



# The Citadel

## Sector: Four-Year Colleges and Universities

**John S. Grinalds, President**  
 171 Moultrie Street  
 Charleston, SC 29409  
 (843) 953-5012  
[www.citadel.edu](http://www.citadel.edu)

**Founded in 1842**



**2004-05 Performance Year Score**  
**Achieves Standards**  
 83%  
 2.48 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage, see [www.che.sc.gov](http://www.che.sc.gov) and select "Performance Funding"

**Degrees Awarded**  
 FY 2003-04

- Associates
- 462 Bachelor's
- Post Bachelor's Cert.
- 203 Master's
- Post Master's Cert.
- First Professional
- 17 Specialist
- Doctoral

**Enrollment Headcount** 3,351  
 includes full & part-time students  
 65% of headcount Undergraduate  
 63% of headcount from SC at entry  
 17% of headcount Minority

**Full-Time** 2,232 (67% of headcount)

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

**Full-Time Faculty** 161 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

**Tuition Academic Year 2004-05**  
 \$5,900 In-State, Full-Time Student  
 \$14,518 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

**\* Financial Dollars In Millions FY 2002-03**  
 \$46.9 Revenue, excl. auxiliary & hospital  
 \$45.1 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

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

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

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

**Report for: The Citadel** **Four-Year Colleges and Universities Sector**

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

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	96%	98%	98%	<b>98%</b>	95% - 99% or if <95% all but 1		N/A		<b>2.00</b>	
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									<b>3.00</b>

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

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

**2. QUALITY OF FACULTY**

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	95.0%	96.6%	95.1%	<b>90.7%</b>	70.0%	to	84.0%	3% of prior 3-yr avg	N/A score=3		<b>3.00</b>
<b>2D</b> Compensation of Faculty :												<b>3.00</b>
Assistant Professor Average	Fall 2004	\$45,631	\$44,797	\$47,148	<b>\$48,957</b>	\$36,840	to	\$43,701	For each part, 4% of prior year	N/A score=3	3.00	
Associate Professor Average	Fall 2004	\$54,890	\$54,626	\$55,885	<b>\$60,986</b>	\$44,787	to	\$53,129		N/A score=3	3.00	
Professor Average	Fall 2004	\$67,126	\$66,959	\$67,072	<b>\$74,514</b>	\$56,164	to	\$66,624		N/A score=3	3.00	

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

Report for: The Citadel

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2005	75%	75%	75%	<b>75%</b>	90%-99% or if <90%, all but 1		N/A			<b>2.00</b>
<b>3E</b> Institutional emphasis on quality teacher education and reform :											<b>2.00</b>
<b>1</b> NCATE accreditation	Spring 2005	YES	YES	YES	<b>YES</b>	YES		N/A			Complied
<b>2a</b> % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	<b>deferred</b>	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred		deferred
<b>2b</b> % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		83.5%	78.1%	80.7%	<b>79.4%</b>	75.0% to 89.0%			83.2%		2.00
<b>3a</b> % teacher ed. graduates in critical shortage areas	FY 2003-04	17%	17%	11%	<b>10%</b>	20% to 34%		5% of prior 3-yr avg	16%		1.00
<b>3b</b> % teacher ed. graduates who are minority		28%	21%	26%	<b>25%</b>	10% to 20%			N/A score=3		3.00

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	<b>4</b>	2 to 3		N/A			<b>3.00</b>
---	-------------------	-----------	-----------	---	----------	--------	--	-----	--	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	27.1%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.7%	88.7%	92.8%	<b>88.9%</b>	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3		<b>3.00</b>
---	-----------	-------	-------	-------	--------------	----------------	--	----------------------	-------------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: The Citadel

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

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

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

<b>8C</b> Accessibility to the Institution of All Citizens of the State :												1.75
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	14.6%	16.3%	14.5%	13.5%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	15.9%	1.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	83.1%	81.1%	80.5%	80.9%	74.0%	to	82.0%		85.6%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	21.7%	22.6%	21.6%	19.6%	10.0%	to	13.0%		N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.9%	7.9%	8.2%	6.4%	10.0%	to	13.0%		8.6%	1.00	

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	244.4%	164.7%	84.5%	108.1%	80.0%	to	119.0%	NA		2.00
---	-----------------------------	--------	--------	-------	--------	-------	----	--------	----	--	------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

- Exceeded standards (scores of 3) on 6 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
- Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal :	29.75
# of indicators averaged	12
Average:	2.48
Average / 3.00 Max:	83%
Category is:	"Achieves"

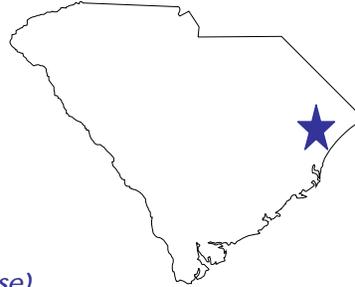


# Coastal Carolina University

**Sector: Four-Year Colleges and Universities**

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

Founded in 1954



**2004-05 Performance Year Score**  
**Achieves Standards**  
 75%  
 2.26 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage, see [www.che.sc.gov](http://www.che.sc.gov) and select "Performance Funding"

**Degrees Awarded**  
 FY 2003-04

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

**Enrollment**

**Headcount** 7,021  
 includes full & part-time students  
 86% of headcount Undergraduate  
 60% of headcount from SC at entry  
 15% of headcount Minority

**Full-Time** 5,392 (77% of headcount)

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

**Full-Time Faculty** 228 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

**Tuition Academic Year 2004-05**

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

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

\$55.0 Revenue, excl. auxiliary & hospital  
 \$53.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

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

<b>Total Scored Indicators</b> (See the following pages for details by indicator)	<b>14 Indicators</b>
Exceeded Standards (or received scores of 3) on	5 Indicators
Achieved Standards (or received scores of 2.00-2.99) on	4 Indicators
Did Not Achieve Standards (or received scores of 1.00-1.99) on	3 Indicators
Achieved Compliance (or received scores of "Complied") on	1 Indicators
<i>1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)</i>	

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

**Report for: Coastal Carolina University**

**Four-Year Colleges and Universities Sector**

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

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	<b>62%</b>	95% - 99% or if <95% all but 1		N/A			<b>1.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									

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

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

**2. QUALITY OF FACULTY**

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

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

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2005	60%	60%	80%	<b>80%</b>	90%-99% or if <90%, all but 1		N/A			<b>2.00</b>
<b>3E</b> Institutional emphasis on quality teacher education and reform :											<b>1.63</b>
<b>1</b> NCATE accreditation	Spring 2005	YES	YES	YES	<b>YES</b>	YES		N/A			Complied
<b>2a</b> % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	<b>deferred</b>	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred		deferred
<b>2b</b> % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		80.0%	89.4%	91.1%	<b>85.7%</b>	75.0%	to	89.0%	N/A score=3		2.00
<b>3a</b> % teacher ed. graduates in critical shortage areas	FY 2003-04	8%	6%	9%	<b>19%</b>	20%	to	34%	5% of prior 3-yr avg	8%	1.50
<b>3b</b> % teacher ed. graduates who are minority		8%	13%	1%	<b>7%</b>	10%	to	20%	8%		1.00

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	<b>4</b>	2	to	3	N/A	N/A		<b>3.00</b>
---	-------------------	-----------	-----------	---	----------	---	----	---	-----	-----	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.0%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	82.9%	87.1%	85.6%	<b>86.7%</b>	50.0%	to	79.9%	5% of prior 3-yr avg	N/A score=3		<b>3.00</b>
---	-----------	-------	-------	-------	--------------	-------	----	-------	----------------------	-------------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: Coastal Carolina University

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

<b>7A</b> Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	<b>1998 cohort</b>	37.0%	35.2%	36.6%	<b>39.8%</b>	36.0%	to	49.0%	3% of prior 3-yr avg	37.4%		<b>2.50</b>
<b>7D</b> Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	<b>Apr 1, 2003 - Mar 31, 2004</b>	80.0%	89.4%	91.1%	<b>85.7%</b>	75.0%	to	89.0%	3% of prior 3-yr avg	89.4%		<b>2.00</b>

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	<b>FY 04 / FYs 01,02,03 Avg</b>	119.5%	84.0%	109.4%	<b>50.9%</b>	80.0%	to	119.0%	NA		<b>1.00</b>
---	-------------------------------------	--------	-------	--------	--------------	-------	----	--------	----	--	-------------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

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

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



## College of Charleston

### Sector: Four-Year Colleges and Universities

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

Founded in 1770



### 2004-05 Performance Year Score Exceeds Standards

88%  
2.65 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2003-04

- Associates 2,059
- Bachelor's 2
- Post Bachelor's Cert. 190
- Master's
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

#### Enrollment

**Headcount**  
includes full &  
part-time students

11,607  
85% of headcount Undergraduate  
65% of headcount from SC at entry  
12% of headcount Minority  
**Full-Time** 9,340 (80% of headcount)

#### Full-Time

#### SAT Average

1162 (1st-time entering freshmen. Includes converted ACT scores.)

#### Full-Time Faculty

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

#### Tuition

Academic Year 2004-05

\$6,202 In-State, Full-Time Student  
\$14,140 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey; in-state rebate of \$302 not reflected)

#### \* Financial

Dollars In Millions  
FY 2002-03

\$113.0 Revenue, excl. auxiliary & hospital  
\$108.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

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

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

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

#### 14 Indicators

7 Indicators  
5 Indicators  
0 Indicators  
1 Indicators

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

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

**Report for: College of Charleston** **Four-Year Colleges and Universities Sector**

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

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	<b>100%</b>	95% - 99% or if <95% all but 1		N/A			<b>3.00</b>	
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.										<b>3.00</b>

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

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

**2. QUALITY OF FACULTY**

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	90.7%	92.0%	90.0%	<b>88.6%</b>	70.0% to 84.0%		3% of prior 3-yr avg	N/A score=3		<b>3.00</b>
<b>2D</b> Compensation of Faculty :		<b>3.00</b>									
Assistant Professor Average	Fall 2004	\$42,888	\$44,028	\$45,268	<b>\$47,196</b>	\$36,840 to \$43,701		For each part, 4% of prior year	N/A score=3	3.00	
Associate Professor Average	Fall 2004	\$53,247	\$53,143	\$53,901	<b>\$57,400</b>	\$44,787 to \$53,129			N/A score=3	3.00	
Professor Average	Fall 2004	\$65,962	\$66,960	\$68,135	<b>\$71,298</b>	\$56,164 to \$66,624			N/A score=3	3.00	

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

Report for: College of Charleston

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2005	86%	88%	88%	<b>88%</b>	90%-99% or if <90%, all but 1		N/A			<b>2.00</b>
<b>3E</b> Institutional emphasis on quality teacher education and reform :											<b>2.63</b>
<b>1</b> NCATE accreditation	Spring 2005	YES	YES	YES	<b>YES</b>	YES		N/A		Complied	
<b>2a</b> % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	<b>deferred</b>	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred	deferred	
<b>2b</b> % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		88.6%	91.7%	93.2%	<b>92.2%</b>	75.0%	to 89.0%	N/A score=3	3.00		
<b>3a</b> % teacher ed. graduates in critical shortage areas	FY 2003-04	22%	24%	14%	<b>23%</b>	20%	to 34%	5% of prior 3-yr avg	21%	2.50	
<b>3b</b> % teacher ed. graduates who are minority		11%	10%	12%	<b>11%</b>	10%	to 20%	12%	2.00		

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	<b>3</b>	2	to 3	N/A	N/A		<b>2.00</b>
---	-------------------	-----------	-----------	---	----------	---	------	-----	-----	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	15.9%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	98.1%	99.1%	99.6%	<b>99.5%</b>	50.0%	to 79.9%	5% of prior 3-yr avg	N/A score=3		<b>3.00</b>
---	-----------	-------	-------	-------	--------------	-------	----------	----------------------	-------------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: College of Charleston

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

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

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

<b>8C</b> Accessibility to the Institution of All Citizens of the State :												2.13
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	16.8%	17.0%	16.3%	15.9%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	17.5%	1.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	82.8%	82.8%	83.7%	86.3%	74.0%	to	82.0%		N/A score=3	3.00	
3 % graduate students who are minority (headcount)	Fall 2004	12.2%	10.2%	14.1%	13.7%	10.0%	to	13.0%		N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	8.1%	7.4%	8.3%	9.1%	10.0%	to	13.0%		8.2%	1.50	

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	145.0%	157.8%	118.7%	104.7%	80.0%	to	119.0%	NA		2.00
---	--------------------------	--------	--------	--------	--------	-------	----	--------	----	--	------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

- Exceeded standards (scores of 3) on 7 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
- Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal :	31.76
# of indicators averaged	12
Average:	2.65
Average / 3.00 Max:	88%
Category is:	"Exceeds"



## Francis Marion University

**Sector: Four-Year Colleges and Universities**

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

Founded in 1970



### 2004-05 Performance Year Score

## Achieves Standards

84%  
2.53 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2003-04

- Associates 421
- Bachelor's 241
- Post Bachelor's Cert. 83
- Master's 83
- Post Master's Cert.
- First Professional
- Specialist
- Doctoral

#### Enrollment

**Headcount** 3,698  
includes full & part-time students  
87% of headcount Undergraduate  
95% of headcount from SC at entry  
40% of headcount Minority

**Full-Time** 2,955 (80% of headcount)

#### SAT Average

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

#### Full-Time Faculty

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

#### Tuition

Academic Year 2004-05  
\$5,540 In-State, Full-Time Student  
\$10,945 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

#### \* Financial

Dollars In Millions  
FY 2002-03  
\$34.7 Revenue, excl. auxiliary & hospital  
\$33.6 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

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

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

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

**14 Indicators**

5 Indicators  
6 Indicators  
1 Indicators  
1 Indicators

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

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

**Report for: Francis Marion University** **Four-Year Colleges and Universities Sector**

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

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	98%	100%	100%	<b>100%</b>	95% - 99% or if <95% all but 1		N/A			<b>3.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									<b>3.00</b>

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

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

**2. QUALITY OF FACULTY**

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	85.8%	88.4%	87.7%	<b>88.6%</b>	70.0% to 84.0%		3% of prior 3-yr avg	N/A score=3		<b>3.00</b>
<b>2D</b> Compensation of Faculty :		<b>2.67</b>									
Assistant Professor Average	Fall 2004	\$41,123	\$41,676	\$42,672	<b>\$44,937</b>	\$36,840 to \$43,701		For each part, 4% of prior year	N/Ascore=3	3.00	
Associate Professor Average	Fall 2004	\$50,676	\$51,972	\$53,524	<b>\$56,514</b>	\$44,787 to \$53,129			N/Ascore=3	3.00	
Professor Average	Fall 2004	\$58,884	\$58,570	\$59,298	<b>\$61,215</b>	\$56,164 to \$66,624			\$61,670	2.00	

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

Report for: Francis Marion University

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2005	80%	80%	80%	<b>80%</b>	90%-99% or if <90%, all but 1		N/A			<b>2.00</b>
<b>3E</b> Institutional emphasis on quality teacher education and reform :											<b>2.75</b>
<b>1</b> NCATE accreditation	Spring 2005	YES	YES	YES	<b>YES</b>	YES		N/A			Complied
<b>2a</b> % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	<b>deferred</b>	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred		deferred
<b>2b</b> % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		76.2%	80.1%	88.7%	<b>98.5%</b>	75.0%	to	89.0%	N/Ascore=3		3.00
<b>3a</b> % teacher ed. graduates in critical shortage areas	FY 2003-04	17%	35%	20%	<b>48%</b>	20%	to	34%	5% of prior 3-yr avg	N/Ascore=3	3.00
<b>3b</b> % teacher ed. graduates who are minority		22%	13%	31%	<b>20%</b>	10%	to	20%	N/A score=3		2.00

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	<b>4</b>	2	to	3	N/A	N/A		<b>3.00</b>
---	-------------------	-----------	-----------	---	----------	---	----	---	-----	-----	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.2%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	73.7%	71.8%	76.9%	<b>75.3%</b>	50.0%	to	79.9%	5% of prior 3-yr avg	77.8%		<b>2.00</b>
---	-----------	-------	-------	-------	--------------	-------	----	-------	----------------------	-------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: Francis Marion University

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

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

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

<b>8C</b> Accessibility to the Institution of All Citizens of the State :												2.38
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	34.8%	36.1%	38.3%	43.8%	21.0%	to	28.0%	8C1,2,3=	N/A score=3	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	74.6%	76.4%	78.6%	80.8%	74.0%	to	82.0%	5% of prior 3-yr avg and 8C4=	80.4%	2.50	
3 % graduate students who are minority (headcount)	Fall 2004	27.6%	24.9%	21.5%	24.2%	10.0%	to	13.0%	3% of prior 3-yr avg	N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	6.0%	6.4%	5.9%	5.5%	10.0%	to	13.0%		6.3%	1.00	

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	211.2%	80.9%	69.3%	53.0%	80.0%	to	119.0%	NA		1.00
---	-----------------------------	--------	-------	-------	-------	-------	----	--------	----	--	------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

- Exceeded standards (scores of 3) on 5 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 6 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
- Achieved Compliance on 1 indicator, and 1 indicator is deferred.

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



## Lander University

**Sector: Four-Year Colleges and Universities**

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



**Founded in 1872**

**2004-05 Performance Year Score**

**Achieves Standards**

78%  
2.35 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2003-04

- Associates 431
- Bachelor's 431
- Post Bachelor's Cert. 42
- Master's 42
- Post Master's Cert. 42
- First Professional 42
- Specialist 42
- Doctoral 42

#### Enrollment

**Headcount**  
includes full &  
part-time students

2,918  
94% of headcount Undergraduate  
95% of headcount from SC at entry  
24% of headcount Minority

#### Full-Time

2,378 (81% of headcount)

#### SAT Average

961 (1st-time entering  
freshmen. Includes  
converted ACT  
scores.)

#### Full-Time Faculty

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

#### Tuition

Academic Year  
2004-05

\$5,866 In-State, Full-Time Student  
\$12,034 Out-of-State, Full-Time Student  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey)

#### \* Financial

Dollars In Millions  
FY 2002-03

\$27.0 Revenue, excl. auxiliary & hospital  
\$25.4 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

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

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

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

**14 Indicators**

4 Indicators  
7 Indicators  
1 Indicators  
1 Indicators

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

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

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

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

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	<b>100%</b>	95% - 99% or if <95% all but 1		N/A			<b>3.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									<b>3.00</b>

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

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

**2. QUALITY OF FACULTY**

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

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

Report for: Lander University

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

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

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	<b>3</b>	2 to 3		N/A	N/A		<b>2.00</b>
---	-------------------	-----------	-----------	---	----------	--------	--	-----	-----	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	22.4%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.5%	84.3%	90.4%	<b>82.1%</b>	50.0% to 79.9%		5% of prior 3-yr avg	N/A score=3		<b>3.00</b>
---	-----------	-------	-------	-------	--------------	----------------	--	----------------------	-------------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: Lander University

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

<b>7A</b> Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	48.0%	47.6%	45.7%	42.9%	36.0%	to	49.0%	3% of prior 3-yr avg	48.5%		2.00
<b>7D</b> Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	79.2%	90.7%	91.8%	79.5%	75.0%	to	89.0%	3% of prior 3-yr avg	89.9%		2.00

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

<b>8C</b> Accessibility to the Institution of All Citizens of the State :												2.13
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	21.4%	21.7%	23.0%	24.8%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	23.1%	2.50	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	77.4%	81.1%	75.3%	76.4%	74.0%	to	82.0%		81.8%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	13.7%	9.0%	8.5%	15.1%	10.0%	to	13.0%		N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	11.2%	10.5%	9.9%	8.4%	10.0%	to	13.0%		10.8%	1.00	

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	116.2%	111.8%	120.6%	99.7%	80.0%	to	119.0%	NA		2.00
---	-----------------------------	--------	--------	--------	-------	-------	----	--------	----	--	------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

- Exceeded standards (scores of 3) on 4 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 7 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
- Achieved Compliance on 1 indicator, and 1 indicator is deferred.

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



## South Carolina State University

### Sector: Four-Year Colleges and Universities

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

Founded in 1896



### 2004-05 Performance Year Score

## Achieves Standards

78%  
2.35 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2003-04

- Associates
- 563 Bachelor's
- Post Bachelor's Cert.
- 142 Master's
- Post Master's Cert.
- First Professional
- 15 Specialist
- 30 Doctoral

#### Enrollment

**Headcount**  
includes full &  
part-time students

4,294  
86% of headcount Undergraduate  
84% of headcount from SC at entry  
96% of headcount Minority

#### Full-Time

3,604 (84% of headcount)

#### SAT Average

830 (1st-time entering  
freshmen. Includes  
converted ACT  
scores.)

#### Full-Time Faculty

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

#### Tuition

Academic Year  
2004-05

\$6,170 In-State, Full-Time Student  
\$12,978 Out-of-State, Full-Time Student  
(includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey)

#### \* Financial

Dollars In Millions  
FY 2002-03

\$69.3 Revenue, excl. auxiliary & hospital  
\$69.5 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

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

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

Exceeded Standards (or received scores of 3) on  
Achieved Standards (or received scores of 2.00-2.99) on  
Did Not Achieve Standards (or received scores of 1.00-1.99) on  
Achieved Compliance (or received scores of "Complied") on

**14 Indicators**

4 Indicators  
4 Indicators  
3 Indicators  
1 Indicators

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

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

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

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

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	95%	96%	99%	<b>86%</b>	95% - 99% or if <95% all but 1		N/A			<b>1.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									

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

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

**2. QUALITY OF FACULTY**

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	91.0%	86.8%	86.3%	<b>93.4%</b>	70.0% to 84.0%		3% of prior 3-yr avg	N/A score=3		<b>3.00</b>
<b>2D</b> Compensation of Faculty :		<b>2.83</b>									
Assistant Professor Average	Fall 2004	\$45,001	\$44,676	\$44,375	<b>\$47,811</b>	\$36,840 to \$43,701		For each part, 4% of prior year	N/Ascore=3	3.00	
Associate Professor Average	Fall 2004	\$50,748	\$52,725	\$51,394	<b>\$56,815</b>	\$44,787 to \$53,129			N/Ascore=3	3.00	
Professor Average	Fall 2004	\$57,496	\$56,611	\$55,282	<b>\$62,599</b>	\$56,164 to \$66,624			\$57,493	2.50	

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

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2005	71%	71%	71%	<b>93%</b>	90%-99% or if <90%, all but 1		N/A			<b>2.00</b>
<b>3E</b> Institutional emphasis on quality teacher education and reform :											<b>2.75</b>
<b>1</b> NCATE accreditation	Spring 2005	YES	YES	YES	<b>YES</b>	YES		N/A			Complied
<b>2a</b> % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	<b>deferred</b>	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred		deferred
<b>2b</b> % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		90.6%	80.0%	100.0%	<b>100.0%</b>	75.0% to 89.0%			N/Ascore=3		3.00
<b>3a</b> % teacher ed. graduates in critical shortage areas	FY 2003-04	42%	36%	38%	<b>31%</b>	20% to 34%		5% of prior 3-yr avg	41%		2.00
<b>3b</b> % teacher ed. graduates who are minority		96%	95%	91%	<b>93%</b>	10% to 20%			N/Ascore=3		3.00

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	<b>4</b>	2 to 3		N/A			<b>3.00</b>
---	-------------------	-----------	-----------	---	----------	--------	--	-----	--	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	17.4%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	35.5%	41.5%	47.3%	<b>49.9%</b>	50.0% to 79.9%		5% of prior 3-yr avg	43.5%		<b>1.50</b>
---	-----------	-------	-------	-------	--------------	----------------	--	----------------------	-------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: South Carolina State University

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

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

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

<b>8C</b> Accessibility to the Institution of All Citizens of the State :												2.75
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	96.9%	97.9%	98.0%	98.2%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg	N/Ascore=3	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	83.6%	84.2%	82.5%	77.8%	74.0%	to	82.0%	and 8C4= 3% of prior 3-yr avg	87.6%	2.00	
3 % graduate students who are minority (headcount)	Fall 2004	62.7%	61.8%	69.4%	84.7%	10.0%	to	13.0%		N/Ascore=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	71.4%	76.3%	72.0%	69.0%	10.0%	to	13.0%		N/Ascore=3	3.00	

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	190.9%	230.2%	46.7%	56.4%	80.0%	to	119.0%	NA		1.00
---	--------------------------	--------	--------	-------	-------	-------	----	--------	----	--	------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

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

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



# University of South Carolina Aiken

**Sector: Four-Year Colleges and Universities**

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

Founded in 1961



## 2004-05 Performance Year Score

### Achieves Standards

84%  
2.53 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2003-04

- 56 Associates
- 488 Bachelor's
  - Post Bachelor's Cert.
- 10 Master's
  - Post Master's Cert.
  - First Professional
  - Specialist
  - Doctoral

### Enrollment

**Headcount** 3,382  
includes full & part-time students  
97% of headcount Undergraduate  
87% of headcount from SC at entry  
27% of headcount Minority

**Full-Time** 2,353 (70% of headcount)

### SAT Average

977 (1st-time entering freshmen. Includes converted ACT scores.)

### Full-Time Faculty

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

### Tuition

Academic Year 2004-05

- \$5,622 In-State, Full-Time Student
- \$11,264 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)

### \* Financial

Dollars In Millions  
FY 2002-03

- \$32.2 Revenue, excl. auxiliary & hospital
- \$30.4 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

## Performance Score Summary

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

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

- Exceeded Standards (or received scores of 3) on
- Achieved Standards (or received scores of 2.00-2.99) on
- Did Not Achieve Standards (or received scores of 1.00-1.99) on
- Achieved Compliance (or received scores of "Complied") on

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

### 14 Indicators

- 5 Indicators
- 6 Indicators
- 1 Indicators
- 1 Indicators

## Interpreting Overall Score

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

### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: USC Aiken

Four-Year Colleges and Universities Sector

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

1. MISSION FOCUS

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	<b>100%</b>	95% - 99% or if <95% all but 1		N/A			<b>3.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									

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

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

2. QUALITY OF FACULTY

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	91.2%	90.4%	93.9%	<b>94.3%</b>	70.0% to 84.0%		3% of prior 3-yr avg	N/A score=3		<b>3.00</b>
<b>2D</b> Compensation of Faculty :											<b>2.67</b>
Assistant Professor Average	Fall 2004	\$44,560	\$45,145	\$43,641	<b>\$45,473</b>	\$36,840 to \$43,701		For each part, 4% of prior year	N/Ascore=3	3.00	
Associate Professor Average	Fall 2004	\$49,345	\$51,301	\$51,849	<b>\$54,798</b>	\$44,787 to \$53,129			N/Ascore=3	3.00	
Professor Average	Fall 2004	\$63,226	\$64,465	\$63,915	<b>\$66,002</b>	\$56,164 to \$66,624			\$66,472	2.00	

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

Report for: USC Aiken

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

<b>3D</b> Accreditation of Degree-Granting Programs	as of Apr 2005	100%	100%	100%	<b>100%</b>	90%-99% or if <90%, all but 1		N/A			<b>3.00</b>
<b>3E</b> Institutional emphasis on quality teacher education and reform :											<b>2.38</b>
<b>1</b> NCATE accreditation	Spring 2005	YES	YES	YES	<b>YES</b>	YES		N/A			Complied
<b>2a</b> % students passing PRAXIS II - Professional Knowledge	Apr 1, 2003 - Mar 31, 2004	deferred	deferred	deferred	<b>deferred</b>	deferred from scoring in Yr 6 per CHE action Jan 10, 2002		3% of prior 3-yr avg	deferred		deferred
<b>2b</b> % students passing PRAXIS II (or NTE if applicable) - Specialty Area Exams		88.8%	89.3%	87.7%	<b>91.0%</b>	75.0%	to	89.0%	N/A score=3		3.00
<b>3a</b> % teacher ed. graduates in critical shortage areas	FY 2003-04	9%	5%	7%	<b>13%</b>	20%	to	34%	5% of prior 3-yr avg	7%	1.50
<b>3b</b> % teacher ed. graduates who are minority		20%	19%	17%	<b>11%</b>	10%	to	20%		20%	2.00

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	3	<b>3</b>	2	to	3	N/A	N/A		<b>2.00</b>
---	-------------------	-----------	-----------	---	----------	---	----	---	-----	-----	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	16.7%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	81.7%	88.7%	82.5%	<b>87.9%</b>	50.0%	to	79.9%	5% of prior 3-yr avg	N/A score=3		<b>3.00</b>
---	-----------	-------	-------	-------	--------------	-------	----	-------	----------------------	-------------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: USC Aiken

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

<b>7A</b> Graduation Rate (1st-time, full-time, degree-seeking students graduating within 150% of normal program time)	1998 cohort	39.6%	36.2%	44.6%	40.0%	36.0%	to	49.0%	3% of prior 3-yr avg	41.3%		2.00
<b>7D</b> Scores of Graduates on Post-Undergraduate Professional, Graduate or Employment-Related Examinations and Certification Tests	Apr 1, 2003 - Mar 31, 2004	84.3%	87.1%	84.8%	88.8%	75.0%	to	89.0%	3% of prior 3-yr avg	88.0%		2.50

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

<b>8C</b> Accessibility to the Institution of All Citizens of the State :												1.75
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	24.3%	25.1%	23.5%	26.2%	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	25.5%	2.50	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	76.2%	78.7%	70.3%	73.9%	74.0%	to	82.0%		78.8%	1.00	
3 % graduate students who are minority (headcount)	Fall 2004	16.1%	17.5%	9.7%	9.6%	10.0%	to	13.0%		15.2%	1.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.1%	10.9%	11.3%	11.2%	10.0%	to	13.0%		10.7%	2.50	

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	93.5%	107.7%	109.9%	101.6%	80.0%	to	119.0%	NA		2.00
---	-----------------------------	-------	--------	--------	--------	-------	----	--------	----	--	------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

- Exceeded standards (scores of 3) on 5 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 6 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 1 scored indicators.
- Achieved Compliance on 1 indicator, and 1 indicator is deferred.

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



## University of South Carolina Beaufort

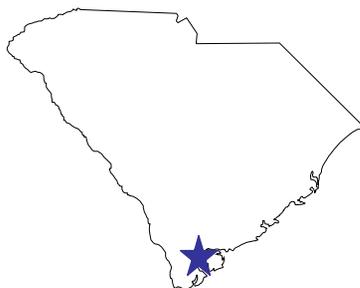
### Sector: Four-Year Colleges and Universities (\*)

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

Jane Upshaw, Chancellor

801 Carteret Street  
Beaufort, SC 29902-4602  
(843) 521-4114  
[www.sc.edu/beaufort](http://www.sc.edu/beaufort)

Founded in 1959



### 2004-05 Performance Year Score

## Achieves Standards

82%

2.45 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

<p><b>For links to mission and webpage, see <a href="http://www.che.sc.gov">www.che.sc.gov</a> and select "Performance Funding"</b></p> <p><b>Degrees Awarded</b> FY 2003-04</p>	<p><b>Enrollment Headcount</b> includes full &amp; part-time students</p> <p><b>Full-Time</b></p> <p><b>SAT Average</b></p>	<p>1,277 100% of headcount Undergraduate 77% of headcount from SC at entry 27% of headcount Minority</p> <p>587 (46% of headcount)</p> <p>954 (1st-time entering freshmen. Includes converted ACT scores.)</p>	<p><b>Full-Time Faculty</b></p> <p><b>Tuition Academic Year</b> 2004-05</p> <p><b>* Financial</b> Dollars In Millions FY 2002-03</p>	<p>42 includes, as of Nov. 1, those with academic rank &amp; specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)</p> <p>\$4,670 In-State, Full-Time Student \$11,060 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)</p> <p>\$11.3 Revenue, excl. auxiliary &amp; hospital \$8.0 Operating &amp; Non-Operating Expenses excl. depreciation, auxiliary &amp; hospital (IPEDS Finance Survey)</p>
--	---	--	--	---

### Performance Score Summary

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

<p><b>Total Scored Indicators</b> (See the following pages for details by indicator)</p> <p>Exceeded Standards (or received scores of 3) on</p> <p>Achieved Standards (or received scores of 2.00-2.99) on</p> <p>Did Not Achieve Standards (or received scores of 1.00-1.99) on</p> <p>Achieved Compliance (or received scores of "Complied") on</p> <p>3 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)</p>	<p><b>11 Indicators</b></p> <p>2 Indicators</p> <p>5 Indicators</p> <p>0 Indicators</p> <p>1 Indicators</p>
--	---

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. **To determine overall performance as summarized on page 1 and at the end of this report:** scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

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

Report for: USC Beaufort		Approved as baccalaureate degree-granting institution Jun 2002				Four-Year Colleges and Universities Sector						
Measures Presented by Critical Success Factor		Measure Timeframe	Institution's Performance			2004-05 Standard		Score <3: Earn 0.5 for Improvement if		2004-05 Performance Score		
Indicator (reference #/letter at far left and title)		This Year	3 Yrs Prior	2 Yrs Prior	1 Yr Prior	This Year	"2" if at/within range		Factor Applied > or = to # shown		Subpart	Indicator
Indicator Subpart (reference #/letter and descriptive title) if applicable			"1" if <# shown		"3" if ># shown							

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	N/A	N/A	N/A		95% - 99% or if <95% all but 1		N/A			<b>3.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									<b>Deferred</b>

**Critical Success Factor 1, Scored Indicator Notes: 1B for USC B** as it transitions to four-year status was measured in 2003-04 as a compliance indicator based on timely activity in seeking CHE program approvals. In 2004-05, 1B was based on the number of programs approved. For 2005-06, the institution is measured per the teaching sector measure for this indicator. Institution achieved compliance on **1C, Approval of a Mission Statement**. **1D&E** is defined uniquely for each institution based on an institutional goal and annual targets to be achieved over 3 years.

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

**2. QUALITY OF FACULTY**

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	85.7%	84.2%	85.7%	<b>89.3%</b>	70.0% to 84.0%		3% of prior 3-yr avg	N/A score=3		<b>3.00</b>
<b>2D</b> Compensation of Faculty:		<b>2.67</b>									
Assistant Professor Average	Fall 2004	\$35,294	\$39,271	\$42,679	<b>\$44,224</b>	\$36,840 to \$43,701		For each part, 4% of prior year	N/A score=3	3.00	
Associate Professor Average	Fall 2004	\$44,085	\$48,494	\$50,542	<b>\$52,665</b>	\$44,787 to \$53,129			\$52,564	2.50	
Professor Average	Fall 2004	\$54,416	\$57,844	\$57,114	<b>\$62,865</b>	\$56,164 to \$66,624			\$59,399	2.50	

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

<b>Report for: USC Beaufort</b>		Approved as baccalaureate degree-granting institution Jun 2002				Four-Year Colleges and Universities Sector						
<b>Measures Presented by Critical Success Factor</b>		<b>Measure Timeframe</b>	<b>Institution's Performance</b>				<b>2004-05 Standard</b>		<b>Score &lt;3: Earn 0.5 for Improvement if</b>		<b>2004-05 Performance Score</b>	
<b>Indicator</b> (reference #/letter at far left and title)		<b>This Year</b>	<b>3 Yrs Prior</b>	<b>2 Yrs Prior</b>	<b>1 Yr Prior</b>	<b>This Year</b>	<b>"2" if at/within range</b>		<b>&gt; or = to # shown</b>		<b>Subpart</b>	<b>Indicator</b>
<b>Indicator Subpart</b> (reference #/letter and descriptive title) if applicable							<b>"1" if &lt;# shown</b>	<b>"3" if &gt;# shown</b>	<b>Factor Applied</b>	<b>&gt; or = to # shown</b>		

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

**3. CLASSROOM QUALITY**

<b>3D</b>	Accreditation of Degree-Granting Programs	as of Apr 2005	N/A	NO	YES	N/A	N/A		N/A			n/a
<b>3E</b>	Institutional emphasis on quality teacher education and reform :											
<b>1</b>	NCATE accreditation	Spring 2004	Deferred until teacher education program and graduates.									
<b>2a</b>	% students passing PRAXIS II - Professional Knowledge	as of Apr 2005										
<b>2b</b>	% students passing PRAXIS II (or NTE) - Specialty Area Exams											
<b>3a</b>	% teacher ed. graduates in critical shortage areas	Spring 2005										
<b>3b</b>	% teacher ed. graduates who are minority											

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b>	Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2004-05	not avail	not avail	4	3	2	to	3	N/A		2.00
-------------	---	-------------------	-----------	-----------	---	---	---	----	---	-----	--	------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The measure is a 4-part measure that assess compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b>	Percentage of Administrative Costs to Academic Costs	FY 2004-05	20.1%	deferred	deferred	deferred	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		Deferred
-----------	--	------------	-------	----------	----------	----------	---	--	----------------------	----------	--	----------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b>	SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	47.2%	46.4%	54.4%	66.5%	50.0%	to	79.9%	5% of prior 3-yr avg	N/A	2.50
-------------	---	-----------	-------	-------	-------	-------	-------	----	-------	----------------------	-----	------

**Critical Success Factor 6, Scored Indicator Notes:** **6A combined with 6B** measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class. **Note: In 2002-03 and 2004-05 regional campus standards applied. As of 2004-05, teaching sector standards apply.**

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

<b>Report for: USC Beaufort</b>		Approved as baccalaureate degree-granting institution Jun 2002				Four-Year Colleges and Universities Sector							
<b>Measures Presented by Critical Success Factor</b>		<b>Measure Timeframe</b>	<b>Institution's Performance</b>				<b>2004-05 Standard</b>		<b>Score &lt;3: Earn 0.5 for Improvement if</b>		<b>2004-05 Performance Score</b>		
<b>Indicator</b> (reference #/letter at far left and title)		<b>This Year</b>	<b>3 Yrs Prior</b>	<b>2 Yrs Prior</b>	<b>1 Yr Prior</b>	<b>This Year</b>	<b>"2" if at/within range</b>	<b>"1" if &lt;# shown</b>	<b>"3" if &gt;# shown</b>	<b>Factor Applied</b>	<b>&gt; or = to # shown</b>	<b>Subpart</b>	<b>Indicator</b>
<b>Indicator Subpart</b> (reference #/letter and descriptive title) if applicable													

**7. GRADUATES' ACHIEVEMENTS**

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

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

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

**8. USER-FRIENDLINESS OF THE INSTITUTION**

<b>8C</b>	Accessibility to the Institution of All Citizens of the State :												<b>2.00</b>	
<b>1</b>	% of the undergraduate SC citizens enrolled who are minority (headcount)	<b>Fall 2004</b>	27.7%	31.1%	28.7%	<b>27.9%</b>	21.0%	to	28.0%	8C1,2,3= 5% of prior 3-yr avg and 8C4= 3% of prior 3-yr avg	30.6%		2.00	
<b>2</b>	annual retention rate of SC degree-seeking undergrads who are minority.	<b>Fall 03 to 04</b>	39.2%	53.4%	50.7%	<b>59.2%</b>	74.0%	to	82.0%		50.2%		1.50	
<b>3</b>	% graduate students who are minority (headcount)	<b>Fall 2004</b>	deferred										N/A	deferred
<b>4</b>	% teaching faculty, excluding graduate assistants, who are minority (headcount)	<b>Fall 2004</b>	5.6%	6.4%	7.9%	<b>11.3%</b>	10.0%	to	13.0%		6.8%		2.50	

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

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

**9. RESEARCH FUNDING**

<b>9A</b>	Financial Support for Reform in Teacher Education	<b>FY 04 / FYs 01,02,03 Avg</b>	Deferred until USC B has a baccalaureate teacher education program in operation.										<b>Deferred</b>
-----------	---	---------------------------------	--	--	--	--	--	--	--	--	--	--	-----------------

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

**PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)**

<b>Based on scores in the above column at far right labeled "2004-05 Performance Score:"</b>		<b>Subtotal :</b>		<b>17.17</b>
<b>11 Total Applicable Scored Indicators</b>		<b># of indicators averaged</b>		<b>7</b>
Exceeded standards (scores of 3) on 2 scored indicators.		<b>Average:</b>		<b>2.45</b>
Achieved Standards (scores of 2.00 to 2.99) on 5 scored indicators.		<b>Average / 3.00 Max:</b>		<b>82%</b>
Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicator.		<b>Category is:</b>		<b>"Achieves"</b>
Achieved Compliance on 1 indicators, and 3 indicators are deferred.				



## University of South Carolina Upstate

### Sector: Four-Year Colleges and Universities

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

Founded in 1967



### 2004-05 Performance Year Score Achieves Standards

83%  
2.49 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

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

For links to mission and webpage,  
see [www.che.sc.gov](http://www.che.sc.gov) and  
select "Performance Funding"

**Degrees Awarded**  
FY 2003-04

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

**Enrollment**

**Headcount** 4,370  
includes full & part-time students  
98% of headcount Undergraduate  
93% of headcount from SC at entry  
30% of headcount Minority

**Full-Time** 3,411 (78% of headcount)

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

**Full-Time Faculty** 184 includes, as of Nov. 1, those with academic rank & specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)

**Tuition Academic Year 2004-05**

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

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

- \$41.3 Revenue, excl. auxiliary & hospital
- \$40.5 Operating & Non-Operating Expenses excl. depreciation, auxiliary & hospital (IPEDS Finance Survey)

### Performance Score Summary

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

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

- Exceeded Standards (or received scores of 3) on
- Achieved Standards (or received scores of 2.00-2.99) on
- Did Not Achieve Standards (or received scores of 1.00-1.99) on
- Achieved Compliance (or received scores of "Complied") on

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

**14 Indicators**

- 6 Indicators
- 4 Indicators
- 2 Indicators
- 1 Indicators

### Interpreting Overall Score

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

**Scale for Overall Scoring Category**

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

Report for: USC Upstate

Four-Year Colleges and Universities Sector

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

1. MISSION FOCUS

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	<b>90%</b>	95% - 99% or if <95% all but 1		N/A			<b>1.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									

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

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

2. QUALITY OF FACULTY

<b>2A</b> Academic and Other Credentials of Professors and Instructors, as defined for research and teaching sector institutions	Fall 2004	96.1%	93.8%	97.5%	<b>93.2%</b>	70.0% to 84.0%		3% of prior 3-yr avg	N/A score=3		<b>3.00</b>
<b>2D</b> Compensation of Faculty :											<b>2.67</b>
Assistant Professor Average	Fall 2004	\$41,655	\$42,656	\$42,461	<b>\$44,287</b>	\$36,840 to \$43,701		For each part, 4% of prior year	score=3	3.00	
Associate Professor Average	Fall 2004	\$49,367	\$51,078	\$51,695	<b>\$53,519</b>	\$44,787 to \$53,129			score=3	3.00	
Professor Average	Fall 2004	\$60,143	\$60,808	\$60,819	<b>\$61,430</b>	\$56,164 to \$66,624			\$63,252	2.00	

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

Report for: USC Upstate

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

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

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	<b>4</b>	2	to	3	N/A	N/A		<b>3.00</b>
---	-------------------	-----------	-----------	---	----------	---	----	---	-----	-----	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	18.5%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	71.1%	74.4%	85.1%	<b>87.6%</b>	50.0%	to	79.9%	5% of prior 3-yr avg	N/A score=3		<b>3.00</b>
---	-----------	-------	-------	-------	--------------	-------	----	-------	----------------------	-------------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: USC Upstate

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

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

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

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

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	<b>FY 04 / FYs 01,02,03 Avg</b>	207.8%	129.4%	311.7%	<b>300.1%</b>	80.0%	to	119.0%	NA		<b>3.00</b>
---	-------------------------------------	--------	--------	--------	---------------	-------	----	--------	----	--	-------------

**Critical Success Factor 9, Scored Indicator Notes:** **9A** measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. **9B**, *Amount of Public and Private Sector Grants*, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

**14 Total Applicable Scored Indicators**

- Exceeded standards (scores of 3) on 6 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 4 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 2 scored indicators.
- Achieved Compliance on 1 indicator, and 1 indicator is deferred.

Subtotal :	<b>29.92</b>
# of indicators averaged	<b>12</b>
Average:	<b>2.49</b>
Average / 3.00 Max:	<b>83%</b>
Category is:	<b>"Achieves"</b>



# Winthrop University

## Sector: Four-Year Colleges and Universities

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

Founded in 1886



**2004-05 Performance Year Score**  
**Substantially Exceeds Standards**  
96%  
2.88 of 3.00 Maximum  
  
See "Interpreting Overall Score" at bottom of page

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

<p><b>For links to mission and webpage, see www.che.sc.gov and select "Performance Funding"</b></p> <p><b>Degrees Awarded</b> FY 2003-04</p> <ul style="list-style-type: none"> <li>- Associates</li> <li>881 Bachelor's</li> <li>10 Post Bachelor's Cert.</li> <li>265 Master's</li> <li>- Post Master's Cert.</li> <li>- First Professional</li> <li>9 Specialist</li> <li>- Doctoral</li> </ul>	<p><b>Enrollment Headcount</b> includes full &amp; part-time students</p> <p>6,447</p> <ul style="list-style-type: none"> <li>81% of headcount Undergraduate</li> <li>85% of headcount from SC at entry</li> <li>28% of headcount Minority</li> </ul> <p><b>Full-Time</b> 4,944 (77% of headcount)</p> <p><b>SAT Average</b></p> <p>1051 (1st-time entering freshmen. Includes converted ACT scores.)</p>	<p><b>Full-Time Faculty</b></p> <p>262 includes, as of Nov. 1, those with academic rank &amp; specific assignment of instruction, research, public service, or librarian. (IPEDS Fall Staff Survey)</p> <p><b>Tuition Academic Year 2004-05</b></p> <p>\$7,816 In-State, Full-Time Student \$14,410 Out-of-State, Full-Time Student (includes UG required tuition and fees, IPEDS Inst. Characteristics Survey)</p> <p><b>* Financial Dollars In Millions FY 2002-03</b></p> <p>\$65.4 Revenue, excl. auxiliary &amp; hospital \$63.5 Operating &amp; Non-Operating Expenses excl. depreciation, auxiliary &amp; hospital (IPEDS Finance Survey)</p>
--	---	--

### Performance Score Summary

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

<p><b>Total Scored Indicators</b> (See the following pages for details by indicator)</p> <ul style="list-style-type: none"> <li>Exceeded Standards (or received scores of 3) on</li> <li>Achieved Standards (or received scores of 2.00-2.99) on</li> <li>Did Not Achieve Standards (or received scores of 1.00-1.99) on</li> <li>Achieved Compliance (or received scores of "Complied") on</li> </ul> <p>2 indicators are deferred from measurement in 2004-05 (See attached detail for explanation)</p>	<p><b>14 Indicators</b></p> <ul style="list-style-type: none"> <li>8 Indicators</li> <li>3 Indicators</li> <li>0 Indicators</li> <li>1 Indicators</li> </ul>
---	--

### Interpreting Overall Score

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

#### Scale for Overall Scoring Category

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

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

**DATA and SCORING KEY:** Below are details for each indicator measured in Performance Year 2004-05, including: the measurement timeframe for this year's performance, historical data, current year's data, the standard used in judging performance, indicator subpart scores, and the single indicator score. Since July 2000, CHE has set standards for similar institutions based on national, regional or state data; data from peer institutions or past institutional performance. For most indicators, performance is judged using a 3-point scale and comparing it to a standard that is expressed as a range. A score of "2" is awarded if an institution is at or within the range. Performance outside the range in the desired direction merits a "3" or *Exceeds*, while performance outside the range in the undesired direction receives a "1." Additionally, 0.5 points are awarded to scores of 1 or 2 for some indicators if performance meets or exceeds an identified level of improvement over past performance. Performance on other indicators is judged by determining institutional compliance with policies or practices. Compliance is expected, and a score of 1 indicates non-compliance. In limited cases, CHE may award scores based on analysis of an institutional appeal requesting special consideration. To determine overall performance as summarized on page 1 and at the end of this report: scores displayed for each indicator in the far right or last column are averaged; the average places the institution in 1 of 5 performance categories; and funding is allocated based on the category, not the individual score or average.

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

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

**1. MISSION FOCUS**

<b>1B</b> Curricula Offered to Achieve Mission	as of Apr 2005	100%	100%	100%	<b>100%</b>	95% - 99% or if <95% all but 1		N/A			<b>3.00</b>
<b>1D/E</b> Adoption of a Strategic Plan to Support the Mission Statement and Attainment of Goals of the Strategic Plan (revised indicator combining 1D & 1E as of Year 6)	FY 2003-04	For 2004-05, institutions chose to continue with goals initially proposed in 2003 or defer scoring. The setting of goals for future years will be re-visited in the spring. For scoring, see column at far right. Please note that the measure and goals vary by institution. Contact CHE for details and information.									<b>Deferred</b>

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

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

**2. QUALITY OF FACULTY**

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

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

Report for: Winthrop University

Four-Year Colleges and Universities Sector

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

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

**3. CLASSROOM QUALITY**

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

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

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

**4. INSTITUTIONAL COOPERATION & COLLABORATION**

<b>4A/B</b> Cooperation and Collaboration, Measure for teaching sector institutions	Acad Year 2003-04	not avail	not avail	4	<b>4</b>	2	to 3	N/A	N/A		<b>3.00</b>
---	-------------------	-----------	-----------	---	----------	---	------	-----	-----	--	-------------

**Critical Success Factor 4, Scored Indicator Notes:** Measure designed in cooperation with each sector to focus on an area of cooperation and collaboration for the sector. The teaching sector indicator focuses on program advisory boards in order to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The teaching sector indicator is a four part measure that assesses compliance on each part and is planned to be in place for four years. Institutions are scored as to the number of parts on which compliance is achieved. For details see pages II.91-98 of the current Performance Funding Workbook.

**5. ADMINISTRATIVE EFFICIENCY**

<b>5A</b> Percentage of Administrative Costs to Academic Costs	FY 2003-04	18.6%	deferred	deferred	<b>deferred</b>	Measurement Deferred, See Note Below for 5A		3% or prior 3-yr avg	deferred		<b>Deferred</b>
--	------------	-------	----------	----------	-----------------	---	--	----------------------	----------	--	-----------------

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

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

**6. ENTRANCE REQUIREMENTS**

<b>6A/B</b> SAT and ACT Scores of Student Body and High School Class Standing, GPA and Activities of Student Body	Fall 2004	93.3%	95.8%	97.7%	<b>98.2%</b>	50.0%	to 79.9%	5% of prior 3-yr avg	N/A score=3		<b>3.00</b>
---	-----------	-------	-------	-------	--------------	-------	----------	----------------------	-------------	--	-------------

**Critical Success Factor 6, Scored Indicator Notes:** 6A combined with 6B measures the percent of first-time entering freshmen who take the SAT or ACT or who have reported a high school grade point average or high school class standing who meet or exceed CHE-approved target score on such tests, defined as 1000 or higher on the SAT, 21 or higher on the ACT, an overall high school grade point average of 3.0 or higher on a 4.0 scale, or within the top 30% of the senior-year class.

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

Report for: Winthrop University

Four-Year Colleges and Universities Sector

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

7. GRADUATES' ACHIEVEMENTS

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

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

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

8. USER-FRIENDLINESS OF THE INSTITUTION

<b>8C</b> Accessibility to the Institution of All Citizens of the State :												2.88
1 % of the undergraduate SC citizens enrolled who are minority (headcount)	Fall 2004	30.5%	30.7%	31.4%	32.4%	21.0%	to	28.0%	8C1,2,3=	N/A score=3	3.00	
2 annual retention rate of SC degree-seeking undergrads who are minority.	Fall 03 to 04	85.3%	84.7%	84.3%	83.9%	74.0%	to	82.0%	5% of prior 3-yr avg	N/A score=3	3.00	
3 % graduate students who are minority (headcount)	Fall 2004	17.6%	20.8%	21.3%	18.8%	10.0%	to	13.0%	and 8C4=	N/A score=3	3.00	
4 % teaching faculty, excluding graduate assistants, who are minority (headcount)	Fall 2004	9.7%	9.9%	9.9%	10.1%	10.0%	to	13.0%	3% of prior 3-yr avg	10.1%	2.50	

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

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

9. RESEARCH FUNDING

<b>9A</b> Financial Support for Reform in Teacher Education	FY 04 / FYs 01,02,03 Avg	253.0%	176.3%	118.4%	96.3%	80.0%	to	119.0%	NA		2.00
---	-----------------------------	--------	--------	--------	-------	-------	----	--------	----	--	------

**Critical Success Factor 9, Scored Indicator Notes:** 9A measures the amount of grants and awards expended in the most recent ended fiscal year to support teacher preparation or training, including applied research, professional development, and training grants as compared to the average from the prior three years. 9B, Amount of Public and Private Sector Grants, does not apply to this sector.

PERFORMANCE YEAR 2004-05 SCORING SUMMARY (OVERALL SCORE TO IMPACT FY 2005-06 ALLOCATION)

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

14 Total Applicable Scored Indicators

- Exceeded standards (scores of 3) on 8 scored indicators.
- Achieved Standards (scores of 2.00 to 2.99) on 3 scored indicators.
- Did Not Achieve Standards (scores of 1.00 to 1.99) on 0 scored indicators.
- Achieved Compliance on 1 indicator, and 2 indicator is deferred.

Subtotal :	31.71
# of indicators averaged	11
Average:	2.88
Average / 3.00 Max:	96%
Category is:	"Substantially Exceeds"