRACTICES:

#### **Planning Documentation (web presence highly recommended)**

- \_\_\_\_\_ 1.) Institution has established community need for effort.
- \_\_\_\_\_ 2.) Institution has established justification for institutional involvement in effort.
- \_\_\_\_\_ 3.) Institution has established coordinating entity (board, committee, individual, task force, etc).
- \_\_\_\_\_ 4.) Institution has established written guidelines for effort.
- \_\_\_\_\_ 5.) Institution has established goals for effort.

#### **Assessment Documentation (web presence highly recommended)**

- \_\_\_\_\_ 6.) Institution evaluates efforts annually.
  - \_\_\_\_\_ 7.) Institution establishes, and uses assessment methodology.
  - \_\_\_\_\_ 8.) Institution assesses efficiency of effort.
  - \_\_\_\_\_ 9.) Institution assesses effectiveness of effort.
  - \_\_\_\_\_ 10.) Institution uses results of assessment to determine future direction of effort.
- (For new and existing programs, results must be shared and discussed with the coordinating entity. Additionally, for existing programs, results must be used to improve or to validate current activities of the coordinating entity.)*

#### **Performance Example:**

- |   |              |
|---|--------------|
| (a) Sum of scores reported on Best Practices 1-10   | <u>29</u>    |
| (b) Number of new and/or existing Community Partnerships equals   | <u>4</u>     |
| (c) Number of new and/or existing Community Partnerships (4) multiplied by the number of Best Practices (10) equals | <u>40</u>    |
| (d) Result of (a) divided by (c) multiplied by 100 equals   | <u>72.5%</u> |

The result is compared to the standard identified for "Achieves" and the numeric score is assigned accordingly.

## CALCULATION, DEFINITIONS AND EXPLANATORY NOTES


See Above.

## STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03), 8 (2003-04), AND 9 (2004-05)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
<b>Regional Campuses Sector</b>	A standard of 85% to 95% applies for the duration of the indicator (i.e., Years 7, 2002-03; 8, 2003-04; and 9, 2004-05.)  Compliance Indicator in Year 6 as measure is defined and baseline data collected.	

\* If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.

**Improvement Factor:** Not Applicable, as this indicator is designed to encourage within a limited timeframe increased performance of each institution's cooperative and collaborative efforts as defined by the sector.

<b>YEAR 7 PERFORMANCE REPORT</b> (YR) OF PERFORMANCE REPORT		Institution:	
<b>INDICATOR 4A/B: Cooperation and Collaboration, Regional Campuses Sector</b> 		Contact Name & Phone:	
		Authorizing Signature:	
<b>Performance Timeframe: Report on FY 2001-02 (Fall '01, Spring '02 &amp; Summer '02)</b>		Date Submitted:	
<b>INSTRUCTIONS:</b> <p>The report due in Year 7 (2002-03) represents the first year in which data are collected for the purposes of determining a score. In Year 6, data were collected as a baseline for use in identifying standards and to aid in further measure refinement. This measure is defined unique to each sector. The regional campuses measure focuses on strengthening community outreach efforts. The measure is to remain in place for a four-year period, including the baseline year.</p> <p>Please complete the information below. For a copy of the measure as approved by the Commission, please refer to the Year 7 workbook, pp ##-##.</p>			
<p><b>Measure:</b> Strengthening the USC Regional Campuses through development and/or enhancement/maintenance/ repositioning of organized community outreach efforts with private and public organizations. The efforts include collaborations, cooperative efforts, affiliations and partnerships. This indicator will assess the strength of the community outreach efforts of the USC Regional Campuses by determining the percentage of best practice criteria that are utilized. (See description of measurement and best practice guidelines below.)</p> <p style="text-align: center;"><b>METHODOLOGY FOR DETERMINING PERFORMANCE &amp; BEST PRACTICES GUIDANCE</b></p> <ol style="list-style-type: none"> <li>1. Calculation will be based on a set of 10 "best practices" addressing community outreach efforts.</li> <li>2. A campus will engage in a campus-wide evaluation to determine the number of efforts upon which it plans to subject to evaluation per the criteria of this indicator.</li> <li>3. Items considered in a set of criteria for evaluation will consist of two categories: Documentation and Assessment.</li> </ol> <p style="text-align: center;"><b>TOTAL NUMBER OF COMMUNITY OUTREACH EFFORTS TO BE EVALUATED</b></p> <p>For each of the community outreach efforts, the "best practices" are to be exemplified. Performance is determined by the percentage of best practices being utilized by the community outreach efforts of the campus. This percentage is calculated by using as the numerator the sum of the number of community outreach efforts meeting each criterion and using as the denominator the total number of new or existing community outreach efforts times the number of criteria. For example: if a Regional Campus has developed one (1) new community outreach effort and enhanced three (3) existing community outreach efforts (total 4) and records a performance score as 4, 4, 3, 3, 4, 2, 2, 2, 3, 2 on the following "best practices," the overall score would be computed as <math>((4+4+3+3+4+2+2+2+3+2)/(4*10)) = 72.5\%</math>.</p>			

**Part I.**

Please provide a description of your criteria used in identifying applicable outreach efforts and provide a listing of each of those efforts including a brief description of the activity and rationale for each. Insert information following the highlighted text in this box or attach pages/file as desired.

\_\_\_\_\_ Existing Efforts

\_\_\_\_\_ New Efforts

Sum of Existing and New:

\_\_\_\_\_ Total Number of Organized Community Outreach Efforts with Public and Private Entities  
(Efforts are to include collaborations, cooperative efforts, affiliations, and partnerships.)

Insert description of criteria and listing of efforts here. (Attach pages as desired.)

**Part II.**

For each of the identified efforts, you must determine whether it meets the best practices listed below. Below, simply insert the total number of outreach efforts for which there is evidence to support that it meets the best practice:

**PLANNING DOCUMENTATION (web presence highly recommended)**

1.) Institution has established community need for the effort.

\_\_\_\_\_ of the "outreach efforts" meet

2.) Institution has established justification for institutional involvement.

\_\_\_\_\_ of the "outreach efforts" meet

3.) Institution has established coordinating entity (board, committee, individual, task force, etc).

\_\_\_\_\_ of the "outreach efforts" meet

4.) Institution has written guidelines for effort.

\_\_\_\_\_ of the "outreach efforts" meet

5.) Institution has established goals for effort.

\_\_\_\_\_ of the "outreach efforts" meet

**ASSESSMENT DOCUMENTATION (web presence highly recommended)**

6.) Institution evaluates effort annually.

\_\_\_\_\_ of the "outreach efforts" meet

7.) Institution has establishes, and uses, assessment methodology.

\_\_\_\_\_ of the "outreach efforts" meet

8.) Institution assess efficiency of effort.

\_\_\_\_\_ of the "outreach efforts" meet

9.) Institution assesses effectiveness of effort.

\_\_\_\_\_ of the "outreach efforts" meet



10.) Institution uses results of assessment to determine future direction of effort. (For new and existing programs, results must be shared and discussed with the coordinating entity. Additionally, for existing programs, results must be used to improve or to validate current activities of the coordinating entity.)

\_\_\_\_\_ of the "outreach efforts" meet

**Performance Scoring Note:** To assess performance, each of the totals is to be tallied and then a percentage determined as outlined here. CHE staff will complete this information for you. The data provided will be used in determining the performance rating on 4A/B for Year 7(2002-03). For additional measurement information, see Year 7 Workbook, pp. ##-##.

\_\_\_\_\_ a.) Sum of scores reported on Best Practices 1-10

\_\_\_\_\_ b.) Total Efforts (Number of new and/or existing Community Partnerships)

\_\_\_\_\_ c.) Total Efforts \*10 (Number of new and/or existing Community Partnerships multiplied by the number of Best Practices)

\_\_\_\_\_ %, Result for determining performance: (a) divided by (c) multiplied by 100 equal

For Year 7, the standard for a score of "Achieves" for Regional Campuses is 85% - 95%.

**Agenda Item 2d**

**Consideration of Year 7 (2002-03) Performance Funding Issues: Measure and Standard for Indicator 4 A/B, Cooperation and Collaboration, for Technical Colleges**

**Staff Explanation:** Below and on the following pages are the measure write-up and the report form for Indicator 4AB, Cooperation and Collaboration, for the Technical College Sector. The measure has been refined from that used in Performance Funding Year 6 (2001-02) to collect baseline data. The initial measure was approved by the Committee for use in collecting baseline data during Year 6 (2001-02) on December 13, 2001, and it appears in the Year 6 Workbook Supplement as part of Addendum A on pages 99-103. The substance of the measure remains the same as initially drafted with refinements having been made to definitions that relate to the best practices and determination of whether or not the best practices have been met. Staff and sector representatives have reviewed the measure as proposed here. The recommended standard for the measure proposed herein for Technical Colleges is 80% to 95% for a score of "Achieves" or "2." Performance above 95% would merit a score of "Exceeds" or "3" whereas performance below 80% would merit a score of "Does Not Achieve" or "1."

**Recommendation:** Staff recommends that the Planning and Assessment Committee recommend the measure and standard for Indicator 4A/B, Cooperation and Collaboration, for the Technical College Sector as presented herein for approval by the Commission.

\*\*\*\*\*

**COMBINED 4A/B:**

**(4A) SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY**

**(4B) COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY**

**GENERAL MEASURE DEFINITION OF 4 A/B**

Indicator 4A/B is defined tailored to each sector. 4A/B is intended to measure sector focused efforts of institutional cooperative and collaborative work with business, private industry and/or the community. Each sector, subject to approval of the Commission, will develop a common measure that will be the focus of the sector for a timeframe to be determined in excess of one year. Standards will be adopted for use in scoring individual institutional performance annually after the first year of implementation.

**SECTOR MEASURES AND DETAILS FOR 4A/B FOR EACH SECTOR FOLLOW:**

*(PRESENTED BELOW IS THE MEASURE APPLICABLE TO TECHNICAL COLLEGES)*

**MEASURE FOR INDICATOR 4A/B FOR TECHNICAL COLLEGES SECTOR**

Explanation: The technical college sector has developed a best practices document as a vehicle to improve the strength of technical college program advisory committees for

consideration for the measure for Indicator 4A/B. The proposed measure is to be in effect for the next three-year period for the 4A/B indicator for technical colleges follows. Staff notes here that, in meetings with representatives of the system as the measure was developed, CHE staff had discussed a general overall concern that the measure as drafted includes what might be considered as minimum/baseline requirements to ensure initially the strength and operation of the technical college advisory committees. In light of this concern, staff suggested that institutions may be able to succeed in reaching these points possibly within a year depending on what is revealed as the starting point from baseline data collected during this cycle. Staff has suggested in that event as a possible consideration that, effective in the second year of the measure or other appropriate timeframe, additional best practices could be phased in that would address quality issues and ensure continued good work of the advisory committees. For example, a mechanism could be implemented to ensure that committees consider feedback from students, employers and alumni as well as information from accrediting bodies or other external data as part of their review of programs. Technical college representatives expressed similar concerns as staff and supported the concept of phasing-in additional points aimed at addressing quality issues related to advisory committee activities if found necessary. Any related recommendation to that effect would be made at a later date providing sufficient advance time for implementation.

#### **4A/B MEASURE FOR TECHNICAL COLLEGES**

**Strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College will be assessed as to the strength of their advisory committees by determining the percentage of best practices criteria that are met by an institution's advisory committees. (See best practices guidance and description of measurement details presented below for details.)**

**Applicability as defined here:** Technical College Sector

#### **Technical College Measurement Information**

<b>General Data Source:</b>	Technical Colleges will submit to the CHE's Division of Planning and Assessment a report on the total number of Committees and the number meeting each of the criteria. See explanatory notes below for additional description of acceptable data for determining institutional compliance.
<b>Timeframe:</b>	Institutions will report in early spring term (Jan/Feb as determined to be received in time to determine the annual rating) on activities in the previous academic year as of the report. During 2001-02, Year 6, implementation, institutions will be required to gather baseline data for Advisory Committee meetings/activities occurring during the period of Fall 2000, Spring 2001, and Summer 2001. In Year 7, Fall 2001, Spring 2002, and Summer 2002 meetings/activities would be reported for assessment purposes. In Year 8, Fall 2002, Spring 2003, and Summer 2003 meetings/activities would be reported for assessment purposes. In Year 9, Fall 2003, Spring 2004, and Summer 2004 meetings/activities would be reported for assessment purposes.
<b>Cycle:</b>	Assessed on an annual cycle. During Year 6 (2001-2002), the indicator will be assessed as compliance, with reported baseline data due upon

request. After Year 6, the indicator will be scored with a performance report due each spring. (See 4A/B report form for expected reporting.) The indicator as presented here is expected to be maintained over a three-year period (inclusive of Years 7, 8 and 9.)

*In Year 6, the indicator was scored as a compliance indicator while definitions were developed and trend data were collected. In Years 7 (2002-03,) 8 (2003-04,) and 9 (2004-05) the indicator will be scored based on standards to be approved based on baseline data collected.*

**Display:** Percentage.

**Rounding:** To nearest tenth.

**Expected Trend:** Upward movement is considered to indicate improvement.

**Type Standard:** Annual performance compared to a defined scale.

#### **METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE**

1. Calculation will be based on a set of 'best practices' or improvement standards for strengthening advisory committees.
2. Items considered in a set of criteria for strengthening advisory committees will include demonstration that the first two conditions are met, and a numerical summary score determined as a percentage of all committees meeting the requirements to the total number of committees (see below). The resulting percentage will be used in determining the performance score of '1', '2' or '3.' However, not meeting the first two "must" conditions with a 'Yes' response will result in a score '1' for the indicator regardless of the calculated percentage.

**"Must" conditions:**

Do all credit degree programs/clusters designed for immediate employment of graduates have advisory committees? ☐ Yes ☐ No

Does the college have an Advisory Council Manual that includes purpose and procedures for operation of advisory committees and the duties and responsibilities of its members?  
☐ Yes ☐ No

***(Institutions not meeting both of these conditions will receive a score of 1. Institutions meeting these will be scored (possible scores of 1,2, or 3) on the basis of performance reported for the listed 'best practices' guidance below)***

**Total number of Advisory Committees is \_\_\_\_\_**

For each of these Committees the number of Committees meeting the best practices or improvement standard is to be provided. Performance is to be determined as a percentage calculated using as the numerator the sum of the number meeting each criteria and using as the denominator the total number of committees times the number of criteria. For example,

if an institution reports that it has 15 committees and records performance as 14, 15, 15, 15, 12 and 10 on the following 6 items, the score would be computed as  $((14+15+15+15+12+10)/(15*6))*100 = 90\%$ .

1. \_\_\_\_\_ Number of advisory committees that meet at least once a year.
2. \_\_\_\_\_ Number of advisory committees that provided input to help in reviewing and revising programs for currency with business and industry processes as appropriate.
3. \_\_\_\_\_ Number of advisory committees that reviewed and made recommendations on the utilization/integration of current technology and equipment in existing programs.
4. \_\_\_\_\_ Number of advisory committees that provided professional development opportunities, field placements, or cooperative work experiences for students or faculty.
5. \_\_\_\_\_ Number of advisory committees that provided assistance with student recruitment, student job placement, and if appropriate, faculty recruitment.
6. \_\_\_\_\_ Number of advisory committees that have completed a self-evaluation of the effectiveness of the advisory committee in its defined role to the institution.

**Performance:**            (a) *Sum of numbers reported on points 1-6:* \_\_\_\_\_  
                                  (b) *Number of Committees multiplied by 6:* \_\_\_\_\_  
                                  (c) *Result of (a) divided by (b) multiplied by 100:* \_\_\_\_\_ %

#### **CALCULATION, DEFINITIONS AND EXPLANATORY NOTES**

##### **Credit degree programs/clusters designed for immediate employment of graduates:**

Associate degrees or associate degree clusters excluding the AA/AS degrees. *See below for additional details.*

**Record maintenance and determining compliance:** It is expected that each institution is responsible for maintaining evidence of reported compliance of committees with each of the points. Acceptable evidence will include minutes from advisory committee meetings and other data collected as appropriate regarding activities/meetings of the Committees. Data verification could include a review of a sample of advisory committee meetings and documents supporting the compliance report.

***It is reiterated that when determining whether Committees are meeting the best practices, documentation such as minutes and other acceptable evidence should be relied on by those determining whether a Committee has fulfilled the requirements of the indicated practice.***

##### **Committees and Coverage of Applicable Programs (Associate Level excluding AA/AS):**

The CHE Academic Inventory of Programs will serve as the basis for determining associate degree programs. Each program is not required to have its own unique committee. Rather, each program must have an associated advisory committee. Committees may have

advisory responsibilities for one or more programs.

In considering programs that should have associated advisory committees, majors including General Technology Major, Vocational Tech Education Major, and General Engineering Technical Major are not considered.

These program areas are not be expected to have advisory committees because of the nature of the associate programs associated with these majors. These majors as indicated above are used in defining unique programs for students and/or businesses that draw from various program areas that should already have associated advisory committees. Therefore, they would not be expected to have advisory committees. Programs that should be considered in determining whether all programs have advisory committees are all associate degree level programs excluding the general technology programs (general, vocational technical education and general engineering) and the AA/AS programs.

**Canceled Programs:** Institutions are not expected to have advisory committees for programs that are canceled. A program may be considered "canceled" if the institution has made the decision to cancel the program and formally notified the State Board or CHE (using a letter or cancellation form available from CHE) of the cancellation. Notification should include the date by which the program will be canceled. Note that canceled programs might have "end dates" in the future to provide for completion of the students already enrolled in the program – such cases would not require an advisory committee to exist until the official end date of the program.

**Additional Clarification for item 3 regarding whether it is possible that, for some program areas, recommendations related to the "utilization/integration of current technology and equipment" would not be applicable; for example, advisory programs to human service programs:** This is likely to apply to all areas, although the type technology may vary. For example, recommendations could relate to utilization of technology in classrooms to enhance student learning, and such applications would be applicable to all areas. Other more technical programs might have different recommendations related, for example, to exposure to technology used in work places that the education training supports.

**Additional Clarification for item 4 regarding whether the provision of "clinicals" count as an affirmative for this item:** This would be one area appropriately considered when determining whether committees have provided "professional development opportunities, field placements, or cooperative work experiences for students or faculty."

**Additional Clarification for Item 5 – addressing the question as to whether all three areas "student recruitment, student job placement and faculty recruitment" would be required for the committee to meet this item:** Committees must provide assistance with student recruitment and student job placement, but assistance with faculty recruitment would be necessary only if it were found appropriate given the needs of programs. If a program has a wait-list for enrollment making Committee assistance with student recruitment unnecessary, the "wait-list" can be used in lieu of evidence that the Committee has assisted in student recruitment.

Please note that if Advisory Committees consider and make recommendations to the school or programs related to recruitment or placement, such activities would "count" in considering a

“yes” here. For example, while evidence of placement may be actual hiring, another type of evidence may be documenting other activities providing an avenue for recruitment and placement of students or recruitment of faculty.

**Additional Clarification to Item 6 of the best practices** – Self-evaluations should occur at least every 2 years and such activity should be considered if it occurred within the last two years at the time of reporting. Therefore, when reviewing activities of the committee to determine it fulfills requirements of item 6, a self-evaluation should have occurred within the last 2 years, which, for baseline data collected for year 6, that would mean a self-evaluation would have taken place at some point during the 1999-2000 Academic Year through the 2000-2001 Academic Year (i.e., fall 99, spring 00, summer 00, fall 00, spring 01, and summer 01). For data that will be collected for scoring purposes in year 7, that would mean a self-evaluation will have taken place at some point during the 2000-2001 Academic Year through the 2001-2002 Academic Year.


In considering the type of activities that might be appropriate for self-evaluation of the committee or for committee recommendations made on issues It was noted that using a DACUM would be a good process to use by committees, but that a DACUM, in and of itself, could not be considered an advisory committee.

#### STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), 7 (2002-03), 8 (2003-04), AND 9 (2004-05)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
Technical Colleges Sector	<p>A standard of 80%-95% applies in Years 7, 8 and 9 for the measure as defined above.</p> <p>Note: Compliance Indicator in Year 6 as measure is defined and baseline data were collected.</p>	Compliance in Year 6

\* If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.

**Improvement Factor:** Not Applicable, as this indicator is designed to encourage within a limited timeframe increased performance of each institution's cooperative and collaborative efforts as defined by the sector.

<b>YEAR 7 PERFORMANCE REPORT (2002-03)</b> (will be required in 2003-04)	Institution:
<b>INDICATOR 4A/B: Cooperation and Collaboration, Technical Colleges Sector</b>  <b>Performance Timeframe:</b> Report on advisory committee meetings/activities occurring during the period of Fall 2001, Spring 2002, and Summer 2002.	Contact Name & Phone:
	Authorizing Signature:
	Date Submitted:
<b>INSTRUCTIONS:</b> <p>Indicator 4A/B is defined uniquely to each sector. The technical colleges' measure focuses on strengthening program advisory committees. The report due in Year 7 (2002-03) will be the first report of the measure for scoring purposes. The measure is expected to remain in place in Years 8 (2003-04) and 9 (2004-05) as well. Baseline data were initially reported in Year 6 (2001-02) for purposes of identifying standards and to aid in further measure refinement prior to scoring in Year 7 (2002-03).</p> <p>Please complete the information below. For a copy of the measure as approved by the Committee, please refer to the current performance funding workbook, pp. ## - ##.</p>	
<p><b>Measure:</b> Strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College will be assessed as to the strength of their advisory committees by determining the percentage of best practices criteria that are met by an institution's advisory committees. (See best practices guidance and description of measurement details presented below for details.)</p> <p style="text-align: center;"><b>METHODOLOGY FOR DETERMINING PERFORMANCE &amp; BEST PRACTICES GUIDANCE</b></p> <ol style="list-style-type: none"> <li>Calculation will be based on a set of 'best practices' or improvement standards for strengthening advisory committees.</li> <li>Items considered in a set of criteria for strengthening advisory committees will include demonstration that the first two conditions are met, and a numerical summary score determined as a percentage of all committees meeting the requirements to the total number of committees (see below). The resulting percentage will be used in determining the performance score of '1', '2' or '3.' However, not meeting the first two "must" conditions with a 'Yes' response will result in a score '1' for the indicator regardless of the calculated percentage.</li> </ol> <p><b>A Few Terms to Keep in Mind:</b></p> <p><b>Credit degree programs/clusters designed for immediate employment of graduates:</b> Associate degrees or associate degree clusters excluding the AA/AS degrees.</p> <p><b>Record maintenance and determining compliance:</b> It is expected that each institution is responsible for maintaining evidence of reported compliance of committees with each of the points. Acceptable evidence will include minutes from advisory committee meetings and other data collected as appropriate regarding activities/meetings of the Committees. Data verification could include a review of a sample of advisory committee meetings and documents supporting the compliance report.</p>	



**Part I.**

**"Must" conditions:**

- \_\_\_\_\_ Yes    \_\_\_\_\_ No    Do all credit degree programs/clusters designed for immediate employment of graduates have advisory committees?
- \_\_\_\_\_ Yes    \_\_\_\_\_ No    Does the college have an Advisory Council Manual that includes purpose and procedures for operation of advisory committees and the duties and responsibilities of its members?

*(In Years 7 (2002-03) and 8 (2003-04) of the measure, institutions not meeting both of these conditions will receive a score of 1. Institutions meeting these will be scored (possible scores of 1,2, or 3) on the basis of performance reported for the listed 'best practices' guidance below)*

\_\_\_\_\_ **Total Number of Advisory Committees**

*For each of these Committees, the number of Committees meeting the best practices or improvement standard is to be provided. Performance is to be determined as a percentage calculated using as the numerator the sum of the number meeting each criteria and using as the denominator the total number of committees times the number of criteria. For example, if an institution reports that it has 15 committees and records performance as 14, 15, 15, 15, 12 and 10 on the following 6 items, the score would be computed as  $((14+15+15+15+12+10)/(15*6))*100 = 90\%$ .*

Insert in this box a list of each Committee

- 1.)  
2.)  
...

**Part II.**

**For each of the committees identified, you must determine whether it meets the best practices listed below. Below, simply insert the total number of committees for which there is evidence to support that it meets the best practice: (Complete this information whether or not the "must conditions" are fully met!)**

- |          |  |
|----------|--|
| 1. _____ | Number of advisory committees that meet at least once a year.  |
| 2. _____ | Number of advisory committees that provided input to help in reviewing and revising programs for currency with business and industry processes as appropriate. |
| 3. _____ | Number of advisory committees that reviewed and made recommendations on the utilization/integration of current technology and equipment in existing programs.  |
| 4. _____ | Number of advisory committees that provided professional development opportunities, field placements, or cooperative work experiences for students or faculty. |
| 5. _____ | Number of advisory committees that provided assistance with student recruitment, student job placement, and if appropriate, faculty recruitment.               |

6. \_\_\_\_\_ Number of advisory committees that have completed a self-evaluation of the effectiveness of the advisory committee in its defined role to the institution.

**To be completed by CHE:**

*Performance Scoring Note: To assess performance, the totals are to be tallied and then a percentage determined as outlined here. CHE staff will complete this information for you. For additional measurement information, see current workbook pp ##-##.*

**Performance:**

- (a) Sum of numbers reported on points 1-6: \_\_\_\_\_
- (b) Number of Committees multiplied by 6: \_\_\_\_\_
- (c) Result of item (a) divided by item (b) multiplied by 100: \_\_\_\_\_ %

**Agenda Item 2e**

**Consideration of Year 7 (2002-03) Performance Funding Issues: Measure and Standards for Indicator 7A, Graduation Rates, "Success Rate" for Regional Campuses and Technical Colleges**

**Staff Explanation:** In Year 6, 2001-02, the Commission adopted a change to the measure of Indicator 7A applicable to the two-year institutions. (See April 5, 2001, and July 12, 2001, CHE meeting materials.) The revision changed the measure from "graduation within 150% of time" to a success rate measuring the percent of those either graduating within 150% of time, transferring-out within 150% of time or continue to be enrolled as defined in the attached materials. During Year 6 as measurement details were considered and baseline data collected the measure of graduation rate used in past years was continued. However, this year, the revised measure is to be considered and used in the scoring process. Measurement details and recommended standards are presented in the attached materials for consideration so that the new measure may be implemented this performance year, Year 7 (2002-03.)

Since the approval of the new 7A for regional campuses and technical college, staff has worked with representatives in both sectors to clarify definitional issues. One issue of primary concern was the consideration of reporting on transfer-out students. Currently, data on transfer-out students is not required of institutions on federal reporting forms. For the NCES IPEDS Graduation Rate Survey, these data have been optional. Consequently, not all of South Carolina's two-year institutions have the ability to report complete data on transfers. Through the Commission's Management Information System (CHEMIS) data on in-state transfers can be determining from those public and private institutions that have reported the necessary data. Because the transfer-out data are not required nationally, staff has worked with both sectors to come to a determination as to the consideration of transfer data until institutions are required to report it nationally or all institutions have the ability to determine complete transfer data. Details worked out related to the treatment of transfers are found on pages 3 and 4. Staff anticipates re-consideration of this issue prior to data considerations in Year 8 (2003-04.)

On page 5 are staff's recommended standards for consideration. The standards were developed in conjunction with sector representatives based on considering for each sector, data available from the CHEMIS system for the 1996, 1997, and 1998 cohorts. Staff recommends for a score of "Achieves" or "2," a standard of 50.0% to 65.0% for Regional Campuses and a standard of 30.0% to 45.0% for Technical Colleges. For both sectors, performance above the high end of the range would earn a score of "3," whereas, performance below the low end would earn a score of 1. In order to recognize improvement, an improvement factor of 3% is recommended. Institutions performing in the year being considered at least 3% higher than their past three-year average will be eligible for an additional 0.5 points added to their score for those scoring either a 1 or 2. Staff plans to use the data collected and reviewed for determining the standards as historical data.

**Recommendation:** Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the measure for Indicator 7A for the Technical Colleges and Regional Campuses as presented herein along with standards for "Achieves" of 30.0% to 45.0% for Technical Colleges and 50.0% to 65.0% for Regional Campuses and an improvement factor of 3% for both sectors.

\*\*\*\*\*

(7) GRADUATES' ACHIEVEMENTS  
(7A) GRADUATION RATES

**7A for Regional Campuses and Technical Colleges: Success Rate defined using First-time, full-time degree-seeking student graduation rate for graduation within 150% of program time with allowance also for transfers-out and continued enrollment.**

**MEASURE**

**"Success Rate"** defined as the "GRS Rate Plus" which will be the determination for the first-time, full-time degree-seeking student Graduation Rate Survey (GRS) cohort as defined for 2-year institutions, the percentage of those graduating within 150% of normal program time or those who as of 150% of program time have transferred to another institution or those who have continued to be enrolled either full- or part-time.

**Adopted at the July 12, 2001, CHE Meeting:** *Until this indicator can be fully implemented, 7A as applicable to 4-yr institutions will apply and be scored using standards defined for regional campuses and technical colleges in Year 5. For Year 6, the Commission approved scoring this indicator for 2-year institutions based on Year 5 requirements with the expectation that the revised indicator will begin to be scored in Year 7.*

*(Staff Note: Definitions are to be consistent with NCES IPEDS Graduation Rate Survey methodology and requirements as applicable.)*

**APPLICABILITY**

Regional Campuses Sector and Technical Colleges Sector.

**MEASUREMENT INFORMATION**

<b>General Data Source:</b>	Computed from data reported by the institution for the annual IPEDS Graduation Rate Survey (GRS) and from CHEMIS data, supplemented, if applicable, by institutional reports. If possible, all data collected should become a part of CHEMIS data reporting requirements.
<b>Timeframe:</b>	"Success Rate" of students is to be calculated based on cohorts as defined for IPEDS GRS reporting. Assessment is based on the cohort reported on the most recent survey report, i.e., survey submitted in the spring semester in which the ratings process is conducted. For Year 7, 2-year institutions are assessed based on the 1999 cohort reported on the 2003 GRS Survey.
<b>Cycle:</b>	Rated annually.
<b>Display:</b>	Percentage.
<b>Rounding:</b>	Data rounded to 1 decimal.

<b>Expected Trend:</b>	Upward movement is considered to indicate improvement.
<b>Type Standard:</b>	Assessment based on comparison to a set scale.
<b>Improvement Factor:</b>	$\geq 3\%$ of past 3-year performance average.

### **CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES**

**Guidelines for calculating GRS Data for Two-Year Institutions from CHEMIS and additional information for Performance Funding. (*Applicable Definitions appear following these guidelines.*)**

- 1) Define the cohort of students, first-time, full-time, degree-seeking (Diploma/Certificate/Associates)
- 2) Arrive at the 150% for degrees awarded as is being currently done—did the student receive an associate degree within three years or did the student receive a certificate/diploma within one and a half years? The highest degree attained by the student within the 150% time frame is counted.
- \*3) If the student isn't counted in 2), did the student transfer to another institution within the three year time frame? The official transfer file as reported through CHEMIS is used. (The National Clearinghouse gives a date for data that is defined as the start date of the academic term in which the student first enrolled after the last date of attendance at an institution. If the Clearinghouse data are used for transfer information, the student should be reported as enrolled at another institution prior to August 1 for the summer cutoff period). **(See additional notes below regarding the calculation of "transfer-out" students as it will be applied for this measure.)**
- \*4) Additionally, for Performance Funding, if the student isn't counted in 3), was the student retained at the same institution in the Fall after the 3 year period?

\*To further define 3) and 4), let's use an example:

Let's say we're looking at students in the Fall 1998 cohort

For 3), if a student didn't fall under the 150% guidelines, did the student transfer to another institution from Fall 1998 through Summer 2001?

For 4), using the same time frame, if the student didn't get counted in 2) or 3), was that student still at the same institution in Fall 2001?

**Consideration of and Reporting on Transfer-Out Students by Technical Colleges and Regional Campuses** - For the first year of measurement, Year 7 (2002-03), data for all institutions will be calculated based on available CHEMIS information that can be used in determining in-state transfers. That is, the measure will be computed as described for performance funding purposes, but using for transfers within 150% of time those in-state transfers for which information is available on CHEMIS. Consideration will be given to complete information on transfers (in- and out-of-state) under the following circumstances: 1) For institutions that collect and report transfer data on the federal IPEDS GRS form, the information on transfers will be considered and used if it impacts an institution's score and 2) For those two-year institutions that report, "No," to the GRS

screening question related to transfers, staff will consider data provided by institutions in the scoring process only if it is collected and reported in a manner that meets the GRS requirements for determining transfers. In both cases, if it is determined that the performance is impacted, the transfer number reported on the GRS or provided by the institution will be substituted for the CHEMIS number and the data will be footnoted accordingly. Such supplemental transfer data will not be considered for those institutions that report to the GRS screening question related to transfers that they have transfers but do not have data.

*The issues related to determining transfers for purposes of this measure will be re-considered prior to Year 8 (2004-05) in light of any additional GRS requirements or issues arising with the collection and scoring of Year 7 data.*

### **General Definitions:**

*This measure is intended to follow as closely as possible NCES requirements for reporting GRS data. It represents an expansion of the GRS 150% rate by including consideration of transfer-out students and continued enrollment. The following definitions apply and are presented here for guidance. For complete information related to GRS requirements, the reader is referred to the NCES website for details ([www.nces.ed.gov](http://www.nces.ed.gov))*

Graduation rate from 1998 onward is the same rate reported in the Graduate Record Survey (GRS) for the Student Right to Know Legislation. The GRS graduation rate includes full-time, first-time degree/certificate/diploma-seeking students and is calculated based on those completing their program within 150% of normal time. This rate is reported in fulfillment of annual IPEDS requirements.

For measurement details related to cohort development, the reader is referred to the IPEDS Graduation Rate Survey for 2-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: <http://nces.ed.gov/ipeds> and selecting the option for survey forms. (The Graduation Rate calculation is found on page 1 of the Worksheet.)

Normal program time refers to the time stated in the institution's catalogue to obtain a degree. Generally two years for a two-year institution and four years for a baccalaureate degree. (Note: As indicated in the guidelines above, for purposes of calculating the GRS rates, associate degrees are considered two-year programs and certificate/diploma programs are considered one-year programs.)

150% of normal program time refers to three years for a two-year degree and six years for an undergraduate (four-year) degree, for example.

First-time, full-time students include undergraduate students only for this indicator.

First-time refers to a student's first time at any college.

Full-time refers to at least 12 credit hours enrollment for an undergraduate student.

Defining a Transfer-Out Student: Defined by GRS reporting requirements as "A student

*that leaves the reporting institution and enrolls at another institution. For this survey, GRS, certification of transfer must be documented and transfer must occur within 150% of normal time to completion of the student's program." For additional information on "transfer-out" definitions including "transfer verification" or acceptable documentation for transfer-out reporting, see the applicable GRS instructions and definitions for the year of the report. (See also additional details on transfers-out as applicable for this measure that are provided above.)*

**Continued Enrollment:** Encompasses students who have continued to be enrolled, either on a full- or part-time basis at the institution consistent with IPEDS definitions for reporting continued education. GRS definitions identify "non-completers still enrolled" as "A student from a given cohort who has not completed a program and is still enrolled at the institution as of Oct 15 or the institutions official fall reporting date (following the August 31 status date.)" For the fall 1999 cohort, 'still enrolled' would include those from the original cohort enrolled on the fall enrollment reporting date October 2002. *(Staff Note: The intention is to remain consistent with IPEDS GRS definitions for determining "continued enrollment." Currently continued enrollment data is not required on the GRS. However, should NCES re-instate the reporting of this information on future surveys, reporting used in performance funding would be consistent with GRS requirements provided the above definition for continued enrollment remains in effect.)*

#### STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Regional	50.0% to 65.0%	Standards developed based on a review of available information for CHEMIS for the 1996, 1997, and 1998 cohorts for SC's Regional Campuses.
Technical	30.0% to 45.0%	Standards developed based on a review of available information for CHEMIS for the 1996, 1997, and 1998 cohorts for SC's Technical Colleges.

**\*If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

**Improvement Factor: 3%**

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2  
AND Current Performance  $\geq$  (Most Recent 3-yr Avg + (3% of Most Recent 3-yr Avg))  
THEN Add 0.5 to the score for this indicator or subpart.

**NOTES**

1.) Effective in Year 7, 2002-03, the revised measure as adopted in Year 6 for the 2-year institutions will be implemented and scored. Final measurement details and standards were considered by the Planning and Assessment Committee at its September 5, 2002, meeting, and the Committee's recommendations were considered by the full Commission on that same day.

2.) In Year 6, 2001-02, the Commission adopted a change to the measure for this indicator for 2-year institutions (see July 12, 2001, CHE meeting). The revision changed the measure from "graduation within 150% of time" to a success rate measuring the percent of those either graduating within 150% of time, transferring-out within 150% of time or continued to be enrolled. For one year (Year 6) as measurement details are worked out and baseline data collected, the indicator is to be scored based on the definition and standards applicable for 7A1a in Year 5. It is expected that in subsequent years, performance will be assessed and scored per the revised definition.

3.) In Year 5, 2000-01, part 7A1a was continued with parts 7A1b and 7A1c deferred. Additionally, part 7A2, which was implemented in Year 4, was deferred from measurement in Year 5. The Commission also adopted common standards for institutions within sectors for assessment of performance results. In past years, performance results were assessed relative to individual institutionally defined targets or benchmarks.

4.) In Year 4, 1999-2000, this indicator's definition was revised. In addition to the 150% graduation rate assessed as part of Year 3 and prior measurement, a separate part, 7A2, which assessed "graduation rate minus developmental students," was added and applied only to the Technical College Sector. The added measurement subpart for technical colleges (7A2) was piloted and scored in Year 4. Due to measurement concerns with the subpart, it was discontinued in Year 5 as reflected in note 3 above.



**Agenda Item 2f**

**Consideration of Year 7 (2002-03) Performance Funding Issues: Status of Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were or Were Not Employed*, for Technical Colleges**

**Staff Explanation:**

Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were or Were Not Employed*, were approved applicable to Technical Colleges when the Commission adopted a plan to reduce the number of scored indicators for each sector. In Year 6 (2001-02,) these measures were treated as "compliance" measures as the staff worked with the sector in defining the measures to be used. Staff continues to work with the sector to develop measures for each of these indicators. The measures currently under consideration involve the use of surveys to assess employment rate as well as employer feedback. Staff and the Technical College sector are working to finalize survey details in order to conduct a pilot test of the measures during the year. In light of the on-going work to resolve final details and pilot the measures, staff proposes that Indicator 7B and 7C, as applicable to Technical Colleges be treated as "compliance" indicators again in Year 7 (2002-03.)

**Recommendation:**

**Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission that Indicators 7B and 7C, as applicable to Technical Colleges, be continued in Year 7 (2002-03) as "compliance" indicators.**

**Agenda Item 2g**

**Consideration of Year 7 (2002-03) Performance Funding Issues: Measure and Standard for Indicator 7E, Number of Graduates Who Continued Their Education, for Regional Campuses**

**Staff Explanation:** Indicator 7E, *Number Of Graduates Who Continued Their Education*, was approved by the Commission in April, 2001, for the regional campuses as a measure of the percentage of first-time, full-time degree-seeking students who earn a baccalaureate degree within 150% of normal program time (6 years for a baccalaureate degree) from in-state public institutions or from other institutions provided appropriate documentation can be presented by the reporting regional campus.

The measure was approved as a "compliance" indicator in Year 6 (2001-02) so that measurement details related to the collection of data for cohort members graduating with a baccalaureate from institutions that do not report data through CHEMIS could be considered and baseline data could be collected. Staff has worked with sector representatives in order to refine the measure and to develop standards based on available data. The resulting measure is attached and includes the refinements made to address definitional issues that arose as the baseline data were considered and the measure was discussed among staff and sector representatives.

Staff is proposing the adoption of the measure as presented herein along with a recommended standard of 25.0% to 40.0% for a score of "Achieves." Performance greater than 40.0% would merit a score of "Exceeds," whereas, performance less than 25.0% would merit a score of "Does Not Achieve." An improvement factor of 3% is also recommended and would provide the opportunity for institutions earning scores of "Achieves" or "Does Not Achieve" to earn an additional 0.5 points if their performance is greater than or equal to a performance demonstrating a 3% increase over the institution's average performance for the past three years. Staff plans to use the data collected and reviewed for determining standards as historical data (i.e., data using the 1993, 1994, and 1995 cohorts)

**Recommendation:** Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the measure for Indicator 7E for the Regional Campuses as presented herein along with standard for "Achieves" of 25.0% to 40.0% and an improvement factor of 3%.

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**(7) GRADUATES' ACHIEVEMENTS**  
**(7E) NUMBER OF GRADUATES WHO CONTINUED THEIR EDUCATION**

**MEASURE**

Percentage of first-time, full-time degree-seeking students who earn a baccalaureate degree within 150% of normal program time (6 years for a baccalaureate degree) from in-state public institutions or from other institutions provided appropriate documentation can be presented by the reporting regional campus.

**APPLICABILITY**

Applicable to all Regional Campuses

**MEASUREMENT INFORMATION**

<b>General Data Source:</b>	Reference cohort to be in keeping with GRS reporting requirements. Data will be reported to CHE by institutions and if possible, be incorporated into CHEMIS reporting requirements. Data used will be those used in determining the IPEDS GRS survey data with supplemental information on students earning degrees from non-CHEMIS reporting institutions provided it is available sector-wide from a centralized reporting system such as the National Clearinghouse.
<b>Timeframe:</b>	The 1996 cohort and status as of 2002 applies for Year 7. (Note: Data are derived from an identified cohort and outcome as measured six-years later. Cohort definitions are intended to be consistent with those used for national reporting for 4-year graduation rates (IPEDS GRS).
<b>Cycle:</b>	Rated annually.
<b>Display:</b>	Percentage.
<b>Rounding:</b>	Data rounded to 1 decimal.
<b>Expected Trend:</b>	Upward movement is considered to indicate improvement.
<b>Type Standard:</b>	Assessment based on comparison to a set scale.
<b>Improvement Factor:</b>	>= 3% of past 3-year performance average.

**CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES**

Graduate Record Survey (GRS) for the Student Right to Know Legislation includes full-time, first-time degree/certificate/diploma-seeking students in identified cohorts and is calculated based on those completing their program within 150% of normal time. For

additional measurement details related to cohort development, the reader is referred to the IPEDS Graduation Rate Survey for 2-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: <http://nces.ed.gov/ipeds> and selecting the option for survey forms.

Normal program time is the time stated in the institution's catalogue to obtain a degree. Generally four years for a baccalaureate degree.

150% of normal program time refers to three years for a two-year degree and six years for an undergraduate degree, for example.

First-time, full-time students includes undergraduate students only.

First-time refers to a student's first time at any college.

Full-time refers to at least 12 credit hours enrollment for an undergraduate student.

Data will be calculated in a manner consistent with the methodology used to calculate the IPEDS GRS Survey Graduation Rate data and those data calculated for Indicator 7A, as is possible. The appropriate GRS Cohort will be identified from the data reported on CHEMIS by regional campuses and will serve as the denominator for the measure. From that cohort, the number of students graduating with a baccalaureate degree as of the time period specified in the measure will be determined for each of the regional campuses using available CHEMIS data reported by public and private South Carolina institutions. The data for the indicator will reflect the number in the cohort that earned baccalaureate degrees as of the identified timeframe divided by the identified cohort number and expressed as a percentage.

Data on degrees earned of cohort members from non-CHEMIS reporting institutions will be allowable and used to supplement CHEMIS data provided that the data are reported from a centralized reporting system such as the National Clearinghouse and made available sector-wide.

### **STANDARDS USED TO ASSESS PERFORMANCE**

<b>STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03)</b>		
<b>Sector</b>	<b>Level Required to Achieve a Score of 2 *</b>	<b>Reference Notes</b>
Regional	25.0% to 40.0%	Standards developed by considering available cohort data for Regional Campuses.

**\*If an institution scores above the higher number, a 3 is awarded. If an institution score below the lower number of 1 is awarded.**

**Improvement Factor:            3%**

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

**Improvement Factor Calculation Methodology:**

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2  
AND Current Performance  $\leq$  (Most Recent 3-yr Avg – (3% of Most Recent 3-yr Avg))  
THEN Add 0.5 to the score for this indicator or subpart.

**NOTES**

1 ) This indicator was approved by the Commission for use as a scored indicator for the regional campuses sector on April 5, 2002. Scoring of this indicator was deferred in Year 6 (2001-02 to impact 2002-03) as measurement details were worked out and baseline data were collected. The measure is to be scored for the first time in Year 7 (2002-03 to impact 2003-04.) The recommended standard and necessary measurement refinements for Years 7, 8 and 9 were considered by the Planning and Assessment Committee on September 5, 2002, and approved by the Commission on that same day.

**Agenda Item 2h**

**Consideration of Year 7 (2003-03) Performance Funding Issues: Measure and Standard for Indicator 9A for the Medical University of South Carolina**

**Staff Explanation:** Below and on the following pages are the measure write-up and the Year 7 (2002-03) report form for Indicator 9A for the Medical University of South Carolina (MUSC) – *Financial Support for Reform: Improving Child and Adolescent Health (Pre-K to Grade 12 Aged Children)*. The Commission approved this measure for MUSC initially on September 6, 2001, for Year 6 for purposes of collecting baseline data, determining standards, and further measurement refinement as necessary. There are no changes recommended to the substance of the measure from that as approved initially by the Commission on September 6, 2001. The write-up for the measure has been revised as presented here to identify better measurement timeframes and the phase-in schedule, and to provide for standards for use during the phase-in period. The standard recommended for use in Years 7 (2002-03) and Years 8 (2003-04) is 80% to 119% for a score of “Achieves” or “2.” A score of “3” is earned for performance greater than 119% and a score of “1” for performance less than 80.0%.

**Recommendation:** Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the measure for Indicator 9A for the MUSC as presented herein along with standard for “Achieves” of 80.0% to 119.0% for use in Performance Funding Years 7 (2002-03) and 8 (2003-04.)

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**(9) RESEARCH FUNDING**

**9A FOR MUSC: FINANCIAL SUPPORT FOR REFORM: IMPROVING CHILD AND ADOLESCENT HEALTH (Pre-K to Grade 12 Aged Children)**

**9A MUSC MEASURE**

The amount of grants and awards expended to support the improvement in child and adolescent (pre-K – Grade 12 aged children) health, including public service grants and contracts with schools or school districts or other such entities, as compared to the average from the prior three years.

**APPLICABILITY**

Applicable to MUSC only

**MEASUREMENT INFORMATION**

**General Data Source:** Data collected at the institution and reported to CHE as required.

**Timeframe:** Performance is based on the most recent-ended fiscal year as compared to the average of the past three fiscal years. The measure is being phased-in per the schedule outlined in the “Calculations...” section. **For Year 7 (2002-03), FY02 data are to be reported and that data will be compared to the FY01 data that were reported in Year 6 (2001-02)**

<b>Cycle:</b>	Rated annually.
<b>Display:</b>	Percentage.
<b>Rounding:</b>	Data rounded to 1 decimal.
<b>Expected Trend:</b>	Upward movement is considered to indicate improvement.
<b>Type Standard:</b>	Compliance during Year 6 as baseline data is collected and standards determined. In Year 7 and subsequent years, assessment is based on comparison to a defined scale.
<b>Improvement Factor:</b>	None.

#### **CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES**

***Staff Explanation, 9A for MUSC:*** *The Commission approved developing a complementary measure to be applied. Staff worked with institutional representatives to identify a measure for 9A in the spirit of that applicable to other research institutions and to the teaching universities. To this end and as indicated in these materials, the measure will be an assessment of MUSC's expenditures through public service grants and contracts focusing on child and adolescent health, including programs with schools and school districts. The measure is based on MUSC's improvement in expenditures over time and is similar in nature to the derivation of the measure as applied for the teaching sector and the other two research institutions. The focus, however, is in keeping with MUSC's mission as well as institutional goals, and the measure serves as a nice corollary to 9A as assessed for other institutions.*

Performance will be calculated as the percent improvement of total expenditures of grants within the most recent-ended fiscal year compared to the average expenditures for the past three fiscal years.

**Due to a lack of data for fiscal years prior to FY 2000-01, the calculation of the measure will be phased-in as follows.**

Year 6 (2001-02): Compliance Measure. Baseline data for FY01 is collected.

Year 7 (2002-03): Scored measure. FY02 compared to FY01.

Year 8 (2003-04): Scored measure. FY03 compared to Average of FY01 and FY02.

Year 9 (2004-05): Scored measure. FY04 compared to Average of FY01, FY02 and FY03.

(and so forth comparing the most recent-ended FY to the average of the past 3 FYs. . .)

**Grants generally:** Grants included for consideration should include an educational component as a focus of the grant. Basic research grants with no educational component should not be counted. Grants included must be extramural grants. The MUSC Hospital Authority would be considered an extramural agent.

**"Pre-K to grade 12 aged children"** may be considered as the time period from pre-conception to 20 years of age.

**Goals, Scope and Process:**

The goal of this performance indicator is to evaluate the efforts of the Medical University of South Carolina to facilitate the development of healthy and hence better-educated children in the state through its community outreach programs in education, treatment, and research programs.

The scope of the projects relevant to this performance indicator will be pre-conception to late adolescence [i.e., to 20 years of age]. To optimize the health benefits of pre-K to adolescent children, parents, teachers, health and social service providers, relevant administrators and policy makers, and the general public may be involved.

In measuring this performance indicator, community outreach programs in research, education, and treatment that are funded from extramural sources will be included if they meet the definitions given below:

Research programs whose stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. missed days from school.

Educational programs whose stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. training concerning the effect of prenatal consumption of alcohol.

Treatment programs for which the stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. behavior modification intervention in dyslexic children.

**Process:**

Decisions must be made as to which of the extramurally funded research, education, and treatment programs of the Medical University of South Carolina should be included in Performance Indicator 9A. A process to accomplish this task follows.

- 1.) A listing of grants and contracts administered by the Office of Grants and Contracts or affiliated MUSC organizations will be sent to the Office of Special Initiatives.
- 2.) The Office of Special Initiatives will identify potential research, education, and treatment projects and request from the Office of Grants and Contracts and affiliated MUSC organizations abstracts of those projects.
- 3.) Using these abstracts the Office of Special Initiatives will identify projects as candidates to be included in Performance Indicator 9A.
- 4.) These identified candidate projects will be submitted to a review committee made up a representative involved in outreach to children in each of the colleges as well as ad hoc membership from the Office of Special Initiatives, Office of Grants and Contracts, and Office of Institutional Research and Assessment.
- 5.) The review committee will specify which of the projects meet the criteria to be included as those improving pre-K through grade 12 child and adolescent health.



**STANDARDS USED TO ASSESS PERFORMANCE**

<b>STANDARDS ADOPTED IN 2001 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03) AND 8 (2003-04)</b>		
<b>Sector</b>	<b>Level Required to Achieve a Score of 2 *</b>	<b>Reference Notes</b>
<b>Research MUSC</b>	<p><b>For Year 6, compliance as the measure is defined, baseline data collected and standards determined.</b></p> <p><b>80.0% to 119.0% for the duration of the phase-in period encompassing Performance Funding Years 7 (2002-03) and 8 (2003-04)</b></p>	

\*If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.

Improvement Factor:        N/A

**NOTES**

- 1) On September 5, 2002, the Commission considered the standards for 9A to be applicable to MUSC. There were no changes recommended to the substance of the measure from that as reviewed initially by the Commission on September 6, 2001.
- 2) A measure was developed and implemented to assess indicator 9A beginning in Performance Year 2001-02 (Year 6) for MUSC. During Year 6, the measure was assessed as a compliance indicator as baseline data were collected for purposes of developing standards. The plan to develop measure for 9A for MUSC was adopted by CHE in February 2001 in order to provide a parallel measure to that used for Indicator 9A for Clemson and University of South Carolina-Columbia, and colleges in the Teaching Sector. A measure was designed for MUSC to better assess MUSC's function as a professional/graduate health sciences institution. On September 6, 2001, the Commission considered a measure developed for MUSC for indicator 9A for purposes of baseline data collection during Year 6 (2000-01). The measure was scored as a compliance indicator for MUSC in Year 6.

<b>YEAR 7 PERFORMANCE DATA</b> (Will be rated to improve 2001-02 funding)	Institution: Medical University of South Carolina
<b>INDICATOR 9A for MUSC: Financial Support for Reform: Improving Child and Adolescent Health (PreK-G12)</b> <b>APPLICABLE TO MUSC</b>	Contact Name & Phone:  Authorizing Signature:
Performance Timeframe: FY02 data to be reported in Year compared to FY01 data as reported in Year 6. (See Workbook, pp. ##-## for details.)	Date Submitted:
<p>9A as defined here is applicable for MUSC. The measure is "the amount of grants and awards expended to support the improvement in child and adolescent (pre-K - Grade 12 aged children) health, including public service grants and contracts with schools or school districts or other such entities, as compared to the average from the prior three years." For Year 7, data from FY02 (July 1, 2001-June 30, 2002) are to be reported. In calculating performance, the FY02 data are to be compared to FY01 data that were reported in Year 6. For measurement details, see the performance funding workbook pages 79-82. The workbook is available online at <a href="http://www.she400.state.sc.us">www.she400.state.sc.us</a> by selecting "Planning, Assessment, and Performance Funding" and then "Performance Funding."</p>	
<p>For Indicator 9A for MUSC, please indicate the following:</p>	
<p>_____ Total FY02 expenditures of grants and awards expended to support improvement in child and adolescent health</p> <p><i>(Note - Detailed information by grant as included in the reported total should be retained at the institution until it is no longer included in the current year's measurement. The measure is being phased-in: Year 7 is FY02 compared to FY01; Year 8 is FY03 compared to the average of FYs '01 and '02; Year 9 is FY 04 compared to the average of FYs '01, '02 and '03; and thereafter, the most recent-ended FY compared to the average of the past three FYs.)</i></p>	
<p>Note: This is the second report of data for this indicator that was developed for MUSC to serve as a comparable measure to that used for 9A for other research institutions. If applicable, please note here any concerns or considerations regarding data collected for this report. (Entered text will wrap and the form will continue on the next page.)</p>	
<p><u>Data Concerns or Comments:</u></p>	
<p>_____</p> <p>_____</p> <p>_____</p>	