

South Carolina Commission on Higher Education

A CLOSER LOOK AT PUBLIC HIGHER EDUCATION IN SOUTH CAROLINA

Institutional Effectiveness, Accountability, and Performance

JANUARY 2006



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Conrad Festa
Executive Director

January 13, 2006

Dear Governor Sanford and Members of the General Assembly:

As South Carolina's only source of comprehensive comparative data on institutional performance on legislated institutional effectiveness measures, *A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance* provides a unique view of the state's public higher education system. The inclusion of historical data on institutional performance, also unique to this document, allows for the evaluation of current performance and change in the context of past performance. In addition to the data contained within this document, links are provided to the institutions' mission statements, institutional effectiveness reports, Title II Teacher Education data reports, and Performance Funding ratings. These data and the linked documents are provided to help inform your deliberations as you consider higher education issues from the state perspective.

In taking this "Closer Look" at higher education, the Commission furthers its primary goal of supporting and coordinating efforts to meet the educational and workforce demands of the people of South Carolina. In compliance with Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, I respectfully submit the following report to the members of the General Assembly.

Sincerely,

Conrad Festa
Executive Director

**A CLOSER LOOK AT PUBLIC
HIGHER EDUCATION IN SOUTH CAROLINA
Institutional Effectiveness, Accountability, and Performance**

A Publication of the
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Acknowledgement

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INTRODUCTION

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

The CHE integrated institutional effectiveness data reporting with performance data measured pursuant to Section 59-103-30 and Section 59-103-45 of the South Carolina Code of Laws, 1976, as amended, to determine institutional funding levels. Data related to the funding process reflect the 2003-2004 performance year, which resulted in ratings given to institutions in Spring 2004 for the purpose of determining the allocation of FY 2004-2005 state appropriations. Historical performance data are displayed if available. Detailed information related to the performance funding process in South Carolina is available on the CHE's website at <http://www.che.sc.gov>.

Throughout this publication, data are displayed on the 33 public institutions of higher education within groupings of institutions or sectors that have common missions as identified in Act 359 of 1996. However, due to the uniqueness in mission of each individual institution, the reader is cautioned against drawing conclusions and making comparisons solely based on the figures and tables found in this report.

What will you find in this report?

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

Sections 1 - 9 reflect the nine "critical success factors" identified by the General Assembly for South Carolina's public colleges and universities (Section 59-103-30). Data from both institutional effectiveness and performance funding reporting are combined in these sections. Often the data is presented by type of institution or sector, as identified in the legislation. The four sectors of institutions as defined in legislation are:

Research Universities,
Four-Year Colleges and Universities,
Two-Year Institutions-Branches of the University of South Carolina, and
State Technical and Comprehensive Education System.

The CHE maintains historical data on institutions and when appropriate, three years of data are presented for comparison.

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

Section 11 contains each institution's performance ratings as approved by the CHE on June 2, 2005. These ratings affected the allocation of state appropriations for the 2005-2006 fiscal year.

Institutional Effectiveness Reporting

Pursuant to Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, the CHE is required to report specific higher education data "in a readable format so as to easily compare with peer institutions in South Carolina." This report must be submitted to the Governor and the General Assembly prior to January 15th of each year. This information is included throughout the publication and integrated with performance funding measures when applicable.

The information regarding institutional effectiveness reporting required by Section 59-101-350 is found below.

Four-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate and graduate students who completed their degree program;
- The percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants;
- The percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses;
- The percent of graduate and upper division undergraduate students participating in sponsored research programs;
- Placement data on graduates;
- The percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;
- The percent of graduate students who received undergraduate degrees at the institution, within the State, within the United States, and from other nations;
- The number of full-time students who have transferred from a two-year, post-secondary institution and the number of full-time students who have transferred to two-year, post-secondary institutions;
- Student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam;
- Assessment information for the institution's Title II of the Federal Higher Education Act of 1998 report that collects and analyzes data on applicant qualifications and the performance of the candidates and graduates;
- Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce;

- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

Two-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate students who completed their degree program;
- The percent of courses taught by full-time faculty members, part-time faculty, and graduate assistants;
- Placement rate on graduates;
- The percent change in the enrollment rate of students from minority groups, the number of minority students enrolled and the change in the total number of minority students enrolled over the past five years;
- The number of students who have transferred into a four-year, post-secondary institution and the number of students who have transferred from four-year, post-secondary institutions;
- Appropriate information relating to the institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

South Carolina's Performance Funding System for Higher Education

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

In compliance with its legislative mandate, the CHE, in cooperation with South Carolina's higher education institutions and other stakeholders in the state's public higher education system, developed a system for determining institutions' funding based on performance across the nine critical success factors using the 37 performance indicators as applicable.

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

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

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

The CHE is in its ninth year of implementation and is continually working to refine and improve the performance measurement of South Carolina's public higher education institutions. As might be expected, in the nine years since the passage of Act 359 of 1996, the CHE has made revisions and refinements to the overall system as well as to various measures as strengths and weaknesses have been identified. Details related to scoring and measurement of indicators have varied each year, making comparisons across performance rating years difficult.

Performance Year 6 (2001-2002) saw the most extensive changes to date in the measurement of the nine Critical Success Factors designated in Act 359. The changes, approved by the CHE in February, 2001, were based on three general experience-based lessons:

- There is a common core of critical indicators which is applicable to all sectors. Indicators in this core are measured every year for all institutions.
- There are indicators which are mission-specific to the different sectors defined by the Legislature. Sector specific measures have been defined for these indicators.
- Some indicators were either duplicate measures of similar data; measures of indicators that, once achieved, were unlikely to change on a year-to-year basis; or measures that would be more effective if they were combined.

This edition of *A Closer Look at Public Higher Education in South Carolina* reflects these changes in the performance funding measures.

In Section 11 of this report, the reader will find for each institution the ratings used in determining the allocation of the 2005-2006 state appropriations and information related to scoring institutional performance.

The CHE publishes a Performance Funding Workbook that outlines, in detail, all of the performance indicators, how they have been defined, and to whom they apply. The workbook is provided as a guide to be used by institutions. It is also useful to others interested in the performance funding system in South Carolina as it details the measurement and rating system in its entirety. The workbook is published annually and is available on the CHE website (www.che.sc.gov).

Development of Standards

In Performance Year 5 (2000-01 to impact FY 2001-02 state allocations) the CHE approved sector specific common standards that the CHE staff together with institutional representatives had developed. A range of acceptable performance was determined for each indicator. Institutions performing within the range earn a rating of "Achieves," equal to a numerical score of "2." Performance that is above the range earns a rating of "Exceeds," equal to a numerical score of "3," and performance below the range earns a rating of "Does Not Achieve," equal to a numerical score of "1." (Two indicators, 5D and 7F, reverse the direction.) The standards allow for a broad range of performance to achieve the standard and a demanding level of performance to exceed the standard. An institution's performance on an indicator in the range of "Does Not Achieve" or "Achieves" could receive an additional 0.5 performance point if its performance showed significant improvement over its past average performance, as approved by the CHE. The percentage improvement standard varies by indicator, reflecting the type of data being measured. In most cases, an institution must show either a 3% or 5% improvement of the average performance over the past three years. These standards were reviewed after three years have remained in place through Performance Year 9, covered by this report.

The scoring standards are based, where possible, on peer data. When peer data is not available, standards have been based on the best available data, including national and state data. If directly comparable data were unavailable at the time standards were developed, estimated data based on sources that may not be directly comparable were considered. When applicable, figures and tables in this document state the standard necessary for an institution to receive a score of "Achieves."

Strategic Plan for Higher Education in South Carolina

In the spring of 2001, the Commission initiated the process of revising the South Carolina's strategic plan for public higher education. Through a series of meetings of the Planning Advisory Council, and with input from all areas of higher education, the Council of Presidents and the Commission, a plan was developed and refined. The plan was approved by the Commission on January 10, 2002. It is currently under review by the Commission and a committee of institutional presidents. The text of the approved plan follows.

Vision

South Carolina's system of public and private higher education will address the needs of the state by

- Creating a well-educated citizenry,
- Raising the standard of living of South Carolinians,
- Improving the quality of life,
- Meeting changing work force needs,
- Creating economic development opportunities,
- Positioning the state to be competitive in a global economy, and
- Fashioning a new generation of public sector and private sector leaders.

Introduction

During the last decade, the state has made significant strides in improving the quality of and access to higher education. The technical colleges have earned a well-deserved reputation for the excellence of their technical and occupational programs and for their responsiveness to the needs of business. They have also positioned themselves to serve as an entry point into higher education for increasing numbers of students. The state's technical colleges and two-year regional campuses have provided greater access to a wide array of university programs at sites across the state. The four-year institutions have developed new programs and strengthened their academic offerings. The state's research universities have expanded their graduate and high technology offerings, increased their admission criteria, and garnered greater external support for research and technology.

Yet the growth in state support for higher education has been at best modest, straining public college and university resources. All of South Carolina's higher education institutions, both public and private, have struggled to achieve greater efficiencies and have shifted increasing percentages of their spending to support academic programs. As a result, they operate on lean administrative budgets that are well below national averages for per-student expenditures.

Even so, colleges and universities have had to raise tuition and fees, causing students and their parents to pay a higher price for higher education. Tuition charges for the state's public colleges and universities are consistently among the highest in the sixteen-state southeast region.

Help has come from the state in the form of dramatic increases in scholarship assistance for those students who qualify. Those who do not qualify, however, face a widening gap between costs and their ability to pay. The prospect of tuition assistance for students enrolled at two-year institutions can provide an avenue into higher education for many of these students but poses problems for the two-year institutions in meeting potential enrollment increases. Tuition covers only 25% of the operational cost per student. With projected enrollment increases of up to 20%, long-term funding for the two-year campuses must take the gap between tuition and costs into account.

Adding to the enrollment pressure is a projected increase in the number of high school graduates and an increase in the percentage of these graduates who will be prepared for college. More traditional and non-traditional students will expect to matriculate in the state's colleges and universities. This projected enrollment growth also increases the pressure for additional capital projects to accommodate the greater number of students.

Faced with greater demand for services and fewer state resources, the state's colleges and universities are finding it difficult to compete with the best institutions in other states. South Carolina's best college teachers are tempted to leave the state for higher paying positions in more supportive environments. The best researchers are attracted to research universities in other states that provide better equipment and facilities and greater opportunities to collaborate on cutting-edge projects.

Clearly, in South Carolina more state resources are needed for higher education. At the same time, state budget projections point to several years of belt-tightening, with possible reductions in allocations for state colleges and universities. Even after this period of budget adjustments, the state will face continued competing demands for limited resources. Social services, early childhood education, K-12 education, health care, prisons, roads, and other needs will crowd the legislative agenda. As a result, in South Carolina the prospects for adequate state funding for colleges and universities are not good.

In this environment of constricted resources and increasing demands, higher education in South Carolina finds itself at a crossroads. If the state is to compete nationally and globally, it must have a well-educated citizenry capable of working productively and sustaining and enjoying a higher quality of life. Yet, South Carolina is a small state and a comparatively poor one. If it is to provide high quality higher education opportunities, it has significant challenges to overcome.

Adversity can lead to positive outcomes. South Carolina can meet its challenges in higher education, but to do so it must marshal its resources and launch a concerted and collaborative effort to focus those resources strategically.

Policy makers need to establish priorities and work to have them funded. Institutions need to "work smart" to make up for what they lack in resources. The state must make smart choices for the future of its citizens.

In this environment, the following strategic plan sets forth the strategic directions for higher education in South Carolina.

Environmental Factors

As South Carolina moves resolutely through the first decade of the twenty-first century, it must be prepared to negotiate the following demographic and environmental realities that will affect higher education:

- South Carolina's population increased by 15.1% for 1990-2000, compared to the national percentage change of 13.2%, which will cause increased demands for access to higher education;
- The college-going rate for South Carolina high school graduates has increased from 51.9% in 1989 to 61.8% in 1999, adding to the increased population of college-bound students;
- Minorities represent only 26% of the population attending college in South Carolina, compared to 33% of the total population of the state, and receive less than 15% of the state scholarship dollars, underscoring disparities in college attendance rates and scholarship support;
- The state lottery is projected to cover the cost of tuition at the state's two-year colleges, providing opportunities for students but also straining campus resources;

- State funding for higher education has declined from 16.5% of the state's budget in 1990 to 15.3% in 2000, and shortfalls in revenue projections and competing demands for state resources make it likely this figure will decline further;
- Workforce shortages are increasing in such fields as information technology, manufacturing technology, nursing, and teaching, suggesting the need to target educational resources to meet workforce demands;
- While the state population will continue to increase, growth will be uneven, leaving predominantly rural areas of the state without the benefit of economic development and exacerbating the gap between local tax revenues and local needs for services; and,
- Despite economic gains, South Carolina (82.5%) ranks last among its neighboring states of North Carolina (91.1%), Virginia (104.4%), Georgia (95.8%), and Florida (97.3%) in percentage of national average per capita income.

These and other demographic and environmental factors make it clear that South Carolina must act promptly and strategically to strengthen key aspects of its higher education system.

Strategic Goals

To meet the challenges to higher education in South Carolina, the state's public and private colleges and universities and the Commission on Higher Education need to join forces to advance a common agenda. The needs of the state will not be met by fragmented or redundant efforts.

The following three strategic initiatives-to increase access to higher education, to develop a nationally competitive research agenda, and to create collaborative partnerships-provide common ground upon which the state's colleges and universities can address the state's needs.

1. Expand Educational Opportunities for South Carolina Citizens

As South Carolina takes steps to increase the number high school graduates who are prepared for college, the higher education community needs to develop strategies to accommodate an increased number of students. Particular emphasis should be placed on meeting the needs of traditionally under-served populations including first generation college students, minorities, students from low-income families, and adult learners. Students who have not traditionally thought of attending college should be encouraged to do so. All qualified students should feel empowered to enroll in college, to upgrade their skills and increase their knowledge, to progress from two-year colleges to four-year colleges and universities if they have the ability and desire, and to access continuing educational opportunities throughout their lives. The following goals are identified to provide increased educational opportunities for South Carolina's citizens:

- A. Expand services and promote innovative approaches to reach traditionally underserved populations, including adult learners and minority students;
- B. Promote development of distance education courses and programs and virtual library resources to reach students who may not be able to access traditional educational programs;
- C. Increase need-based grants and other scholarship resources to provide increased opportunities for lower income students; and
- D. Improve articulation of two-year and four-year programs to facilitate transfer of students and increase access to baccalaureate programs.

2. Invest in Research for Economic Development and a Better Quality of Life

A cornerstone of economic development is high-level, globally competitive research. Investments in cutting edge research in engineering, health sciences, physical sciences, information systems, environmental sciences, and similar fields yield dividends many times over. Top quality research activity attracts top caliber faculty, who in turn attract funded support from federal agencies such as the National Institutes of Health and the National Science Foundation as well as private research support from industries ranging from pharmaceuticals to software and e-business firms to state-of-the-art manufacturing. New and expanding industries locate in states where research is taking place, creating jobs and stimulating higher educational levels in the population. Much as the Research Triangle has stimulated economic development in North Carolina, so too can research investment in South Carolina spur greater economic growth and benefit the people of the state. Such development takes conscious planning and strategic implementation and should be reflected in the state's strategic plan for higher education.

It also takes a commitment to invest the state's resources in ways that will benefit the state exponentially in years to come. The following strategic goals are identified to strengthen the state's investment in higher education research for economic development and a better quality of life:

- A. Create a state incentive system to encourage institutions to recruit nationally recognized faculty who can develop and/or strengthen graduate research programs.
- B. Designate focus areas for research and graduate program excellence and provide funding incentives for them to attain national and international standing.
- C. Support and develop research directed at the economic, social and educational infrastructure of the state drawing from shared data sources and collaborative efforts with other state agencies and private entities.
- D. Create programs to strengthen the quality of teaching and learning as the foundation for the state's future scholars and researchers.

3. Increase Cooperation and Collaboration for Efficiency and Quality

At one time higher education might have taken place in an "ivory tower" divorced from other institutions and other concerns. That clearly is no longer the case. In an age of rapidly increasing needs for a more highly educated citizenry, and in an age, too, when there are strong competing demands for the state's resources and real limits on available state funding, it is incumbent on higher education to seek and to expand cooperative relationships. Greater cooperation and coordination between preK-12 education and higher education can lead to shared use of resources, more closely meshed educational planning, better trained teachers and administrators, more closely linked academic programs, better prepared students entering colleges, and the development of effective data bases to track student progress and assess the effectiveness of education in meeting the state's needs. Likewise, enhanced collaboration with business and industry can insure that economic development needs are met, that educational programs remain on the cutting edge of technological advances, and that education is grounded in real world experiences for students and faculty. Finally, increased cooperation among colleges, universities, state agencies, and non-profit entities can result in demonstrable efficiencies and increased quality. The following strategic goals provide an agenda of increased collaborative activity for higher education in South Carolina:

- A. Develop collaborative programs with the business community, state agencies, and non-profit corporations to enhance economic development and the quality of life.
- B. Increase both the use of and the technology for sharing data and systems among higher education institutions and with other state agencies and the private sector.
- C. Form partnerships with school districts and state agencies to enhance the preparation and continuing training of teachers, the quality of education in the state's public schools, the preparation for school of the state's children, and the support available to students while they are in K-12 schools.
- D. Collaborate with local communities and state and local governments to improve the training of health and social service professionals and the delivery of public health and welfare programs.

Section 1 Mission Focus



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MISSION FOCUS

The first critical success factor listed in Act 359 of 1996 is “Mission Focus.” The relevant performance funding indicators for this critical success factor are:

- 1B - Curricula Offered to Achieve Mission;
- 1C - Approval of Mission Statement;
- 1D/E - Adoption of a Strategic Plan to Support the Mission Statement;
Attainment of Goals of the Strategic Plan.

The General Assembly in Act 359 of 1996 has determined the following missions for each sector:

Research institutions

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

Four-year colleges and universities

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

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

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

State technical and comprehensive education system

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

Review of Programs

The Commission on Higher Education (CHE), through its Division of Academic Affairs, has reviewed existing academic programs to ensure the quality and integrity of degree-granting programs in the public higher education sector. In its broadest context, program review serves as an instrument for gauging the health of the state's academic programs as well as a strategic planning device for determining the present and future needs of specific discipline areas (i.e., new program development)

throughout South Carolina. Program review was incorporated into performance funding for the first time during the 1999-2000 performance year as part of Indicator 1B – Curricula Offered to Achieve Mission, which is detailed following the discussion regarding program review.

Program Review of Senior-Level Institutions

The CHE has placed programs at the senior institutions it reviews on eight-year cycles. The cycles were developed in consultation with the chief academic officers of the colleges and universities and are categorized using broad descriptors (e.g., English, Life Sciences, Physical Sciences). Measuring the success of academic programs has been a complex and multifaceted task which requires funding support. Due to budget constraints, program review other than of teacher education programs has not been implemented since 2000- 2001.

The following table outlines the disciplines that have been reviewed for the senior institutions over the last 8 years.

Table 1.1 Programs Reviewed During the Academic Year as Part of CHE’s Program Review Process, SC Public 4-Year Institutions Source: CHE Academic Affairs Division

<u>Academic Year</u>	<u>Classification</u>	<u>SC Public 4-Year Institutions with Programs in the Area Listed at Left</u>
<u>1997-98</u>	English	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Life Sciences	Clemson, USC Columbia, MUSC, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
<u>1998-99</u>	Teacher Education	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
<u>1999-2000</u>	Business	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Foreign Languages	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Spartanburg, Winthrop
	Home Economics	SC State, Winthrop
	Nursing	Clemson, USC Columbia, MUSC, Lander, SC State, USC Aiken, USC Spartanburg
<u>2000-2001</u>	Computer Science	Clemson, USC Columbia, the Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Spartanburg, Winthrop,
	Engineering and Engineering Tech	Clemson, USC Columbia, The Citadel, Francis Marion, SC State
<u>2001-2002</u>		
<u>2002-2003</u>		
<u>2003-2004</u>	Education	USC Columbia, USC Upstate ¹ , Winthrop, Coastal Carolina, SC State, USC Aiken
<u>2004-2005</u>	Education	Clemson, College of Charleston , Francis Marion, Lander, The Citadel

¹ Formerly USC Spartanburg

Program Review of the USC Regional Campuses and the Technical College System

This review begins with associate degree programs found in the University of South Carolina’s regional campuses and then proceeds to the much larger and more varied set of associate degree programs offered in the State’s 16 technical colleges. The procedures for this annual review require each program’s productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The purpose is twofold: 1) to ensure that programs to be continued are responsive to employment trends and meet minimum standards; and 2) to identify programs which need to be strengthened.

Two-Year Institutions-Branches of USC

All of the 4 two-year regional campuses of USC offer the Associate of Arts/Associate of Science degree programs. Each of the AA/AS programs at these campuses is enrolling and graduating students in satisfactory numbers. Based on the CHE’s “Annual Evaluation of Associate Degree Programs Report,” FY 2002-2003, the number of degree completers in these programs is satisfactory.

Of the two-year regional campuses of USC, only USC Lancaster offers applied two-year technical degrees. Additional programs at USC Lancaster include nursing (joint program with York Tech), criminal justice, and business. Since a merger of two under-performing business related programs at the campus in June 1995, the combined business program has met the criterion for “good” for both enrollments and graduation rates.

State Technical and Comprehensive Education System

This review is administered and reported to the CHE by the State Board for Technical and Comprehensive Education each year. All of the institutions’ associate degree programs are rated and placed in a category, as shown below, based on enrollment, number of graduates, and percentage of graduates placed in a related job or continuing their studies full-time. The following criteria apply:

- 1) Each program must produce at least 6 graduates during the evaluation year or an average of at least 6 graduates over the most recent 3-year period;
- 2) At the most recent Fall term, each program must enroll at least 16 students who generate 12 full-time equivalents; and
- 3) At least 50% of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

Programs that fail to meet the above criteria must be canceled, suspended, or put on probation unless their continuation is justified to the CHE.

Table 1.2 Program Status at Technical Colleges
Source: CHE Division of Academic Affairs Annual Evaluation of Associate Degree Programs, FY 2002-2003

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003
Aiken	10	13	12	2	-	-	2	3	3	1	1	2	-	-	-
Central Carolina	12	16	15	2	-	1	2	2	-	-	-	-	-	-	-
Denmark	8	11	10	1	-	-	-	-	1	-	-	-	-	-	-
Florence-Darlington	20	22	23	2	-	1	2	4	2	1	-	-	1	1	2

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003
Greenville	28	34	34	2	-	-	3	1	1	1	2	2	-	-	-
Horry-Georgetown	16	20	20	2	-	-	-	1	1	3	2	1	-	-	1
Midlands	22	26	24	3	1	2	4	2	1	1	3	4	2	-	-
Northeastern	6	9	9	2	-	-	-	1	1	-	-	-	1	-	-
Orangeburg-Calhoun	14	17	18	2	-	-	1	1	-	-	-	1	4	-	2
Piedmont	17	21	21	3	-	-	-	1	1	-	-	-	-	-	-
Spartanburg	16	21	23	3	-	-	3	3	-	2	1	2	2	1	2
TCL	9	11	9	1	-	-	-	1	3	-	-	-	-	-	-
Tri-County	16	18	19	3	-	-	-	3	2	-	-	-	1	-	-
Trident	25	28	29	2	1	1	3	3	2	-	-	-	2	-	1
Williamsburg	2	5	6	1	-	-	1	1	-	-	-	-	-	-	-
York	14	20	19	3	-	-	1	-	1	-	-	-	1	-	-
Total	235	292	291	34	2	5	22	26	19	9	10	12	14	2	8

Curricula Offered at Institutions

Performance Funding Indicator 1B – Curricula Offered to Achieve Mission is based on the institution’s approved mission statement and measures as the percentage of “degree programs” which:

- 1) are appropriate to the degree-level authorized for the institution by the CHE and Act 359 of 1996
- 2) support the institutions’ goals, purpose, and objectives as defined in the approved mission statement; and
- 3) have received “full approval” in the most recent CHE review of that program.

Research and Teaching Sector Institutions: The measure applies to MUSC and 4-year institutions, as a scored indicator in which a resulting percentage is determined and that percentage is scored against numeric standards of achievement as approved by the CHE. All three criteria listed in the above measure apply. For the past performance year, institutions with performance from 95% to 99%, or all but one program not meeting each criteria, earned a score of “Achieves” or “2.”

Degree Programs are those approved by the CHE as listed in the Inventory of Academic Programs as of February 2005, for purposes of determining Year 9, 2004-05, performance. To determine performance, degree programs are counted at the level of the degree designation (e.g., BA, BS, MA, and PhD). Degree programs offered at multiple sites by an institution are counted once. For example, an institution offers a BS in French at its campus and another off-site location, the BS in French is counted as one program. An exception to this general rule is made when CHE program reviews are conducted at the "option-level" of a degree. In such cases, each option reviewed is counted. For example, if an institution offers a BA degree in Secondary Education with options in English, History and Social Studies and the areas were reviewed separately, then the 3, not 1, degree programs would be counted. However, if the Secondary Education degree program were reviewed as a whole, then it would count as one program. To date, this exception has applied primarily to teacher education programs.

CHE Program Reviews considered here apply to MUSC and 4-year institutions. Reviews since 1995-96 and the status of those reviews as of March 2005 are considered. The results of past reviews

updated to the current status based on actions taken by institutions and approved by CHE for addressing cases are included as well as the initial result of reviews completed since the last performance measurement.

The resulting numbers and percentages shown in the following table (Table 1.3) for Indicator 1B are based on the Inventory of Academic Programs and program review activity as of the year assessed.

Table 1.3 Curricula Offered to Achieve Mission

Source: Data compiled based on data from CHE Division of Academic Affairs Inventory of Programs and Annual Program Review as of May, 2005

Research and Teaching Sector Institutions	# Meeting Each Criterion	Total # of Programs	% Meeting Each Criterion Yr 9 Performance	# meeting criterion 1	# meeting criterion 2	# meeting criterion 3* ()= number of programs with full approval of number reviewed
Clemson	207	207	100%	207	207	207 (127 of 127)
USC Columbia	317	319	99%	319	319	317 (194 of 196)
MUSC	43	43	100%	43	43	43 (25 of 25)
The Citadel	43	44	98%	44	44	43 (30 of 31)
Coastal Carolina University	28	45	62%	28	28	28 (11 of 28)
College of Charleston	139	139	100%	139	139	139 (91 of 91)
Francis Marion University	56	56	100%	56	56	56 (36 of 36)
Lander University	44	44	100%	44	44	44 (21 of 21)
SC State University	77	87	89%	87	87	77 (62 of 72)
USC Aiken	30	30	100%	30	30	30 (17 of 17)
USC Beaufort **	12	12	100%	12	12	12 (0 of 0)
USCUpstate	45	50	90%	50	50	45 (28 of 33)
Winthrop University	90	90	100%	90	90	90 (64 of 64)

* "# Meeting Criterion 3" include those with full approval plus all programs not reviewed to date. The bracketed information, to the right of the number indicating the number of programs meeting the criteria, indicates the "# of programs reviewed with full approval" of the "# of programs reviewed."

**USC Beaufort was approved as a four-year degree granting institution in July 2002.

Note: Recommendations for the National Council for the Accreditation of Teacher Education Review of Programs at the University of South Carolina - Columbia, University of South Carolina - Upstate, and Winthrop were considered by the Commission at its July 8, 2004 meeting. The results for these institutions have been included. Additionally, such reviews were completed for Coastal Carolina University, South Carolina State University and University of South Carolina - Aiken, and the results were considered by CHE on May 5, 2005

Section 1 – Mission Focus

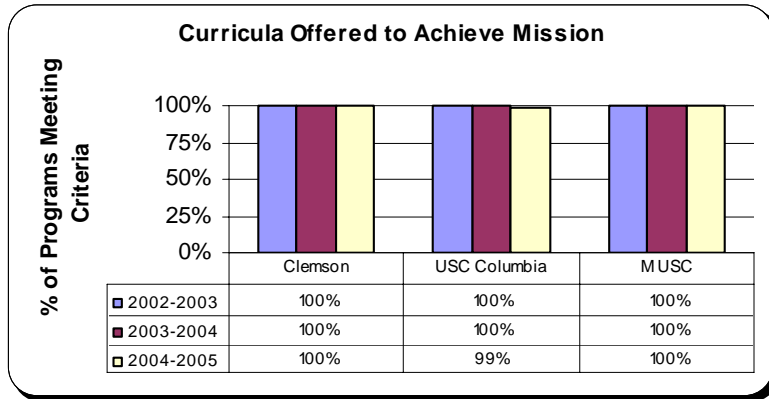
Because program review for the two-year public institutions is quantitative rather than qualitative in nature, part 3 of indicator 1B does not apply to the regional campuses of USC or the technical colleges. For these institutions, performance on Indicator 1B is assessed by determining the percentage of programs offered by an institution meeting the first two criteria. Those at 100% earn compliance on this indicator.

2-Year Institutions	# Meeting Each Criteria	Total # of Programs	Compliance If All Programs Meet Applicable Criteria
			Yr 9 Performance
USC Lancaster	5	5	Compliance
USC Salkehatchie	2	2	Compliance
USC Sumter	2	2	Compliance
USC Union	2	2	Compliance
Aiken Tech	20	20	Compliance
Central Carolina Tech	17	17	Compliance
Denmark Tech	11	11	Compliance
Florence-Darlington Tech	27	27	Compliance
Greenville Tech	34	34	Compliance
Horry-Georgetown Tech	27	27	Compliance
Midlands Tech	31	31	Compliance
Northeastern Tech	9	9	Compliance
Orangeburg-Calhoun Tech	23	23	Compliance
Piedmont Tech	24	24	Compliance
Spartanburg Tech	20	20	Compliance
Tech Coll. of the Low Country	15	15	Compliance
Tri-County Tech	20	20	Compliance
Trident Tech	32	32	Compliance
Williamsburg Tech	5	5	Compliance
York Tech	21	21	Compliance

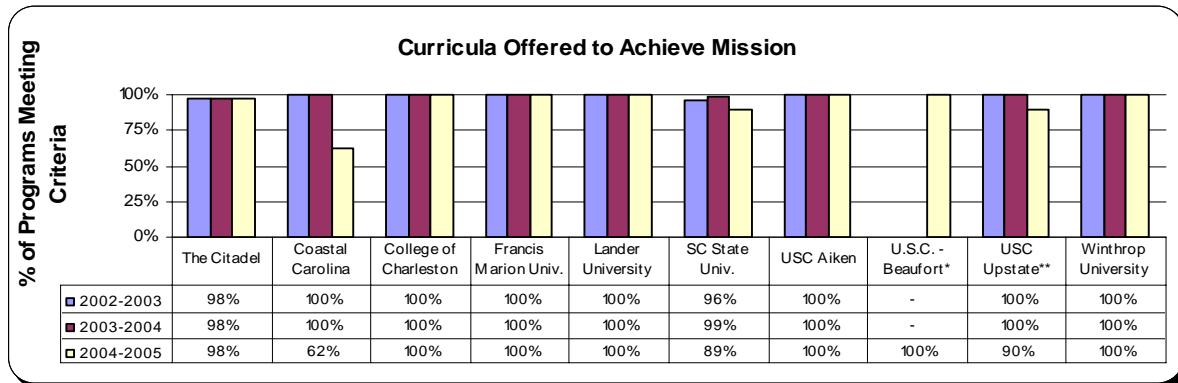
Figure 1.1 Performance Indicator 1B – Curricula Offered to Achieve Mission

Source: Data based on data from CHE Division of Academic Affairs Inventory of Programs and Annual Program Review

Research Institutions – For Year 9 (2004 -2005) scores, a performance level of 95% - 99% or, if <95%, all but 1 meeting the criteria was required in order to score “Achieves.”



Teaching Institutions – For Year 9 (2004 -2005) scores, a performance level of 95% - 99%, or if <95%, all but one meeting the criteria was required in order to score “Achieves.” This was a scored indicator for USC Beaufort in Year 8 (2003 -2004), with a score of “Achieves (2)” based on having 3-8 programs approved.



* USC-Beaufort did not receive a percentage score prior to 2004-2005 due to transition from 2 yr to 4 yr status.
 ** Formerly USC Spartanburg.

Two-year Regional Branches of USC and Technical Colleges – Indicator 1B is a compliance indicator for these institutions. All scored in compliance in Year 9 (2004-2005) and the two previous years.

Indicator 1C – Mission Statements

Each institution currently has a Commission on Higher Education (CHE) approved mission statement, as required by **Indicator 1C – Approval of Mission Statement**. Revised statements are reviewed by the CHE for approval as they are submitted by the institutions. Each institution’s mission statement, as approved by the CHE, can be accessed through the web pages listed below or through the CHE’s web site at <http://www.che.sc.gov>.

Institutional Mission Statements

Research Institutions

Clemson University	http://www.clemson.edu/welcome/quickly/missin/index.htm
Medical University of South Carolina	http://www.edserv.musc.edu/musc_mission/
University of South Carolina-Columbia	http://kudzu.ipr.sc.edu/mission/

Four-Year Colleges and Universities

The Citadel	http://citadel.edu/r3/about/values/mission.shtml
Coastal Carolina University	http://www.coastal.edu/about/mission.html
College of Charleston	http://www.cofc.edu/trustee/mission.html
Francis Marion University	http://www.fmarion.edu/about/Mission
Lander University	http://www.lander.edu/mission.html
South Carolina State University	http://www.scsu.edu/AboutSCSU/Mission.htm
USC-Aiken	http://www.usca.edu/aboutusca/mission.html
USC-Beaufort	http://www.sc.edu/beaufort/academicaffairs/institutionaleffect/missions.shtml
USC-Upstate	http://www.uscupstate.edu/about_upstate/facts.asp
Winthrop University	http://www.winthrop.edu/president/mission.htm

Regional Campuses

USC-Lancaster	http://kudzu.ipr.sc.edu/mission/
USC-Salkehatchie	http://kudzu.ipr.sc.edu/mission/
USC-Sumter	http://kudzu.ipr.sc.edu/mission/
USC-Union	http://kudzu.ipr.sc.edu/mission/

State Technical and Comprehensive Education System

Aiken Technical College	http://www.atc.edu/theCollege_vision.htm
Central Carolina Technical College	http://www.cctech.edu/about/mission.asp
Denmark Technical College	http://www.denmarktech.edu/mission.htm
Florence-Darlington Technical College	http://www.fdtc.edu/AboutUs/mission/default.asp
Greenville Technical College	http://www.greenvilletech.com/alumni_and_friends/mission.html
Horry-Georgetown Technical College	http://www.hgtc.edu/welcome/mission.htm
Midlands Technical College	http://midlandstech.edu/mission.htm
Northeastern Technical College	http://www.netc.edu/GeneralInfo1.html#anchor275101
Orangeburg-Calhoun Technical College	http://www.octech.edu/octech/aboutus/mission.asp
Piedmont Technical College	http://www.ptc.edu/about_ptc/mission.htm
Spartanburg Technical College	http://www.stcsc.edu/Mission.asp
Technical College of the Lowcountry	http://www.tcl.edu/mission.asp
Tri-County Technical College	http://www.tctc.edu/visitors_media/college_information/mission.html
Trident Technical College	http://www.tridenttech.edu/261.htm
Williamsburg Technical College	http://www.wiltech.edu/mission.htm
York Technical College	http://www.yorktech.com/ie/ytcMission.htm

**Indicator 1D/E – Adoption of a Strategic Plan to Support the Mission Statement:
Attainment of Goals of the Strategic Plan Performance Indicator.**

This indicator is defined for each institution through the submission of individual goals by the institutions and their approval by the Commission. Each institution sets annual performance criteria for scoring purposes for the three-year goal. For Year 9 (2004 - 2005), each institution was allowed either to continue reporting on the existing measure as defined for it or to defer reporting on the measure until it could be redefined. Institutions that chose to report reported on their success in reaching their annual performance level on this indicator as defined for Year 8. Clemson, MUSC, South Carolina State, USC Beaufort, Winthrop, Midlands Tech, Northeastern Tech, Piedmont Tech Spartanburg Tech, Technical College of the Lowcountry, Williamsburg Tech and York Tech all chose to defer this measure for Year 9. The reported achievements of the rest were compared with the institution's criteria for a score of "Achieves" and scored accordingly. Of the 21 institutions scored, twenty scored at the "Exceeds" level and one (USC Upstate) scored at the "Does not Achieve" level. As each institution has unique goals and scoring criteria, comparison charts are not presented. Additional data is available upon request.

Academic Programs to Provide a Technologically Skilled Workforce

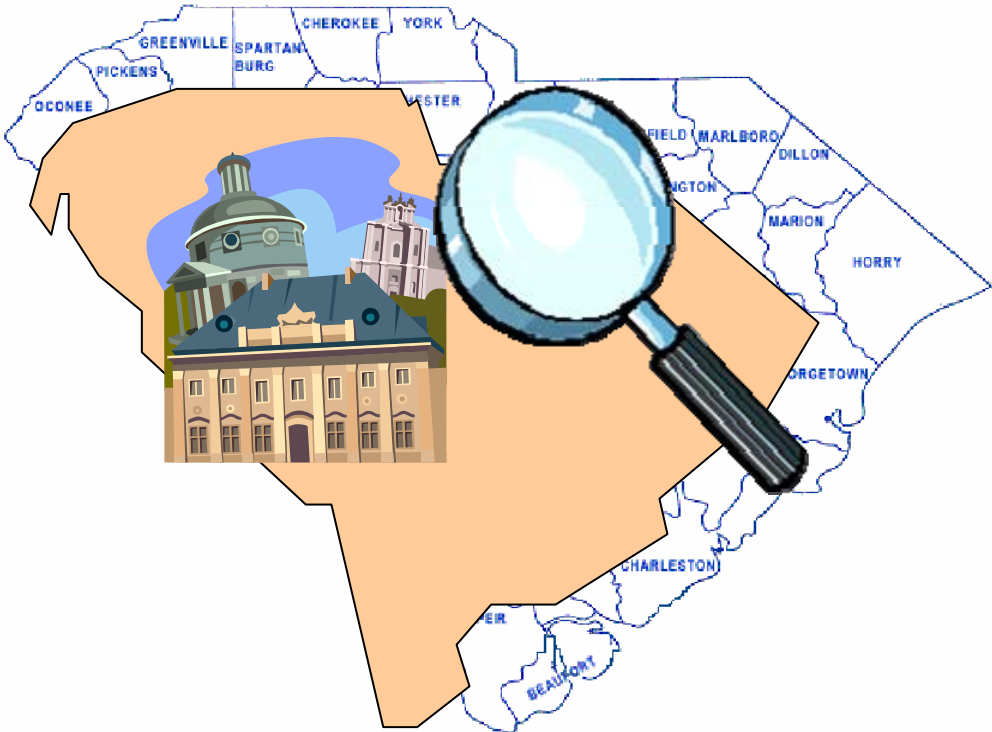
In 2001, the South Carolina Legislature amended Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, to include the following as an Institutional Effectiveness reporting requirement.

Appropriate information relating to the institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce. (added text underlined.)

The institutions of the state have included a section relating to the above requirement in their Institutional Effectiveness Reports. Links to these reports are found in Section 10 of this document.

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Section 2 Quality of Faculty



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QUALITY OF FACULTY

The second critical success factor in performance funding looks at the quality of faculty at South Carolina's public institutions. Indicators used to assess this factor in Year 9 are:

- 2A - Academic and Other Credentials of Professors and Instructors;
- 2D - Compensation of Faculty;

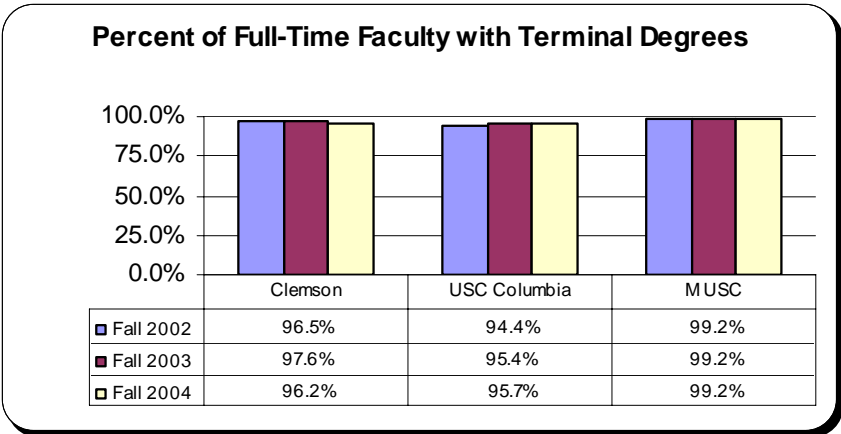
Academic and Other Credentials of Professors and Instructors

Indicator 2A, “Academic and Other Credentials of Professors and Instructors,” is a measure of the academic credentials of faculty. Prior to Year 6, the measure of 2A consisted of multiple subparts, each considering credentials of faculty teaching undergraduates. In Year 6, the measure was redefined to provide a better focus for each sector. Research, Teaching, and Regional Campuses Sector Institutions are measured on the percentage of full-time faculty with a terminal degree in their primary teaching area. Technical Colleges are measured on the percentage of faculty teaching in the Fall who meet minimum SACS criteria for credentials. Standards of achievement vary across the sectors and are indicated in the charts below. Additional detail and definitions can be found in the Year 9 Performance Funding Workbook, Revised October 2004:
http://www.che.sc.gov/Finance/Perf_Fund/Yr9WorkBook_Rev.htm.

Figure 2.1 Percent of Full-Time Faculty with Terminal Degrees in the Primary Teaching Area
 Source: CHEMIS and Institutional Reports to CHE

Research Universities

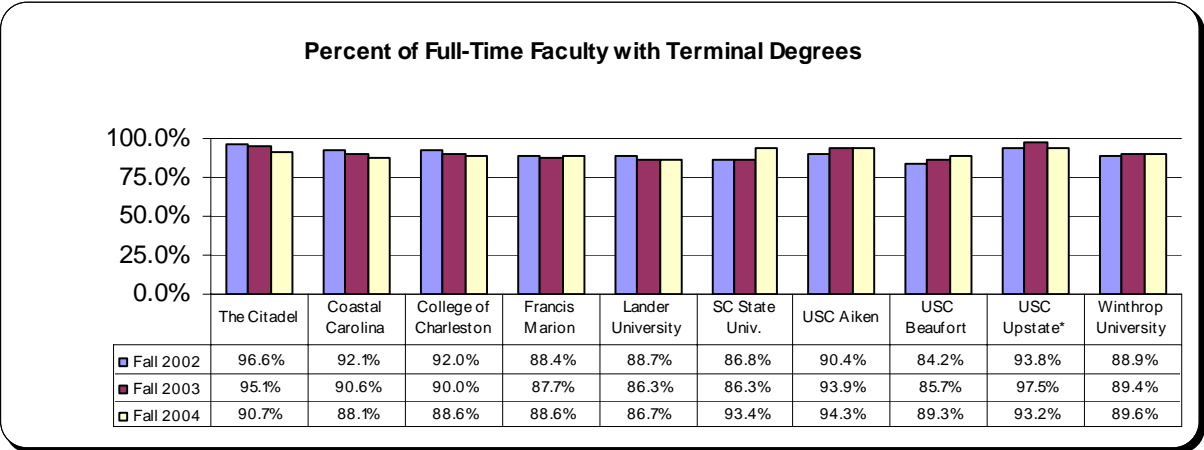
2A - Percentage of full-time faculty with terminal degrees in the primary teaching area.



For Year 9, a standard of 75 - 84% earned a score of "Achieves" for 2A. In Years 8 and 9, this indicator did not include Instructors for the Research and Teaching sectors.

Four-Year Colleges and Universities

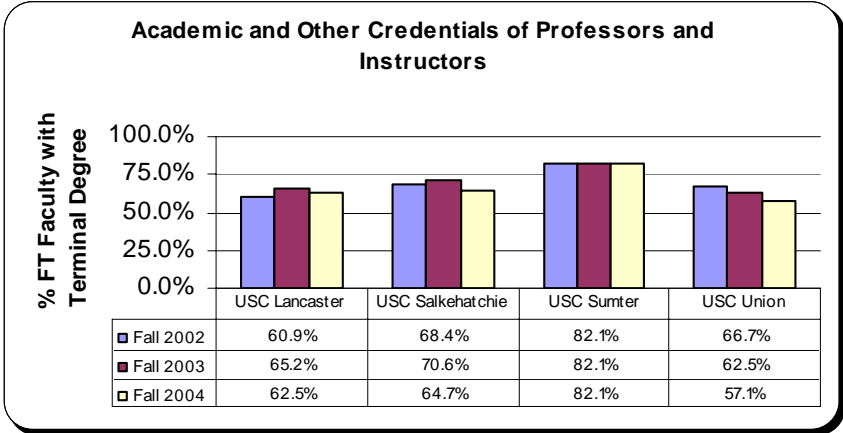
2A - Percentage of **full-time** faculty with terminal degrees in the primary teaching area. For Year 9, a standard of 70 - 84% earned a score of "Achieves" for 2A. In Years 8 and 9, this indicator did not include Instructors for the Research and Teaching sectors.



*Formerly USC Spartanburg

Two-Year Institutions-Branches of USC

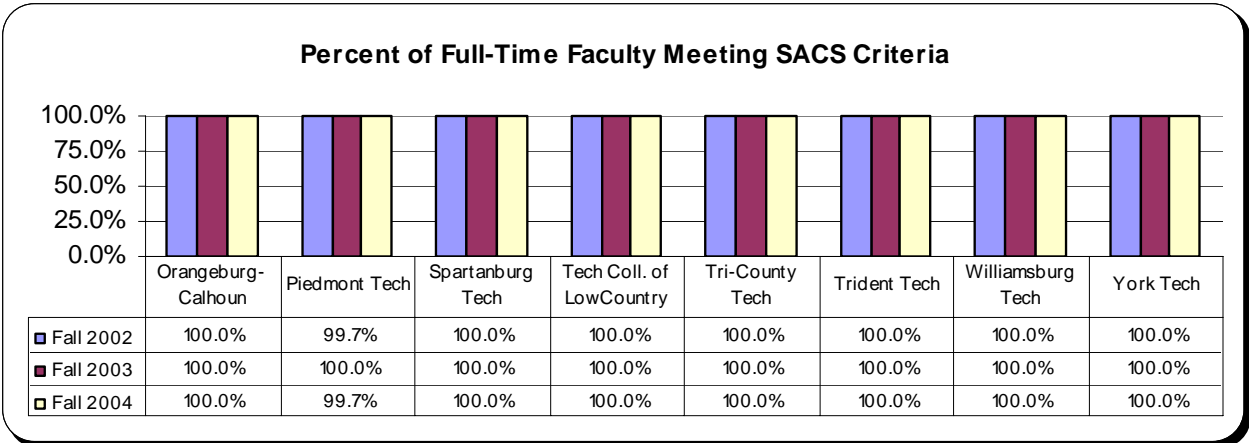
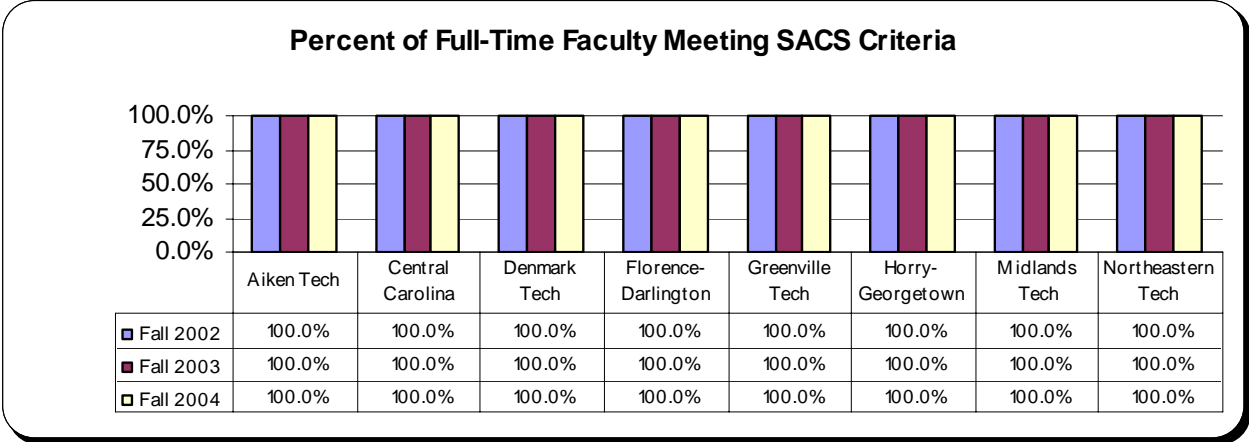
2A - Percentage of **full-time** faculty, including Instructors, with terminal degrees in the primary teaching area. For Year 9, a standard of 60-74% earned a score of "Achieves."



Technical College System

Figure 2.2 – Indicator 2A- Percentage Teaching in the Fall Who Meet Minimum SACS Degree Criteria for Credentials

For Year 9, a standard of 98-99.9%, or all but one meeting criteria, earned a score of "Achieves."



Compensation of Faculty

Indicator 2D – Compensation of Faculty as a measure of average faculty salaries. For research and teaching sector institutions, the average by rank for the ranks of professor, associate professor, and assistant professor is measured. Beginning in Year 6, the rank of instructor is excluded. A score is earned for each rank average. These individual scores are averaged to produce the indicator score earned. Standards of achievement are listed in the figures below detailing the average by rank for research and teaching institutions. For the Two-Year Campuses of USC and for the Technical Colleges, the average faculty salary data are displayed.

During the transition period from 2-year status to 4-year status, USC Beaufort is scored on a related indicator measuring the increase in the average salary of full-time faculty, excluding Instructors.

As was the case last year, 2D measures the average faculty salary for each two-year institution. The regional campuses of USC are assessed based on the overall average salary due to the low numbers of faculty at the various ranks. In the State Technical and Comprehensive Education System, faculty rank does not apply, so technical colleges are assessed on average faculty salary.

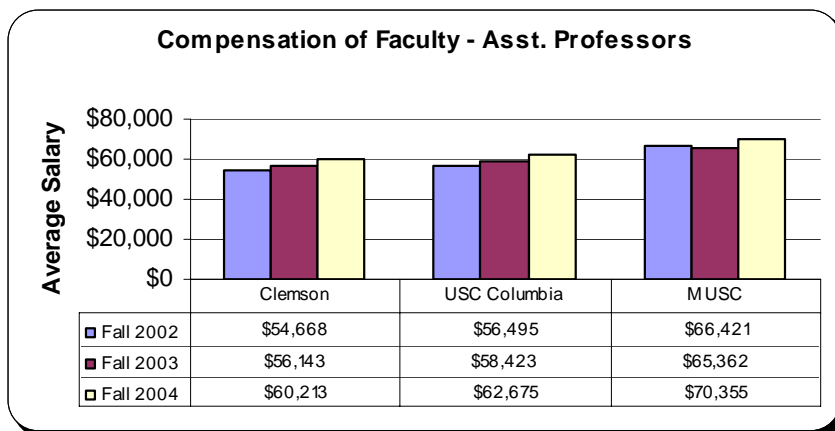
Full-time faculty includes those whose annual salary is not zero, who have an employment status of full-time and a primary responsibility of instruction (greater than 50% of assigned time). For medicine and dentistry, salaries less than or equal to \$40,000 are excluded.

For technical colleges, unclassified continuing education program coordinators are included.

Average salary is defined as nine to ten month salaries or eleven to twelve month salaries converted to nine month salaries. Salaries for basic and clinical medicine are not converted.

For Year 9, Fall 2004 data were considered.

Figure 2.3 Indicator 2D – Compensation of Faculty
 Source: IPEDS Salaries Survey (9-month contract basis)

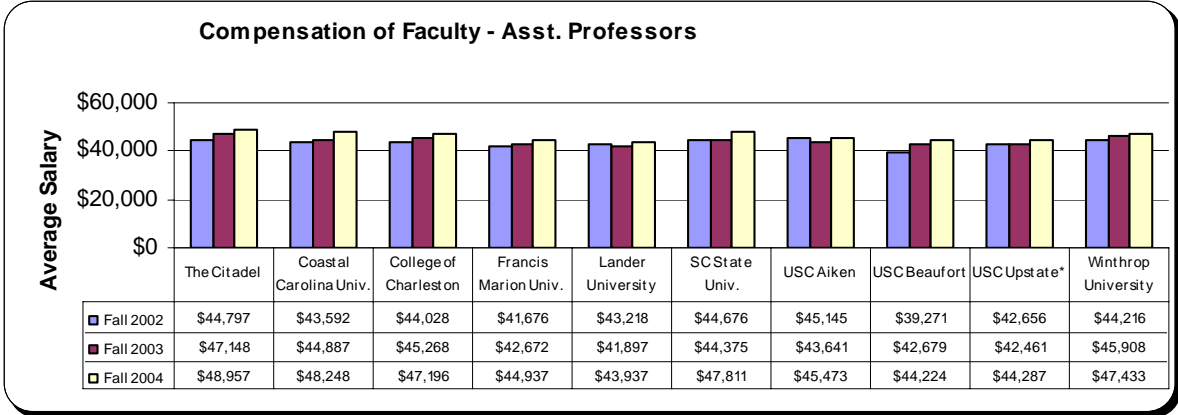


**Assistant Professors,
 Research Universities**

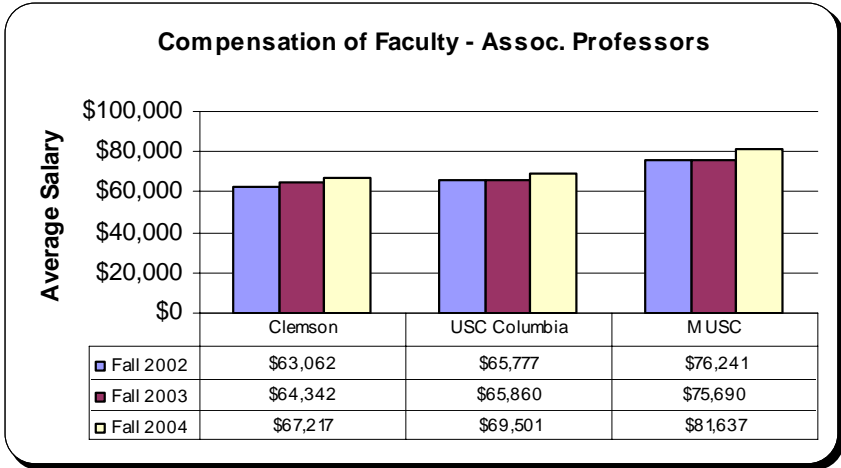
For Year 9 ratings, "Achieves" ranges were: \$42,773 - \$50,740 for Clemson, \$44,718 - \$53,047 for USC Columbia, and \$54,028 - \$64,091 for MUSC.

Assistant Professors, Four-Year Colleges and Universities

For Year 9 ratings, the "Achieves" range was \$36,840 - \$43,701 for Four-Year Colleges and Universities.



*Formerly USC Spartanburg

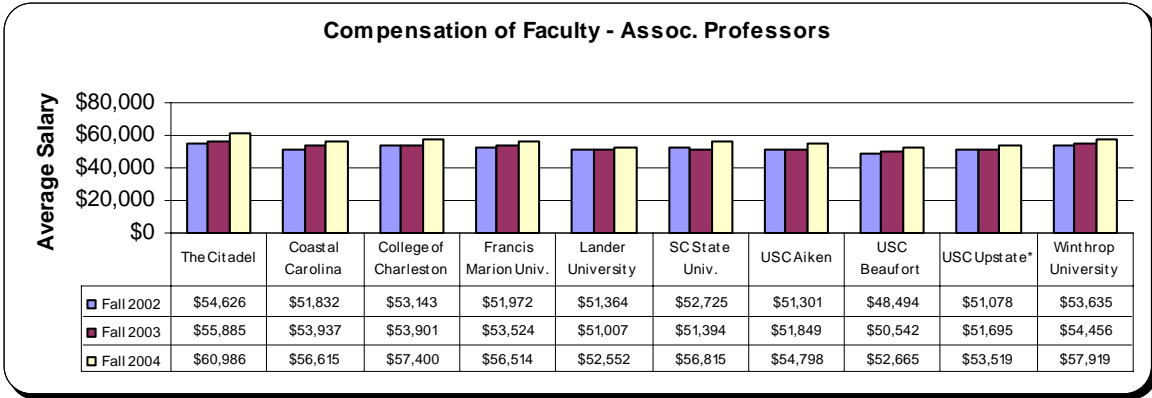


Associate Professors, Research Universities

For Year 9 ratings, "Achieves" ranges were: \$50,643- \$60,075 for Clemson, \$52,038 - \$61,730 for USC Columbia, and \$62,855 - \$74,562 for MUSC.

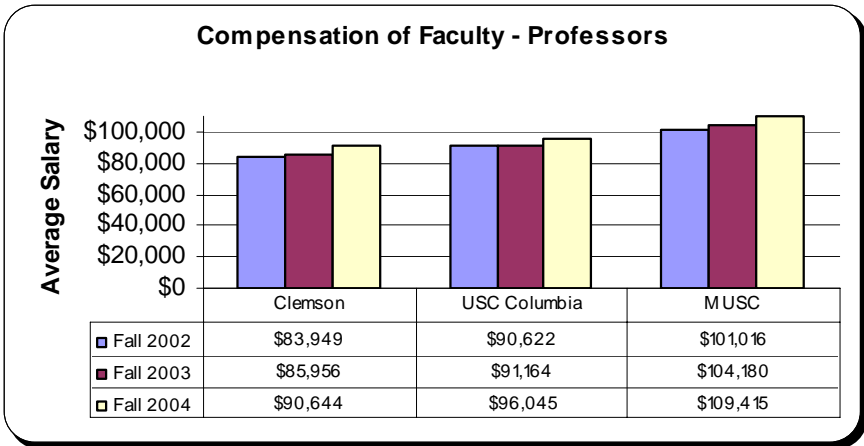
Associate Professors, Four-Year Colleges and Universities

For Year 9 ratings, the "Achieves" range was \$44,787 - \$53,129 for Four-Year Colleges and Universities



*Formerly USC Spartanburg

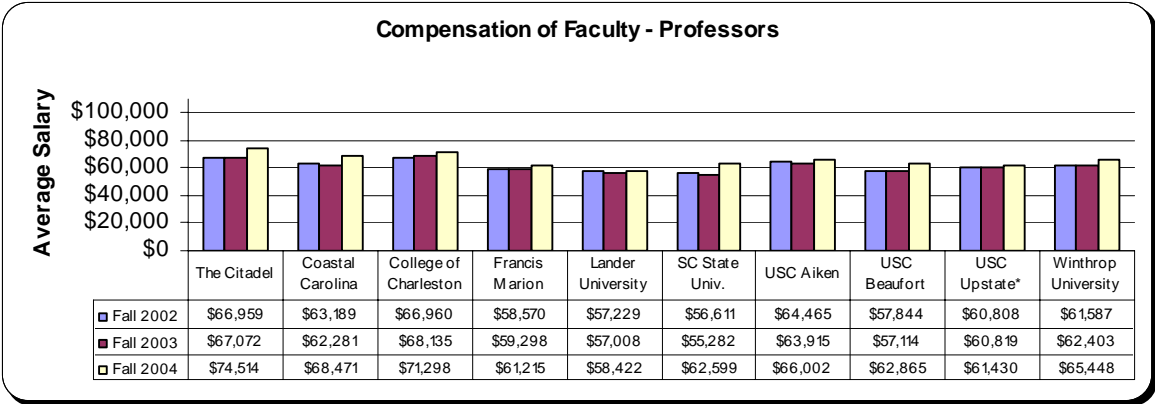
Professors, Research Universities



For Year 9 ratings, "Achieves" ranges were \$69,558 - \$82,514 for Clemson, \$71,798 - \$85,171 for USC Columbia, and \$79,965 - \$94,858 for MUSC.

Professors, Four-Year Colleges and Universities

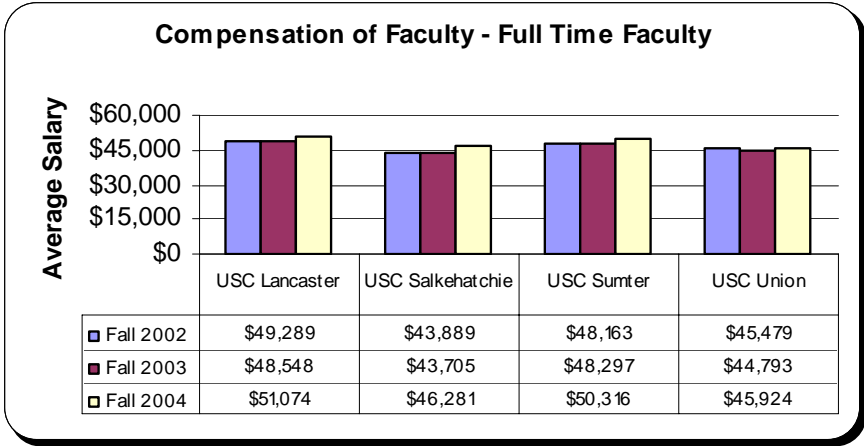
For Year 9 ratings, the "Achieves" range was \$56,164 - \$66,624 for Four-Year Colleges and Universities



*Formerly USC Spartanburg

Two-Year Institutions-Branches of USC

The data below represent the average full-time faculty salary over the last three years.

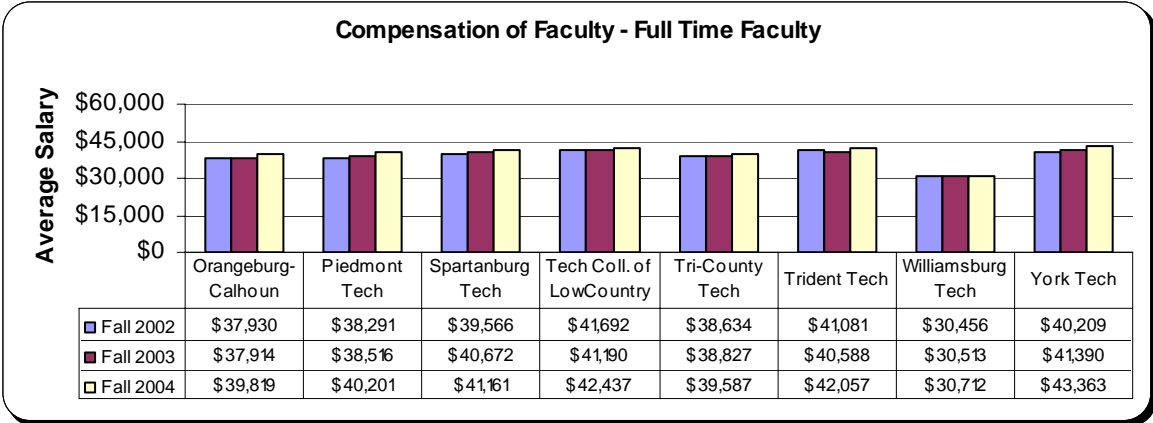
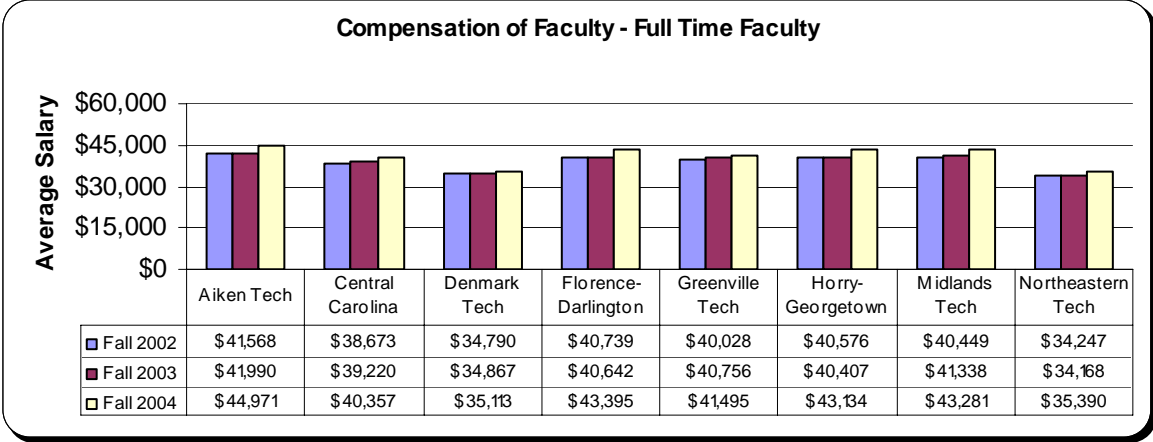


For Year 9 ratings, an "Achieves" range of \$35,687- \$45,156 applied.

State Technical and Comprehensive Education System

The data below represent the average of all full-time faculty over the last three years. The technical colleges do not have faculty rank.

For Year 9 ratings, an "Achieves" range of \$34,188 - \$43,260 applied.



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Section 3

Classroom Quality



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CLASSROOM QUALITY

This section presents a group of tables and performance funding indicators designed to give a picture of the overall quality of the classroom experience in South Carolina's institutions of higher education.

Table 3.1, required by Act 255, as amended, indicates the number and percentage of course sections taught by full-time faculty, part-time faculty and graduate assistants.

Data on **national accreditation of specific academic degree programs** are provided in Table 3.2, which summarizes the number of programs at each institution that are eligible for accreditation based on a CHE-approved list of agencies and programs and the number of those that are accredited. Some accrediting bodies (e.g., education and public health) accredit schools or units within the institutions, while others (e.g., business and engineering) accredit individual programs within the school or unit. The numbers seen in Table 3.2 reflect the number of accrediting agencies that acknowledge one or more programs at the institutions. The process of accreditation involves an external review based on national standards typically pertaining to the curriculum, faculty, students, resources and overall administration of the program; therefore, attainment of such accreditation is often considered an indication of overall program quality. However, some institutional administrators intentionally choose not to pursue accreditation for an accreditable program because the cost to do so is considered too high. In performance funding, institutions are measured on the percentage of accredited programs, with the standard for an "Achieves" being 90 – 99%, or all but one program accredited. Measurement details for each institution are displayed in Section 11. Institutional performance on this indicator for Performance Year 9, 2004-2005, is shown in Figure 3.1.

Each Teaching Sector institution is expected to attain accreditation by the National Council for Accreditation of Teacher Education (NCATE). Performance funding indicator **3E-Institutional Emphasis on Quality Teacher Education and Reform** encompasses this accreditation measure within subpart **3E1-Program Quality, NCATE Accreditation**. To earn credit, attainment of initial accreditation and maintaining such accreditation once achieved are expected. As of June 30, 2000, all public teacher education programs in South Carolina were accredited by NCATE, and remain so. Beginning in Year 6, the Research Sector is no longer included in Indicator 3E. However, their education programs also meet NCATE standards and are accredited. This accreditation is also included as part of indicator **3D-Accreditation of Programs**.

Also as part of **Indicator 3E-Institutional Emphasis on Quality of Teacher Education and Reform**, Teaching Sector institutions are measured on the success of their graduates on teacher certification exams (3E2) and on producing teaching graduates who can fill critical shortages - both for specific subject areas (3E3a) and for minority teachers (3E3b). These data are displayed in Figures 3.2 – 3.4.

Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants

Provided here are data across all four sectors on the type of instructional personnel used to teach Lower Division sections during Fall 2004. **Full-time Faculty** are those personnel at the institution who were identified as full-time at the institution, had primary responsibility (over 50%) for instruction, and had a reported salary on CHEMIS. This definition captures faculty that were included under the Salaries, Tenure, and Fringe Benefit report. For the technical colleges, unclassified continuing education program coordinators are counted as faculty. **Lower Division** here represents those courses that were coded in the CHEMIS course file as Remedial or Lower Division, including courses offered for credit toward the first and second year of an associates degree program and technical/vocational degrees offered below the baccalaureate level.

TABLE 3.1 LOCATED ON THE NEXT PAGE

TABLE 3.1 - Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants

Institutions	TOTAL LOWER DIVISION SECTIONS	Fall 2004 LOWER DIVISION SECTIONS TAUGHT BY					
		Faculty				Graduate Assistants	
		Full Time		Part Time		#	%
		#	%	#	%	#	%
Research Universities							
Clemson	1,772	566	31.9%	827	46.7%	379	21.4%
USC Columbia	1,904	919	48.3%	669	35.1%	316	16.6%
<i>2004 Research Subtotal</i>	3,676	1,485	40.4%	1,496	40.7%	695	18.9%
Four-Year Colleges and Universities							
The Citadel	434	270	62.2%	164	37.8%	0	0.0%
Coastal Carolina	924	543	58.8%	381	41.2%	0	0.0%
College of Charleston	1,447	914	63.2%	533	36.8%	0	0.0%
Francis Marion	552	464	84.1%	88	15.9%	0	0.0%
Lander	446	349	78.3%	97	21.7%	0	0.0%
SC State	572	452	79.0%	120	21.0%	0	0.0%
USC Aiken	422	284	67.3%	138	32.7%	0	0.0%
USC Beaufort	205	117	57.1%	88	42.9%	0	0.0%
USC Upstate*	535	286	53.5%	248	46.4%	1	0.2%
Winthrop	893	498	55.8%	395	44.2%	0	0.0%
<i>2004 Four-Year Subtotals</i>	6,430	4,177	65.0%	2,252	35.0%	1	0.0%
Two-Year Branches of USC							
USC Lancaster	184	110	59.8%	74	40.2%	0	0.0%
USC Salkehatchie	106	61	57.5%	45	42.5%	0	0.0%
USC Sumter	161	125	77.6%	36	22.4%	0	0.0%
USC Union	58	31	53.4%	27	46.6%	0	0.0%
<i>2004 Two-Year Subtotals</i>	509	327	64.2%	182	35.8%	0	0.0%
Technical Colleges							
Aiken	519	286	55.1%	233	44.9%	0	0.0%
Central Carolina	518	353	68.1%	165	31.9%	0	0.0%
Denmark	245	174	71.0%	71	29.0%	0	0.0%
Florence-Darlington	932	575	61.7%	357	38.3%	0	0.0%
Greenville	2,048	1,286	62.8%	762	37.2%	0	0.0%
Horry-Georgetown	906	593	65.5%	313	34.5%	0	0.0%
Midlands	1,692	948	56.0%	744	44.0%	0	0.0%
Northeastern	296	168	56.8%	128	43.2%	0	0.0%
Orangeburg-Calhoun	485	397	81.9%	88	18.1%	0	0.0%
Piedmont	1,274	668	52.4%	606	47.6%	0	0.0%
Spartanburg	744	425	57.1%	319	42.9%	0	0.0%
Tech. College of the Lowcountry	317	230	72.6%	87	27.4%	0	0.0%
Tri-County	780	383	49.1%	397	50.9%	0	0.0%
Trident	1,798	1,098	61.1%	700	38.9%	0	0.0%
Williamsburg	173	73	42.2%	100	57.8%	0	0.0%
York	760	482	63.4%	278	36.6%	0	0.0%
<i>2004 Technical College Subtotals</i>	13,487	8,139	60.3%	5,348	39.7%	0	0.0%

*Formerly USC Spartanburg

Indicator 3D – Accreditation of Degree-Granting Programs

This indicator is used in assessing program accreditation in the performance funding system. Details regarding accreditation as applicable to performance funding are found in Section 11. Since April, 2002, institutions are assessed in performance funding on percentage of accredited programs. It should be noted that CHE policy provides an institution five years to attain full accreditation after a new program is added at an institution and provides the same length of time to gain accreditation of an existing program when an agency is added to the list of accrediting bodies recognized by CHE. For additional information, see our website at <http://www.che.sc.gov> and go to "Academic Affairs and Licensing."

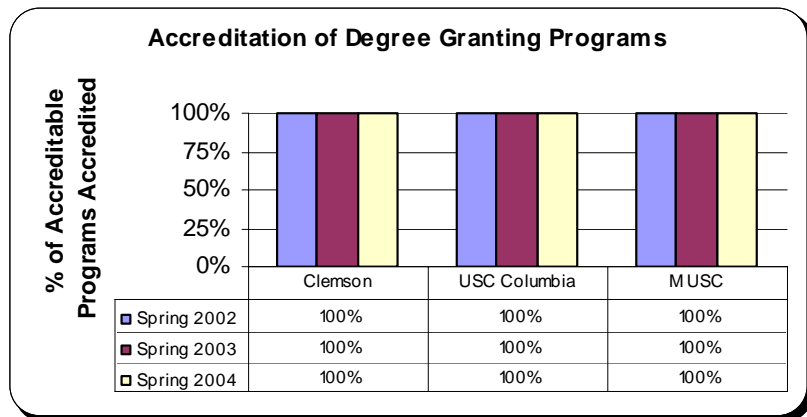
For USC Beaufort, this was a compliance indicator during the transition from two to four-year status, based on satisfactory progress toward SACS accreditation as a four-year institution.

The following charts show accreditation percentages used in Year 9 performance funding ratings.

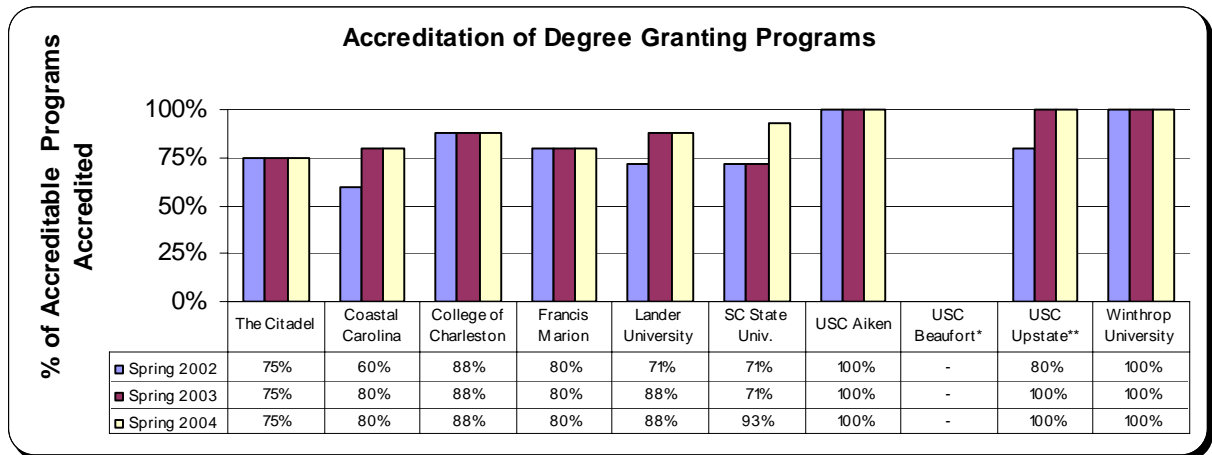
Figure 3.1 Indicator 3D - Accreditation of Degree-Granting Programs
Source: Institutional reports

The “Achieves” range in effect for **all** institutions was 90% to 99%, or all but one program, for ratings in Spring 2005.

Research Institutions



Teaching Institutions



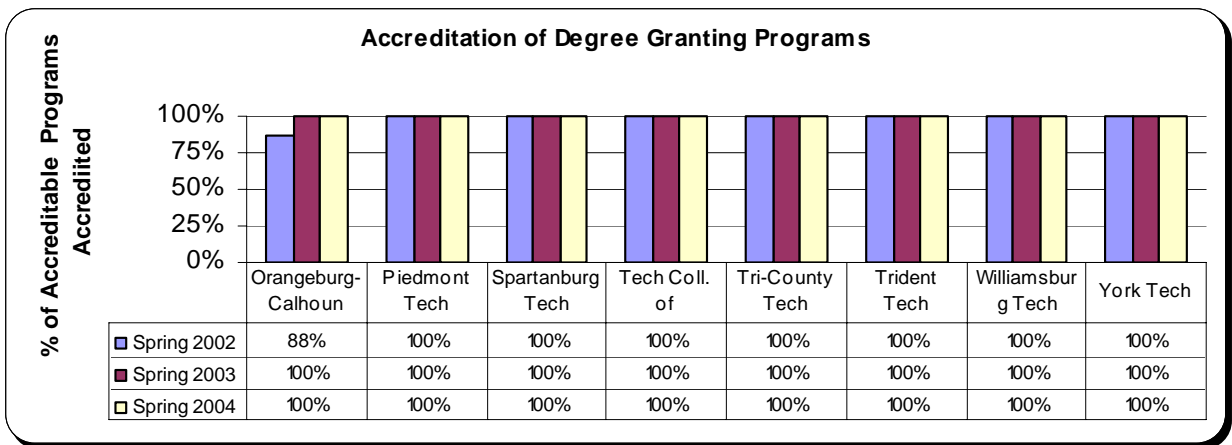
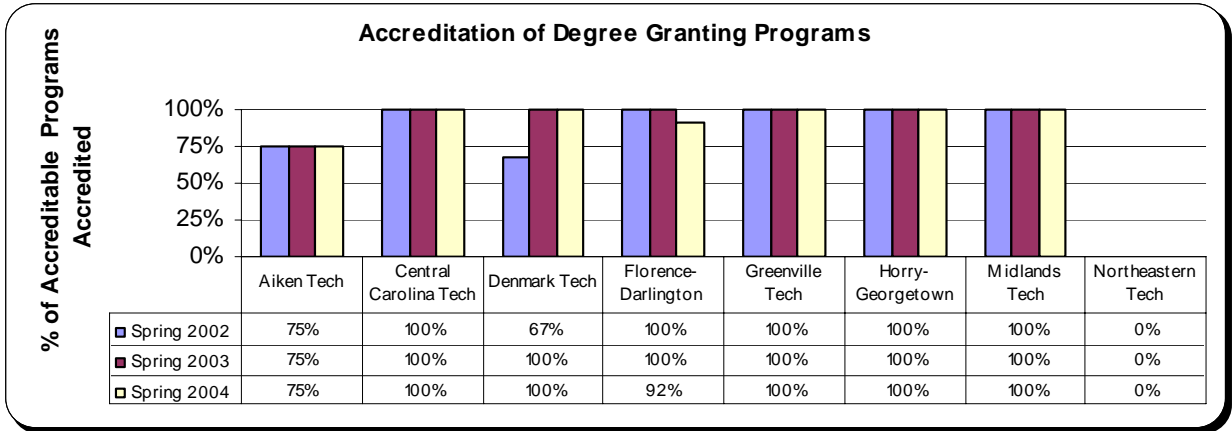
* Transition indicator in place

**Formerly USC Spartanburg

In Year 9, the Citadel, College of Charleston, and Francis Marion had all but one program accredited.

Two-Year Branch Campuses of USC – The only branch campus having programs eligible for accreditation is USC Lancaster. Both of its programs are accredited.

Technical Colleges



Year 9 Accreditation Data and Table

In addition to reporting the performance levels on accreditation for the most recent scored performance year, the law requires that institutions report their current program accreditation status. The following table (Table 3.2) gives accreditation information submitted by the institutions on August 1, 2005. This information will be updated in the Spring of 2006 for performance indicator 3D. The reader may note that, due to the use of updated data for performance funding calculations, numbers on institutional ratings reports may differ from those displayed in this table.

The numbers presented in Table 3.2 (next page) reflect a count of the number of agencies for which the institution has one or more programs accredited.

Table 3.2 Accreditation of Degree-Granting Programs. Source: Institutional IE Reports to CHE

	As of June 30, 2005		
	Areas Eligible for Accreditation	Areas with one or More Programs Accredited	% Accredited
Research Universities			
Clemson*	16	14	88%
USC - Columbia	27	27	100%
MUSC	15	15	100%
Teaching Universities			
The Citadel	4	3	75%
Coastal Carolina Univ.	5	4	80%
College of Charleston	8	7	88%
Francis Marion Univ.	5	4	80%
Lander University*	7	6	86%
SC State Univ.	14	13	93%
USC - Aiken	4	4	100%
USC - Beaufort			
USC-Upstate**	5	5	100%
Winthrop University	14	14	100%
Two-Year Branches of USC			
USC - Lancaster	2	2	100%
USC - Salkehatchie			
USC - Sumter			
USC - Union			
Technical Colleges			
Aiken Tech	6	6	100%
Central Carolina Tech	6	6	100%
Denmark Tech	3	3	100%
Florence-Darlington	11	11	100%
Greenville Tech	16	16	100%
Horry-Georgetown Tech	12	9	75%
Midlands Tech	14	14	100%
Northeastern Tech	2	0	0%
Orangeburg-Calhoun	11	11	100%
Piedmont Tech	10	10	100%
Spartanburg Tech	10	10	100%
Tech Coll. of LowCountry	6	6	100%
Tri-County Tech	10	10	100%
Trident Tech	14	14	100%
Williamsburg Tech	1	1	100%
York Tech	12	12	100%
Total	270	257	95%

*These institutions have one program within the five-year window for accreditation.

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Student Performance on Teacher Education Examinations

Performance Funding Indicator 3E, Subpart 3E2a measures the percentage of students who pass the PRAXIS II Professional Learning and Teaching (PLT) exam. As of 2000-01, graduating teacher education students are not required to take this exam immediately upon graduation, but are given a three-year window to take and pass the exam. Differing institutional policies on test-taking by new graduates led to test-taking rates that vary widely, causing a situation in which charting the institutional passing rates would lead to meaningless comparisons. This indicator has been deferred since 2001. Data on prior years are reported in the 2001 edition of *A Closer Look*.

Performance Funding Indicator 3E, Subpart 3E2b measures the percentage of students who pass the PRAXIS II Specialty Area Exams. These exams are required of all graduates. In Year 6, this indicator was identified as the mission focused measure for teaching sector institutions. Clemson and USC Columbia continue to report the data as part of Indicator 7D.

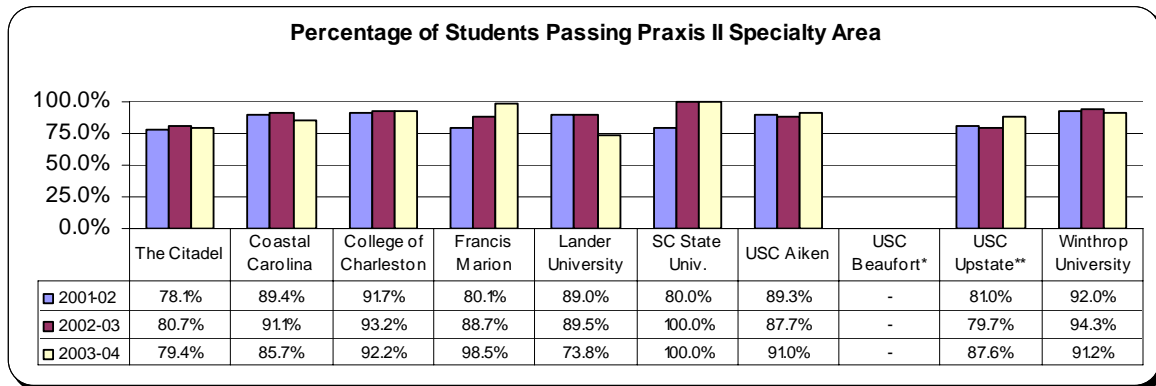
Four-Year Colleges and Universities

The chart below represents the percent teacher education students at each institution who passed Specialty Area Examinations during the year indicated. Since 1999-2000 these have been based on the PRAXIS II exam. In previous years they were primarily based on the National Teachers Examination. The annual reporting timeframe is April 1 – March 31. It should be noted that the pass rates for the Praxis II exam are based on all student takers rather than first time takers as on other certification exams reported in Section 7 of this document.

Although Clemson and USC Columbia are not included in this indicator, their education graduates take the same exams. For 2003-04, Clemson’s students had a pass rate of 86.9% and USC Columbia’s students had a pass rate of 97.5%.

Figure 3.2 Percentage of Students in Teacher Education Programs Who Pass the PRAXIS II Specialty Area Exams. Source: Institutional IE Reports to CHE

The “Achieves” range for this indicator was 75% - 89% for Performance Year 9



* Does not apply

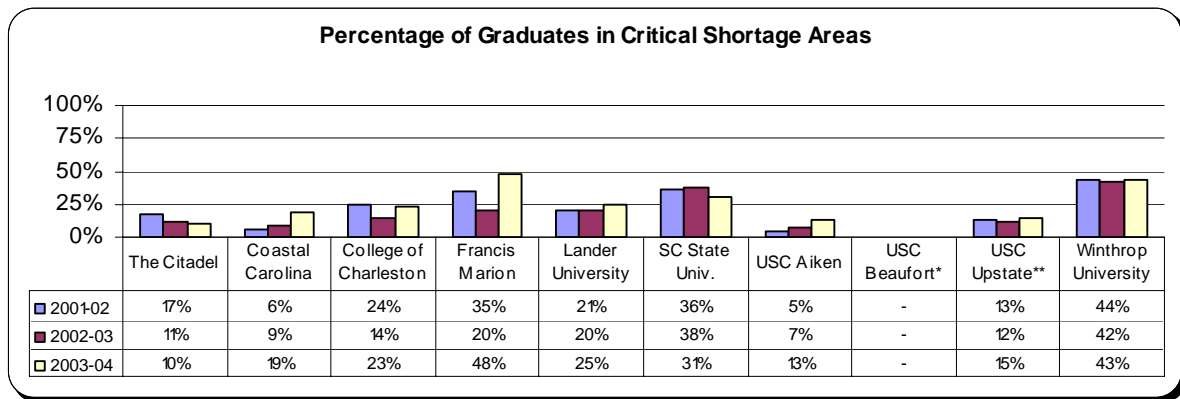
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Performance Funding Indicator 3E (Subparts 3a and 3b), Teacher Education Graduates in Critical Shortage Areas, assesses two critical needs areas for teachers: 1) the number of graduates in state critical shortage areas; and 2) minority graduates from teacher preparation programs. These measures apply only to Teaching Sector institutions.

Critical shortage areas are those determined by the South Carolina Department of Education based on state need and for purposes of loan repayments. Data for the percent of graduates in critical shortage areas for the past three years are shown below in Figure 3.6. The critical shortage areas have changed over the years as teacher shortages have increased. For performance funding, those areas identified in 2000 have been used. These are: Art, Business Education, English/Language Arts, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Latin, and Spanish), Industrial Technology, Library Science, Mathematics (all areas), Music (Choral), and Special Education (all areas including speech pathology, occupational, and physical therapy).

Figure 3.3 – Four-Year Colleges and Universities, Graduates in Critical Shortage Areas
Source: Institutional IE Reports to CHE

The percentage of graduates in critical shortage areas for each institution is shown for each of the academic years represented. The “Achieves” range in effect for Academic Year 2003-2004 was 20% - 34%.



* Does not apply

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Teacher Education Graduates Who are Minority

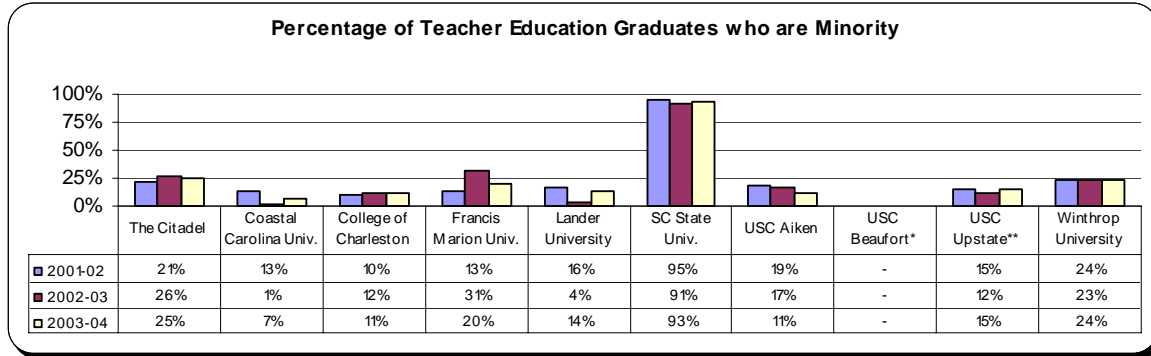
Minority Teacher Education Graduates, as defined in the Performance Funding Workbook for Year 9, for the years shown include African-American, American Indian/Alaskan Native, Asian or Pacific Islander, and Hispanic students who graduated from public institutions in teacher education.

(Figure 3.4, next page)

Figure 3.4 – Four-Year Colleges and Universities, Percent of Teacher Education Graduates Who are Minority

Source: Institutional Reports to CHE

The percentage of graduates from teacher education programs who are minority is represented below. The “Achieves” range in effect for Academic Year 2003-04 data rated in Spring 2005 was 10% - 20%.



* Does not apply

** Formerly USC Spartanburg

Assessment Information for the Institution’s Title II of the Federal Higher Education Act of 1998 Report

In 2001, the South Carolina Legislature amended Section 59-101-350 of the South Carolina Code of Laws, 1976, to include the following as an institutional effectiveness reporting requirement.

- Assessment information for the institution’s Title II of the Federal Higher Education Act of 1998 report that collects and analyzes data on applicant qualifications and the performance of the candidates and graduates;

A link to South Carolina Title II summary information, maintained by the SC Department of Education (SDE), is <http://www.title2.org/title2dr/StateHome.asp>. Tabular data showing institutions’ performance on various requirements of Title II reporting will be posted by the SDE, but are not yet available. These tables will include information on all South Carolina teaching institutions, to include private institutions. Links to the Title II reports of the individual institutions can be found below.

It should be noted that the data for the most recent Title II reports have not been approved by the SC Department of Education at the time of publication. Institutions were given the choice by the department of either posting the current data with caveats about lack of approval or not posting their new data until the approval process is complete.

2005 Title II Reports on Institutional Websites

Clemson University	http://www.hehd.clemson.edu/schoolofed/report.htm
University of South Carolina-Columbia	www.ed.sc.edu
The Citadel	http://www.citadel.edu/academicaffairs/index.html
Coastal Carolina University	http://www.coastal.edu/effect/title2.html
College of Charleston	http://irp.cofc.edu/titleii/
Francis Marion University	http://www.fmarion.edu/about/Reports
Lander University	http://www.lander.edu/education/Title II.htm

South Carolina State University
 USC-Aiken
 USC-Beaufort
 USC-Upstate
 Winthrop University

<http://www.scsu.edu/education/titleii/index.htm>
<http://www.usca.edu/education/title2.html>
 N/A
http://www.uscupstate.edu/about_upstate/planning/titleII.asp
<http://coe.winthrop.edu/title2/results.htm>

Graduates' Achievements - Alumni Surveys

All public colleges and universities in the state are required to administer an Alumni Survey and report the results every two years. The data are gathered from alumni who graduated three years prior to the current reporting year (i.e., alumni graduating in 2001-2002). Institutions are listed by sector and the return rate from the survey is provided. The survey contains four common questions with several subparts to three of the questions. All institutions are required to use these common questions and each subpart.

The questions highlighted in the tables are subparts, pulled from Question One on the survey: “Students’ level of satisfaction with:” The number of responses is presented in addition to the percentage of those who answered in one of the six choices.

Table 3.3 - Graduates' Satisfaction – Alumni Survey
Source: Institutional Reports to CHE

Question: Students' level of Satisfaction with:

Institution	Year	% Survey Response Rate	Major Program of Study						
			Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities		1999-2000							
Clemson		99%	179	29.6	46.9	15.6	5.6	1.1	1.1
USC-Columbia		100%	324	40.7	45.7	10.5	1.2	1.2	0.6
MUSC		100%	56	35.7	51.8	10.7	0	1.8	0
Four-Year Colleges & Universities									
Citadel		100%	96	42.7	43.8	10.4	1	2.1	0
Coastal Carolina		99%	103	37.9	47.6	11.7	1.9	1	0
College of Charleston		97%	260	48.1	43.1	6.2	1.5	1.2	0
Francis Marion		100%	112	49.1	35.7	11	9.8	2.7	0
Lander		100%	90	40	43.3	13.3	2.2	1.1	0
SC State		100%	148	13.5	56.1	29.7	0	0	0.7
USC Aiken		99%	136	45.6	42.6	7.4	1.5	2.9	0
USC Beaufort		100%	9	33.3	55.6	11.1	0	0	0
USC Upstate		100%	94	38.3	37.2	10.6	1.1	0	1.1
Winthrop		95%	97	62.9	28.9	5.2	2.1	0	1
Two-Year Institutions-Branches of USC									
USC Lancaster		100%	8	62.5	12.5	25	0	0	0
USC Salkehatchie **		0%							
USC Sumter		96%	46	37	58.7	4.3	0	0	0
USC Union		89%	8	75	25	0	0	0	0
State Tech. and Comprehensive Educ. System									
Aiken		53%	19	68.4	15.8	0	0	0	0
Central Carolina		99%	71	50.7	45.1	1.4	1.4	1.4	0
Northeastern		100%	19	52.6	36.8	5.3	5.3	0	0
Denmark		100%	26	42.3	34.6	7.7	7.7	7.7	0
Florence-Darlington		100%	69	53.6	34.8	10.1	1.4	0	0
Greenville		99%	183	42	45	9	2	1	2
Horry-Georgetown		99%	109	31.2	53.2	12.8	0.9	1.8	0
Midlands		100%	291	45	42.6	9.6	1.4	0.7	0.7
Orangeburg-Calhoun		100%	46	58.7	30.4	6.5	0	0	4.3
Piedmont		100%	29	58.6	41.4	0	0	0	0
Spartanburg		100%	54	44.4	46.3	3.7	5.6	0	0
Tech. Coll of the Lowcountry		100%	12	58.3	25	16.7	0	0	0
Tri-County		100%	94	50	41.5	4.3	0	2.1	2.1
Trident		100%	79	53.2	36.7	6.3	2.5	1.3	0
Williamsburg		100%	31	18	54.8	0	0	0	0
York		100%	68	52.9	36.8	4.4	2.9	2.9	0

Section 3 – Classroom Quality

Question: Students' level of Satisfaction with:

Institution	% Survey Response Rate	Number of Responses to Question	Instruction in the Major						
			% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied	
Research Universities 1999-2000									
Clemson	99%	179	24	48.6	20.7	5	1.7	0	
USC-Columbia	99%	321	34.6	48	14.6	1.9	0.6	0.3	
MUSC	100%	56	26.8	60.7	8.9	1.8	1.8	0	
Four-Year Colleges and Universities									
Citadel	100%	96	39.6	43.8	12.5	2.1	2.1	0	
Coastal Carolina	98%	102	38.2	49	9.8	1	2	0	
Coll. Of Charleston	97%	260	46.9	43.1	8.5	0.8	0.8	0	
Francis Marion	98%	110	41.8	41.8	11.8	1.8	2.7	0	
Lander	100%	90	45.6	40	12.2	2.2	0	0	
SC State	99%	147	17.7	61.9	19	0.7	0	0.7	
USC Aiken	99%	136	47.1	40.4	9.6	1.5	1.5	0	
USC Beaufort	100%	9	55.6	44.4	0	0	0	0	
USC Spartanburg	100%	94	38.3	45.7	10.6	1.1	2.1	1.1	
Winthrop	95%	97	60.8	27.8	9.3	2.1	0	0	
Two-Year Institutions-Branches of USC									
USC Lancaster	100%	8	62.5	37.5	0	0	0	0	
USC Salkehatchie**	0%								
USC Sumter	96%	46	41.3	52.2	4.3	0	2.2	0	
USC Union	89%	8	87.5	12.5	0	0	0	0	
State Tech. And Comprehensive Educ. System									
Aiken	53%	19	73.7	21.1	0	0	0	0	
Central Carolina	100%	72	45.8	43.1	8.3	2.8	0	0	
Northeastern	100%	19	63.2	21.1	10.5	5.3	0	0	
Denmark	100%	26	57.7	19.2	7.7	7.7	7.7	0	
Florence-Darlington	100%	69	58	33.3	7.2	1.4	0	0	
Greenville	99%	183	36	51	8	2	2	2	
Horry-Georgetown	98%	108	35.2	46.3	15.7	0.9	1.9	0	
Midlands	100%	290	40.3	45.5	11.4	0.7	1	1	
Orangeburg-Calhoun	100%	46%	58.7	26.1	10.9	2.2	0	2.2	
Piedmont	93%	27	55.6	44.4	0	0	0	0	
Spartanburg	100%	54	50	35.2	1.9	11.1	1.9	0	
Tech. Coll of the Lwcntry	100%	12	50	41.7	0	8.3	0	0	
Tri-County	100%	94	45.7	44.7	5.3	1.1	1.1	2.1	
Trident	100%	79	46.8	40.5	8.9	2.5	1.3	0	
Williamsburg	100%	31	41.9	58.1	0	0	0	0	
York	100%	68	47.1	47.1	4.4	1.5	0	0	

(Continued on next page)

Section 3 – Classroom Quality

Question: Students' level of Satisfaction with:

Institution	% Survey Response Rate	General Education Program of Study						
		Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities 1999-2000								
Clemson	99%	179	12.8	52	26.8	5.6	1.7	1.1
USC-Columbia	100%	324	21	55.2	19.1	3.4	0.9	0.3
MUSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Colleges and Universities								
Citadel	95%	91	18.7	57.1	20.9	2.2	1.1	0
Coastal Carolina	99%	103	18.4	52.4	26.2	1.9	1	0
College of Charleston	97%	258	31.8	50	15.1	3.1	0	0
Francis Marion	93%	104	27.9	53.8	14.4	2.9	0	0
Lander	100%	90	30	51.1	17.8	0	1.1	0
SC State	99%	147	27.2	55.8	15.6	0.7	0	0.7
USC Aiken	98%	134	21.6	55.2	21.6	0.7	2.2	0
USC Beaufort	100%	9	33.3	55.6	11.1	0	0	0
USC Upstate	100%	94	23.4	50	20.2	2.1	0	0
Winthrop	95%	97	30.9	54.6	12.4	1	1	0
Two-Year Institutions-Branches of USC								
USC Lancaster	100%	8	75	25	0	0	0	0
USC Salkehatchie	100%	10	40	50	10	0	0	0
USC Sumter	100%	48	39.6	50	10.4	0	0	0
USC Union	89%	8	62.5	37.5	0	0	0	0
State Tech. and Comprehensive Educ. System								
Aiken	36%	13	130.8	46.2	0	0	0	0
Central Carolina	97%	70	31.4	61.4	4.3	1.4	1.4	0
Northeastern	100%	19	47.4	42.1	10.5	0	0	0
Denmark	100%	26	34.6	42.3	15.4	0	7.7	0
Florence-Darlington	97%	67	49.3	40.3	9	0	1.5	0
Greenville	98%	180	26	53	14	2	3	2
Horry-Georgetown	97%	107	28	60.7	7.5	1.9	1.9	0
Midlands	98%	284	30.3	53.2	12.7	2.1	0.7	1.1
Orangeburg-Calhoun	94%	43	48.8	34.9	11.6	0	2.3	2.3
Piedmont	100%	29	41.4	51.7	6.9	0	0	0
Spartanburg	100%	54	24.1	59.3	14.8	0	1.9	0
Tech. Coll of the Lowcountry	75%	9	33.3	55.6	11.1	0	0	0
Tri-County	98%	92	28.3	54.3	16.3	1.1	0	0
Trident	100%	79	34.2	51.9	11.4	2.5	0	0
Williamsburg	100%	31	41.9	58.1	0	0	0	0
York	94%	64	37.5	51.6	9.4	1.6	0	0

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Section 3 – Classroom Quality

Question: Students' level of Satisfaction with:

Institution	% Survey Response Rate	Number of Responses to Question	Instruction in General Education					
			% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities 1999-2000								
Clemson	99%	178	9.6	52.2	30.3	3.4	2.8	1.7
USC-Columbia	100%	323	19.5	56.7	18	4.6	0.9	0.3
MUSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Colleges and Universities								
Citadel	96%	92	19.6	59.8	18.5	1.1	1.1	0
Coastal Carolina	99%	103	14.6	60.2	22.3	1.9	1	0
College of Charleston	97%	260	30.4	53.5	12.7	3.1	0.4	0
Francis Marion	93%	104	28.8	55.8	11.5	3.8	0	0
Lander	100%	90	24.4	55.6	16.7	3.3	0	0
SC State	99%	147	16.3	56.5	26.5	0	0	0.7
USC Aiken	99%	136	27.9	49.3	21.3	0.7	0.7	0
USC Beaufort	100%	9	44.4	44.4	11.1	0	0	0
USC Upstate	100%	94	25.5	52.1	16	3.2	0	0
Winthrop	95%	97	20.6	63.9	13.4	2.1	0	0
Two-Year Institutions-Branches of USC								
USC Lancaster	100%	8	75	25	0	0	0	0
USC Salkehatchie	100%	10	50	10	10	0	0	0
USC Sumter	98%	47	36.2	53.2	10.6	0	0	0
USC Union	89%	8	62.5	37.5	0	0	0	0
State Tech. and Comprehensive Educ. System								
Aiken Tech	33%	12	100	25	0	0	0	0
Central Carolina	97%	70	34.3	51.4	12.9	1.4	0	0
Northeastern	100%	19	47.4	36.8	10.5	5.3	0	0
Denmark	96%	25	20	52	8	0	8	0
Florence-Darlington	97%	67	49.3	41.8	7.5	0	0	0
Greenville	99%	182	31	51	15	1	1	2
Horry-Georgetown	96%	106	22.6	62.3	11.3	1.9	1.9	0
Midlands	97%	283	29.3	54.8	13.4	1.8	0.4	0.4
Orangeburg-Calhoun	98%	45	46.7	37.8	8.9	4.4	0	2.2
Piedmont	100%	29	41.4	48.3	10.3	0	0	0
Spartanburg	100%	54	33.3	59.3	5.6	0	1.9	0
Tech. Coll of the Lowcountry	75%	9	44.4	55.6	0	0	0	0
Tri-County	98%	92	29.3	51.1	18.5	0	0	1.1
Trident	100%	79	38	49.4	10.1	2.5	0	0
Williamsburg	100%	31	38.7	61.3	0	0	0	0
York	100%	68	42.6	51.5	5.9	0	0	0

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Section 3 – Classroom Quality

Institution	% Survey Response Rate	Overall Academic Experience						
		Number of Responses to Question	% Very Satisfied	% Satisfied	% Somewhat Satisfied	% Somewhat Dissatisfied	% Dissatisfied	% Very Dissatisfied
Research Universities 1999-2000								
Clemson	99%	179	42.5	44.7	10.6	6	1	0.6
USC-Columbia	100%	324	29.3	61.1	8	0.9	0.3	0.3
MUSC	100%	56	35.7	50	10.7	3.6	0	0
Four-Year Colleges and Universities								
Citadel	100%	96	37.5	52.1	8.3	1	1	0
Coastal Carolina	99%	103	30.1	61.2	6.8	1	0	1
College of Charleston	97%	259	46.7	46.7	5.4	0.8	0.4	0
Francis Marion	98%	110	44.5	43.6	8.2	1.8	0.9	0
Lander	100%	90	42.2	43.3	11.1	1.1	2.2	0
SC State	99%	146	31.5	37	30.1	0	0.7	0.7
USC Aiken	99%	135	38.5	51.9	8.9	0.7	0	0
USC Beaufort	100%	9	33.3	55.6	11.1	0	0	0
USC Upstate	100%	94	34	55.3	6.4	3.2	1.1	0
Winthrop	95%	97	49.5	44.3	4.1	1	1	0
Two-Year Institutions-Branches of USC								
USC Lancaster	100%	8	75	25	0	0	0	0
USC Salkehatchie	100%	10	40	50	10	0	0	0
USC Sumter	100%	48	47.9	41.7	10.4	0	0	0
USC Union	89%	8	87.5	12.5	0	0	0	0
State Tech. and Comprehensive Educ. System								
Aiken	53%	19	110.5	21.1	5.3	0	0	0
Central Carolina	100%	72	47.2	47.2	4.2	0	1.4	0
Northeastern	100%	19	52.6	36.8	5.3	5.3	0	0
Denmark	100%	26	34.6	57.7	0	0	7.7	0
Florence-Darlington	97%	67	50.7	44.8	6	0	0	0
Greenville	100%	184	39	51	5	2	1	3
Horry-Georgetown	99%	109	39.4	45	13.8	0	0.9	0.9
Midlands	99%	289	41.9	42.9	8.3	1.4	1	1
Orangeburg-Calhoun	98%	45	55.6	28.9	8.9	2.2	2.2	2.2
Piedmont	100%	29	48.3	51.7	0	0	0	0
Spartanburg	100%	54	46.3	46.3	5.6	0	0	1.9
Tech. Coll of the Lowcountry	100%	12	66.7	16.7	8.3	8.3	0	0
Tri-County	99%	93	49.5	39.8	7.5	1.1	1.1	1.1
Trident	100%	79	49.4	38	10.1	1.3	1.3	0
Williamsburg	100%	31	48.4	51.6	0	0	0	0
York	100%	68	47.1	47.1	5.9	0	0	0

Section 4

Institutional Cooperation and Collaboration



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Institutional Cooperation and Collaboration

Indicators **4A – Sharing and use of Technology, Programs, Equipment, Supplies and Source Matter within the Institution, with Other Institutions and with the Business Community** and **4B – Cooperation and Collaboration with Private Industry**, were scored as compliance indicators based on institutional reporting of activities in Performance Year 3. Given the nature of these indicators and the high level of compliance, they were put on a three-year scoring cycle, and were not scored in Years 4 and 5. During Year 5, the Commission approved continuing, for Year 6 and beyond, a revised measure of institutional cooperation and collaboration as a scored indicator tailored to each sector.

As described in the following excerpt from the “Performance Funding Workbook for Year 7,(p II, 83)”

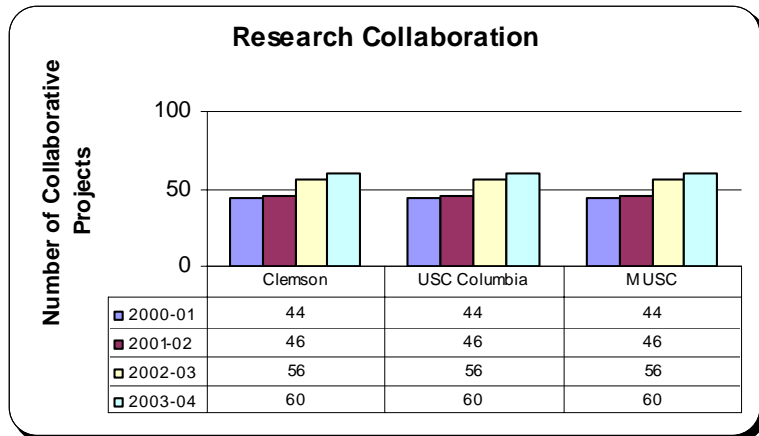
Effective Year 7, measures and standards for each of the sectors were approved on September 5, 2002 (Research, Regional Campuses, and Technical Colleges) and on November 7, 2002 (Teaching). The research sector measure focuses on enhancing collaborative research within the sector and is intended to be followed for 5 years (Years 6-10). The teaching sector measure focuses on program advisory boards and program internships/co-ops to improve the cooperation and collaboration between the sector and the profit and non-profit sectors and is intended to be followed over 4 years (Years 7-10). The regional campuses sector measure focuses on strengthening the campuses community outreach efforts with the private and public sectors and is intended as a 4 year measure (Years 6-9). The technical colleges measure focuses on strengthening technical college program advisory committees through enhanced involvement of business, industry and community representatives and is intended as a 3 year measure (Years 7-9)

It is important that the reader refer to the Performance Funding Workbook for Year 9, http://www.che.sc.gov/Finance/Perf_Fund/Yr9WorkBook_Rev.htm (pages II 83 - II 113), to find information on the components and scoring of this indicator.

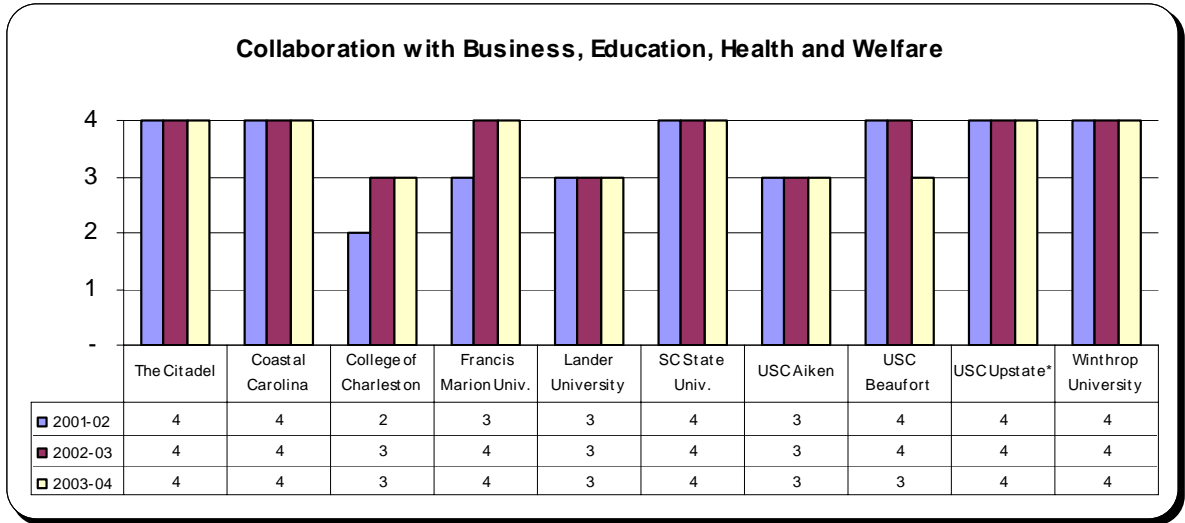
Figure 4.1 Institutional Collaboration and Cooperation
Source: Performance Funding Reports from Institutions

Research - To enhance collaborative research within the Research Sector including the development and use of an integrated faculty and grants database system.

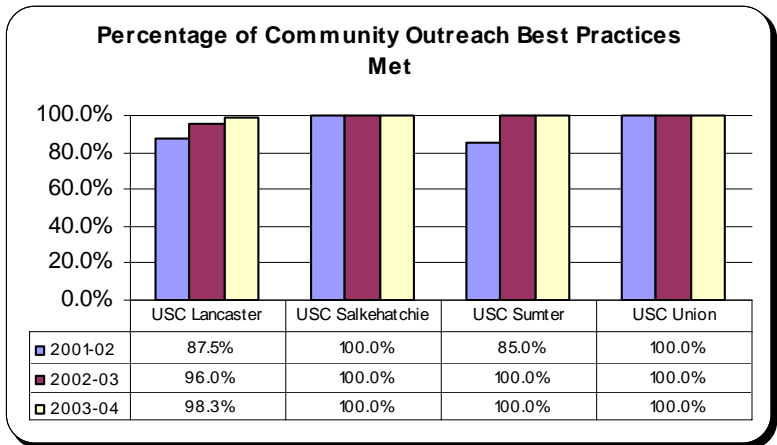
This indicator measures the change in the number of collaborative research projects compared to the average of the previous three years. The range for “Achieves” in Year 9 was 44-48 collaborative projects. The Research Institutions have increased the number of collaborative projects from 29 in 1999-2000 to 60 in 2003-2004.



Teaching – Cooperation and Collaboration with Business and Industry and PreK-12 Education, Health and Welfare as assessed by using a four-part measure in which compliance on each part will be determined and institutions scored relative to the number of the parts for which they are in compliance. The measure focuses on membership on program advisory boards as a means to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The “Achieves” range in effect for Academic Year 2003-04 was 2-3 parts in compliance.



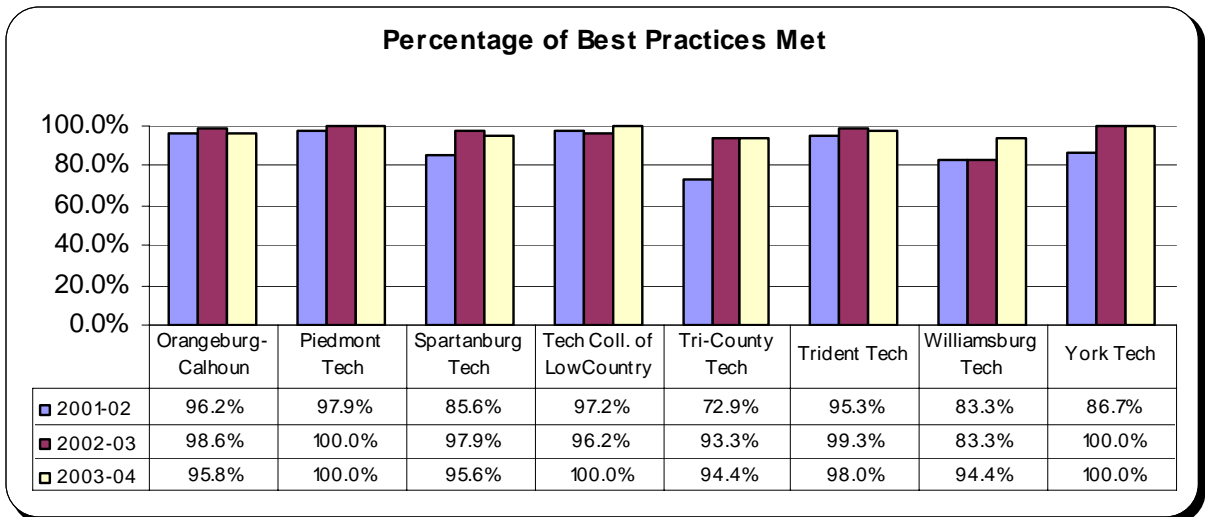
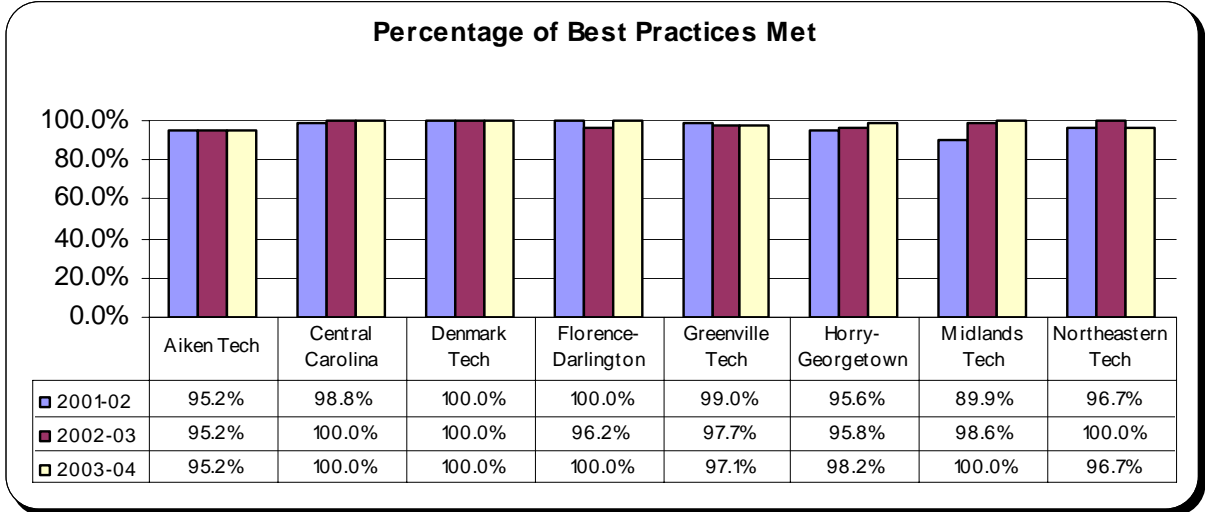
*Formerly USC Spartanburg



Regional Campuses of USC
 This indicator assesses the strength of the community outreach efforts of the USC Regional Campuses by determining the percentage of best practice criteria that are utilized. The range for “Achieves” in Year 9 was 85% to 95%.

Section 4 – Institutional Cooperation and Collaboration

Technical Colleges – For the Technical Sector, this indicator focuses on strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College is assessed as to the strength of its advisory committees by determining the percentage of best practices criteria that are met by an institution’s advisory committees. The range for “Achieves” in Year 9 was 80% to 95% of criteria met.



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Section 5

Administrative Efficiency



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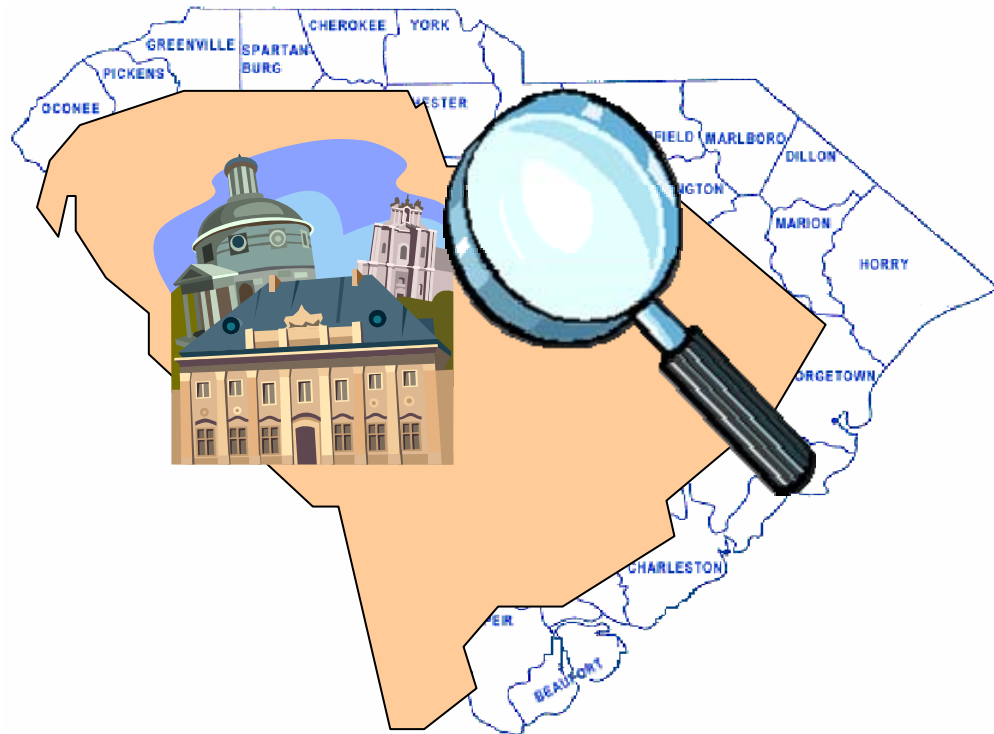
ADMINISTRATIVE EFFICIENCY

This performance indicator (5A) was deferred due to changes in federal reporting requirements for financial data. These changes affect all public higher education institutions, making comparisons to past data invalid. The changes are of such a nature as to render “administrative efficiency” as defined in the past impossible to evaluate. The indicator is under revision for future years. For definitions and standards used in past years, see pp. 133-135 of the September 2000 Performance Funding workbook.

Past performance on indicator 5A as previously defined can be found in the publication *A Closer Look at Public Higher Education in South Carolina – January 2003*.

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Section 6 Entrance Requirements



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ENTRANCE REQUIREMENTS

The Commission on Higher Education (CHE) collects data on institutions' entrance requirements, preparation of entering freshmen, and developmental course offerings. Portions of these data are used in performance funding evaluations for Critical Success Factor 6.

Effective in Year 6 (2001-02), Indicator 6A - SAT and ACT Scores of Entering Freshmen, and 6B – High School Standing, Grade Point Averages (GPA) were combined in a single indicator measuring entrance credentials of first-time entering freshmen. This indicator applies to the Research Sector (except MUSC), the Teaching Sector, and Two-Year Branches of USC. A comparable measure has been implemented for MUSC. See Figure 6.1 for additional details and data.

Data on SAT and ACT scores and high school rank and GPAs (Figure 6.1) indicate a general increase in admission standards for research universities and four-year colleges and universities and a mixed outcome for two-year branches of USC.

Act 255 of 1992, as amended, requires information to be reported on the “percent of graduate students who received undergraduate degrees at the institutions, within the State, within the United States, and from other nations.” This information can be found in Table 6.2, with two years of data shown.

Admission standards for South Carolina's public in-state institutions are addressed more thoroughly in Table 6.2, and Figures 6.3 and 6.4. The data excerpted here are from a report on admissions standards that is prepared annually by CHE's Division of Academic Affairs and can be accessed at www.che.sc.gov. A summary of the report is provided in the illustrations named above.

Qualifications of Entering Freshmen

Performance Indicator 6A/B– SAT Scores of the Student Body/High School Standing, Grade Point Average, and Activities of the Student Body measures the percentage of first-time freshmen who meet or exceed Commission-approved target scores on the SAT or ACT, high school grade point average, or high school class standing. The composite SAT and ACT scores for all first-time entering freshmen test takers including provisional students are considered. The data shown below are representative of SAT scores of 1000 and higher and ACT scores of 21 and higher, a GPA of at least 3.0 on a 4.0 scale, or class standing in the top 30%.

A comparable version of this measure was approved for MUSC beginning in Year 6. For MUSC, first-time entering graduate and first professional entering credentials are assessed. Scores on the Medical College Admissions Test (MCAT-26.6), Dental Admission Test (DAT-34), Pharmacy College Admission Test (PCAT-200), Graduate Record Exam (GRE-1587 for all three parts), Graduate Management Admissions Test (GMAT-521), college GPA (at least 3.0 on a 4 point scale), and class standing (top 30%) are considered. The range for “Achieves” is 70% to 85%, and MUSC had 96.0% of its entering first-time graduate students and first professionals meeting the criteria in Year 9.

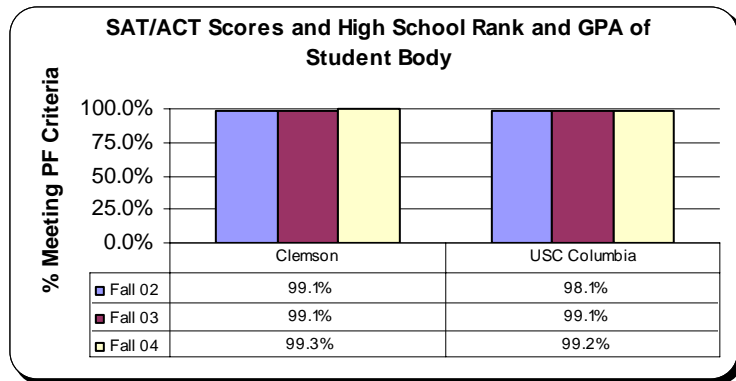
This measure is not applicable to the Technical College Sector.

Figure 6.1 – SAT/ACT Scores and High School Rank and GPA of Student Body

Source: CHEMIS Data

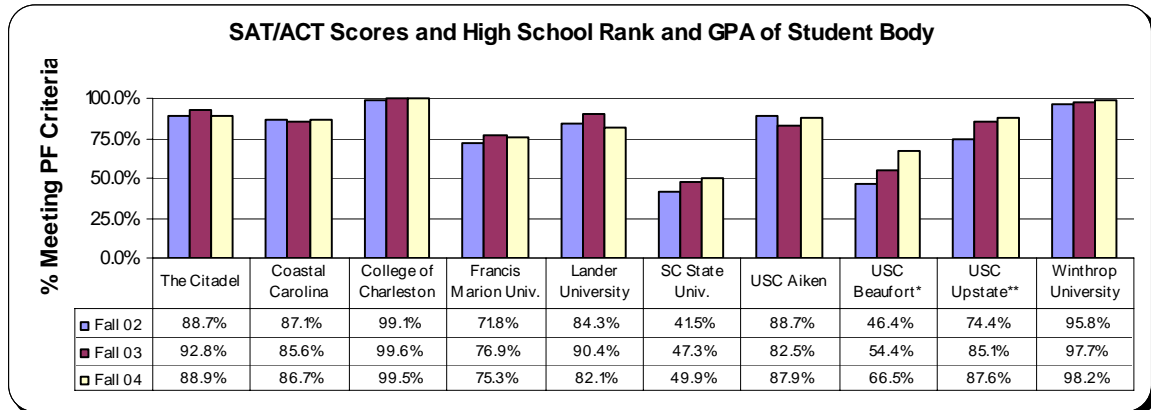
Research Universities

For Fall 2004 data, an “Achieves” range of 75% to 89.9% applied for Clemson and USC Columbia. Above this range is scored as “Exceeds.”



Four-Year Colleges and Universities

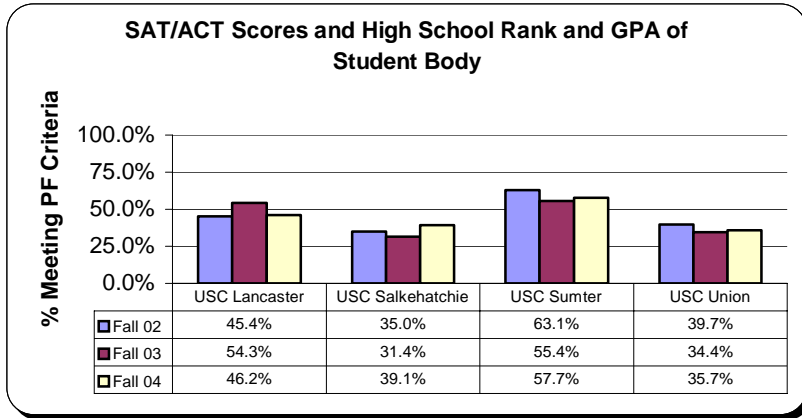
For Fall 2004 data, an “Achieves” range of 50% to 79.9% applied. Above this range is scored as “Exceeds.”



*USC Beaufort, as part of its transition plan, was scored on the same range as the Regional Sector.
 **Formerly USC Spartanburg

Two-Year Institutions-Branches of USC

For Fall 2004 data, an “Achieves” range of 20% to 49.9% applied. Above this range is scored as “Exceeds.”



Success of Students in Developmental Courses

Students are usually enrolled in developmental courses because they have been determined by the institution to lack certain skills that are needed for college level work. None of the research or teaching universities provide such courses. Several senior institutions contract with a nearby technical college to offer some developmental courses. Students who complete such courses at technical colleges are not included in this report.

Sources of First-Time Degrees for Graduate Students

The following table summarizes the data on the sources of undergraduate degrees for first-time, degree-seeking graduates at the state’s public institutions. Two years of data are shown in the table.

Table 6.1 (Next Page) Source: CHEMIS Data

Institution	Year	First-time, Degree-seeking Graduate Enrollment	Undergraduate Degrees Were Received From :									
			Reporting Institution		Other SC Institutions		Other U.S. Institutions		Non-U.S. Institutions		Unknown	
			#	%	#	%	#	%	#	%	#	%
Research Universities												
Clemson	Fall 01	788	196	24.87%	131	16.62%	194	24.62%	186	23.60%	81	10.28%
	Fall 02	798	216	27.07%	92	11.53%	246	30.83%	175	21.93%	69	8.65%
	Fall 03	807	188	23.30%	130	16.11%	252	31.23%	187	23.17%	50	6.20%
	Fall 04	752	140	18.62%	107	14.23%	238	31.65%	165	21.94%	102	13.56%
USC Columbia	Fall 01	864	0	0.00%	139	16.09%	582	67.36%	143	16.55%	0	0.00%
	Fall 02	909	0	0.00%	122	13.42%	689	75.80%	98	10.78%	0	0.00%
	Fall 03	775	0	0.00%	109	14.06%	612	78.97%	54	6.97%	0	0.00%
	Fall 04*	864	215	24.88%	211	24.42%	302	34.95%	33	3.82%	103	11.92%
MUSC	Fall 01	212	0	0.00%	30	14.15%	109	51.42%	0	0.00%	73	34.43%
	Fall 02	231	0	0.00%	29	12.55%	194	83.98%	0	0.00%	8	3.46%
	Fall 03	282	0	0.00%	53	18.79%	220	78.01%	0	0.00%	9	3.19%
	Fall 04	316	0	0.00%	41	12.97%	269	85.13%	0	0.00%	6	1.90%
Sector Totals	Fall 01	1864	196	10.52%	300	16.09%	885	47.48%	329	17.65%	154	8.26%
	Fall 02	1938	216	11.15%	243	12.54%	1129	58.26%	273	14.09%	77	3.97%
	Fall 03	1864	188	10.09%	292	15.67%	1084	58.15%	241	12.93%	59	3.17%
	Fall 04	1932	355	18.37%	359	18.58%	809	41.87%	198	10.25%	211	10.92%
Four-Year Colleges & Universities												
Citadel	Fall 01	263	23	8.75%	120	45.63%	83	31.56%	0	0.00%	37	14.07%
	Fall 02	260	18	6.92%	112	43.08%	91	35.00%	1	0.38%	38	14.62%
	Fall 03	178	17	9.55%	94	52.81%	49	27.53%	1	0.56%	17	9.55%
	Fall 04	236	12	5.08%	102	43.22%	84	35.59%	1	0.42%	37	15.68%
Coastal Carolina	Fall 01	9	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9	100.00%
	Fall 02	46	24	52.17%	7	15.22%	0	0.00%	0	0.00%	15	32.61%
	Fall 03	69	0	0.00%	36	52.17%	18	26.09%	0	0.00%	15	21.74%
	Fall 04	55	0	0.00%	24	43.64%	21	38.18%	0	0.00%	10	18.18%
Coll. Of Charleston	Fall 01	159	61	38.36%	28	17.61%	67	42.14%	3	1.89%	0	0.00%
	Fall 02	115	37	32.17%	34	29.57%	42	36.52%	2	1.74%	0	0.00%
	Fall 03	187	52	27.81%	33	17.65%	98	52.41%	4	2.14%	0	0.00%
	Fall 04	134	34	25.37%	31	23.13%	65	48.51%	4	2.99%	0	0.00%
Francis Marion	Fall 01	38	18	47.37%	12	31.58%	8	21.05%	0	0.00%	0	0.00%
	Fall 02	43	18	41.86%	14	32.56%	11	25.58%	0	0.00%	0	0.00%
	Fall 03	42	18	42.86%	18	42.86%	6	14.29%	0	0.00%	0	0.00%
	Fall 04	26	11	42.31%	11	42.31%	4	15.38%	0	0.00%	0	0.00%
Lander	Fall 01	17	5	29.41%	9	52.94%	2	11.76%	1	5.88%	0	0.00%
	Fall 02	13	3	23.08%	8	61.54%	2	15.38%	0	0.00%	0	0.00%
	Fall 03	31	5	16.13%	25	80.65%	1	3.23%	0	0.00%	0	0.00%
	Fall 04	10	6	60.00%	3	30.00%	1	10.00%	0	0.00%	0	0.00%
SC State	Fall 01	116	14	12.07%	13	11.21%	2	1.72%	0	0.00%	87	75.00%
	Fall 02	130	9	6.92%	4	3.08%	1	0.77%	0	0.00%	116	89.23%
	Fall 03	117	14	11.97%	5	4.27%	2	1.71%	0	0.00%	96	82.05%
	Fall 04	88	4	4.55%	3	3.41%	2	2.27%	0	0.00%	79	89.77%
USC Aiken	Fall 01	5	0	0.00%	1	20.00%	4	80.00%	0	0.00%	0	0.00%
	Fall 02	12	0	0.00%	5	41.67%	6	50.00%	1	8.33%	0	0.00%
	Fall 03	14	0	0.00%	2	14.29%	12	85.71%	0	0.00%	0	0.00%
	Fall 04	12	0	0.00%	6	50.00%	0	0.00%	0	0.00%	6	50.00%
USC Upstate**	Fall 01	0	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%
	Fall 02	0	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%
	Fall 03	1	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%
	Fall 04	0	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%
Winthrop	Fall 01	237	82	34.60%	56	23.63%	85	35.86%	11	4.64%	3	1.27%
	Fall 02	257	77	29.96%	79	30.74%	85	33.07%	8	3.11%	8	3.11%
	Fall 03	258	73	28.29%	73	28.29%	98	37.98%	9	3.49%	5	1.94%
	Fall 04	261	77	29.50%	62	23.75%	107	41.00%	7	2.68%	8	3.07%
Sector Totals	Fall 01	844	203	24.05%	239	28.32%	251	29.74%	15	1.78%	136	16.11%
	Fall 02	876	186	21.23%	263	30.02%	238	27.17%	12	1.37%	177	20.21%
	Fall 03	897	179	19.96%	287	32.00%	284	31.66%	14	1.56%	133	14.83%
	Fall 04	822	144	17.52%	242	29.44%	284	34.55%	12	1.46%	140	17.03%

* USC Columbia revised its reporting methodology for the Fall 2004 cohort.

**Formerly USC Spartanburg

Admission Standards

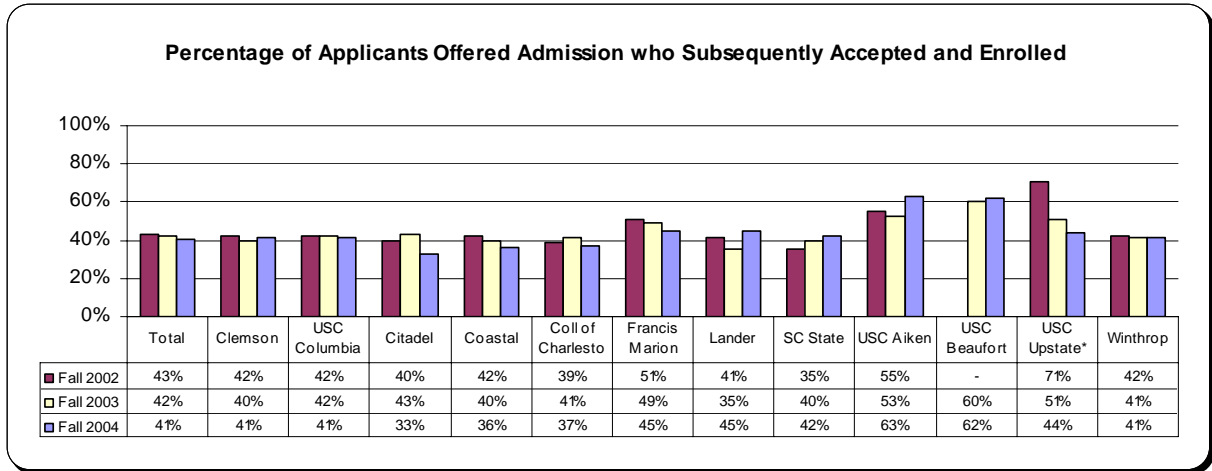
Annually, SC public institutions of higher education report to the Commission on Higher Education (CHE) on admission standards for first-time entering freshmen. The Division of Academic Affairs compiles a report, “Annual Report on Admission Standards for First-Time Entering Freshmen,” based on information submitted from institutions. A copy of the full report can be found at <http://www.che.sc.gov/> and then selecting the Division of Academic Affairs. Some of the data reported include high school course prerequisites for college admission taken by applicants, SAT/ACT scores of applicants, provisional admissions, and applications, acceptance and enrollment. Table 6.2 details the number and percent of students who applied for and were offered admission at each public senior institution. Over the three years shown, the number of applications to South Carolina's public senior institutions has shown a higher increase than the number of applicants offered admission. The overall percent offered admission shows a decline across the past three years.

Table 6.2 Applications and Admission Offers, SC Senior Public Institutions
 Source: CHE’s “Annual Report on Admission Standards for First-time Entering Freshmen”

	Fall 2004			Fall 2003			Fall 2002		
	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission
Research Institutions									
Clemson	10,620	7,287	68.6%	11,419	6,945	60.8%	11,315	5,864	51.8%
USC Columbia	12,379	8,344	67.4%	12,815	8,257	64.4%	12,016	8,446	70.3%
Total	22,999	15,631	68.0%	24,234	15,202	62.7%	23,331	14,310	61.3%
Four-Yr Colleges and Universities									
Citadel	2,173	1,718	79.1%	1,919	1,286	67.0%	1,922	1,296	67.4%
Coastal	5,059	3,679	72.7%	4,527	3,208	70.9%	3,603	2,580	71.6%
Coll of Charleston	8,076	5,238	64.9%	7,006	4,536	64.7%	8,635	5,144	59.6%
Francis Marion	2,179	1,658	76.1%	2,057	1,565	76.1%	1,939	1,465	75.6%
Lander	1,733	1,471	84.9%	1,958	1,549	79.1%	1,603	1,295	80.8%
SC State	4,364	2,308	52.9%	2,558	2,045	79.9%	2,346	2,018	86.0%
USC Aiken	1,779	979	55.0%	1,649	1,065	64.6%	1,315	912	69.4%
USC Beaufort	318	288	90.6%	307	273				
USC Upstate*	2,249	1,484	66.0%	1,962	1,379	70.3%	1,567	969	61.8%
Winthrop	3,617	2,452	67.8%	3,972	2,632	66.3%	3,604	2,579	71.6%
Total	31,547	21,275	67.4%	27,915	19,538	70.0%	26,534	18,258	68.8%
Total for SC Senior Institutions	54,546	36,906	67.7%	52,149	34,740	66.6%	49,865	32,568	65.3%

*Formerly USC Spartanburg

Figure 6.2 Percent of Applicants Offered Admission who Subsequently Accepted and Enrolled
 Source: CHE’s “Annual Report on Admission Standards for First-time Entering Freshmen”



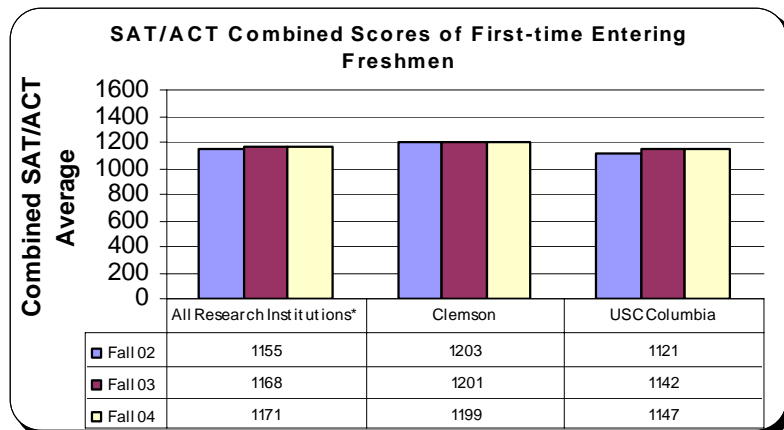
*Formerly USC Spartanburg

Figure 6.3 shows a comparison of the average SAT or ACT combined scores of first-time entering freshmen for each institution for 2002, 2003, and 2004. In order to calculate the average, ACT scores are converted to SAT equivalents using the ACT/SAT Concordance tables. All entering freshmen including foreign, provisional, and students over 22 years old are included. The data in Figure 6.3 are reviewed annually by the CHE as part of its annual report on admission standards of first-time entering freshmen.

Figure 6.3 Average SAT/ACT Combined Scores of All First-time Entering Freshmen for 4- and 2-year SC Public Institutions

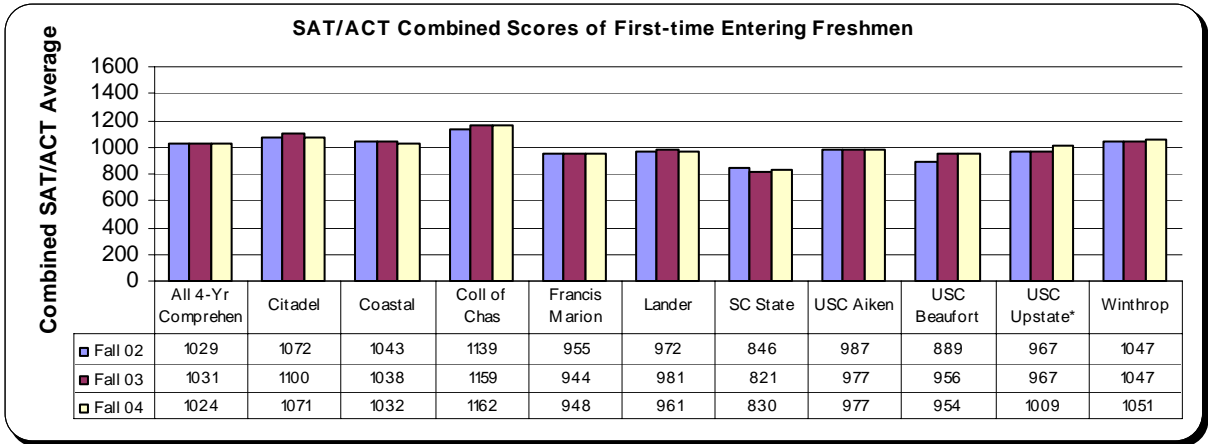
Source: From CHE’s “Annual Report on Admission Standards for First-time Entering Freshmen”

Research Universities



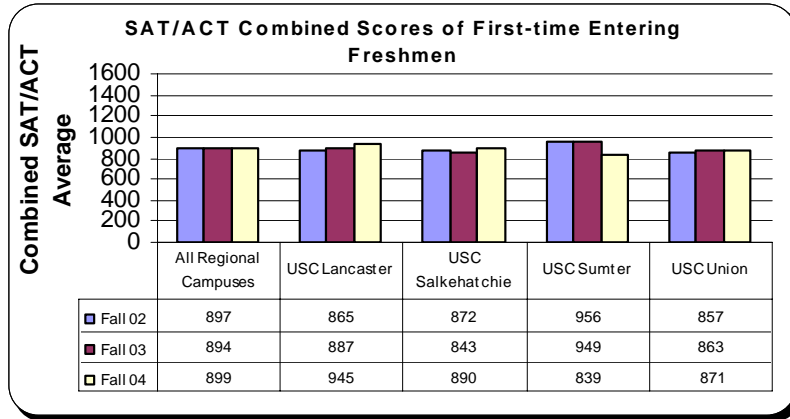
*Excluding MUSC

Teaching Universities



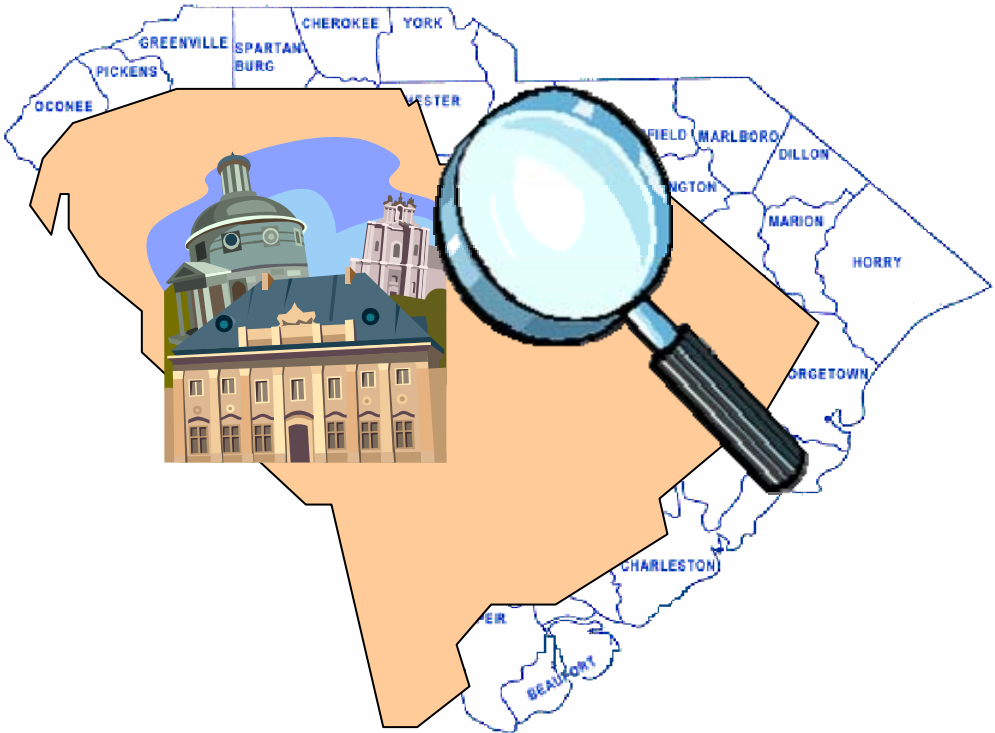
* Formerly USC Spartanburg

Two-Year Regional Campuses of USC



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Section 7 Graduates’ Achievements



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GRADUATES’ ACHIEVEMENTS

The Commission on Higher Education (CHE) evaluates graduates’ achievements based on graduation rates (Performance Indicator 7A), scores on licensure and professional examinations (Performance Indicators 3E2a, 3E2b, and 7D), and, for the regional campuses of USC, the regional campus sector focused measure, 7E, Number of Graduates Who Continued Their Education. This measure, developed in Year 6, is a cohort based measure of the percentage of students who earn a baccalaureate degree within six years from a four-year degree granting institution.

This past year, the graduation rate measure remained the same for the USC Columbia, Clemson, teaching institutions, and regional campuses. A measure of graduation rates of graduate students was implemented for MUSC in Year 6 (2001-2002). This measure captures the percentage of first-time, full-time graduate students, except those in Ph. D. programs, and first professional students who complete graduate degree programs within a specified timeframe.

For applicability in upcoming years, the Commission worked with two-year institutions in defining an expanded graduation rate measure better focused on the mission of South Carolina’s regional campuses and technical colleges. The measure, new in 2002-2003, is cohort-based assessing graduation within 150% of normal program time, transfer-out within 150% of normal program time or continued enrollment following 150% of normal program time. The measure uses the same cohort of students as defined in graduation rate information presented on the following pages. During Year 6, baseline data were collected and measurement definitions were refined. The measures are presented by Sector in Figure 7.1.

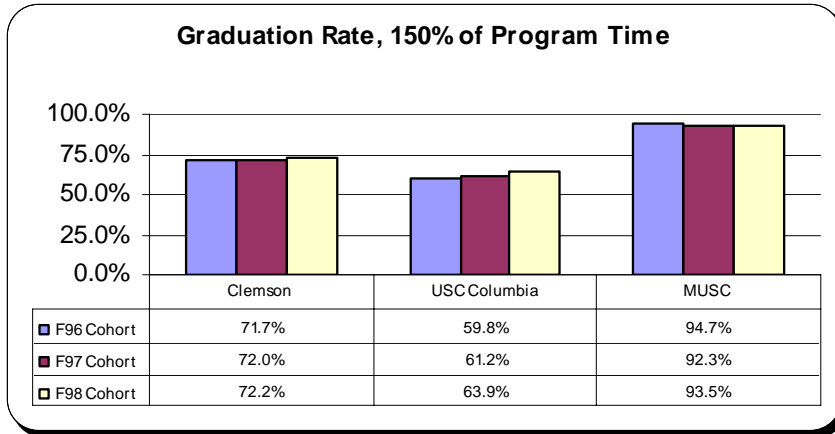
For additional information on degrees awarded, undergraduate and graduate, in South Carolina, the reader is referred to the CHE’s publication “Higher Education Statistical Abstract for South Carolina.” A copy of the 2004 edition and several past years are available on-line by selecting “Publications” on the Commission’s home page.

Performance Funding Graduation Rate

For **Performance Funding Indicator 7A – Graduation Rates**, institutions are assessed based on the percentage of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees within 150% of normal time. Generally, 150% of normal program time is three years for a two-year degree and six years for a four-year degree. Shown below are data from IPEDS. The reader should note that Figure 7.1 shows graduation results for students in cohorts entering in Fall 1996, 1997, and 1998 for four-year institutions and cohorts entering in Fall 1999, 2000, and 2001 for two-year institutions. Data for the 1998 and 2001 cohorts are comparable to the percents displayed for graduation within six years or 150% of normal time for the four-year institutions and within 150% of program time for the two-year institutions. A comparable indicator applied to MUSC, for which it had a 93.5% graduation rate as defined for its graduate (excluding Ph. D.) and first professional students.

Figure 7.1 - Performance Funding Indicator 7A – Graduation Rates
Source: CHEMIS Data

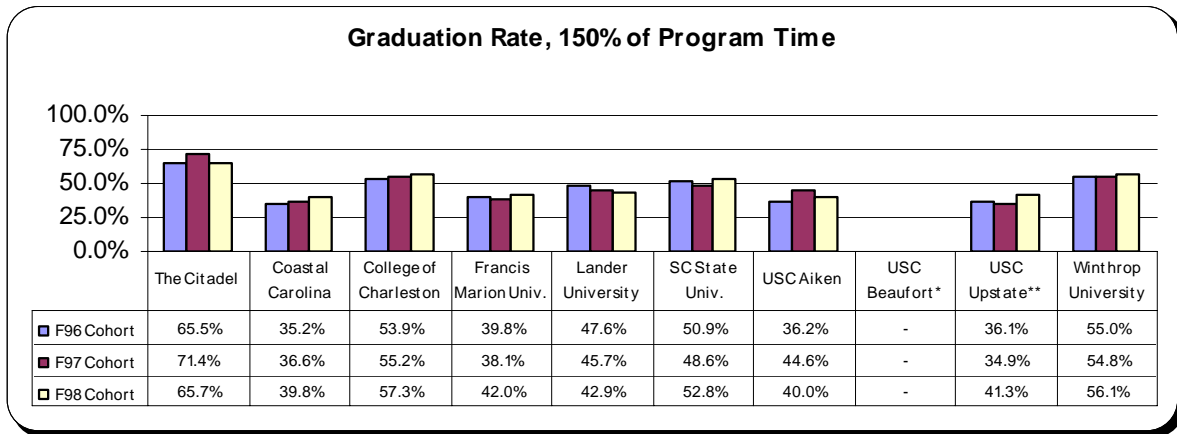
Research Universities



The figure displayed at left represents the percentage of first-time, full-time, degree-seeking undergraduate freshmen who received degrees within 150% of program time. The range for an “Achieves” for the 1998 cohort was 64% to 67% for Clemson and 53% to 61% for USC. These ranges were based on national peer data for each.

Four-Year Colleges and Universities

The figure below displays the percentage of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees at each four-year college and university within 150% of program time. The “Achieves” range for the 1998 cohort for these institutions was 36% to 49%. This range was based on data available from comparable four-year institutions.

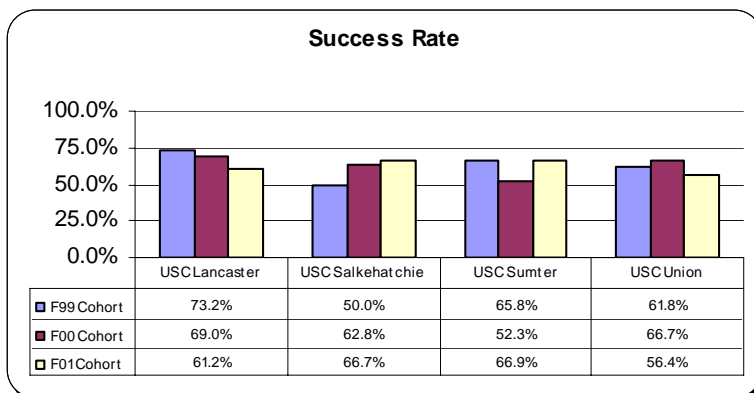


*This measure does not apply to USC Beaufort during its transition to four-year status – see Indicator 7E.

**Formerly USC Spartanburg

Two-Year Institutions-Branches of USC (Success Rate)

The table at right displays those first-time, full-time, degree-seeking undergraduate freshmen who graduated within 150% of normal program time, transferred out within 150% of normal program time or continued enrollment following 150% of normal program time. The “Achieves” range for the 2001 cohort for these institutions was 50% to 65%.



State Technical and Comprehensive Education System (Success Rate) The figures below represent the percent of first-time, full-time, degree-seeking undergraduate freshmen who graduated within 150% of normal program time, transferred out within 150% of normal program time or continued enrollment following 150% of normal program time. The “Achieves” range for the 2001 cohort for these institutions was 30% to 45%.

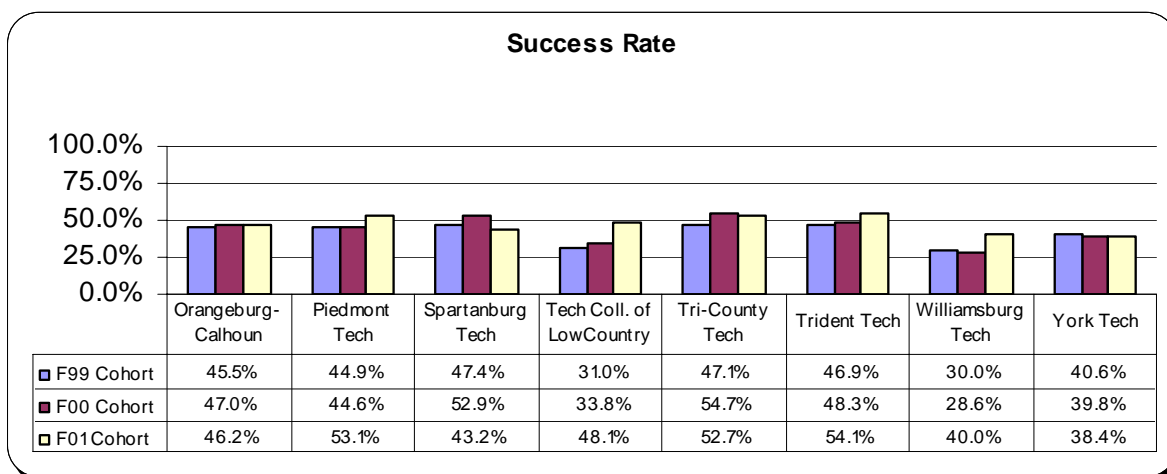
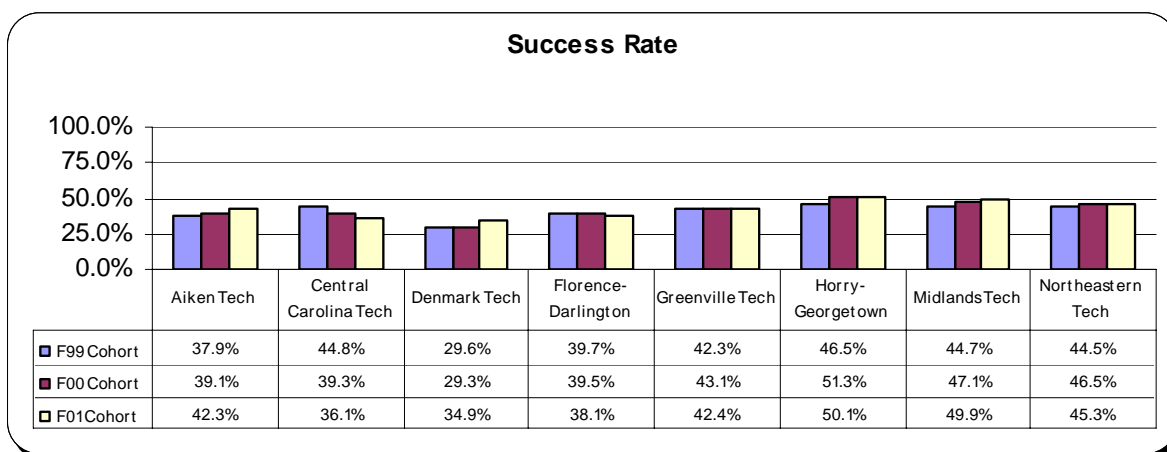
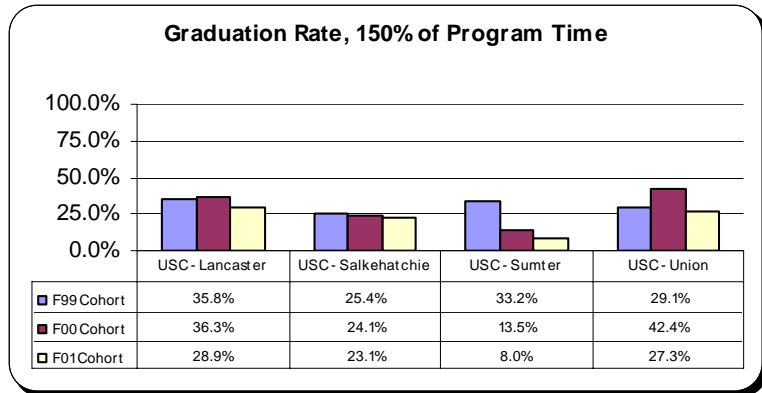


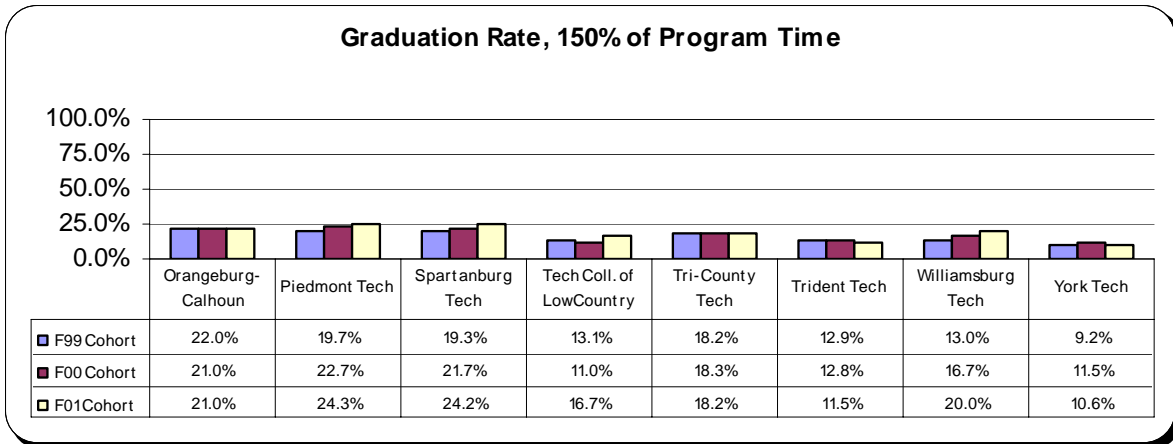
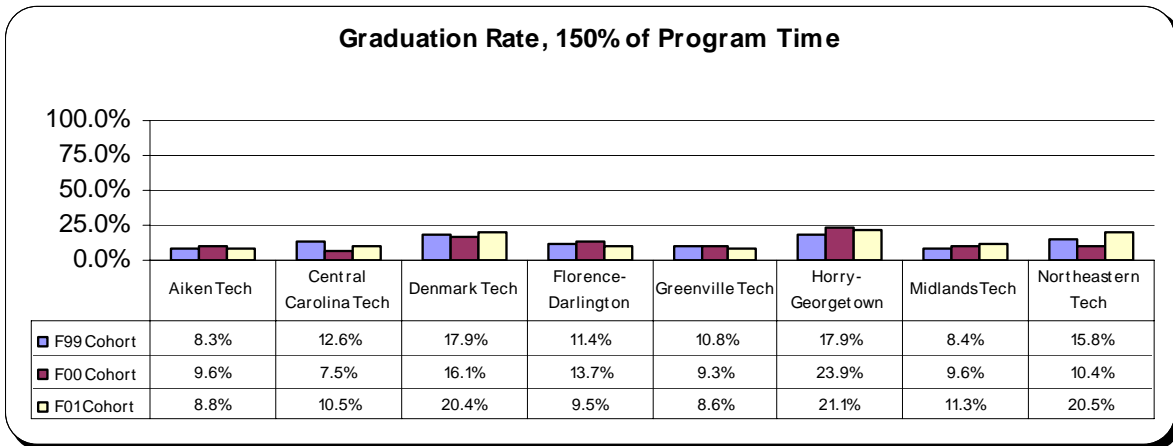
Figure 7.2 – Graduation Within 150% of Program Time (GRS Rate), Regional Campuses and Technical Colleges.

These charts present the GRS graduation rates for the Regional and Technical College sectors. These data were not used in calculating performance scores.

Regional Campuses



Technical Colleges



Graduation Rate – Research, Teaching, and Two-Year Institutions (Southern Regional Education Board)

Southern Regional Education Board States Compared to South Carolina

South Carolina is a member of the Southern Regional Education Board (SREB), which is comprised of 16 states in the southeast. The SREB collects data on an annual basis on various types of information from all member institutions and publishes it in their “SREB State Data Exchange.” The following table (7.1) on graduation rates is taken from the December, 2005, publication.

Table 7.1 - Southern Regional Education Board States Compared to South Carolina
Source: 2005 SREB State Data Exchange

Student Progression Rates, Full-Time, First-Time, Bachelor's Seeking Undergraduates¹ All Public Four-Year Colleges and Universities, 1998 Cohort							
	Percent of Total First-Time Freshmen in Cohort	Student Progression Rate ²	Percent Completing a Bachelor's at Institution of Initial Enrollment	Percent Still Enrolled at Institution of Initial Enrollment	Percent Transfers	All Other	Total
SREB states	93	72	52	5	15	28	100
Alabama	97	56	50		6	44	100
Arkansas	94	67	36	6	24	33	100
Delaware	98	65	65	0		35	100
Florida	95	71	58	5	8	29	100
Georgia	91	77	47	7	23	23	100
Kentucky	81	65	45	7	14	35	100
Louisiana	94	59	34	8	17	41	100
Maryland	98	70	63	3	4	30	100
Mississippi	98	56	50	6		44	100
North Carolina	98	77	58	3	16	23	100
Oklahoma	85	78	45	6	27	22	100
South Carolina	98	75	58	2	15	25	100
Tennessee	95	69	46	10	12	31	100
Texas	92	83	54	6	23	17	100
Virginia	98	83	65	3	15	17	100
West Virginia	78	64	45	6	13	36	100

¹ The SREB student progression rate includes completers, those still enrolled and transfers from the cohort within 150 percent of normal time. Members of the initial cohort who are deceased, totally and permanently disabled, left school to serve in the armed forces or the federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the initial cohort who completed only an award below the baccalaureate level and those who completed a bachelor's but not within 150 percent of normal time are not counted in the columns shown.

² Within 150 percent of normal time.

**Graduation Rate – Senior and Two-Year Institutions - Southern Regional
Education Board (cont.)**

**Student Progression Rates,
Full-Time, First-Time, Degree or Certificate Seeking Undergraduates,¹
All Public Two-Year, 2001 Cohort**

	Percent of Total First-Time Freshmen in Cohort	Student Progression Rate ²	Percent Completing a Degree/ Certificate at Institution of Initial Enrollment	Percent Still Enrolled at Institution of Initial Enrollment	Percent Transfers	All Other	Total
SREB states	51	49	18	13	18	51	100
Alabama	71	43	20		23	57	100
Arkansas	58	54	24	14	16	46	100
Delaware	77	12	12			88	100
Florida	51	58	32	14	12	42	100
Georgia	69	53	15	12	26	47	100
Kentucky	69	59	34	14	11	41	100
Louisiana	65	51	6	19	26	49	100
Maryland	55	61	8	23	30	39	100
Mississippi							
North Carolina	38	31	23		8	69	100
Oklahoma	55	54	21	10	23	46	100
South Carolina	61	40	14	16	10	60	100
Tennessee	76	41	11	15	15	59	100
Texas	51	50	12	16	23	50	100
Virginia	62	44	14	18	11	56	100
West Virginia	96	40	16	12	11	60	100

¹ The SREB student progression rate includes completers, those still enrolled and transfers from the cohort within 150 percent of normal time. Members of the initial cohort who are deceased, totally and permanently disabled, left school to serve in the armed forces or the federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the initial cohort who completed only an award below the baccalaureate level and those who completed a bachelor's but not within 150 percent of normal time are not counted in the columns shown.

²Within 150 percent of normal time.

Student Performance on Professional Examinations

The following tables (7.2 - 7.4) summarize graduates’ performances on various professional examinations. These examinations are designed to measure minimum knowledge necessary for licensing or to practice in the designated profession. Institutions are required to report data on first-time test takers (with the exception of the PRAXIS Series, which includes all test takers) for the set time period. The Commission on Higher Education (CHE) obtains comparable data (when available) on national and state pass rates for each exam reported. These data are displayed in Table 7.3. The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years reported. For **Performance Funding Indicator 7D – Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests**, data displayed in Table 7.2 are collasped by CHE to provide a single overall passing average for institutions as shown in Table 7.4.

Table 7.2 – Student Performance on Professional Examinations by Exam by Year for SC’s Public Institutions

Source: Institutional IE Reports to CHE

The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years reported. Exam data from the most recent three-year period are included. Data for exams reported in timeframes not corresponding to the April-March period (e.g., “Jan-Jun 2004” or “ongoing during 2002 or 2003”) were included as data reported from April to December of the year reported. Some historical information has been updated to reflect verified data.

		<i>Exams taken between April 1 and March 31 of year listed</i>								
Exam Title	Institution	2004-2005			2003-2004			2002-2003		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
ACC National Certif. Exam. in Nurse Midwifery	MUSC	2	1	50.00%	5	5	100.00%	5	5	100.00%
Aircraft Maintenance - Airframe	Greenville Tech	1	1	100.00%	4	4	100.00%	6	6	100.00%
	Trident Tech	14	14	100.00%	2	2	100.00%			
Aircraft Maintenance - General	Greenville Tech	2	2	100.00%	5	5	100.00%	5	4	80.00%
	Trident Tech	14	14	100.00%	2	2	100.00%	11	11	100.00%
Aircraft Maintenance - Powerplant	Greenville Tech	4	4	100.00%	2	2	100.00%	4	3	75.00%
	Trident Tech	14	14	100.00%	2	2	100.00%			
American Bd of Cardiovascular Perfusion Exam Part I (PBSE)	MUSC	4	4	100.00%	11	11	100.00%	7	6	85.70%
American Bd of Cardiovascular Perfusion Exam Part II (CAPE)	MUSC	5	5	100.00%	6	6	100.00%	4	4	100.00%
Barbering	Denmark Tech	4	4	100.00%	9	9	100.00%	6	5	83.30%
Certification Exam. For Entry Level Respiratory Therapy Practitioners (CRTT)	Florence-Darlington	9	7	77.80%	8	8	100.00%	9	3	33.30%
	Greenville Tech	10	10	100.00%	7	4	57.10%	1	1	100.00%

Section 7 – Graduates’ Achievements

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2004-2005			2003-2004			2002-2003		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
Certification Exam. For Entry Level Respiratory Therapy Practitioners (CRTT)	Midlands Tech	7	6	85.70%				8	7	87.50%
	Orangeburg-Calhoun	8	6	75.00%	5	3	60.00%	5	3	60.00%
	Piedmont Tech									
	Spartanburg Tech	9	8	88.90%	11	7	63.60%			
	Tri-County Tech	15	8	53.30%	10	3	30.00%			
Certified Medical Assistant Exam.	Trident Tech	11	8	72.70%	5	5	100.00%	4	4	100.00%
	Central Carolina	4	4	100.00%	7	7	100.00%	1	1	100.00%
	Midlands Tech	4	4	100.00%	4	3	75.00%	4	3	75.00%
	Orangeburg-Calhoun	7	4	57.10%						
	Spartanburg Tech	12	11	91.70%	7	7	100.00%	11	11	100.00%
	Tri-County Tech	10	7	70.00%	10	6	60.00%	30	20	66.70%
Certified Occupational Therapy Assistant (COTA)	Trident Tech	22	20	90.90%	12	11	91.70%	5	5	100.00%
	Greenville Tech	14	12	85.70%	18	16	88.90%	7	4	57.10%
Clinical Laboratory Technician, NCA	Trident Tech	3	3	100.00%	6	4	66.70%	4	4	100.00%
	Greenville Tech									
Cosmetology Examination	Trident Tech									
	Denmark Tech	12	8	66.70%	11	8	72.70%	27	26	96.30%
	Florence-Darlington	22	22	100.00%				28	26	92.90%
	Tech Coll of Low Ctry	16	15	93.80%	17	16	94.10%	25	22	88.00%
	Trident Tech	20	18	90.00%	13	12	92.30%	5	5	100.00%
Council on Certification of Nurse Anesthetists Exam.	Williamsburg Tech	2	2	100.00%	2	2	100.00%			
	MUSC	20	19	95.00%	19	19	100.00%	17	16	94.10%
Emergency Medical Technician - NREMT Basic	Greenville Tech	28	19	67.90%	26	20	76.90%	26	19	73.10%
Emergency Medical Technician - NREMT Intermediate	Greenville Tech	28	22	78.60%	25	19	76.00%	24	14	58.30%
Emergency Medical Technician - NREMT Paramedic	Greenville Tech	14	13	92.90%	10	7	70.00%	8	6	75.00%
Medical Laboratory Technician, ASCP	Florence-Darlington	4	4	100.00%	5	5	100.00%	4	4	100.00%
	Greenville Tech	7	5	71.40%	9	8	88.90%	9	9	100.00%
Medical Laboratory Technician, ASCP	Midlands Tech	5	5	100.00%	6	6	100.00%	7	7	100.00%
	Orangeburg-	6	5	83.30%	6	6	100.00%	6	6	100.00%

Section 7 – Graduates’ Achievements

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2004-2005			2003-2004			2002-2003		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
Multi-State Pharmacy Jurisprudence Exam (MPJE)	Calhoun									
	Spartanburg Tech	12	12	100.00%	7	6	85.70%			
	Tri-County Tech	13	13	100.00%	12	11	91.70%	8	7	87.50%
	Trident Tech	8	8	100.00%	6	4	66.70%			
	York Tech							7	7	100.00%
Multi-State Pharmacy Jurisprudence Exam (MPJE)	USC-Columbia	114	102	89.50%	89	73	82.00%	68	63	92.60%
	MUSC	42	41	97.60%	86	76	88.40%	57	51	89.50%
National Board Dental Exam. Part I	MUSC	52	49	94.20%	51	44	86.30%	51	45	88.20%
National Board Dental Exam. Part II	MUSC	50	47	94.00%	46	43	93.50%	52	52	100.00%
National Bd for Dental Hygiene Exam.	Florence-Darlington	15	14	93.30%	12	12	100.00%	15	14	93.30%
	Greenville Tech	26	20	76.90%	40	35	87.50%	38	36	94.70%
	Horry-Georgetown	16	12	75.00%	24	17	70.80%	15	12	80.00%
	Midlands Tech	24	24	100.00%	21	20	95.20%	24	24	100.00%
	Trident Tech	24	23	95.80%	21	20	95.20%	18	18	100.00%
	York Tech	15	15	100.00%	9	8	88.90%	11	11	100.00%
	National Council Licensure Exam.- Practical Nurse	Aiken Tech	17	15	88.20%	20	19	95.00%	33	25
Central Carolina		23	23	100.00%	11	11	100.00%	11	10	90.90%
Florence-Darlington		82	81	98.80%	82	81	98.80%	81	79	97.50%
Greenville Tech		68	67	98.50%	70	68	97.10%	12	10	83.30%
Horry-Georgetown		93	85	91.40%	21	21	100.00%	17	13	76.50%
Midlands Tech		61	61	100.00%	52	51	98.10%	53	51	96.20%
Northeastern ¹		14	12	85.70%	14	13	92.90%	15	14	93.30%
Orangeburg-Calhoun		29	26	89.70%	28	25	89.30%	17	15	88.20%
Piedmont Tech		65	54	83.10%	71	59	83.10%	26	22	84.60%
Spartanburg Tech		36	34	94.40%	34	27	79.40%	29	22	75.90%
Tech Coll of Low Ctry		10	10	100.00%	10	10	100.00%	9	9	100.00%
Tri-County Tech		26	26	100.00%	22	22	100.00%	19	18	94.70%
Trident Tech		33	33	100.00%	38	38	100.00%			
York Tech		14	14	100.00%	12	12	100.00%			
National Council Licensure Exam.- Registered Nurse (BSN)		Clemson	116	97	83.60%	93	86	92.50%	92	85
	USC-Columbia	87	68	78.20%	76	67	88.20%	42	36	85.70%
	MUSC	99	99	100.00%	69	62	89.90%	74	65	87.80%
National Council Licensure Exam.- Registered Nurse (BSN)	Lander	21	21	100.00%	22	21	95.50%	16	16	100.00%
	SC State	15	4	26.70%	6	4	66.70%	26	13	50.00%

Section 7 – Graduates’ Achievements

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2004-2005			2003-2004			2002-2003			
		#	#	%	#	#	%	#	#	%	
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing	
National Council Licensure Exam.- Registered Nurse (ADN)	USC-Upstate ¹	106	91	85.80%	104	98	94.20%	101	97	96.00%	
	USC-Aiken	55	50	90.90%	41	33	80.50%	56	44	78.60%	
	USC-Upstate				134	119	88.80%	54	54	100.00%	
	***USC-Lancaster only	USC-Lancaster / York Tech ²	13	12	92.30%	15	12	80.00%	13	11	84.60%
	Central Carolina	55	51	92.70%	46	42	91.30%	37	35	94.60%	
	Florence- Darlington	136	108	79.40%	102	93	91.20%	83	80	96.40%	
	Greenville Tech	225	209	92.90%	123	114	92.70%	141	134	95.00%	
	Horry- Georgetown	14	14	100.00%	72	68	94.40%	71	66	93.00%	
	Midlands Tech Orangeburg- Calhoun	90	88	97.80%	122	114	93.40%	103	99	96.10%	
		37	37	100.00%	41	40	97.60%	41	40	97.60%	
	Piedmont Tech	59	45	76.30%	55	47	85.50%	31	24	77.40%	
	Tech Coll of Low Ctry Tri-County Tech	39	34	87.20%	32	32	100.00%	27	26	96.30%	
		79	49	62.00%	57	54	94.70%	42	35	83.30%	
Trident Tech	165	139	84.20%	153	118	77.10%	94	89	94.70%		
York Tech	24	23	95.80%	27	27	100.00%	28	23	82.10%		
National Physical Therapist Licensing Exam. (PT)	MUSC				65	47	72.30%	62	58	93.50%	
National Physical Therapist Assistant Exam (PTA)	Greenville Tech	35	28	80.00%	22	18	81.80%	27	24	88.90%	
	Midlands Tech	8	7	87.50%	2	2	100.00%	6	4	66.70%	
	Trident Tech				14	11	78.60%	3	3	100.00%	
Neonatal Nurse Practitioner Exam.	MUSC	3	3	100%				4	3	75.00%	
North American Pharmacist Licensure Exam. (NAPLEX)	USC- Columbia	67	66	98.50%	65	63	96.90%	62	59	95.20%	
	MUSC	49	48	98.00%	52	47	90.40%	56	51	91.10%	
Nuclear Medicine Technology, ARRT	Midlands Tech	9	9	100.00%	6	6	100.00%	8	7	87.50%	
	Horry- Georgetown	1	1	100.00%							
Nuclear Medicine Technology Certification Board Exam.	Midlands Tech	16	16	100.00%	16	16	100.00%	9	9	100.00%	
Nurse Aid Competency Evaluation Program (NACEP)	Orangeburg- Calhoun	8	8	100.00%	13	13	100.00%	13	13	100.00%	
	Tech Coll of Low Ctry	27	24	88.90%							
Occupational Therapy, Registered (OTR)	MUSC	29	27	93.10%	29	28	96.60%	35	30	85.70%	
Physician Assistant National Certifying Exam.	MUSC	41	36	87.80%	21	19	90.50%	37	36	97.30%	

Section 7 – Graduates’ Achievements

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2004-2005			2003-2004			2002-2003		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
Praxis Series II: Principles of Learning & Teaching (K-6) ³ <i>These scores will not be used for performance. funding scoring in Year 9</i>	Clemson	197	180	91.40%	147	138	93.90%	191	170	89.00%
	USC-Columbia	16	15	93.80%	19	16	84.20%	31	31	100.00%
	Coastal Carolina Coll. of Charleston	8	4	50.00%	4	3	75.00%	2	2	100.00%
	Francis Marion	28	21	75.00%	23	21	91.30%	40	36	90.00%
	Lander	27	22	81.50%	21	18	85.70%	1	1	100.00%
	SC State	6	3	50.00%	6	5	83.30%	6	6	100.00%
	USC-Aiken	9	8	88.90%	2	1	50.00%	9	9	100.00%
	USC-Upstate	38	25	65.80%	51	41	80.40%	69	55	79.70%
	Winthrop	109	91	83.50%	127	116	91.30%	122	115	94.30%
	Praxis Series II: Principles of Learning & Teaching (5-9) ³ <i>These scores will not be used for performance. funding scoring in Year 9</i>	Clemson	27	21	77.80%	3	3	100.00%		
USC-Columbia		3	1	33.30%	2	2	100.00%	4	3	75.00%
Coastal Carolina Coll. of Charleston								1	1	100.00%
Francis Marion		3	3	100.00%	3	2	66.70%	3	3	100.00%
Lander		1	0	0.00%	1	1	100.00%	1	0	0.00%
USC-Aiken										
USC-Upstate		7	5	71.40%	2	1	50.00%	2	1	50.00%
Winthrop		3	1	33.30%				3	3	100.00%
Praxis Series II: Principles of Learning & Teaching (7-12) ³ <i>These scores will not be used for performance. funding scoring in Year 9</i>	Clemson	88	71	80.70%	64	42	65.60%	95	74	77.90%
	USC-Columbia	11	8	72.70%	14	14	100.00%	37	33	89.20%
	The Citadel	4	3	75.00%	3	1	33.30%	4	4	100.00%
	Coastal Carolina Coll. Of Charleston	2	2	100.00%	2	2	100.00%	1	1	100.00%
	Francis Marion	6	6	100.00%	5	5	100.00%	7	7	100.00%
	Lander	10	9	90.00%	3	0	0.00%			
	SC State	1	1	100.00%	1	1	100.00%	2	1	50.00%
	USC-Aiken	1	1	100.00%				2	1	50.00%
	USC-Upstate	9	5	55.60%	9	4	44.40%	8	5	62.50%
	Winthrop	62	54	87.10%	61	56	91.80%	170	155	91.20%
PRAXIS Series II: Subject Assessment/Specialty Area Tests	Clemson	672	584	86.90%	525	485	92.40%	357	317	88.80%
	USC-Columbia	443	432	97.50%	476	454	95.40%	364	357	98.10%
	Citadel	111	89	80.20%	141	112	79.40%	119	96	80.70%
	Coastal Carolina Coll. of Charleston	179	154	86.00%	140	120	85.70%	123	112	91.10%
	Francis Marion	429	404	94.20%	448	413	92.20%	294	274	93.20%
PRAXIS Series II: Subject Assessment/Specialty Area Tests	Francis Marion	103	66	64.10%	68	67	98.50%	97	86	88.70%

Section 7 – Graduates’ Achievements

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2004-2005			2003-2004			2002-2003		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
	Lander	33	21	63.60%	61	45	73.80%	57	51	89.50%
	SC State	45	45	100.00%	48	48	100.00%	49	49	100.00%
	USC-Aiken	135	125	92.60%	155	141	91.00%	122	107	87.70%
	USC-Upstate	271	231	85.20%	259	227	87.60%	133	106	79.70%
	Winthrop	377	360	95.50%	386	352	91.20%	228	215	94.30%
PRAXIS- Specialty Area (Speech-Language Path.)	MUSC	17	17	100.00%	14	14	100.00%	13	13	100.00%
Radiography Exam., ARRT	Florence-Darlington	17	16	94.10%	15	14	93.30%	13	12	92.30%
	Greenville Tech	19	19	100.00%	25	24	96.00%	14	13	92.90%
	Horry-Georgetown	20	17	85.00%	11	10	90.90%	13	13	100.00%
	Midlands Tech	11	11	100.00%	9	9	100.00%	14	14	100.00%
	Orangeburg-Calhoun	14	12	85.70%	5	3	60.00%	5	3	60.00%
	Piedmont Tech	10	8	80.00%	12	11	91.70%	10	9	90.00%
	Spartanburg Tech	10	10	100.00%	7	7	100.00%	12	11	91.70%
	Trident Tech	17	13	76.50%	20	14	70.00%	14	14	100.00%
	York Tech	10	10	100.00%	13	13	100.00%	10	10	100.00%
Registered Health Information Technician (Formerly Accredited Record Technician)	Florence-Darlington							1	1	100.00%
	Greenville Tech				4	4	100.00%	2	2	100.00%
	Midlands Tech	5	5	100.00%	6	4	66.70%	8	5	62.50%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation (previously known as "Respiratory Care Adv.-Clinical Simulation")	Florence-Darlington	6	6	100.00%	4	3	75.00%	3	3	100.00%
	Greenville Tech									
	Midlands Tech	11	11	100.00%	6	6	100.00%	4	3	75.00%
	Piedmont Tech	11	11	100.00%	2	2	100.00%	8	7	87.50%
	Spartanburg Tech	12	7	58.30%	5	3	60.00%	9	7	77.80%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) - Written Registry	Trident Tech									
	Florence-Darlington	6	6	100.00%	3	3	100.00%	3	3	100.00%
	Greenville Tech									
	Midlands Tech				5	5	100.00%	4	4	100.00%
South Carolina Board of Law Examination	Piedmont Tech				12	12	100.00%	8	7	87.50%
	Spartanburg Tech	10	6	60.00%	7	5	71.40%	8	4	50.00%
	USC-Columbia	445	373	83.80%	201	164	81.60%	412	331	80.30%

Section 7 – Graduates’ Achievements

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2004-2005			2003-2004			2002-2003		
		#	#	%	#	#	%	#	#	%
		Tested	Passing	Passing	Tested	Passing	Passing	Tested	Passing	Passing
Cytotechnology (ASCP) <i>In 2001-2002, changed from "Specialist in Cytotechnology."</i>	MUSC	13	13	100.00%	6	6	100.00%	10	10	100.00%
SRTA Regional Exam. for Dental Hygienists	Florence-Darlington	10	10	100.00%	15	14	93.30%	14	14	100.00%
	Greenville Tech	57	55	96.50%	25	23	92.00%	20	19	95.00%
	Horry-Georgetown	16	14	87.50%						
	Midlands Tech	21	20	95.20%	20	18	90.00%	25	24	96.00%
	Trident Tech				21	21	100.00%	19	19	100.00%
	York Tech	15	15	100.00%				11	11	100.00%
State Board Dental Exam-SRTA Exam	MUSC	48	32	66.70%	52	33	63.50%	48	28	58.30%
Surgical Technologist National Certifying Exam.	Central Carolina Tech	5	3	60.00%	4	2	50.00%	7	4	57.10%
	Florence-Darlington	13	9	69.20%	10	8	80.00%	6	6	100.00%
	Greenville Tech	6	5	83.30%	3	3	100.00%	21	17	81.00%
	Midlands Tech	3	3	100.00%	4	4	100.00%	4	3	75.00%
	Piedmont Tech									
	Spartanburg Tech	16	15	93.80%	13	13	100.00%	10	10	100.00%
US Medical Licensing Exam. - Step I	Tri-County Tech	0			6	4	66.70%			
	USC-Columbia	74	72	97.30%	67	57	85.10%	69	64	92.80%
US Medical Licensing Exam. - Step II	MUSC	147	136	92.50%	134	126	94.00%	138	122	88.40%
	USC-Columbia	65	65	95.4%	66	65	98.50%	72	71	98.60%
Veterinary Technician National Examination	MUSC	139	128	92.1%	138	127	92.00%	137	128	93.40%
	Tri-County Tech	13	11	84.60%	12	12	100.00%	10	9	90.00%
	Trident Tech	12	11	91.70%	8	7	87.50%	13	12	92.30%

¹ USC Upstate was formerly USC Spartanburg

² Joint nursing program with USC Lancaster and York Tech

³ These examinations make up Indicator 3E2a for Teaching Sector institutions. For an explanation of their deferral from use as a performance indicator, see the description of Indicator 3E2a on page 41.

⁴ These examinations make up Indicator 3E2b for Teaching Sector institutions

National and South Carolina Pass Rates on Professional Examinations

The following table lists national and South Carolina pass rates of graduates and/or prospective graduates on professional and certification examinations. Data reported are generally derived from the same time frame as requested from the institutions – April 1 – March 31 – and have been compiled from agency reports to the CHE. For data that may have crossed over the April – March reporting period or for a change in exam title, a footnote is provided at the end of the table. Calendar year reports that do not correspond to the April – March timeframe are included in the April – December time period for the appropriate year (e.g., Jan. - June 1997 summary data are included in 1997-98 data). Some agencies do not maintain national or state pass rates and thus cannot report them to the CHE. In these cases, “NA” is listed. An empty space is left when an agency did not respond to CHE requests by the printing of this report. Each exam listed has been reported by state institutions at least once in the past. Some historical information has been updated to reflect verified data.

Table 7.3 - National and South Carolina Pass Rates on Professional Examinations
Source: Examination agencies’ reports to CHE

Exam Title	2004-2005		2003-2004		2002-2003		Difference 2004-05
	National	SC	National	SC	National	SC	
ACC National Certification Exam in Nurse Midwifery		50%		100%		100%	
Accredited Record Technician	See Registered Health Information Technician						
Aircraft Maintenance-Airframe	92%	100%		100%	94%	100%	8%
Aircraft Maintenance-General	91%	100%		100%	94%	94%	9%
Aircraft Maintenance-Powerplant	90%	100%		100%	93%	92%	10%
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)		100%		100%		86%	
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)		100%		100%		100%	
Barbering		100%		100%		83%	
Certification Exam. for Entry Level Respiratory Therapy Practitioners (CRTT)		69%		65%		67%	
Certified Medical Assistant Exam.		85%		85%		95%	
Certified Occupational Therapist Assistant (COTA)		88%		83%		73%	
Clinical Laboratory Scientist/Generalist, NCA		-					
Clinical Laboratory Technician, NCA		-				100%	
Cosmetology Examination		90%		88%		93%	
Council on Certification of Nurse Anesthetists Exam.		95%		100%		94%	
Cytotechnology (ASCP) <i>In 2001-2002, changed from "Specialist in Cytotechnology."</i>		100%					
Emergency Medical Technician - NREMT Basic	64%	68%		77%		73%	4%
Emergency Medical Technician - NREMT Intermediate	56%	79%		76%		58%	23%
Emergency Medical Technician - NREMT Paramedic	64%	93%		70%		75%	29%
Medical Laboratory Technician ASCP		95%		90%		99%	
Medical Technologist ASCP		-					
Multi-state Pharmacy Jurisprudence Exam (MPJE)		92%		85%		91%	
National Board Dental Exam. Part I		94%		86%		88%	
National Board Dental Exam. Part II		94%		95%		100%	
National Board for Dental Hygiene Exam.		90%		96%		95%	

Section 7 – Graduates’ Achievements

Exam Title	2004-2005		2003-2004		2002-2003		Difference 2004-05
	National	SC	National	SC	National	SC	
National Council Licensure Exam - Practical Nurse		95%		94%	85%	99%	
National Council Licensure Exam - Registered Nurse (ADN)		87%		90%	85%	93%	
National Council Licensure Exam - Registered Nurse (BSN)		86%		91%		89%	
National Physical Therapist Licensing Exam. (PT)		-		72%		94%	
National Physical Therapist Licensing Exam. (PT Asst.)		81%		82%	96%	86%	
Neonatal Nurse Practitioner Exam							
North American Pharmacist Licensure Exam		98%		94%	97%	93%	
Nuclear Medicine Technology AART		100%		100%	90%	88%	
Nuclear Medicine Technology Certification Bd. Exam.		100%		100%		100%	
Nurse Aid Competency Evaluation Program		91%		100%		100%	
Occupational Therapy, Registered (OTR)		93%		97%		86%	
Physician Assistant National Certifying Exam. (PANCE)		88%		91%		97%	
Praxis Series II: Subject Assessment/Specialty Area Tests		90%		91%		91%	
Praxis Series II: Subject Assessment/Specialty Area Tests (Speech Path)		100%		100%		100%	
Radiography Exam ARRT	89%	91%		90%	89%	94%	2%
Registered Health Information Technician		100%		80%	88%	73%	
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation		88%		83%		83%	
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Written Registry		75%		93%		64%	
South Carolina Board of Law Examination	N/A	84%	N/A	82%	N/A	80%	
SRTA Regional Exam. for Dental Hygienists		96%		94%		98%	
State Board Dental Exam.-SRTA Exam. (previously known "SC Board of Dentistry")	N/A	67%	N/A	64%	N/A	58%	
State Board Exam. For Dental Hygienists-SC Bd of Dentistry		-		-		96%	
Surgical Technologist National Certifying Exam	64%	81%		85%		83%	17%
US Medical Licensing Exam. - Step I		94%		91%	92%	90%	
US Medical Licensing Exam. - Step II	94%	93%		94%	97%	99%	
US Medical Licensing Exam. - Step III		-					
Veterinary Technician National Exam		88%		95%		90%	

¹Based on pass rates reported by public colleges.

²This is reported for 2001 calendar year.

Overall Pass Rates on Professional Examinations by Year for SC’s Public Institutions

Table 7.4 - Percentage of Students Who Pass Certification Examinations

Source: Institutional Effectiveness Reports

N/A – Institution had no students take an	Percentage Passing Examinations taken from April 1 to March 31				Difference		
	2004-05	2003-04	2002 - 03	2001-02	2003-04 to 2004-05	2002-03 to 2003-04	2001-02 to 2004-05
Research Institutions							
Clemson	86.4%	92.4%	89.5%	87.7%	-6.0%	2.9%	-1.3%
USC Columbia	96.3%	90.7%	90.9%	94.5%	5.6%	-0.2%	1.8%
MUSC	92.8%	88.7%	89.6%	90.8%	4.1%	-0.9%	2.0%
Teaching Institutions							
Citadel	80.2%	78.5%	80.7%	78.1%	1.7%	-2.2%	2.1%
Coastal Carolina	86.0%	85.7%	91.1%	89.4%	0.3%	-5.4%	-3.4%
College of Charleston	94.2%	92.2%	93.2%	91.7%	2.0%	-1.0%	2.5%
Francis Marion	64.1%	98.5%	88.7%	80.1%	-34.4%	9.8%	-16.0%
Lander	77.8%	79.5%	91.8%	90.7%	-1.7%	-12.3%	-12.9%
SC State	81.7%	96.3%	82.7%	78.8%	-14.6%	13.6%	2.9%
USC Aiken	92.1%	88.8%	84.8%	87.1%	3.3%	4.0%	5.0%
USC Beaufort	N/A	N/A	N/A	N/A			
USC Upstate*	85.4%	89.3%	89.2%	80.8%	-3.9%	0.1%	4.6%
Winthrop	95.5%	91.2%	94.3%	92.0%	4.3%	-3.1%	3.5%
Two-year Branch Campuses							
USC Lancaster	92.3%	80.0%	84.6%	90.9%	12.3%	-4.6%	1.4%
USC Salkehatchie	N/A	N/A	N/A		N/A	N/A	N/A
USC Sumter	N/A	N/A	N/A		N/A	N/A	N/A
USC Union	N/A	N/A	N/A		N/A	N/A	N/A
Technical Colleges							
Aiken	88.2%	95.0%	75.8%	100.0%	-6.8%	19.2%	-11.8%
Central Carolina	93.1%	91.2%	89.3%	91.8%	1.9%	1.9%	1.3%
Denmark	75.0%	85.0%	93.9%	80.0%	-10.0%	-8.9%	-5.0%
Florence-Darlington	88.0%	94.4%	94.1%	96.3%	-6.4%	0.3%	-8.3%
Greenville	90.5%	89.4%	88.1%	88.4%	1.1%	1.3%	2.1%
Horry-Georgetown	89.4%	90.6%	89.7%	87.5%	-1.2%	0.9%	1.9%
Midlands	98.2%	94.6%	96.7%	91.4%	3.6%	-2.1%	6.8%
Northeastern	85.7%	92.9%	93.3%	70.6%	-7.2%	-0.4%	15.1%
Orangeburg-Calhoun	89.9%	91.8%	92.0%	87.6%	-1.9%	-0.2%	2.3%
Piedmont	81.4%	86.2%	83.1%	88.6%	-4.8%	3.1%	-7.2%
Spartanburg	88.0%	82.4%	88.6%	82.1%	5.6%	-6.2%	5.9%
Tech Coll. of LowCountry	90.2%	98.3%	93.4%	93.1%	-8.1%	4.9%	-2.9%
Tri-County	73.1%	86.8%	82.0%	91.4%	-13.7%	4.8%	-18.3%
Trident	89.1%	87.3%	91.5%	90.9%	1.8%	-4.2%	-1.8%
Williamsburg	100.0%	100.0%	N/A	50.0%			50.0%
York	98.7%	98.4%	92.5%	95.3%	0.3%	5.9%	3.4%

examination in this time frame.

*Formerly USC Spartanburg

Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests

Indicator 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, measures the overall percentage of students at an institution taking certification examinations who pass the examinations. The data are taken from the individual tests as reported by each institution and displayed in Table 7.3. Because of the wide variety in the number of students, programs and examinations across institutions as evident in Table 7.3, the reader is cautioned against making direct comparisons of the overall percentage passing across institutions.

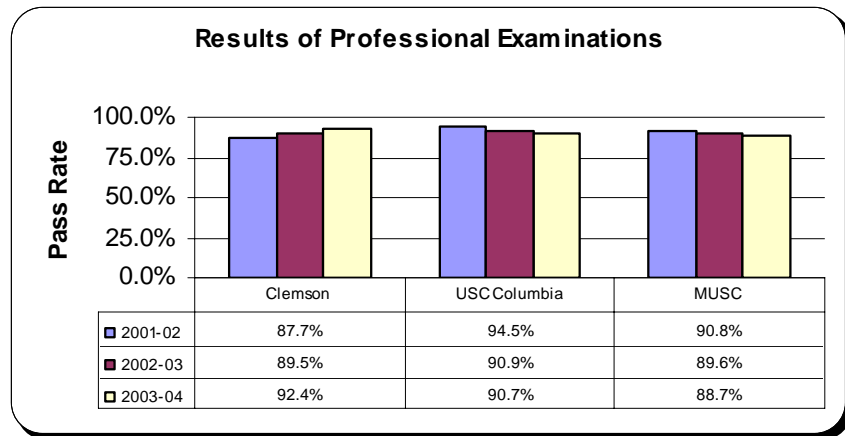
Some historical information has been updated to reflect verified data. This chart does not include results from the PRAXIS PLT exams or from the DANBE.

Figure 7.3 – Results of Professional Examinations used for Performance Funding Indicator 7D

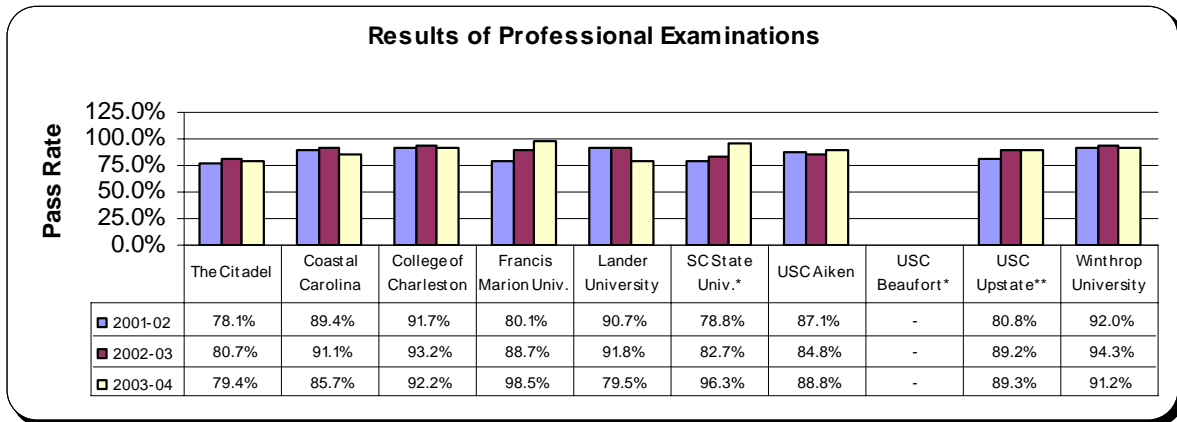
The charts below indicate the Pass Rate used to determine Performance Funding scores earned by institutions on Indicator 7D for the 2001-02, 2002-03, and 2003-04 performance years. Data for these performance years come from the preceding April – March period.

The range for an “Achieves” for these institutions for Year 9 performance funding was 75%-89%.

Research Institutions



Four-Year Colleges and Universities

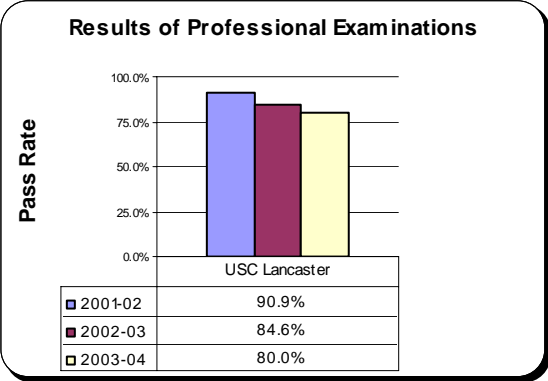


* This indicator did not apply to USC Beaufort during its transition to four-year status

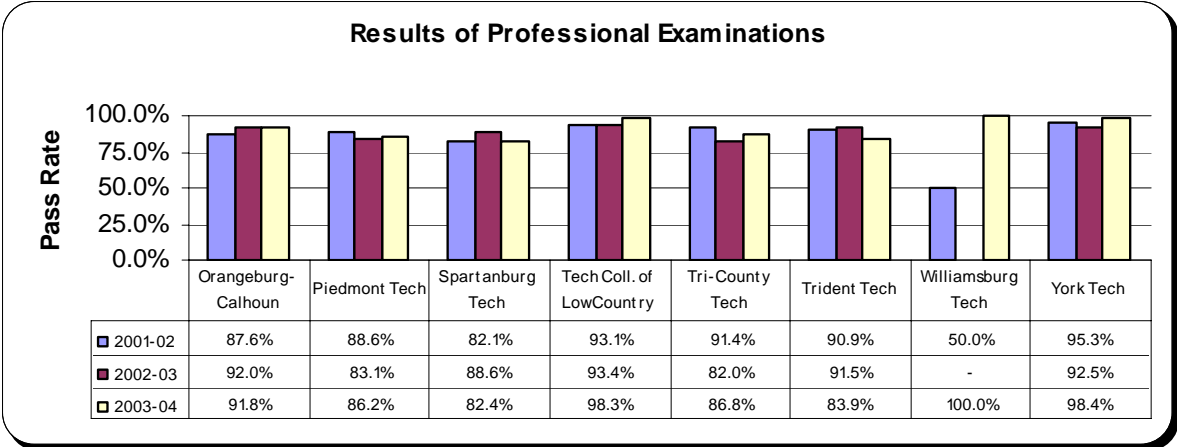
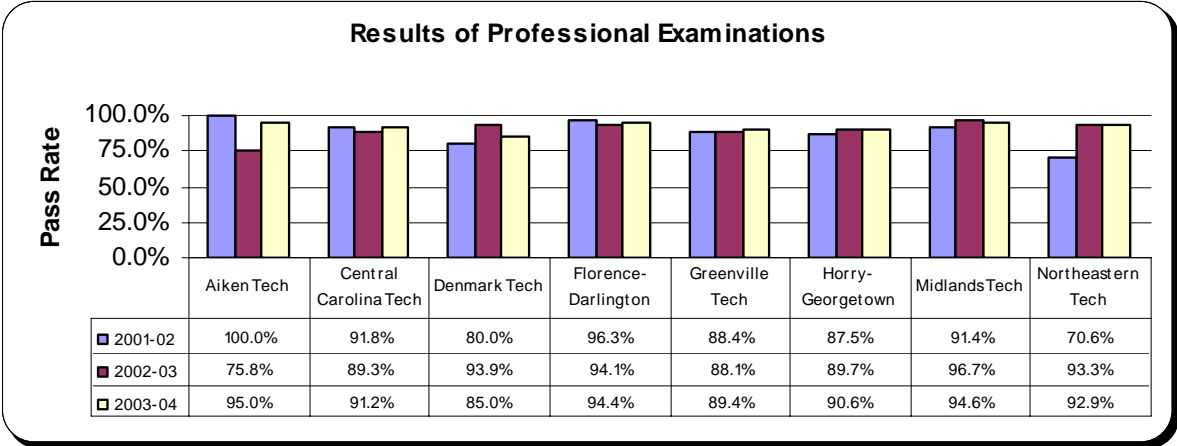
** Formerly USC Spartanburg

Two-Year Branch Campuses of USC

USC – Lancaster was the only one of the branch campuses to have programs in which students took professional examinations.



Technical College System



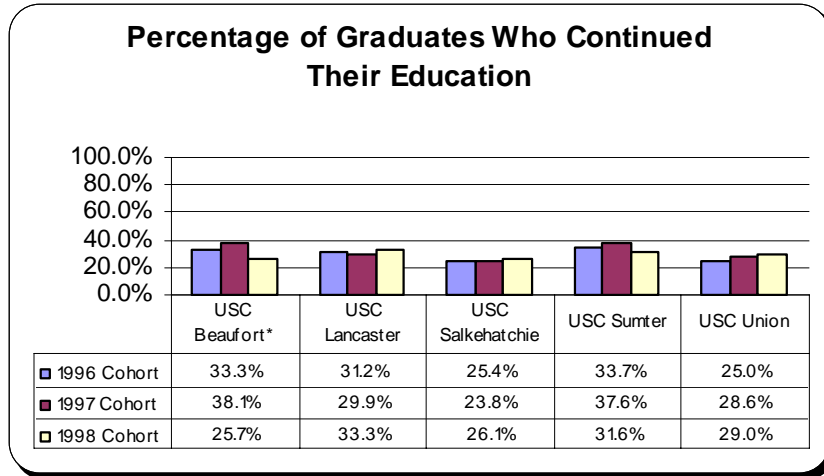
Number of Graduates Who Continued Their Education

Beginning in Performance Year 7 (2002-2003), an indicator was developed to recognize the unique role played by the Regional Campus sector in preparing and transferring students to the state’s four-year campuses. This indicator is defined as:

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. (Performance Funding Workbook, September 2002, p II 167.)

Figure 7.4 – Performance Funding Indicator 7E: Number of Graduates Who Continued Their Education

The range for an “Achieves” is from 25% to 40%. Performance above the range score “Exceeds.”



*USC Beaufort is included in this measure as part of its transition plan.

Graduates' Achievements - Placement Data on Graduates

The following table summarizes placement data on graduates from public, senior institutions. These institutions of higher learning are required to report placement data on graduates and include these data as part of their alumni follow-up survey reports. The responses here are derived from graduates of three years prior to the reporting year (i.e., 2001-2002 graduates). The responses are taken directly from the alumni survey at each institution. The standard survey contains five questions, all of which are provided below. The institutions were asked to report on the number of responses received on each question, but only the percentages of the total responses are shown below. Since programs at the two-year campuses of USC are intended primarily to prepare students for continuing their baccalaureate studies, placement data have not been collected for those institutions. The data shown here provide an overview of what graduates from South Carolina's public, senior institutions are doing upon their commencement.

Section 7 – Graduates’ Achievements

Table 7.5 - Source: Institutional Reports to CHE

1999-2000 Academic Year Survey Administration

	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-B	USC-U	Winthrop
Number Surveyed	1447	1378	169	563	556	1749	784	379	619	540	67	527	620
% Response Rate	12	23.5	33.1	17.1	18.7	15.3	14.3	23.7	23.9	25.4	13.4	17.8	16.3
Based on Sample or Total Group	P	S	S	P	S	P	P	P	P	P	P	P	P
Time to obtain first full-time job after graduation													

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-B	USC-U	Winthrop
Prior to leaving college	30.6	33.4	61.1	58.3	29.1	23.7	40.2	35.6	13.5	27.8	44.4	43.6	29.7
Less than 1 month	12.8	9.7	18.5	10.4	5.8	11.5	9.8	7.8	12.8	14.8	22.2	17	16.8
1 to 3 months	19.4	19.7	9.3	12.5	15.5	19.8	11.6	27.8	16.2	20.9	11.1	17	19.8
4 to 6 months	13.9	10.6	3.7	6.3	18.4	11.8	18.8	8.9		10.4		3.2	9.9
7 to 12 months	7.8	9.1		3.1	6.8	10.7	6.3	4.4	27	7		8.5	5.9
Over 12 months	7.8	4.4	1.9	5.2	10.7	9.5	8	7.8	29.1	7		4.3	2
Not obtained a full-time job	0.6	3.4			2.9	3.4	2.7	1.1	0.7	3.5	22.2	2.1	2
Did not seek a full-time job	7.2	9.7	5.6	4.2	10.7	9.5	2.7	6.7	0.7	8.7		4.3	13.9

Single category that best describes student's current status

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-B	USC-U	Winthrop
Continuing education full-time	11.7	9.9	3.8	4.2	29.1	9.3	6.3	10	0.7	10.4	11.1	9.6	9.9
Employed & continuing education	16.1	9.9	11.5	16.8	5.8	22	32.4	15.6	49.3	20	33.3	25.5	22.8
Employed full-time	66.7	69.3	69.2	57.9	15.5	52.8	55	56.7	44.6	60.9	44.4	37.2	60.4
Employed part-time	3.3	3.1	3.8	2.1	18.4	4.9	0.9	4.4		0.9		7.4	1
Serving in Armed Forces	1.1			9.5	10.7	0.4		1.1	4.7				
Unemployed seeking work	0.6	1.6			10.7	1.6	3.6	1.1	0.7	1.7		8.5	2
Unemployed not seeking work	0.6	0.5						1.1		1.7		5.3	1
Other		0.5		1.1		2.4		1.1			11.1	2.1	3

Relationship between the student's college major and first full-time job after graduation

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-B	USC-U	Winthrop
Highly related	42.2	36.6	84.4	45.8	37.9	33.5	50	46.7	40.5	41.6	37.5	58.5	49
Moderately related		15.5	11.1	21.9	13.6	16.5	16.1	16.7	31.1	20.4	12.5	10.6	20
Slightly related	36.1	15.2	2.2	10.4	19.4	17.3	9.8	17.8	7.4	14.6	25	10.6	10
Not related	21.7	26.7	2.2	19.8	23.3	28.1	20.5	13.3	19.6	16.8	25	18.1	13
Not employed		5.9		2.1	5.8	4.6	3.6	5.6	1.4	6.6		2.1	8

Relationship between the student's college major and current full-time job

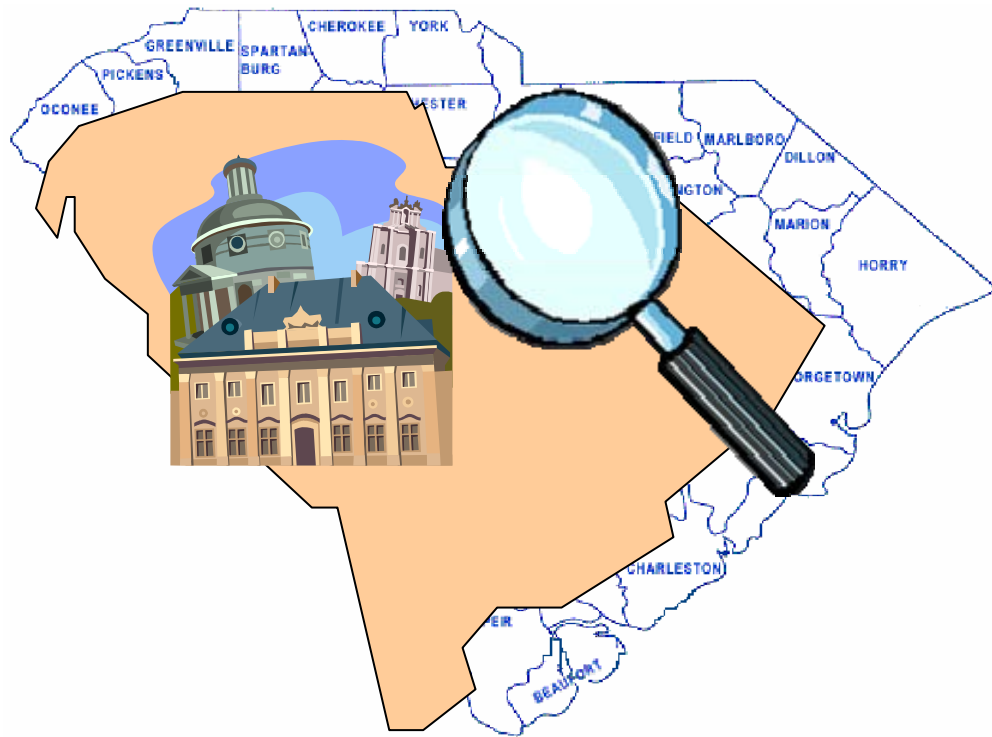
<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-B	USC-U	Winthrop
Highly related	45.6	39.5	76.1	50	39.2	32.5	58	51.1	43.9	39.4	37.5	59.6	50
Moderately related		16.9	15.2	20.8	14.7	22.6	17	13.3	27	19.7	12.5	11.7	16
Slightly related	39.4	14	4.3	7.3	17.6	18.1	5.4	11.1	23.6	14.4	25	10.6	10
Not related	15	22.3		18.8	15.7	23.9	13.4	14.4	4.1	17.4	25	13.8	15
Not employed		7.3	4.3	3.1	12.7	2.9	6.3	10	1.4	9.1		4.3	9

Location of student's first job after graduation

<i>% of Total Represented</i>	Clemson	USC-C	MUSC	Citadel	Coastal	C of Ch.	Fran. Mar.	Lander	SC State	USC-A	USC-B	USC-S	Winthrop
South Carolina	40.6	71.9	91.1	57.9	48.5	60.2	86.6	74.4	60.8	58.1	75	89.4	64.4
Southeast, outside of SC	31.1	10.7	2.2	18.9	15.5	15.7	5.4	13.3	29.1	30.1	12.5	6.4	18.8
Outside the Southeast	22.2	12	6.7	21.1	28.2	18.4	6.3	7.8	8.8	5.1	12.5	3.2	8.9
Not employed	6.1	5.4		2.1	7.8	5.7	1.8	4.4	1.4	6.6		1.1	7.9

Section 8

User-Friendliness of the Institution



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USER-FRIENDLINESS OF THE INSTITUTION

The user-friendliness of institutions is evaluated through performance funding based and institutional effectiveness requirements mandated through Act 255 of 1992, as amended.

Table 8.1, “First-Time Undergraduate Transfers,” summarizes transfer data for first-time, full-time undergraduate students from and to different types of institutions in the state. This information is reported in fulfillment of institutional effectiveness reporting requirements.

Table 8.2, “Enrollment by Race,” displays minority enrollment for Fall 1999 and Fall 2004 and the percent change over these years. The number of African-American students increased 21.5% and other minority students increased 36.3% during the period displayed, while the total higher education population growth was 12.3%. It should be noted that the greatest part of this increase in African-American students came in the Technical sector, but that all sectors other than Research showed increases. All three research universities showed a slight decline. Additional data on student enrollment and faculty are located in the CHE publication, “South Carolina Higher Education Statistical Abstract.”

Performance Funding Indicator 8C – Accessibility to the Institutions of all Citizens of the State, has been defined such that institutions are measured each year on the percentage of undergraduate students who are South Carolina citizens who are minority; the annual retention of undergraduate students who are South Carolina citizens who are degree-seeking; the percent of minority graduate students enrolled; and the percentage of minority faculty. Data for the past three years for these performance funding measures are found in Figures 8.1 through 8.4.

Details for the measurement of performance funding indicators are accessible on the web in the annual Performance Funding Workbook.

Undergraduate Transfers

The following table summarizes transfer data for first-time, full-time undergraduate students over the past three years and shows that students continue to transfer among all sectors (public and private) and all levels (two- and four-year) of institutions.

Table 8.1 First-Time, Full-Time Undergraduate Transfers
Source: CHEMIS Data

		TRANSFERRING TO SOUTH CAROLINA'S:												
		Senior Public Institutions		2-Yr Regional Institutions		Technical Colleges		Senior Private Institutions		2-Yr Private Institutions		TOTAL (Transfers From)		
TRANSFERRING FROM:		FT*	PT**	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	All
SC Public Senior Institutions														
	Fall 2001	607	58	46	21	332	398	135	22	3	0	1,123	499	1,622
	Fall 2002	725	86	28	12	521	446	150	41	3	1	1,427	586	2,013
	Fall 2003	738	86	28	13	714	565	125	48	4	2	1,609	714	2,323
	Fall 2004	762	66	31	21	765	628	176	51	2	0	1,736	766	2,502
SC 2-Yr Regional Campuses														
	Fall 2001	335	50	4	2	44	36	11	3	0	0	394	91	485
	Fall 2002	287	59	2	0	39	26	11	0	0	0	339	85	424
	Fall 2003	324	51	4	0	42	35	16	4	0	0	386	90	476
	Fall 2004	319	48	1	0	51	45	21	6	1	0	393	99	492
SC Technical Colleges														
	Fall 2001	1,271	337	56	64	332	468	296	70	15	4	1,970	943	2,913
	Fall 2002	1,365	401	43	53	396	383	418	112	2	6	2,224	955	3,179
	Fall 2003	1,509	371	38	32	421	504	371	151	29	7	2,368	1,065	3,433
	Fall 2004	1,583	345	45	54	553	514	570	167	10	2	2,761	1,082	3,843
SC Private Senior Institutions														
	Fall 2001	273	30	15	8	142	146	96	12	6	3	532	199	731
	Fall 2002	358	29	15	5	217	147	132	21	4	0	726	202	928
	Fall 2003	315	24	14	8	259	203	111	25	9	4	708	264	972
	Fall 2004	333	33	8	2	284	219	166	32	5	1	796	287	1,083
SC Private 2-Yr Colleges														
	Fall 2001	55	3	1	0	23	15	13	1	0	0	92	19	111
	Fall 2002	86	10	4	1	27	24	22	2	0	0	139	37	176
	Fall 2003	100	7	1	0	36	24	27	6	1	1	165	38	203
	Fall 2004	90	9	1	0	56	20	39	6	0	0	186	35	221
TOTAL Transfers within SC														
	Fall 2001	2,541	478	122	95	873	1,063	551	108	24	7	4,111	1,751	5,862
	Fall 2002	2,821	585	92		1,200	1,026	733	176	9	7	4,855	1,794	6,649
	Fall 2003	2,986	539	85		1,472	1,331	650	234	43	14	5,236	2,118	7,354
	Fall 2004	3,087	501	86		1,709	1,426	972	262	18	3	5,872	2,192	8,064
Out-of-State														
	Fall 2001	1,345	209	63	71	501	871	586	99	8	5	2,503	1,255	3,758
	Fall 2002	1,480	264	22	21	857	1,021	499	48	12	2	2,870	1,356	4,226
	Fall 2003	1,469	257	25	29	890	1,222	452	70	11	2	2,847	1,580	4,427
	Fall 2004	1,551	219	22	25	954	1,267	529	76	8	1	3,064	1,588	4,652
Foreign														
	Fall 2001	71	5	19	4	0	0	9	1	0	0	99	10	109
	Fall 2002	34	3	0	0	0	0	11	2	0	0	45	5	50
	Fall 2003	51	4	0	0	0	0	14	1	0	0	65	5	70
	Fall 2004	28	5	0	1	0	0	14	0	0	0	42	6	48
TOTAL (Transfers To)														
	Fall 2001	3,957	692	204	170	1,374	1,934	1,146	208	32	12	6,713	3,016	9,729
	Fall 2002	4,335	852	114	21	2,057	2,047	1,243	226	21	9	7,770	3,155	10,925
	Fall 2003	4,506	800	110	29	2,362	2,553	1,116	305	54	16	8,148	3,703	11,851
	Fall 2004	4,666	725	108	26	2,663	2,693	1,515	338	26	4	8,978	3,786	12,764

*Full-time
**Part-time

Enrollment by Race

Headcount enrollment of African-American, Other Minority (i.e., all nonwhite students) and Total All Students is displayed for enrollment in Fall 1999 and Fall 2004. The percentage change in enrollment is computed for the five-year period. Additional data on enrollment in SC public institutions may be found on-line in the CHE “Higher Education Statistical Abstract for SC” at: <http://www.che.sc.gov/>.

Table 8.2 - Percent Change in Minority Enrollment, Fall 1999 to Fall 2004

Source: CHEMIS Data

INSTITUTION	Headcount Enrollment Fall 1999			Headcount Enrollment Fall 2004			Percent Change, Fall 1999 to Fall 2004		
	Afr-Amer.	Other Minority ¹	Total Enrollment	Afr- Amer.	Other Minority ¹	Total Enrollment	% Change Afr-Amer.	% Change Other Minority	% Change Total Enrollment
Research Universities									
Clemson	1,233	376	16,982	1,148	489	17,110	-6.9%	30.1%	0.8%
USC-Columbia	3,830	949	23,430	3,590	1,142	25,596	-6.3%	20.3%	9.2%
MUSC ²	255	142	2,383	209	176	2,433	-18.0%	23.9%	2.1%
Total, Research	5,318	1,467	42,795	4,947	1,807	45,139	-7.0%	23.2%	5.5%
Four-Year Colleges and Universities									
Citadel	547	131	3,968	377	178	3,351	-31.1%	35.9%	-15.5%
Coastal Carolina	444	128	4,615	899	187	7,021	102.5%	46.1%	52.1%
College of Charleston	1,024	294	11,624	992	361	11,607	-3.1%	22.8%	-0.1%
Francis Marion	1,128	58	3,814	1,383	94	3,698	22.6%	62.1%	-3.0%
Lander	538	38	2,883	634	54	2,918	17.8%	42.1%	1.2%
SC State	4,298	25	4,623	4,107	24	4,294	-4.4%	-4.0%	-7.1%
USC Aiken	659	91	3,173	817	86	3,382	24.0%	-5.5%	6.6%
USC Beaufort ³	210	93	1,132	251	96	1,277	19.5%	3.2%	12.8%
USC Upstate ⁴	745	94	3,778	1,111	199	4,370	49.1%	111.7%	15.7%
Winthrop	1,294	130	5,839	1,634	166	6,447	26.3%	27.7%	10.4%
Total Public, Four-Year Coll. & Uni	10,887	1,082	45,449	12,205	1,445	48,365	12.1%	33.5%	6.4%
Two-Year Institutions/Branches of USC									
USC-Lancaster	150	12	1,010	244	28	1,059	62.7%	133.3%	4.9%
USC-Salkehatchie	304	8	893	291	20	747	-4.3%	150.0%	-16.3%
USC-Sumter	296	51	1,292	280	62	1,042	-5.4%	21.6%	-19.3%
USC-Union	75	6	392	81	3	406	8.0%	-50.0%	3.6%
Total Two-Year Inst. of USC	825	77	3,587	896	113	3,254	8.6%	46.8%	-9.3%
State Tech. and Comprehensive Educ. System									
Aiken	863	65	2,339	901	67	2,476	4.4%	3.1%	5.9%
Central Carolina	866	60	2,154	1,550	89	3,259	79.0%	48.3%	51.3%
Denmark	1,129	2	1,212	1,358	5	1,423	20.3%	150.0%	17.4%
Florence-Darlington	1,551	53	3,643	1,896	62	4,241	22.2%	17.0%	16.4%
Greenville	1,935	303	10,010	3,142	648	13,498	62.4%	113.9%	34.8%
Horry-Georgetown	686	71	3,645	1,183	126	5,029	72.4%	77.5%	38.0%
Midlands	3,204	346	9,809	3,867	504	10,710	20.7%	45.7%	9.2%
Northeastern	387	22	1,052	518	33	1,114	33.9%	50.0%	5.9%
Orangeburg-Calhoun	933	13	1,770	1,466	35	2,488	57.1%	169.2%	40.6%
Piedmont	1,174	31	3,534	1,730	57	4,592	47.4%	83.9%	29.9%
Spartanburg	746	111	2,991	1,159	176	4,095	55.4%	58.6%	36.9%
TCL	703	73	1,804	721	99	1,683	2.6%	35.6%	-6.7%
Tri-County	391	69	3,654	751	110	4,709	92.1%	59.4%	28.9%
Trident	2,468	451	9,882	3,283	516	11,795	33.0%	14.4%	19.4%
Williamsburg	407	5	643	409	2	579	0.5%	-60.0%	-10.0%
York	870	132	3,523	972	150	3,937	11.7%	13.6%	11.8%
Total State Tech. System	18,313	1,807	61,665	24,906	2,679	75,628	36.0%	48.3%	22.6%
GRAND TOTAL	35,343	4,433	153,496	42,954	6,044	172,386	21.5%	36.3%	12.3%

¹ Includes American Indian or Alaskan Native, Asian or Pacific Islander, or Hispanic racial/ethnic designations.

Does not include "Unknown" or "Non-Resident Aliens."

² Excludes medical and dental residents and interns

³ USC Beaufort was a two-year institution in Fall 1999

⁴ Formerly USC Spartanburg

Accessibility to the Institution of All Citizens of the State

Performance Funding Indicator **8C – Accessibility to the Institution of All Citizens of the State**, has four sub-parts.

8C1 - The percent of undergraduate headcount students who are citizens of South Carolina who are minority according to federal reporting definitions and are enrolled at an institution. (Figure 8.1)

8C2 - The Fall to Fall retention rate of minority, undergraduate students as defined in Part 1 of this measure, but limited to degree-seeking students. (Figure 8.2)

8C3 - The percent of headcount graduate students enrolled at an institution who are minority according to federal reporting definitions. (Figure 8.3) This part does not apply to two-year branches of USC and the technical colleges.

8C4 - The percent of headcount teaching faculty who are minority. (Figure 8.4)

All institutions are measured on this indicator. Standards of achievement were developed based on Census population data. Additional information on these measures, including specific scoring ranges for individual institutions for Indicator 8C, can be found either in the Performance Funding Workbook or in individual institutional Report Cards linked in Section 11.

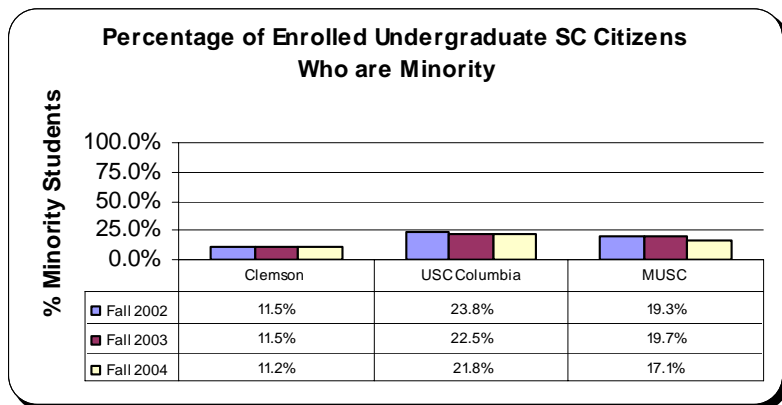
Figure 8.1 – 8C1, Percentage of Headcount Undergraduate Students who are Citizens of SC who are Minority

Source: IPEDS

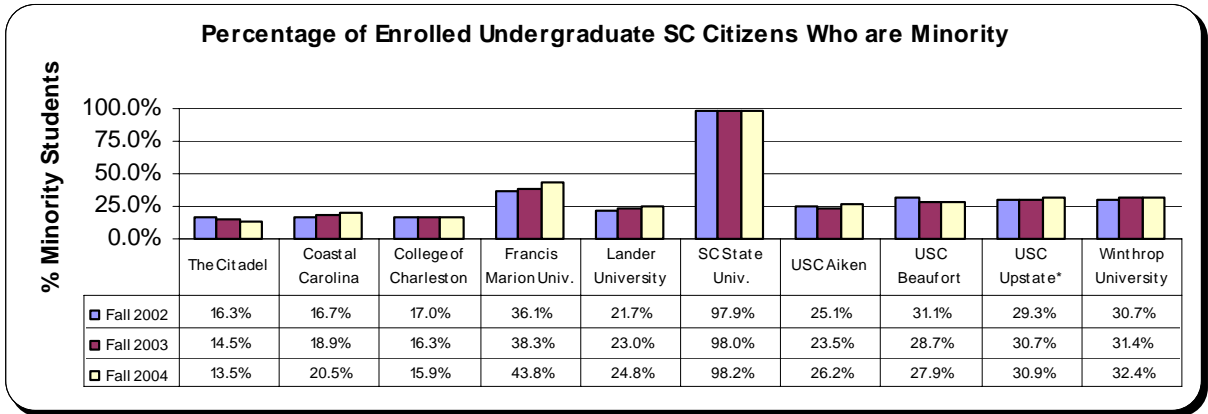
Research and Teaching Institutions

In defining the standard for “Achieves” for the research and teaching institutions, the state’s population is considered. The standard set for these institutions in Year 9 is being within 75% to 100% of the overall state percentage of minority citizens above the age of 18, 28.7%, as estimated from US Census data in 1998. The range for “Achieves” for these institutions for Year 9 is 21% to 28% minority population. Higher percentages score “Exceeds.”

Research Institutions



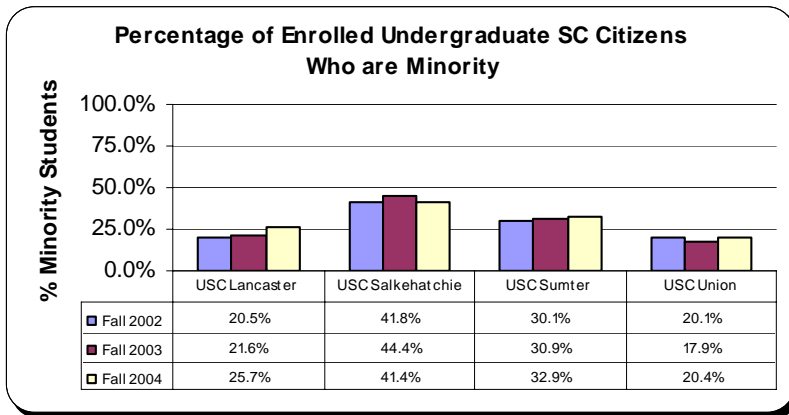
Teaching Institutions



* Formerly USC Spartanburg

Two-Year Branches of USC

The standard set for a score of “Achieves” for these institutions is defined by the percentage of minority citizens above the age of 18 in their service area, as estimated by the US Census Bureau in 1998. The range for “Achieves” for these institutions, based on being within 75% of the service area minority population percentage, is unique to each. As a result, institutional comparisons cannot be made based solely on this chart. Specific institutional standards on this indicator can be found in the institution’s report card, linked in Chapter 11 of this document.



Technical College System

The standard set for a score of “Achieves” for these institutions is defined by the percentage of minority citizens above the age of 18 in their service area, as estimated by the US Census Bureau in 1998. The range for “Achieves” for these institutions, based on being within 75% of the service area minority population percentage, is unique to each. As a result, institutional comparisons cannot be made based solely on this chart. Specific institutional standards on this indicator can be found in the institution’s report card, linked in Chapter 11 of this document.

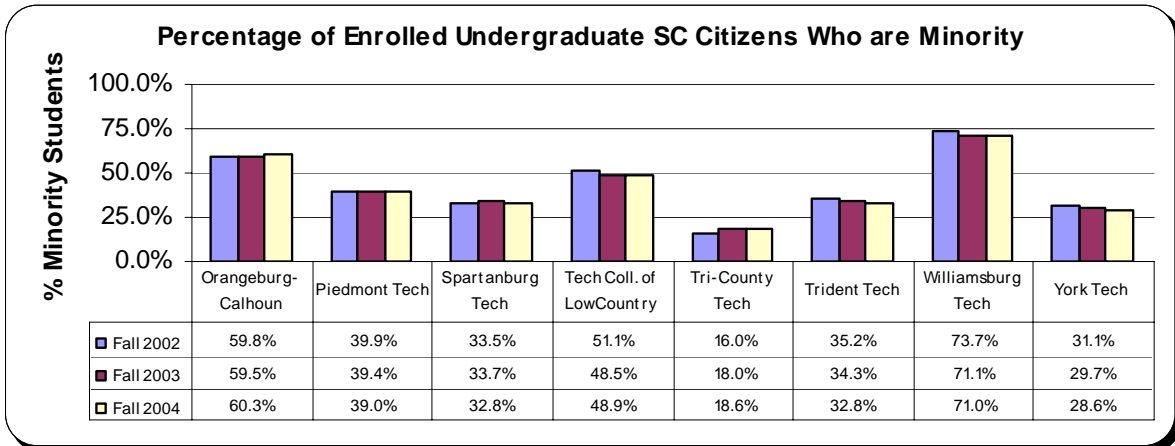
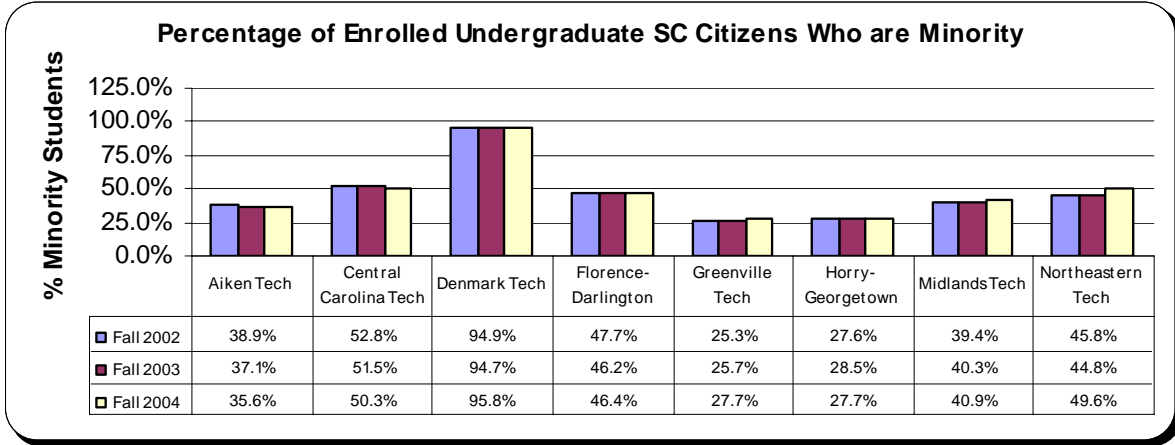
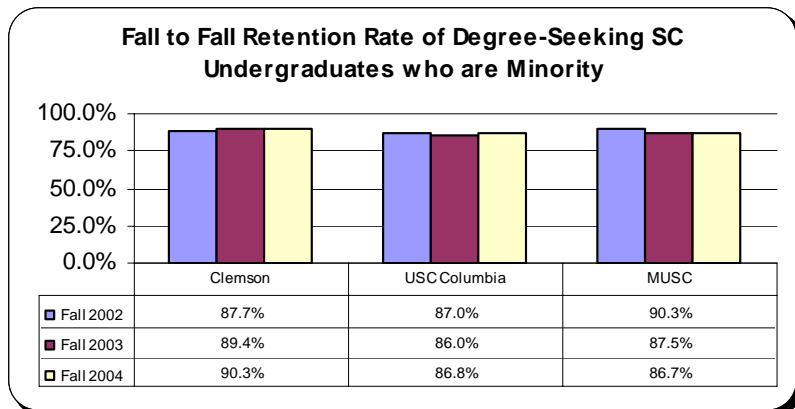


Figure 8.2 – 8C2, Retention of Minorities who are SC Citizens and Identified as Degree-Seeking Undergraduate Students Source: IPEDS

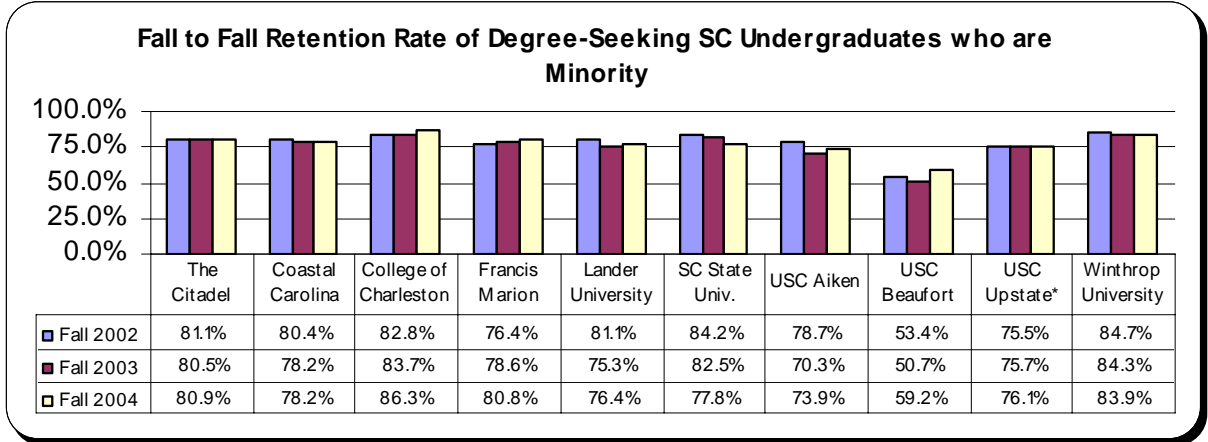
Research Institutions

The standard for these institutions for this measure is based on +/- 5% of the median overall student retention for all of the state’s 4-yr institutions. A median retention rate of 83.0% is the reference and represents median retention of the 2003 cohort in Fall 2004 for SC’s research and teaching universities. The range for a score of “Achieves” is 78.0 to 87.0%.



Teaching Institutions

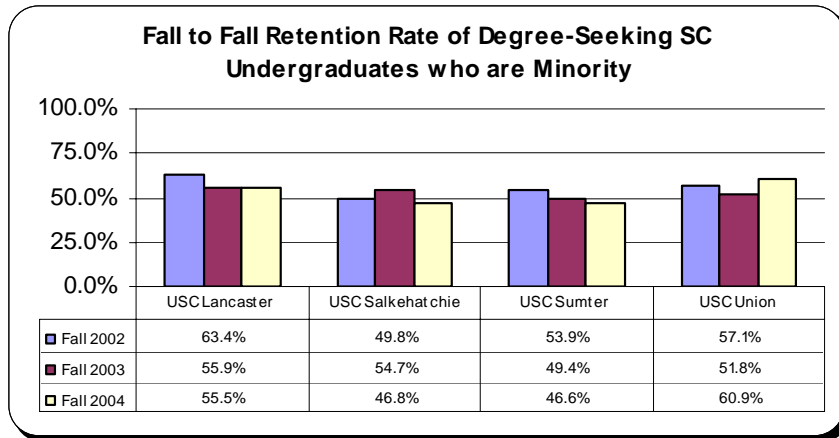
The standard for these institutions for this measure is based on +/- 5% of the median overall student retention of the state’s teaching institutions. A median retention rate of 78.8% is the reference and represents median retention of the 2003 cohort in Fall 2004 for SC’s teaching universities. The range for a score of “Achieves” is 74.0% to 82.0%.



* Formerly USC Spartanburg

Two-Year Branch Campuses of USC

The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state’s regional campuses. A median retention rate of 52.7% is the reference and represents median retention of the 2003 cohort in Fall 2004 for SC’s regional campuses. The range for a score of “Achieves” is 47.0% to 57.0%.



Technical Colleges

The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state’s technical campuses. A median retention rate of 55.4% is the reference and represents median retention of the 2003 cohort in Fall 2004 for SC’s regional campuses. The range for a score of “Achieves” is 49.0% to 60.0%.

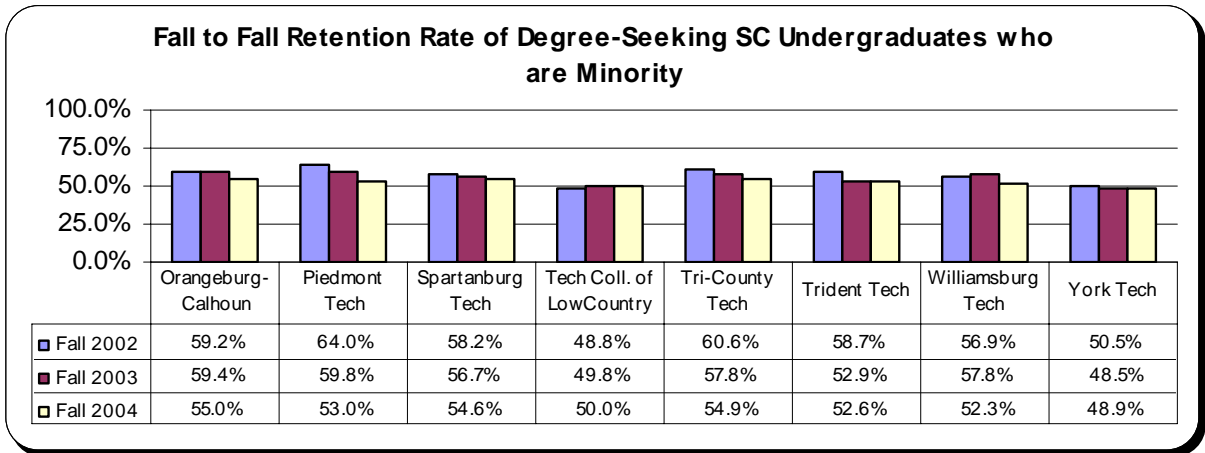
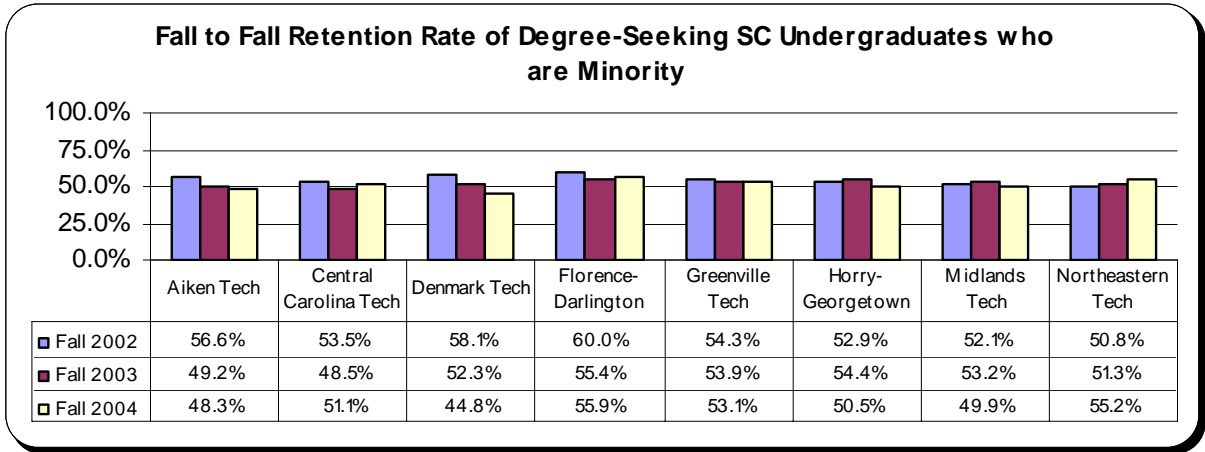


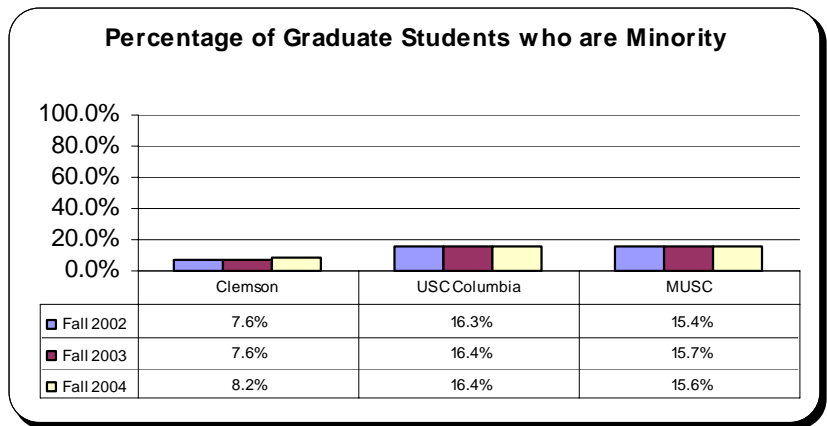
Figure 8.3 – 8C3, Percentage of Headcount Graduate Students Enrolled at the Institution who are Minority

Source: IPEDS

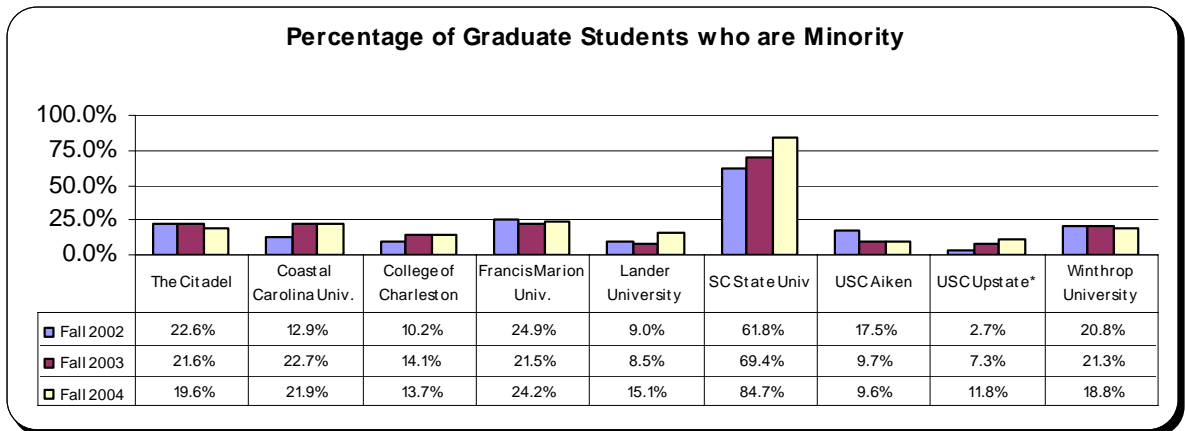
Research and Teaching Institutions

The standard for this indicator is based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12% US minority population based on 1990 census data, “Educational attainment of persons 25 yrs and older.” The standard for a score of “Achieves” is 10% – 13 %. This part of Indicator 8C does not apply to the two-year branches of USC or the technical colleges, which do not have equivalent programs.

Research



Teaching



* Formerly USC Spartanburg

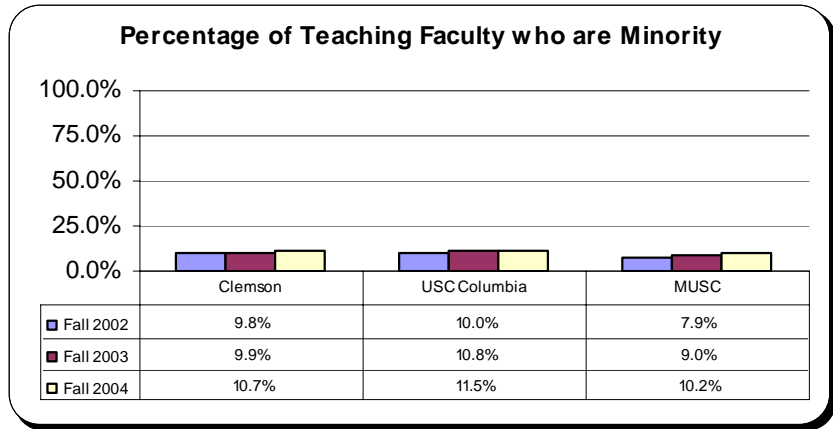
Figure 8.4 – 8C4, Percentage of Headcount Teaching Faculty who are Minority

Source: IPEDS

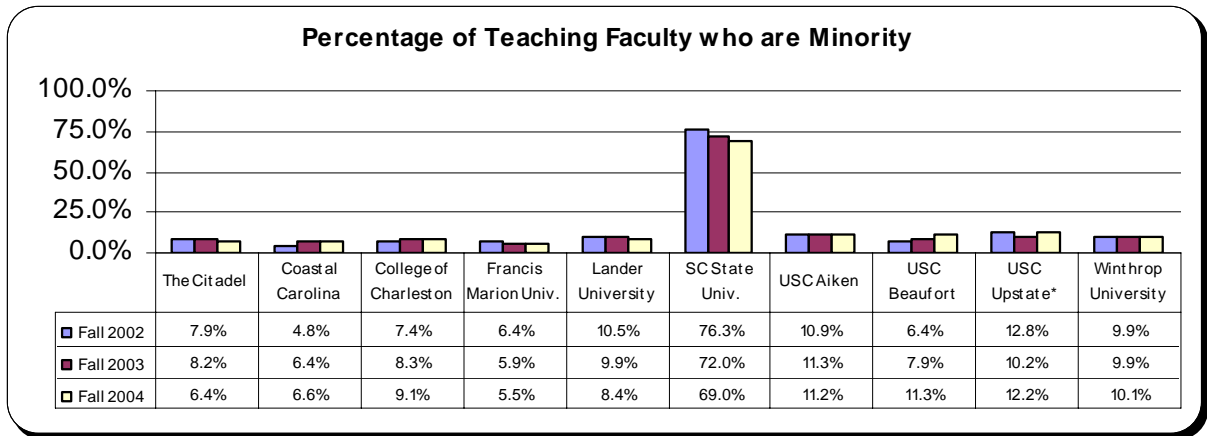
Research Institutions, Teaching Institutions, and Regional Campuses

“Teaching faculty” includes all those except graduate students who teach one or more credit courses in the Fall schedule. The standard for these three sectors is based on being at or within +/- 10% of US minority population with graduate degrees. The reference used is 11.9% US minority population with master’s and higher degrees based on 1990 census data, “Educational attainment of persons 25 yrs and older.” The standard for a score of “Achieves” for all three of these sectors is 10% to 13%.

Research Institutions

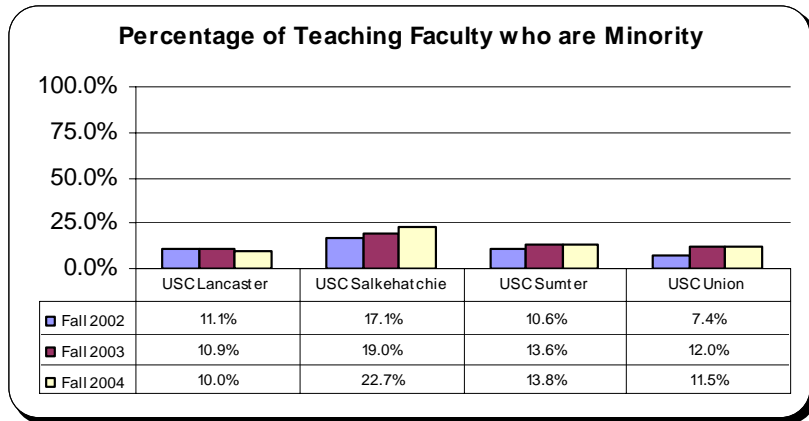


Teaching Institutions

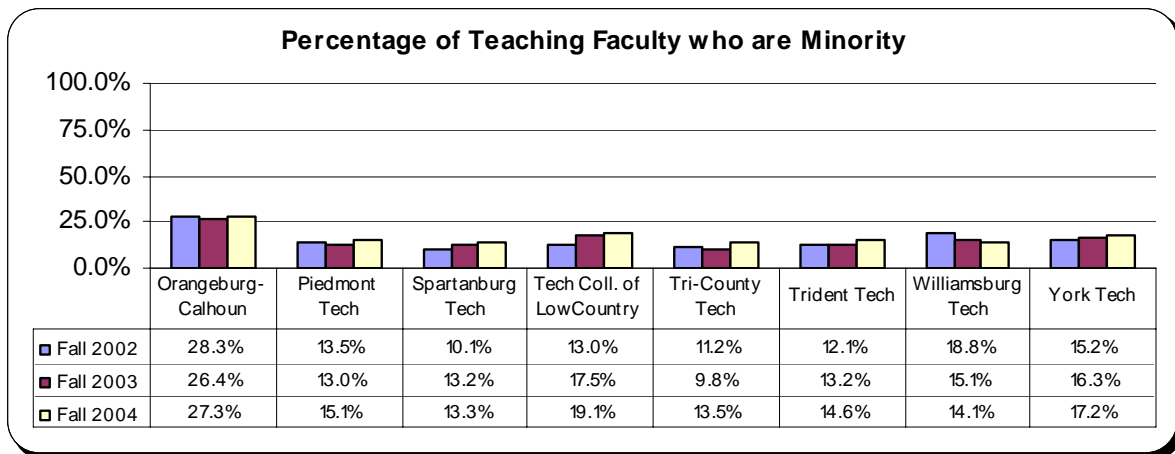
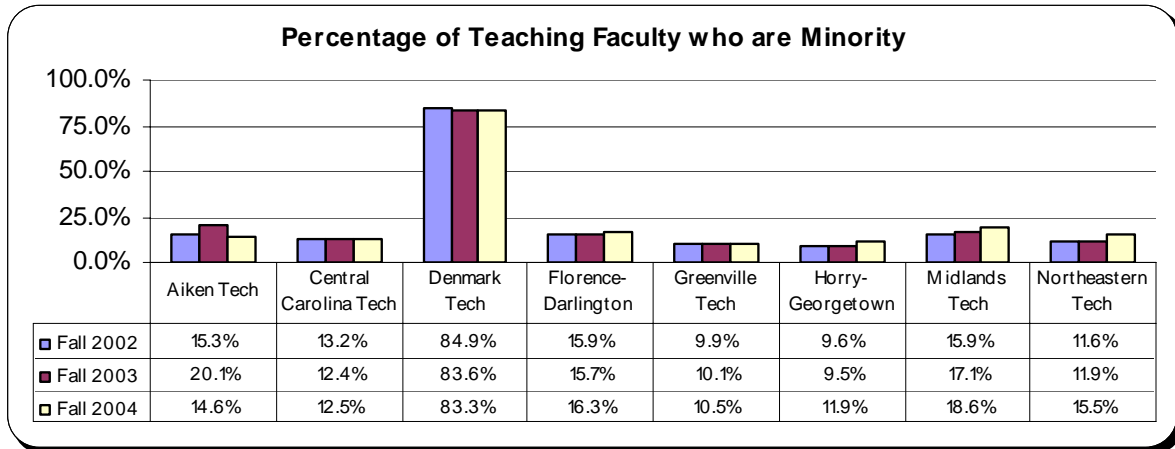


* Formerly USC Spartanburg

Regional Campuses of USC



Technical Colleges – The standard for this indicator is based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, “Educational attainment of persons 25 yrs and older.” The standard for a score of “Achieves” for this sector is 10% to 13%.



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Section 9 Research Funding



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RESEARCH FUNDING

Information on research data includes student involvement in research, grants and awards expended in support of teacher training, and public and private sector research grant expenditures. Tables 9.1 and 9.2 summarize the number and percent of upper-division, degree-seeking undergraduate and graduate students, respectively, funded through grants who participate in sponsored research. These data are reported as required by Act 255, as amended.

With regard to financial support for teacher training, Figure 9.1 displays expenditures by Clemson, USC Columbia, and the Teaching Sector institutions in the past year compared to the average of the previous three years for programs supporting teacher education. The data are used in performance funding **Indicator 9A, Financial Support for Reform in Teacher Education**.

Figure 9.2 displays institutional performance on **Indicator 9B – Amount of Public and Private Sector Grants**, the expenditures of dollars from public and private research grants of the three research institutions in the most recent ended fiscal year compared to the average of similar expenditures for the prior three fiscal years. **This indicator was deferred in Performance Year 7** and continues to be deferred due to changes in federal accounting practices which make data comparisons to previous years impossible.

Student Involvement in Research

The following tables (9.1 and 9.2) summarize the number and percentage of degree-seeking upper-division undergraduate and graduate students who have received funding through grant monies and thus have participated in sponsored research activities. It should be noted that many students who participate in non-sponsored research, or in externally funded projects which are not classified as research, are not reflected in the data presented below.

Table 9.1 Student Involvement in Research – Graduate Students
Source: CHEMIS Data and Institutional IE Reports

Graduate Involvement in Research						
Institution	Fall	Total Headcount Degree-seeking Graduate Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	2002	2,778	638	23.0%		
	2003	2,825	699	24.7%	47	61
	2004	2,896	658	22.7%	71	-41
USC-Columbia	2002	5,854	728	12.4%	232	74
	2003	5,666	745	13.1%	-188	17
	2004	5,549	676	12.2%	-117	-69
MUSC	2002	845	274	32.4%		
	2003	876	241	27.5%	31	-33
	2004	960	277	28.9%	84	36
Four-Year Colleges & Universities						
Citadel	2002	817	9	1.1%		
	2003	803	14	1.7%	-14	5
	2004	858	12	1.4%	55	-2
Coastal Carolina	2002	56	0	0.0%		
	2003	97	4	4.1%	41	4
	2004	84	2	2.4%	-13	-2
Coll. of Chas.	2002	512	53	10.4%		
	2003	578	51	8.8%	66	-2
	2004	573	54	9.4%	-5	3
	2004					
Francis Marion	2002	237	0	0.0%		
	2003	212	0	0.0%	-25	0
	2004	243	0	0.0%	31	0
Lander	2002	69	0	0.0%		
	2003	66	0	0.0%	-3	0
	2004	53	8	15.1%	-13	8
SC State	2002	492	25	5.1%		
	2003	498	22	4.4%	6	-3
	2004	462	7	1.5%	-36	-15
USC-Aiken	2002	51	0	0.0%		

Graduate Involvement in Research

Institution	Fall	Total Headcount Degree-seeking Graduate Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
	2003	58	16	27.6%	7	16
	2004	77	6	7.8%	19	-10
USC-Beaufort				N/A	N/A	N/A
	2003		0			
	2004		0			
USC-Upstate*	2002	3	0			
	2003	6	0	0.0%	3	0
	2004	4	0	0.0%	-2	0
Winthrop	2002	694	1			
	2003	721	0	0.0%	27	-1
	2004	742	1	0.1%	21	1

Upper-Division, Degree-Seeking Undergraduate Students

Undergraduate students are also involved in research efforts at public institutions. Presented below are data reflecting the involvement of upper-division (junior and senior level) degree-seeking students in such research. Although the percentages are much lower, these students can make significant contributions to on-going research at these institutions.

Table 9.2 Student Involvement in Research – Undergraduate Students
Source: CHEMIS Data and Institutional IE Reports

Upper-division, Degree-seeking Undergraduate Involvement in Research

Institution	Fall	Total Headcount Degree-seeking Upper-division Students Enrolled	Number Receiving Stipends for Research	% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
Research Universities						
Clemson	2002	7,447	101	1.4%		
	2003	7,473	89	1.2%	26	-12
	2004	7,157	121	1.7%	-316	32
USC-Columbia	2002	7,275	33	0.5%		
	2003	7,756	35	0.5%	481	2
	2004	8,535	23	0.3%	779	-12
MUSC	2002	352	101	28.7%		
	2003	319	75	23.5%	-33	-26
	2004	352	68	19.3%	33	-7
Four-Year Colleges & Universities						
Citadel	2002	879	13	1.5%		
	2003	933	25	2.7%	54	12
	2004	896	23	2.6%	-37	-2

Upper-division, Degree-seeking Undergraduate Involvement in Research

Institution	Fall	Total		% Participating in Research	Change Over Prior Year in Enrollment	Change Over Prior Yr in # of Students w/ Stipends
		Headcount Degree-seeking Upper-division Students Enrolled	Number Receiving Stipends for Research			
Coastal Carolina	2002	2,059	62	3.0%		
	2003	2,250	43	1.9%	191	-19
	2004	2,455	13	0.5%	205	-30
Coll. of Chas.	2002	4,694	359	7.6%		
	2003	4,692	66	1.4%	-2	-293
	2004	4,758	61	1.3%	66	-5
Francis Marion	2002	1,158	6	0.5%		
	2003	1,248	0	0.0%	90	-6
	2004	1,337	3	0.2%	89	3
Lander	2002	1,157	0	0.0%		
	2003	1,235	0	0.0%	78	0
	2004	1,240	25	2.0%	5	25
SC State	2002	1,605	90	5.6%		
	2003	1,501	65	4.3%	-104	-25
	2004	1,460	34	2.3%	-41	-31
USC-Aiken	2002	1,494	22	1.5%		
	2003	1,511	41	2.7%	17	19
	2004	1,449	40	2.8%	-62	-1
USC-Beaufort	2002	170	0			
	2003	221		0.0%		
	2004	293	0	0.0%	72	0
USC-Upstate	2002	1,854	2	0.1%		
	2003	1,973	4	0.2%	119	2
	2004	2,066	18	0.9%	93	14
Winthrop	2002	2,485	2	0.1%		
	2003	2,488	0	0.0%	3	-2
	2004	2,590	11	0.4%	102	11

Financial Support for Teacher Education

In Year 9 (2004-2005) performance funding year, **Performance Indicator 9A – Financial Support for Reform in Teacher Education** measured the amount of grants and awards expended to support teacher preparation or training, including applied research, professional development and training grants as compared to the average from the prior three years.

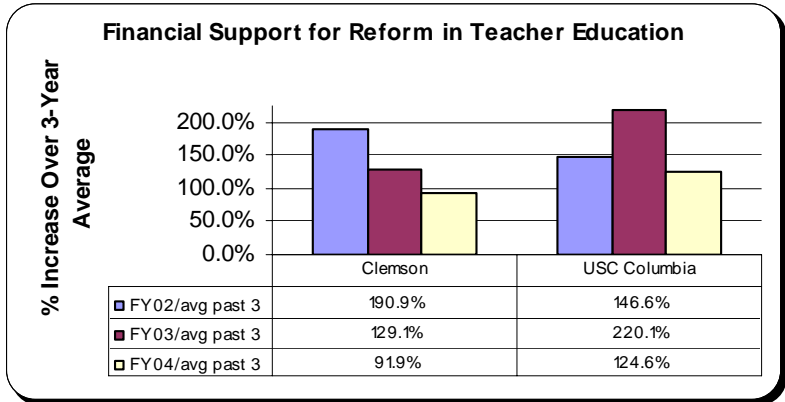
Figure 9.1 shows the comparison in actual dollar amounts from FY 04 as compared to the average of expenditures in FYs 01, 02 and 03. Effective with Year 6 (2001-02), the Commission approved a comparable measure for MUSC to reflect its status as a free-standing health sciences center. The measure assesses MUSC's expenditures of grants/awards in support of the improvement of the health of preK-12th grade students. It was a compliance indicator in Year 6 and was scored for the first time in Year 7. This measure does not apply to the Two-Year Institutions-Branches of USC, or the Technical College sector.

Figure 9.1 – Financial Support for Reform in Teacher Education
Source: Institutional Reports to CHE

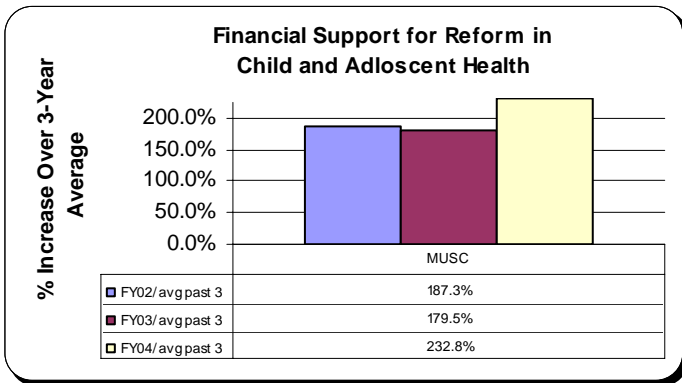
Performance for both sectors was assessed based on an “Achieves” range of 80 – 119%.

Research Universities - FY03 grants and awards

This chart displays the ratios of grants/awards expended on teacher education by the research universities in FY 04 to the average dollars of FY 01, 02, and 03.

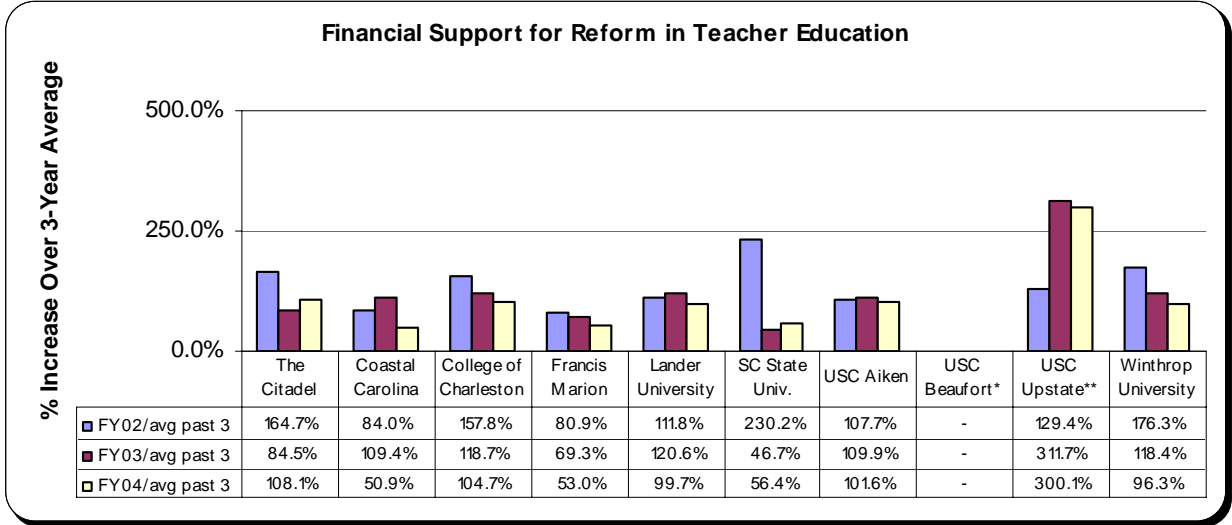


Medical University of South Carolina This chart displays the ratios of grants/awards expended on in support of improvement in child and adolescent health by the MUSC in FY 04 to the average dollars of FY 01, 02, and 03.



Four-Year Colleges and Universities

This chart displays the ratios of grants/awards expended on teacher education by the teaching universities FY 04 to the average dollars of FY 01, 02, and 03.



* This indicator is deferred for USC Beaufort pending development of teacher education programs.

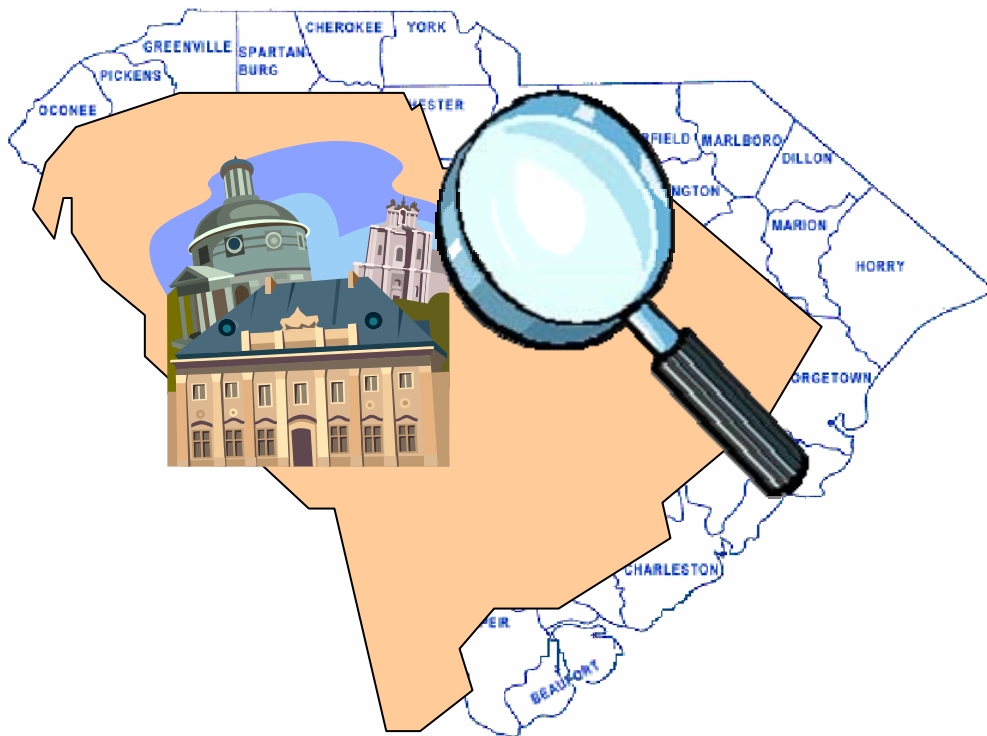
** Formerly USC Spartanburg

Amount of Public and Private Sector Grants

This indicator was deferred in Year 7 and subsequent years due to changes in federal accounting practices.

Section 10

Campus-Based Assessment



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CAMPUS-BASED ASSESSMENT

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

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

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

The summary reports for 2004-2005 were submitted electronically and are available through each institution's website at the addresses that follow this summary. They can also be found through the CHE website. The reports include the following components:

General Education

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

Majors or Concentrations

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

Academic Advising

Academic Advising provides students with an understanding of their rights and responsibilities for completion of their degrees, programs and/or career preparation. Reports typically include information on student evaluations of services, special programs, changes, and student usage.

Achievement of Students Transferring from Two to Four Year Institutions

Two-year public institutions report on this component every other year, when data on the academic performance of their former students are transferred from the four-year institutions back to the two-year institutions for examination and analysis. This report is included in the institutions' 2005 Institutional Effectiveness reports.

Procedures for Student Development

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

Library Resources and Services

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

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

2005 Summary Reports on Institutional Websites

Research Universities

Clemson	http://www.clemson.edu/welcome/quickly/mission/index.htm
USC Columbia	http://kudzu.ipr.sc.edu/effectiveness/assessment/iereports/
MUSC	http://www.edserv.musc.edu/musc_ie_report_04/index.html

Four-Year Colleges and Universities

Citadel	http://www.citadel.edu/academicaffairs/inst_eff05/2005_summary_report.pdf
College of Charleston	http://www.cofc.edu/~oap/2002/ierpt02.pdf
Coastal Carolina	http://www.coastal.edu/effect/iereports.html
Francis Marion	http://www.fmarion.edu/about/IEReports
Lander	http://www.lander.edu/ir/institutional_effectiveness_report.htm
SC State	http://www.scsu.edu/testsite/ir/IE/IE-2002.htm
USC Aiken	http://ie.usca.edu/assessment/IEReports/

USC Beaufort*	http://kudzu.ipr.sc.edu/effectiveness/assessment/iereports/
USC Upstate	http://kudzu.ipr.sc.edu/effectiveness/assessment/iereports/
Winthrop	http://www.winthrop.edu/assessment/IE/

Two-Year Institutions-Branches of USC

All 4 Campuses	http://kudzu.ipr.sc.edu/effectiveness/assessment/iereports/
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State Technical and Comprehensive Education System

Aiken	http://www.atc.edu/acrobat/020805_2002iereports.pdf
Central Carolina	http://www.cctech.edu/about/effective.asp
Denmark	http://www.den.tec.sc.us/iereport.htm
Florence-Darlington	http://www.fdtc.edu/Gen_Info/IE_Rpt/IE_Rpt2002.htm
Greenville	http://greenvilletech.com/alumni_and_friends/institutional_effectiveness.html
Horry-Georgetown	http://www.hgtc.edu/ir/iereports.htm
Midlands	http://www.midlandstech.com/arp/ACCOUNT.HTM
Northeastern	http://www.netc.edu/IEReports.html
Orangeburg-Calhoun	http://www.octech.edu/about/IESummary.html
Piedmont	http://www.piedmont.tec.sc.us/ie/reports_to_CHE.htm
Spartanburg	http://www.stcsc.edu/Institut_Effectiv_Sum/default.htm
Tech of Lowcountry	http://www.tclonline.org/
Tri-County	http://www.ttc.edu/visitors_media/college_information/instdev/iesummary04.htm
Trident	http://www.tridenttech.edu/ir/
Williamsburg	http://www.williamsburgtech.com/IEReport.html
York	http://www.yorktech.com/CHE/REPORTS/CHE2004IE.htm

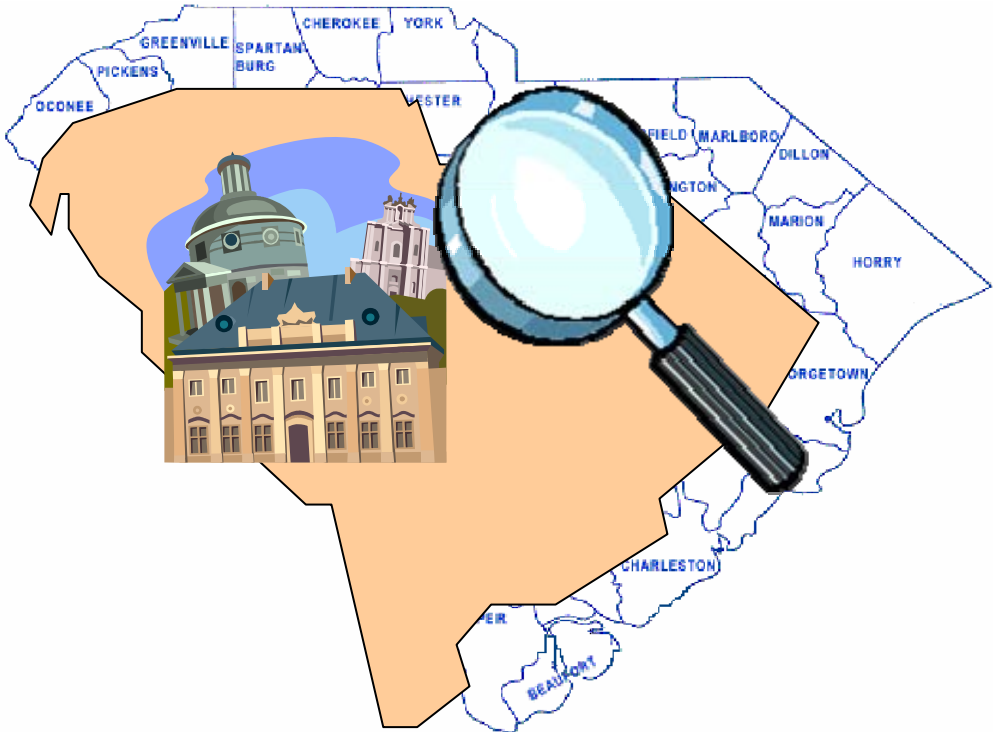
*USC Beaufort was approved in 2002 to change its mission and status to “Four-Year Teaching Institution.”

**Formerly USC Spartanburg

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Section 11 Institutional Performance Ratings

(Performance Year 9, 2004-2005
impacting FY 2005-2006)



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INSTITUTIONAL PERFORMANCE RATINGS

Institutional performance ratings from 2004-05 for fiscal year 2005-2006 are displayed on the CHE website for each of South Carolina's public institutions of higher education. These ratings impacted each institution's FY 2004-2005 state funding.

Beginning with Year 6, institutions are rated on a reduced set of indicators (13 or 14) that were selected for each sector to represent those most closely tied to its mission. The reduced set of indicators better focuses the system and reduces redundancy among the indicators. In reducing the number of measures impacting institutional scores, several indicator definitions were revised. This year three institutions – USC Columbia, Winthrop University, Orangeburg-Calhoun Technical College, Horry-Georgetown Technical College, and Midlands Technical College – were rated in the “Substantially Exceeds” category. As for the other institutions, 14 performed in the “Exceeds” category and 14 in the “Achieves” category. The overall average performance score of institutions in Year 9 was 2.63 of 3.0.

Note on Report Format: The ratings are posted as Adobe Acrobat files, with four pages for each institution. The first page provides a summary of overall performance and details about the institution itself including president's name and contact information as well as “quick facts” including enrollment, type degrees offered, faculty and financial data. The pages that follow provide indicator-by-indicator performance details including current and three years of historical data for each indicator

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

2004-2005 INSTITUTIONAL REPORT CARDS

http://www.che.sc.gov/Finance/Perf_Fund/Perform/CollgRate/CollegeRatings.htm