



October 17, 2002

MEMORANDUM

TO: Members of the Planning and Assessment Committee

FROM: Gen. Thomas R. Olsen, Sr., Chair
Committee on Planning and Assessment

Planning and Assessment Committee Meeting and Retreat

The Planning and Assessment Committee will meet at 2:00 p.m. on Thursday, October 24, 2002, at The Citadel in Mark Clark Hall, 2nd Floor, Greater Issues Room 230. Directions and parking instructions are enclosed along with the materials for agenda items that will come before the Committee. Recommendations of the Committee for agenda items 2 through 4 (action items) and item 5 (an information item) are expected to be considered by the Commission at its meeting on November 7, 2002.

Mr. and Mrs. Dan Ravenel of 33 Broad Street have extended an invitation for a social hour at their home on October 24 at 5:00 p.m. Broad Street is conveniently located in downtown Charleston. Following the social hour, a dinner at The Citadel's Beach House is scheduled for 7:15 pm. Directions to the Beach House, which is located on the Isle of Palms, are enclosed.

The Committee to Advise Performance Funding and Assessment (CAPA) will meet at 9:00 a.m. on Friday, October 25, 2002, at The Citadel in Coward Hall, 2nd Floor Regimental Commanders' Riverview Room. The agenda and materials for the CAPA meeting are enclosed. Lunch will be provided immediately following the meeting.

All Commission members are welcome to join the Planning and Assessment Committee meeting. For anyone needing additional information or directions for either of these events, please contact Ms. Sandra Carr, (803) 737-2274.

Enclosures

cc: Members, Commission on Higher Education
Presidents, Public Colleges and Universities
Institutional Representatives
Mrs. Inez Tenenbaum

Planning and Assessment Committee Agenda

Thursday, October 24, 2002, 2:00 p.m.

The Citadel, Mark Clark Hall

Action Items - These agenda items require a vote of the Committee.

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| 1) Committee Minutes of September 5, 2002 | Attachment 1
<i>PA102402_Att1_minutes090502</i> |
| 2) Consideration of Year 7 (2002-03) Performance Funding Issues Including: | Attachments 2, a-d: |
| a) Standards for Indicator 2D, Compensation of Faculty for use in Year 7 | Attachment 2a
<i>PA102402_Att2a_2D</i> |
| b) Measure and Standard for Indicator 4A/B, Cooperation and Collaboration, for Teaching Sector | Attachment 2b
<i>PA102402_Att2b_4ABTeaching</i> |
| c) Status of Indicator 5A, Percentage Of Administrative Costs As Compared To Academic Costs, for Year 7 | Attachment 2c
<i>PA102402_Att2c_5A</i> |
| d) Status of Indicator 9B, Amount of Public and Private Sector Grants, for Year 7 | Attachment 2d
<i>PA102402_Att2d_9B</i> |
| **3) Consideration of a Performance Funding Transition Plan for USC Beaufort | Attachment 3
<i>PA102402_Att3_PFUSCB</i>

(*See Note Below) |
| 4) Consideration of Common Schedule for Institutional Effectiveness Summary Reports | Attachment 4
<i>PA102402_Att4_IESummaries</i> |

Information Items - These agenda items are presented for information and do not require a vote of the Committee.

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| 5) Year 7 Revised Performance Funding Workbook | No Attachment |
| 6) Other Business | No Attachment |
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Materials are posted on the Commission's Website at www.che400.state.sc.us and may be accessed by selecting "Committee Meetings" under the heading "Planning, Assessment and Performance Funding."

**** Attachment 3 is to be distributed next week prior to the meeting.**

SUBJECT TO APPROVAL OF THE PLANNING AND ASSESSMENT COMMITTEE ON OCTOBER 24, 2002

**COMMITTEE ON PLANNING, ASSESSMENT, AND
PERFORMANCE FUNDING**

MINUTES

September 5, 2002

**S. C. Commission on Higher Education
Large Conference Room**

Committee Members Present

Dr. Vermelle J. Johnson
Mr. James S. Konduros
Mr. Miles Loadholt
M. G. Thomas R. Olsen, Sr.
Mr. Daniel Ravenel

M. G. Thomas R. Olsen, Sr. opened the meeting at 9:05 a.m.

1. Consideration of the Minutes of the May 21, 2002 Meeting

M. G. Olsen requested that the minutes be accepted as written if there were no changes. There being no changes, the minutes were accepted as written. (Attachment 1)

2. Consideration of changes to materials mailed previously to the Committee members

M. G. Olsen referenced a handout that was provided to Committee members and explained that the handout noted corrections to meeting materials that he would like incorporated into the materials prior to considering them. At M. G. Olsen's request, Dr. Ulmer-Sottong briefed members on the changes. (Attachment 2)

It was moved (Ravenel), seconded (Johnson) and voted to approve the changes to the meeting materials as distributed in the handout. (Attachment 2)

3. Consideration of Year 7 (2002-03) Performance Funding Issues Including: a) Indicator 2A, Academic and Other Credentials of Professors and Instructors as defined for the Research, Teaching and Regional Campuses Sectors; b) Measure and Standard for Indicator 4A/B, Cooperation and Collaboration, for Research Sector; c) Measure and Standard for Indicator 4A/B, Cooperation and Collaboration, for Regional Campuses; d) Measure and Standard for Indicator 4A/B, Cooperation and Collaboration, for Technical Colleges; e) Measure and Standards for Indicator 7A, Graduation Rates, "Success Rate" for Regional Campuses and Technical Colleges; f) Status of Indicators 7B, Employment Rate for Graduates, and 7C, Employer Feedback on Graduates Who Were or Were Not Employed, for Technical Colleges; g) Measure and Standard for Indicator 7E, Number of Graduates Who Continued Their Education, for Regional Campuses; and h) Measure and Standard for Indicator 9A, for the Medical University of South Carolina

M. G. Olsen explained that there were several issues to resolve for the current performance funding year. He suggested that the issues be reviewed singly and voted on in total. There being no objections, M. G. Olsen proceeded through the list of Year 7 (2002-03) performance funding issues.

Agenda Item 2a, Indicator 2A, Academic and Other Credentials of Professors and Instructors as defined for the Research, Teaching and Regional Campuses Sectors: M. G. Olsen explained that during last year's rating process there was a question regarding the calculation of the data for this indicator and clarification is provided by the recommendation; *"Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission that for Year 7 (2002-03) Indicator 2A, as defined for Research, Teaching and Regional Campuses Sectors will not include faculty with the rank of instructor for the Research and Teaching Sectors only and will include the rank of instructor for the Regional Campuses Sector, and that data on instructors will continue to be submitted by Research and Teaching Sector Institutions on CHEMIS for availability as historical information. It is further recommended that there be no changes made to Indicator 2A as defined for Technical Colleges for the current year. Finally, it is recommended that this indicator be re-visited prior to the next performance funding year."* M. G. Olsen indicated that the academic provosts would begin to take-up issues for this indicator in October. (Attachment 3a)

Agenda Items 2b, 2c, and 2d, Measures and Standard for Indicator 4A/B, Cooperation and Collaboration, for each of the following sectors, Research, Regional Campuses, and Technical Colleges: M. G. Olsen began with Indicator 4A/B, Collaboration and Cooperation, as it applied to the research sector. He informed members that for the research sector *"staff recommends that the Planning and Assessment Committee recommend the measure and standard for Indicator 4A/B, Cooperation and Collaboration, for the Research Sector as presented herein for approval by the Commission."* M. G. Olsen requested that Dr. Ulmer-Sottong brief the Committee on the indicator. Dr. Ulmer-Sottong pointed out that this indicator was defined for each sector with strong input from the institutions. She explained that for the research sector, this indicator focused on the sector's interest in increasing the number of collaborative research grants between and among the three institutions. The indicator is scored based on the sector's ability to increase the number with each institution meeting a performance expectation. There were no questions or comments.

Dr. Ulmer-Sottong further explained that for regional campuses, this indicator focuses on best practices for developing projects in collaboration with local communities. There were no questions or comments. Lastly, Dr. Ulmer-Sottong explained that for the technical colleges, the indicator focuses on best practices related to strengthening the advisory boards of the colleges. There being no questions related to the 4A/B measures, M. G. Olsen continued with the next item. (Attachments 3b, 3c, and 3d)

Agenda Item 2e, Measure and Standards for Indicator 7A, Graduation Rates, "Success Rate" for Regional Campuses and Technical Colleges: M. G. Olsen indicated that *"staff recommends that that the Planning and Assessment Committee recommend for approval of the Commission the measure for Indicator 7A for the Technical Colleges and Regional Campuses as presented herein along with standards for "Achieves" of 30.0% to 45.0% for Technical Colleges and 50.0% to 65.0% for Regional Campuses and an improvement factor of 3% for both sectors."* As requested, Dr. Ulmer-Sottong explained to the Committee that this was a new measure for two-year institutions that was identified to expand the current graduation rate to a "success rate" that includes not only graduates within 150% of program time, but also those students that transfer-out to other institutions and those students that continue to be enrolled. She indicated that

there has been a question related to the impact that the lottery scholarships may have on this indicator for two-year institutions and mentioned the possibility that, depending on the data, staff may have to come back to the Commission on these specific standards. (Attachment 3e)

Agenda Item 2f, Status of Indicators 7B, *Employment Rate for Graduates*, and 7C, *Employer Feedback on Graduates Who Were or Were Not Employed*, for Technical Colleges: M. G. Olsen indicated that staff recommends that the Planning and Assessment Committee recommend for approval of the Commission that Indicators 7B and 7C, as applicable to Technical Colleges, be continued in Year 7 (2002-03) as “compliance” indicators. Dr. Lovely Ulmer-Sottong explained that work was continuing on these indicators. (Attachment 3f)

Agenda Item 2g, Measure and Standard for Indicator 7E, Number of Graduates Who Continued Their Education, for Regional Campuses: M. G. Olsen reminded members that the correction approved earlier clarified this recommended standard as 25% to 40% although some materials may have read otherwise. He stated that this indicator affects the regional campuses and that “*staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the measure for Indicator 7E for the Regional Campuses as presented herein along with standard for “Achieves” of 25.0% to 40.0% and an improvement factor of 3%.*” Dr. Ulmer-Sottong explained that this measure for the regional campuses focuses on those students who entered the regional campuses and later earned a baccalaureate degree from another institution. Calculations for this indicator will be based on available CHEMIS data unless other data from schools outside of South Carolina were available sector wide. (Attachment 3g)

Agenda Item 2h, Measure and Standard for Indicator 9A for the Medical University of South Carolina: M. G. Olsen indicated that “*staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the measure for Indicator 9A for MUSC as presented herein along with standard for “Achieves” of 80.0% to 119.0% for use in Performance Funding Years 7 (2002-03) and 8 (2003-04).*” Dr. Ulmer-Sottong explained that this measure was developed with MUSC as a measure similar to one for the other research institutions that focused on K-12 teacher education but reflects MUSC’s efforts to improve healthcare of children. (Attachment 3h)

There being no further discussion, it was moved (Olsen) seconded (Ravenel) and voted to approve the staff recommendations for each of the items under consideration under agenda item 2. (Attachments 3a through 3h)

Dr. Ulmer-Sottong thanked the institutions for their work with staff in getting these issues resolved. M. G. Olsen commented that the indicators may come back for review at another time since this is a living document changing at times from year to year.

4. Consideration of the format of A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance, January 2003

M G. Olsen briefed members on Agenda Item 3 that was presented for information. He explained that this document is published annually for the legislature and the format only was being presented as information so that staff can proceed with its work to finish the document. Mr. Russell Long asked when institutions would be able to review the draft document. Dr. Michael Raley responded that the draft would be out in December by mid-month or earlier if possible. (Attachment 4)

5. 2002-03 Calendar for Planning and Assessment

M G. Olsen briefed members on Agenda Item 4 that was being presented for information only. He explained that this item indicated the dates of upcoming Committee meetings and activities and requested members to mark their calendars. He reminded members that details would be forthcoming prior to meetings and that the dates were subject to change. (Attachment 5)

5. Other Business

Dr. Ulmer-Sottong informed members that CAPA (Committee to Advise Performance Funding and Assessment) would be holding a retreat on October 24-25, possibly in Charleston, and that details would be forthcoming.

Dr. Ulmer-Sottong informed members that Dr. Michael Smith, former director of the division, had recently informed us that he has taken a position with the United Arab Emirates as the Commissioner for Higher Education Accreditation and that he and his wife, Elspeth, would be re-locating this month.

There being no further business, M .G. Olsen adjourned the meeting at 9:25 a.m.

Respectfully submitted,



Julie C. Wahl
Recording Secretary

Attachments referenced in minutes are available upon request.

Agenda Item 2a

Consideration of Year 7 (2002-03) Performance Funding Issues: Standards for Indicator 2D, "Compensation of Faculty," for use in Year 7

Explanation: Standards for Indicator 2D, "Compensation of Faculty" have been updated annually using the most recent available average national salary data or average peer data, in the case of research institutions, inflated up to the measurement year by the legislated percent pay increase for unclassified state employees. In order to earn a score of "achieves" the expectation has been for research and teaching institutions to be within 80% to 94.9% of the determined average data, whereas, for regional campuses and technical colleges, the expectation has been to be within 75% to 94.9% of the determined average data. Additionally, an improvement factor has applied for institutions that score an "achieves" or "does not achieve" to demonstrate improvement over their prior year performance by a pre-determined percentage of the prior year average in order to earn additional points. The percentage applied for improvement has been calculated using the legislated percent pay increase plus one. For example, if the pay increase were 2%, the improvement factor percentage would be 3%, and an institution scoring 1 or 2 would earn an additional 0.5 points if the increase in the current year salary average is equal to or greater than 3% of the prior year salary average.

For the present year, in addition to cutting budgets of higher education institutions, the legislature did not provide for a pay increase for unclassified employees. Because there is not a pay increase for unclassified employees, the inflation factor used to inflate national or peer salary data up to the current year is 0%. As a result of the 0% inflation factor and a lack of recent data to update standards for one sector, the standards for "achieves" would be revised for some but not all institutions if the existing methodology were applied.

Staff has discussed the issues with institutional representatives and recommends, for the current year only, that the standards for Indicator 2D remain those as determined in Year 6 and that the improvement factor be revised from 3% to 1%, reflecting the 0% pay increase plus 1. This recommendation addresses inequity created by applying the existing methodology and concerns related to recent budget cuts. It is recognized, too, that as standards for the upcoming three-year period are considered the existing methodology applied here needs to be evaluated, particularly as to the inflation factor. Staff will review with institutional representatives the methodology used to set standards for Indicator 2D as part of the review of indicator standards being conducted this year.

Recommendation: Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission that the standards applied in Year 7 (2002-03) for a score of "Achieves" for Indicator 2D be those used in Year 6 (2001-02) and that the improvement factor applied to the prior year data be changed to 1% (legislated pay increase of 0 + 1%).

A chart showing the recommended standards is presented on the next page.

Standards Recommended for Indicator 2D for Year 7(2002-03.) These are the same level as those used in Year 6 (2001-02) with the exception of the "improvement factor." The improvement factor is changed from from 3% to 1%.

Standards for "Acheives" or score of 2		Improvement Factor (Legislated Pay Increase + 1%)
(if < value, score=1)	(if > value, score=3)	

Clemson University - Standards based on peer average from Clemson's Peers reporting data for 1999-00 with all peers reporting. (Clemson's Peers Incl: Auburn Univ; GA Tech Main Campus; Iowa State Univ; MI State Univ; MS State Univ; Univ of NE at Lincoln; NC State Univ at Raleigh; Texas A&M; VA Tech Univ; Purdue Univ Main Campus) National Average are from AAUP report using "Public Category I, Doctoral Level"

Assistant Professor	\$42,773	\$50,740	1.0%
Associate Professor	\$50,643	\$60,075	1.0%
Professor	\$69,559	\$82,514	1.0%

University of SC Columbia - Standards based on peer average from USC's Peers for those reporting data for 1999-00. Average may not include data from all peers. (USC's Peers incl: Univ of IL Chicago; Univ of Iowa; Univ of KY; Univ of MO Columbia; Univ of NM Main Campus; SUNY at Buffalo; UNC Chapel Hill; Univ of Cincinnati Main Campus; Univ of Pittsburgh Main Campus; Univ of VA Main Campus) National Average are from AAUP report using "Public Category I, Doctoral Level"

Assistant Professor	\$44,718	\$53,047	1.0%
Associate Professor	\$52,038	\$61,730	1.0%
Professor	\$71,798	\$85,171	1.0%

Medical University of SC - Standards based on peer average from MUSC's Peers for those reporting data for 1999-00 (All Peers incl: Univ of CO Health Sciences Center*; Medical Coll of GA; LA State Univ Med Center; Univ of MS Med Center*; Univ of NE Med Center; Univ of OK Health Sciences Center*; OR Health Sciences Center*; Univ of TN Memphis) *=nonreporters for developing peer average for 1999-00. National Average are from AAUP report using "Public Category I, Doctoral Level"

Assistant Professor	\$54,028	\$64,091	1.0%
Associate Professor	\$62,855	\$74,562	1.0%
Professor	\$79,965	\$94,858	1.0%

Teaching Colleges and Universities - Standards based on 2000-01 National Average data from AAUP report using "Public, Category IIA - Comprehensive"

Assistant Professor	\$36,840	\$43,701	1.0%
Associate Professor	\$44,787	\$53,129	1.0%
Professor	\$56,164	\$66,624	1.0%

Regional Campuses - Standards based on data from 2000-01 National Average data from AAUP report using "Public, Category III - 2-yr Colleges with Ranks"

Average All	\$35,687	\$45,156	1.0%
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Technical Colleges - Standards based on 1999-00 National Average Data from AAUP report using average salary for "Public, Category IV - Institutions without Ranks"

Average All	\$34,188	\$43,260	1.0%
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Agenda Item 2b

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

Explanation: Below and on the following pages are the measure write-up and the report form for Indicator 4AB, Cooperation and Collaboration, for the Teaching Institutions Sector. The measure has been refined from that used in Performance Funding Year 6 (2001-02) to collect baseline data. The initial measure was approved on December 13, 2001, by the Committee for use in collecting baseline data during Year 6 (2001-02), and appears in the Year 6 Workbook Supplement as part of Addendum A on pages 93-95. Staff and representatives have worked to refine the measurement from that which was initially reviewed by the Committee by clarifying definitions for information stated in the measure. Staff and sector representatives have reviewed the measure as proposed here. The measure consists of 4 parts and focuses on the sector's collaboration with businesses and the community by focusing on academic program advisory boards through consideration of the activity of the board and their make-up in terms of community representation and by focusing on undergraduate program internships. For each of the four parts of the measure, institutions are scored as to whether or not they are in compliance with identified requirements. Those requirements are incorporated into the measure. The recommended standard for the measure proposed herein for the Teaching Sectors is 2 or 3 points earned for a score of "Achieves" or "2." Earning 4 points would merit a score of "Exceeds" or "3," whereas, earning 1 point would merit a score of "Does Not Achieve" or "1." The measure and reporting form for Year 7 are found on the following pages.

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

A copy of the measure and standards follows.

COMBINED 4A/B:

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

(4B) COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY

GENERAL MEASURE DEFINITION OF 4 A/B

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

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

INDICATOR 4A/B FOR TEACHING SECTOR

Explanation: The teaching sector proposes a measure focusing on its program advisory boards to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The measure is structured as a four-part assessment. The level required for compliance will be determined for each part and the institution's performance will be scored relative to the number of parts for which the institution is in compliance.

4A/B, Sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community; Cooperation and Collaboration with Private Industry.

Measure 4A/B for Teaching Sector Institutions:

Cooperation and Collaboration with Business and Industry and PreK-12 Education, Health and Welfare as assessed by using a four-part measure in which compliance on each part will be determined and institutions scored relative to the number of the parts for which they are in compliance. The measurement (indicator) assumptions and four-part measure follow:

Indicator Assumptions

- 1.) Cooperation and collaboration between the public and the private sector can bring about better understanding of the needs of South Carolina and the needs of its public institutions of higher education.
- 2) Institutional advisory boards with membership from non-education sectors can assist institutions in meeting the needs of current workplace environments as well as understanding emerging issues of global competition for South Carolina.
- 3) It is critical to have sufficient representation from the for-profit business and industry sector to understand the economics of many of these issues.
- 4) The not-for-profit sector must also be included as full and appropriate partners in the preparation of college students capable of meeting the social, moral and political needs of a global society.
- 5) The indicator must differentiate between and among institutions within the teaching sector yet allow institutions to meet internal mission and goals, particularly as they relate to academic degree programs.

To meet the above assumptions, the following four-part measure is proposed:

- 1) The institution's reporting of a list of all advisory boards appropriate to the structure, history, strategic vision, and programs of the institution, as justified by the institution and the Commission's endorsement of that list. (NOTE: The measure necessitates a process whereby institutions develop a written description of their current or proposed board configuration, with supporting rationale. One university might describe advisory boards for each of its colleges or schools, for example, while another might describe a mix of advisory boards for each major

academic unit with some program-specific boards. The Commission staff would evaluate the board descriptions and listings on the basis of the reasonableness as justified by the institution, and the Commission would endorse them for the purposes of this measure, thereby establishing the “denominator” for the measure.)

- 2) Adherence to all of the five following best practices elements by at least 90% of the boards or, for institutions with fewer than 10 boards, all but one of the boards:
 - Designated committee chair;
 - Regular meetings (at least annually);
 - Minutes maintained of each meeting;
 - Evidence of consideration of issues that would relate to program quality such as, but not limited to: a) external reviews, b) self studies, c) proposals for curriculum change, d) performance of students/graduates, e) employer or prospective employer comments on programs or program graduates, and f) external funding or in-kind support; and
 - Record of results, recommendations, or other impact of the work of the board, as applicable.
- 3) Institutional performance
 - A) Percent of advisory **boards** that include representation from business or industry (**profit only**)
 - B) Percent of **members** from campus advisory boards who are from business and industry (**non-profit AND profit**) from preK-12 education, or from public health and/or social services entities.
- 4) Percent of undergraduate programs that have active, external student internships and co-ops related to the discipline (including but not limited to internships in business, preK-12 education, and public health and social services). “Active” will be defined as having at least 1 student enrolled per academic year.

To assess performance, compliance on each of the four parts would be determined. Institutional performance would be scored relative to the percentage of “Yes” responses to the four parts.

Determining Compliance:

Part 1: Compliance based on having boards identified and endorsed by the Commission.

Part 2: Compliance based on at least 90% of the boards (or all but one if fewer than 10 boards) demonstrating all of the five criteria listed.

Part 3: Compliance determined as meeting an identified level on each of the two parts of Part 3. For Part A, institutions must demonstrate **75%** for compliance. For Part B, institutions must demonstrate **75%** for compliance.

Part 4: Compliance determined as having **70%** of undergraduate programs with active, external student internships and co-ops related to the discipline.

Indicator Score: Institutions will earn 1 point for each part for which compliance is

demonstrated. Overall performance is determined as the sum of the points earned out of the four possible. The indicator score awarded for performance will be determined using a scale that relates the 4 possible points to a score of 1, 2, or 3.

Applicability

Teaching Sector Institutions

Measurement Information

General Data Source: Institutions will submit to CHE's Division of Planning and Assessment an annual report on the compliance level and supporting data for each of the four measurement parts.

Timeframe: Baseline data are to be inclusive of Academic Year 2000-01 (Fall 2000, Spring 2001 and Summer 2001).

In Year 7 (2002-03), the data will be reported relative to the Academic Year 2001-02 (Fall 2001, Spring 2002 and Summer 2002.) For the third year of the measure, Year 8, Academic Year 2002-03 (Fall 2002, Spring 2003 and Summer 2003) activities are reported. For the fourth year of the measure, Year 9 (2004-05), Academic Year 2003-04 will be reported on, and for the final year of the measure, Year 10 (2005-06), the report will focus on Academic Year 2004-05.

Cycle: Assessed on an annual cycle. During Year 6 (2001-2002), the indicator will be assessed as compliance with reported baseline data due upon request. After Year 6, the indicator will be scored with a performance report due each spring.

The indicator as presented here is expected to be maintained over a four-year period exclusive of the baseline year. The period encompasses Performance Funding Years 7 (Academic Year 2001-02 assessed), 8 (Academic Year 2002-03 assessed), 9 (Academic Year 2003-04 assessed) and 10 (Academic Year 2004-05 assessed.)

Display: Performance is the sum of the number of points earned across the four parts.

Rounding: Whole number

Expected Trend: Upward movement is considered to indicate improvement.

Type Standard: Annual performance compared to a defined scale.

CALCULATION, DEFINITIONS AND EXPLANATORY NOTES

Below is clarification related to each of the 4 parts as specified the preceding language for the measure. Data for each of the parts are to be reported in a format provided by CHE. A companion worksheet will be provided to aid institutions in the collection of data. These forms are found following the indicator description for the teaching sector.

Part 1: Advisory Boards to consider include those that function under the university's control in a direct advisory capacity to one or more academic programs. Such advisory boards that are wholly student boards should not be considered. For academic program advisory boards that have student representatives, the student representatives should NOT be counted in determining the total number of individuals on the board. (*Note: Student Program Advisory Boards and student members on Program Advisory Boards will not be included in the denominator, as applicable. This is to encourage student involvement as desired by institutions.*)

Part 2: For newly formed boards (i.e., those boards active for one year or less) a "record of results, recommendations, or other impact of the work of the board" may be demonstrated by evidence of a process for such considerations.

Part 3: The following provides clarification as to how particular types of board members should be considered in counts related to classification:

Representation from business or industry includes at least 1 member on the board.

Board Membership: In considering the membership of the boards, only voting members will be included in determining the percentage of boards which have representation from business or industry (for profit) and in determining the percentage of members who are from business and industry (for profit and not-for-profit), from preK-12 education, or from public health and/or social service entities.

Student representatives on advisory boards should not be counted toward the total membership. Such representatives are not being counted here for measurement purposes only to avoid a situation that would encourage reduced student involvement on program advisory boards. See also additional clarification for Part 1 above.

Classifying medical doctors or healthcare personnel: Medical doctors and other such health professionals should be reported based on their particular employment situation. If health professionals who are members of boards are in private practice or are otherwise working for "for profit" enterprises, they should be reported as such. If they are working for a "not-for-profit" enterprise, such as a hospital, they should be reported as members of non-profit business/industry." Health professionals would generally fall into the "public health and social services" designation provided they are employed in other arrangements, which, most typically, would include employment with federal, state, or local government agencies or departments.

Part 4: The following clarification is provided for the "counting" of internships/co-ops and for determining student participation:

External student internships and co-ops related to the discipline include those internships/co-ops outside of the institution related to a student's academic program.

Student internships should be counted for the student's department if that department had significant input into designing the parameters of the internship to meet the student's needs.

Programs considered for the measure for Academic Years 2001-02 through 2004-05

(i.e., as assessed in Years 7-10 of performance funding) are those from the academic inventory as of February 2002 with the exclusion of programs that were new in Academic Year 2001-02. A program is considered as an area of study at the 2-digit CIP code level.

Counting of internship/co-ops: Internships/co-ops should be counted if there is a formal, institutionally documented enrollment of students in the associated internships/co-ops. These likely are “for credit” arrangements but could also possibly be “not for credit” depending on the program or institution.

Additional clarification for teacher education program internships: For teacher education programs, practice teaching internships and other internships of similar magnitude should be considered. Practica and clinicals in which students may be enrolled as part of their regular program of study should not be included for purposes of this measure when considering internships.

Counting of students involved in more than one internship/co-op experience during the academic year for a given program area: If a student is involved in different internships under the same program throughout the year, the student should be counted more than once if the institution counts the internships/co-ops as different and distinct within the program. A possible “check” for this is that documentation is on file (e.g., pamphlets, brochures, public information, etc...) that can substantiate the different internship opportunities within the same program.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), 7 (2002-03), 8 (2003-04), 9 (2004-05) AND 10 (2005-06)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
Teaching Sector	<p>Compliance Indicator in Year 6 as measure is defined and baseline data collected.</p> <p>2 or 3 points earned of a total of 4.</p>	<p>Compliance in Year 6</p> <p>To be applied in Years 7-10.</p>

IMPROVEMENT FACTOR: None, as this indicator is designed to encourage within a limited timeframe increased performance of the each sector’s cooperative and collaborative efforts as desired by the sector

<p>YEAR 7 PERFORMANCE DATA, 2002-03 (will be rated to impact 2003-04 funding)</p>	<p>Institution:</p>
<p>INDICATOR 4A/B: Cooperation and Collaboration, Teaching Sector</p>	<p>Contact Name & Phone:</p>
<p>Data due February 7, 2003</p>	<p>Authorizing Signature:</p>
<p>Applies to Teaching Sector</p>	<p>Date Submitted:</p>
<p>Performance Timeframe: Report on Academic Year 2001-02 (Fall '01, Spring '02, Summer '02)</p>	
<p>EXPLANATION AND INSTRUCTIONS</p> <p>Indicator 4A/B is defined unique to each sector. The teaching sector measure focuses on program advisory boards. The measure and standards for 4A/B were finalized by the Commission on November 7, 2002. The sector reported baseline data in Year 6 (2001-02) that served as part of compliance recommendations for the indicator in that year. For Year 7 institutions are reporting on data for Academic Year 2001-02.</p> <p>Below are listed each of the 4 measurement items for which compliance is to be determined for 4A/B for Teaching Sector Institutions. An overall score is based on consideration of compliance on each of the 4 parts. Data that must be used in assessing compliance are identified for each of the 4 items. To aid in completing the information and ensuring comparability in reporting across the institutions, Excel worksheets will be provided to institutions that upon completion will provide the necessary summary data requested for items 1-4. For complete measurement information, please refer to the measurement write-up approved by the Commission and included in the workbook for Year 7.</p> <p>Reporting instructions:</p> <p>Please complete the excel data charts. You may then complete the summary data for 1-4 making sure to include for Item 1 of this form any change in your boards from that reported as part of the baseline data. Submit this form and worksheets electronically no later than February 7, 2002, to the attention of Julie Wahl, (803) 737-2292, jwahl@che400.state.sc.us</p>	
<p>DATA SOURCE FOR 4A/B:</p>	
<p>1.) The institution's reporting of a list of all advisory boards appropriate to the structure, history, strategic vision, and programs of the institution, as justified by the institution and the Commission's endorsement of that list. (<i>Note: The measure necessitates a process whereby institutions develop a written description of their current or proposed board configuration, with supporting rationale. One university might describe advisory boards for each of its colleges or schools, for example, while another might describe a mix of advisory boards for each major academic unit with some program-specific boards. The Commission staff would evaluate the board descriptions and listings on the basis of the reasonableness as justified by the institution, and the Commission would endorse them for the purposes of this measure, thereby establishing the boards considered or "denominator" for the measure.</i>)</p> <p>ADVISORY BOARDS: INCLUDE ONLY INSTITUTIONAL ADVISORY BOARDS TO ACADEMIC PROGRAMS. SEE MEASUREMENT WRITE-UP FOR ADDITIONAL DEFINITION.</p> <p>✓ Provide a brief description of and rationale for any changes to the institution's board structure from that submitted as part of the baseline data submitted for Academic Year 2000-01.</p> <p><i>(Insert description here or attach file/information as appropriate)</i></p> <p>✓ _____ Total Number of Advisory Boards Identified during Academic Year 2001-02 (Insert Total from Excel Chart "Total Boards = #" which is found in the second column following your listing of programs)</p>	

2.) Adherence to all of the five following best practices elements by at least 90% of the boards or, for institutions with fewer than 10 boards, all but one of the boards:

- Designated Committee Chair
- Regular meetings (at least annually)
- Minutes of each meeting held
- Evidence of the consideration of issues that would relate to program quality such as, but not limited to: a) external reviews, b) self-studies, c) proposals for curriculum change, d) performance of students/graduates, e) employer or prospective employer comments on programs or program graduates, and f) external funding or in-kind support; and
- has a record of results, recommendations, or other impact of the work of the board, as applicable

For the boards identified in item 1 above, please tally the number of boards that met each item listed above during Academic Year 2001-02 (See excel chart Attached):

- ✓ _____ Number of Advisory Boards Meeting All Requirements Listed (See Excel Chart column labeled "(f) Summary: . . ." for Item 2, "# meet all")
- ✓ _____ Total Number of Advisory Boards (from item 1 above)
- ✓ _____% of boards that meet all best practices (See Excel Chart, % displayed below the total number of advisory boards meeting all the criteria)

3.) Institutional performance (Note: Compliance determined as meeting an identified level on each of the two parts. For Part A, institutions must demonstrate 75% and for Part B, 75%.)

- A) Percent of advisory boards that include **representation** from business or industry (profit only)
- B) Percent of members from campus advisory boards who are from business and industry (non-profit AND profit) from preK-12 education, or from public health and/or social services entities.

REPRESENTATION: AT LEAST ONE MEMBER

Please complete the chart below for items 1, 2 & 3 and provide the following tallies using the boards identified in item 1 as the basis:

- ✓ A) _____% of advisory boards that include representation from business and industry (profit only). (See Excel chart from total row for column labeled "(o)"
- ✓ B) _____% of members from campus advisory boards who are from business and industry (non-profit AND profit) from preK-12 education, or from public health and/or social services entities. (See Excel chart from total row for column labeled "(p)")

4.) Percent of undergraduate programs that have active, **external** student internships and co-ops related to the discipline (including but not limited to internships in business, preK-12 education, and public health and social services). "Active" is defined as having at least 1 student enrolled per academic year.

EXTERNAL: THOSE INTERNSHIPS/CO-OPS OUTSIDE OF THE INSTITUTION RELATED TO A STUDENT'S ACADEMIC PROGRAM.

Please complete the chart for item 4 (see Excel chart attached) that has been formatted specifically for your institution and then complete the requested tallies below. (Compliance is demonstrated by reaching 70%)

_____ Undergraduate Programs of _____ Total Undergraduate Programs or _____% have active, external internships and co-ops related to the discipline. (see Excel chart for you institution, summary row for undergraduates.)

Performance Scoring Note: To assess performance, compliance as indicated by 0 or 1 on each of the four parts is determined. Institutional performance is to be scored relative to the number of total points earned across the four parts. The data on Academic Year 2001-02 provided in this report will be used in determining Year 7 (2002-03) performance on this indicator. For additional measurement information and definitions related to each of the parts, see the measure as approved November 7, 2002, and included in the workbook for Year 7 (2002-03).

Determining the Overall Score: Indicate the level of compliance on each part (circle indicated compliance level below for each part). The overall score is based on the number of parts for which compliance is achieved.

Part 1: 1 (in compliance) or 0 (not in compliance)

Part 2: 1 (in compliance) or 0 (not in compliance)

Part 3: 1 (in compliance) or 0 (not in compliance)

(To be in full compliance on Part 3, the required levels must be met on each of the 2 parts.)

Part 4: 1 (in compliance) or 0 (not in compliance)

Sum of the points earned of 4 possible: _____

(Standard for "2" is 2 or 3 points. Institutions earning 1 point will receive a score of "1" and institutions earning 4 points will receive a score of "3." There is no improvement factor associated with this measure.)

TO BE COMPLETED AT CHE: Date Received _____ Revisions received after this date? Yes or No

Agenda Item 2c

Consideration of Year 7 (2002-03) Performance Funding Issues: Status of Indicator 5A, Percentage of Administrative Costs as Compared to Academic Costs, in Year 7

Explanation: Indicator 5A, Percentage of Administrative Costs as Compared to Academic Costs, is an indicator that applies to each of the 33 public colleges and universities. The measure that has been used for 5A is calculated as the ratio of administrative costs to the amount of academic costs expressed as a percentage. Administrative costs have been defined as expenditures reported for the IPEDS Finance Survey as institutional support. Academic costs have been defined as expenditures reported for the IPEDS Finance Survey as instruction, research, academic support and scholarships/fellowships. Expenditures include restricted and unrestricted funds for research sector institutions and only unrestricted funds for the teaching, regional campuses and technical colleges sectors. Performance on the indicator is determined by comparing the percentage to standards for “achieves” that were approved for each sector based on peer IPEDS Finance Survey financial data. The status of 5A as a performance indicator this year is under consideration as a result of federal changes in required financial reporting that impact the data used to calculate performance.

Staff has reviewed the indicator and concerns related to the impact of the new financial reporting requirements with CAPA (Committee to Advise on Performance Funding and Assessment) at its meeting in September. Prior to that CAPA meeting, staff circulated for consideration three options related to the treatment Indicator 5A for Year 7. The options included deferring the indicator from scoring in Year 7, using financial data reported in the notes section of institutional financial statements to calculate and score 5A as in past years, or carrying forward the score earned on Indicator 5A in Year 6 as the Year 7 score.

At the CAPA meeting, Mr. John Campbell, Controller at USC and Chair of the NACUBO Finance Officers Study Group, explained the new reporting requirements and stated that the reporting under the GASB 34 & 35 requirements is not comparable to past financial reporting. The requirement affects FY02 and forward financial reporting of all South Carolina public institutions of higher education. He explained that the “notes” reported as part of financial statements serve to further explain the “new” financial data rather than act as a “crosswalk” to the financial data reported in past years under different accounting standards. Additionally, it was discussed that NCES has stated that data to be reported on the new IPEDS Finance Survey that is being developed to handle the GASB 34 & 35 reporting requirements for public institutions will not be comparable to data reported on Finance Surveys used in past years for public institutions.

In light of Mr. Campbell’s comments that comparable financial data are unavailable and concerns expressed related to carrying forward scores for Indicator 5A, staff advocates deferring the indicator as the most practical solution for Year 7. CHE staff will work with institutional representatives and finance officers to develop an indicator for use in performance funding that relies on the new financial data reporting requirements.

Recommendation: Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission deferring Indicator 5A from scoring in Performance Year 7 due to the lack of data created by changes in federal financial reporting requirements for public higher education institutions affecting FY02 and forward.

Agenda Item 2d

Consideration of Year 7 (2002-03) Performance Funding Issues: Status of Indicator 9B, Amount of Public and Private Sector Grants, in Year 7

Explanation: Indicator 9B, Amount of Public and Private Sector Grants, applies only to the research institutions. The measure has been calculated using restricted research expenditures taken from IPEDS Finance Survey institutional data to determine the percentage of the most recent-ended fiscal year's restricted research expenditures as compared to the average of restricted research expenditures from the past three years. The score is then determined by comparing the percentage to the standard for an "achieves" that was approved for each institution based on the individual institution's peer data. For the past three years each research institution has scored as "exceeds" on this indicator. The status of 9B as a performance indicator this year is under consideration as a result of federal changes in required financial reporting that impact the data used to calculate this indicator.

In discussions with the research institutions, several options were considered. These options were initially linked to the options for indicator 5A, which is affected by the same federal financial reporting changes. At the September 20th CAPA meeting, the representatives and CHE staff determined that 9B would be considered separately from 5A, since the uniqueness of this indicator to the three research institutions makes this possible.

Several factors were considered in discussions on this indicator:

- The research institutions' scores on this measure have been consistently high
- The research sector's performance on this measure has been well above that of their national peer institutions
- This measure directly reflects the mission of the research institutions
- The research institutions would lose two indicators this year due to changes in federal accounting requirements if this measure were deferred.

Due to the above, staff and institutional representatives agree that indicator 9B should be included rather than deferred for Performance Year 7, and that it should be measured this year only by taking the average of the institutional scores for the preceding three years (PF Years 4, 5, and 6) and using that average as the institution's score for Year 7. A measure incorporating the new federal accounting methods for scoring will be determined for Year 8 and beyond.

Recommendation: Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission that the research institutions shall be scored on indicator 9B in Performance Year 7 and the score will consist of the average of the preceding three-year's scores on indicator 9B.

Agenda Item 4

Consideration of Common Schedule for Institutional Effectiveness Summary Reports

Explanation: As part of the Institutional Effectiveness reporting required by Chapter 59, Sections 101 and 104 of the SC Code of Laws of 1976 (as amended), South Carolina's institutions of higher education provide regular reports on four major aspects of their institution. These reports—Academic Advising, General Education, Library Resources, and Student Development—are provided on a four-year cycle and included as part of the Campus-Based Assessment section of A Closer Look at Public Higher Education in South Carolina.

While each institution must submit a report on each of these areas every four years, the past practice has been that each institution had its own schedule for reporting. Some institutions have chosen to meet the requirement by reporting on all four areas simultaneously every four years, some by reporting pairs every two years, and most by reporting on a different area each year. While each of these approaches meets the established requirements, the variety of reporting schedules greatly reduces the potential usefulness of the reports.

At the September 20th meeting of CAPA, staff introduced a common reporting schedule to the members for discussion. The schedule is designed such that each year the institutions will report on one of the four areas and, most importantly, they will all report on the same area. The only change being considered is to put all institutions on a common reporting schedule. The content of the reports remains unaffected, as does the four-year cycle. The plan was discussed by the institutional representatives and approved.

Recommendation: Staff recommends that the Planning and Assessment Committee recommend for approval of the Commission the common Summary Report schedule for Institutional Effectiveness reporting.

A chart showing the recommended schedule is presented on the next three pages.

Institutional Effectiveness Reporting - Institutional Schedules for Summary Reports

Every 4 Years - Academic Advising, Gen. Education, Library Resources, or Student Development

Every 2 Years - Success of Transfer Students, Alumni Survey

Every Year - Majors or Concentrations (subject matter coincides with Academic Affairs Program Review Cycle) This is N/A for the Regionals

	2001	2002	2003	2004	2005	2006	2007	2008
	for 1/2002 Report	for 1/2003 Report	for 1/2004 Report	for 1/2005 Report	for 1/2006 Report	for 1/2007 Report	for 1/2008 Report	for 1/2009 Report
Clemson	Library Resources	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
USC-Columbia	Academic Advising	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
MUSC	Library Resources	Student Development	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Citadel	Alumni & Placement	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Coll of Chas.	Academic Advising	Student Development Library Resources	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Coastal	Academic Advising	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Francis Marion	No Report Due	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Lander	Gen. Education	Student Development	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
SC State	Academic Advising Library Resources	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
USC-Aiken	Student Development Library Resources	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising

**Attachment 4
P&A Meeting
October 24, 2002**

	2001 for 1/2002 Report	2002 for 1/2003 Report	2003 for 1/2004 Report	2004 for 1/2005 Report	2005 for 1/2006 Report	2006 for 1/2007 Report	2007 for 1/2008 Report	2008 for 1/2009 Report
USC-Spartanburg	No Report Due	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Winthrop	Student Development	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
USC-Beaufort	Academic Advising	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
USC-Lancaster	Academic Advising	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
USC-Salkehatchie	Academic Advising	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
USC-Sumter	Academic Advising	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
USC-Union	Academic Advising	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Aiken Tech	No Report Due	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Central Carolina	Library Resources	Student Development	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Denmark Tech	Library Resources	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Florence-Darlington	Library Resources	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Greenville Tech	Library Resources	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Horry-Georgetown	No Report Due	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising

	2001 for 1/2002 Report	2002 for 1/2003 Report	2003 for 1/2004 Report	2004 for 1/2005 Report	2005 for 1/2006 Report	2006 for 1/2007 Report	2007 for 1/2008 Report	2008 for 1/2009 Report
Midlands	No Report Due	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Northeastern	No Report Due	Gen. Education Library Resources	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Orangeburg-Calhoun	Library Resources*	Gen. Education Library Resources	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Piedmont Tech	No Report Due	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Spartanburg Tech	No Report Due	Gen. Education Library Resources	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
TCL	Library Resources* Stu. Development	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Tri-County Tech	No Report Due	Gen. Education	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Trident	Stu. Development	Gen. Education Library Resources	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
Williamsburg	Library Resources	No Report Due	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising
York Tech	No Report Due	Gen. Education Library Resources	Student Development	Academic Advising	Library Resources	Gen. Education	Student Development	Academic Advising



Memorandum

To: Members, Committee to Advise Performance Funding and Assessment (CAPA)

From: Dr. Lovely Ulmer-Sottong

Date: October 17, 2002

RE: **CAPA Committee Meeting – October 25, 2002**

The Committee to Advise Performance Funding and Assessment (CAPA) will meet on Friday, October 25, 2002, at 9:00 a.m. at The Citadel in Coward Hall, 2nd Floor Regimental Commanders' Riverview Room. Enclosed are the materials for agenda items that will come before the Committee.

Lunch will be provided immediately following the meeting. We look forward to having you join us.

Enclosures

cc: Performance Funding Institutional Representatives
Members, Commission on Higher Education

Subject to Consideration of CAPA on October 25, 2002

Committee to Advise Performance Funding and Assessment (CAPA)

Friday, October 25, 2002, 9:00 am, The Citadel

Regimental Commanders' Riverview Room-2nd Floor

Agenda Items

- | | |
|--|---------------|
| 1) Committee Minutes of September 20, 2002 | Attachment 1 |
| 2) Discussion of Future Planning for CAPA | No Attachment |
| 3) Other Business | No Attachment |
-

Lunch will be provided after adjournment of meeting.

Subject to Consideration of CAPA on October 25, 2002

**COMMITTEE TO ADVISE ON PERFORMANCE FUNDING AND ASSESSMENT (CAPA)
Advisory Committee to Planning, Assessment and Performance Funding Committee**

Minutes of September 20, 2002

**South Carolina Commission on Higher Education
Large Conference Room**

Members Present

Dr. Gary Hanson (Francis Marion)
Dr. Thomas Higerd (MUSC)
Dr. David Fleming (Clemson)
Dr. David Hunter (USC, Regional Campuses)
Dr. Robert Isenhower (Spartanburg Tech)
Ms. Karen C. Jones (Winthrop)
Ms. Dorcas Kitchings (Midlands Tech)
Dr. Harry Matthews (USC Columbia)
Ms. Chris Mee (Coastal Carolina)
Mr. Bob Mellon (S.B.T.C.E)
Dr. Isaac "Spike" Metts (Citadel)
Dr. Jacqueline Skubal (Denmark Tech)
Ms. Michelle Smith (College of Charleston)
Dr. Rita Teal (SC State)
Mr. Jonathan Trail (USC Spartanburg)

CHE Staff Present

Ms. Sandra Carr
Ms. Lynn Metcalf
Dr. Michael Raley
Dr. Lovely Ulmer-Sottong
Ms. Julie Wahl

Guests Present

Dr. Ann Bowles (USC Union)
Mr. John Campbell (USC Columbia)
Dr. Ron Cox (USC Lancaster)
Ms. Mary David-Fox (USC Beaufort)
Dr. Mary Gunn (Coastal Carolina)
Ms. Jodi Herrin (USC Aiken)
Ms. Lucy Hinson (Greenville Tech)
Dr. Mike Jordan (Francis Marion)
Ms. Star Kepner (USC Sumter)
Mr. Mac Kirkpatrick (Lander)
Dr. Carol Lancaster (MUSC)
Mr. Russell Long (USC Columbia)
Ms. Shelly Long (Coastal Carolina)
Dr. Phyllis Myers (Trident Tech)
Dr. Charles Parker (Midlands Tech)
Ms. Rose Pellatt (Spartanburg Tech)
Ms. Anna T. Strange (Central Carolina Tech)
Ms. Catherine Watt (Clemson)
Mr. Rick Wells (Aiken Tech)

Subject to Consideration of CAPA on October 25, 2002

Dr. Lovely Ulmer-Sottong opened the meeting at 10:30 a.m.

I. Review and acceptance of minutes from July 8, 2002

Dr. Harry Matthews requested deletion of the phrase “when possible” from the minutes on page 2, 8th paragraph, and at the end of the last sentence. The sentence should read, “Dr. Ulmer-Sottong agreed to do this.” Dr. Ulmer-Sottong indicated that she did not have a problem with the change; however, she would like to discuss the issue with Ms. Camille Brown, Program Manager (CHE), and report back to the committee. It was noted that Dr. Carol Lancaster’s (MUSC) name was omitted from the Guests Present list. Dr. Ulmer-Sottong reminded attendees to sign in on the attendance list circulated at each meeting. It was the consensus of the group to accept the minutes with the noted changes. (See Attachment 1 for corrected minutes)

III. Discussion of Year 7 Standards for Indicator 5A, 9B (Item taken out of order)

Dr. Ulmer-Sottong asked that the agenda be adjusted to accommodate Mr. John Campbell, USC Controller, whom she invited to assist with Agenda Item III. Dr. Ulmer-Sottong explained that Indicator 5A and 9B are financial indicators affected by Government Accounting Standards Board (GASB) 34 and 35 requirements and she believed it would be beneficial to hear from Mr. Campbell.

Mr. Campbell briefly summarized major changes that have occurred in accounting procedures at the colleges and universities in the State. All of the state colleges and universities now have consistency in financial reporting in implementing the new standard requirements. He discussed a matrix that is being included in notes to the financial statements (Attachment 2). The notes add clarification to the data reported and do not reflect the data as reported last year. He noted that, under the new requirements, expenditures could not be compared to data reported under the old accounting method. Mr. Campbell explained that the categories could not be standardized to last year categories and no crosswalk exists to IPEDS Part B for last year. On behalf of the Committee, Dr. Ulmer-Sottong thanked Mr. Campbell for coming to the meeting.

There was a lengthy discussion concerning scoring and the ramifications for public perception that Indicators 5A and 9B pose. An alternate recommendation from the Technical College Sector was discussed. Additionally, it was suggested that Indicator 9B, affecting only research institutions, could be handled separately. Dr. Ulmer-Sottong stated that the staff will request that the Planning and Assessment Committee defer for one year financial Indicator 5A. She requested CAPA representatives speak to their institutional financial people and then use the listserv to share any issues that might exist. Staff will determine if it is necessary to have another meeting prior to the Planning and Assessment Committee meeting on October 24. (See Attachment 3 for materials circulated regarding 5A and 9B.)

II. Discussion of Year 7 Standards for Indicator 2D

Ms. Julie Wahl briefly discussed staff’s rationale for the proposed recommendation for Indicator 2D. Ms. Wahl reviewed the materials distributed for this agenda item. No concerns were expressed with the staff’s recommendation.

There being no comments, Dr. Ulmer-Sottong stated that the staff would take the recommendation as indicated to the Planning and Assessment Committee’s October meeting. (See Attachment 4 for materials circulated regarding 2D.)

Subject to Consideration of CAPA on October 25, 2002

IV. Consideration of Combined ACAP/CAPA Group to Consider Indicators 1B, 2A, 3D, 3E, and 7D

Dr. Ulmer-Sottong stated that she has contacted several provosts to determine their interest in a discussion of these academic indicators. The meeting will be on the afternoon of October 1, following the morning ACAP meeting.

V. Consideration of Common Reporting Schedule for IE Summary Reports

Dr. Mike Raley reviewed the schedule. There was a brief discussion of implementation and phasing-in of the common reporting schedule. He explained that the proposed schedule was developed because institutional summary reports were not submitted on a common cycle. It was the consensus of the group to move forward with the common reporting schedule. The group also discussed issues related to the collection of data for "Success of Transfer Students" for the institutional effectiveness report. A small group will review the issues and report back to CAPA. (See Attachment 5)

VI. Discussion of Reading Committee for Institutional Effectiveness Reports

Dr. Ulmer-Sottong explained she would like to re-institute peer feedback on Institutional Effectiveness Reports. This is something that SHEA did in the past, and she believes implementing this again would be useful because at present the institutions do not have an avenue to share what they are doing in institutional assessment. A reading committee should be formed, and Dr. Ulmer-Sottong proposed getting 10 volunteers. She asked persons who wished to take part to contact her.

VII. Discussion of Methods to Meet New Legislative Institutional Effectiveness Reporting Requirements

Dr. Raley discussed changes to SC Code 59-101-350 as amended in 2001 to add reporting requirements related to teacher education and economic development. He explained that the changes for required teacher education reporting could be addressed through links on the institutions web site and that a brief paragraph in the Institutional Effectiveness Report would address the requirements related to economic development reporting. It was agreed that more input would be needed for future reports.

VIII. Other Business

a. Discussion of the process for reviewing standards for the upcoming year (calendar)

Ms. Wahl distributed and reviewed a calendar (Attachment 6) for the process of reviewing indicator standards for upcoming performance years.

Dr. Ulmer-Sottong asked representatives to review the calendar and e-mail comments and suggestion. She explained that this is to help with planning meetings and accommodating institutional schedules. She also asked that institutional representatives provide the staff with their school calendars indicating Christmas and Spring Breaks. These dates will be considered along with the calendar presented today and accommodations made as appropriate.

b. Upcoming discussion of 1C Mission Statements

Subject to Consideration of CAPA on October 25, 2002

Dr. Ulmer-Sottong explained that in the next performance year Mission Statements are scheduled for review. Ms. Wahl reviewed the indicator and its relation to current SACS requirements. Staff will be looking at the process that institutions use to review their mission statement.

Dr. Ulmer-Sottong reminded members of the upcoming Planning and Assessment Retreat to be held in Charleston. She explained the purpose of the retreat, reviewed an itinerary, and gave hotel accommodations information.

Dr. Ulmer-Sottong announced the award of a new FIPSE project and gave a brief summary of the intent of the grant. She said that copies of the grant are available.

Respectfully submitted,
Saundra E. Carr
Recording Secretary

Attachments referenced in minutes are available upon request.

DIRECTIONS TO THE CITADEL AND PARKING

GETTING TO THE CITADEL

Coming into Charleston on I-26 take The Citadel/Rutledge Avenue Exit. This will put you on Rutledge Ave. Turn right off Rutledge onto Moultrie Street. Moultrie Street takes you into the main gate (Lesesne Gate) of The Citadel.

Coming into Charleston on Highway 17 from the north (from Georgetown), turn right onto Ashley Avenue. Continue on Ashley to Moultrie Street. Turn left off Ashley onto Moultrie Street. Moultrie Street takes you into the main gate (Lesesne Gate) of The Citadel.

Coming into Charleston from the south on Highway 17, continue over the Ashley River Bridge and stay in the second lane from the right. Just past the first stop light (Wachovia Bank on the right and Hardees on the left), Highway 17 curves to the left, but you will continue straight onto Cannon Street. Turn left off Cannon onto Ashley Avenue. Turn left off Ashley onto Moultrie Street. Moultrie Street takes you into the main gate (Lesesne Gate) of The Citadel.

After entering the campus through Lesesne Gate, take the first right onto Avenue of Remembrance. The first building on your right is Daniel Library, the second building on your right is Summerall Chapel, and the third building on your right is Mark Clark Hall. Thursdays meeting will be held in the Greater Issues Room on the second floor in Mark Clark Hall. To park see below.

PARKING ON THURSDAY, OCTOBER 24 AND FRIDAY, OCTOBER 25

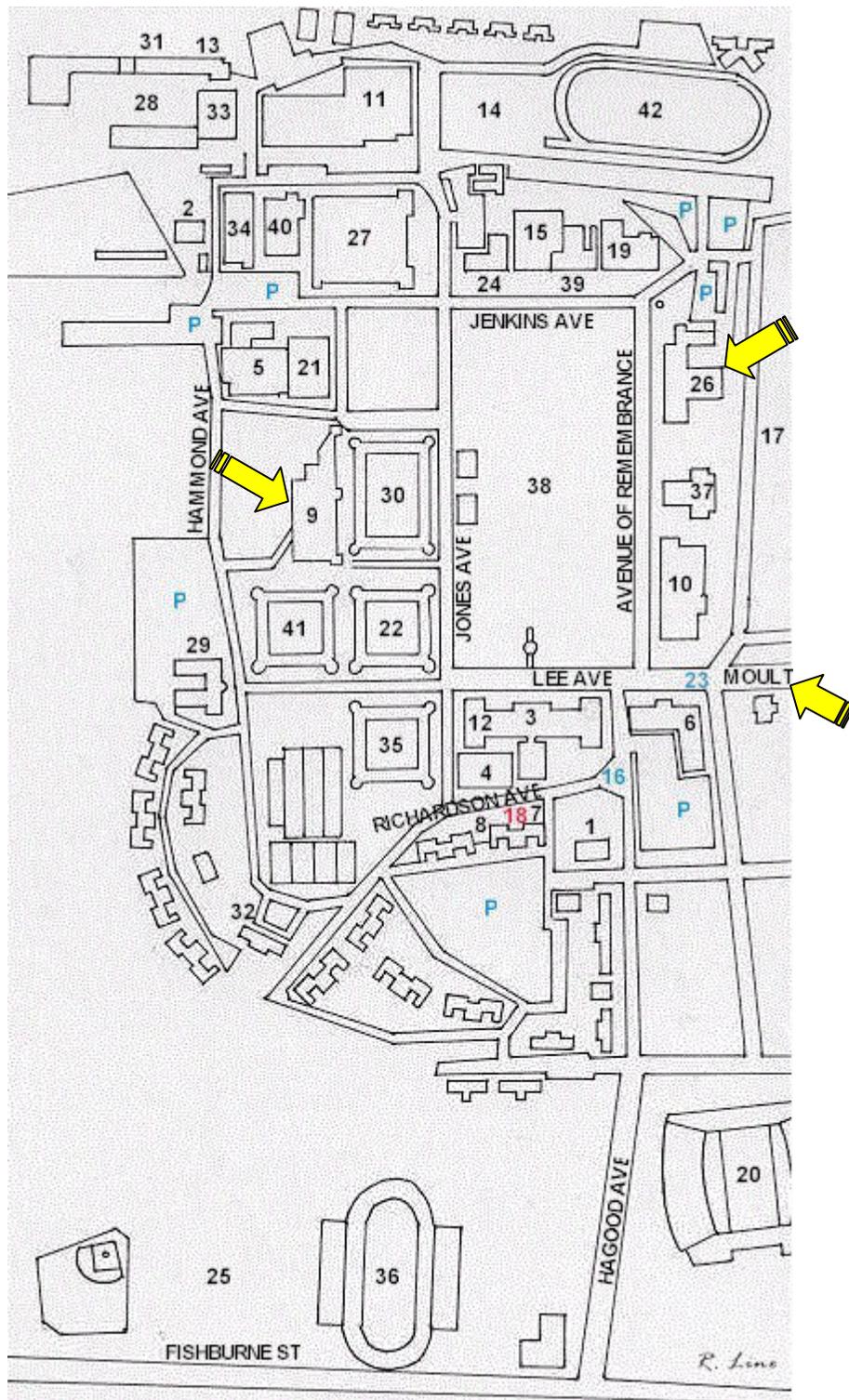
Parking will be just outside the campus in Hampton Park. Continue on Avenue of Remembrance past Mark Clark Hall to the stop sign. Turn right and exit the campus through Summerall Gate. Parking is on the grass to the right immediately outside Summerall Gate. After parking, return to the campus through Summerall Gate and Mark Clark Hall is on your left.

On Friday, a shuttle will take you from the parking area (Hampton Park) to the Riverview Room in Coward Hall (if you plan to walk it is about 7-8 blocks). The shuttle will be available to take you back to the parking area (Hampton Park) after lunch.

If you get lost, please call 843-953-5114 Campus Security.

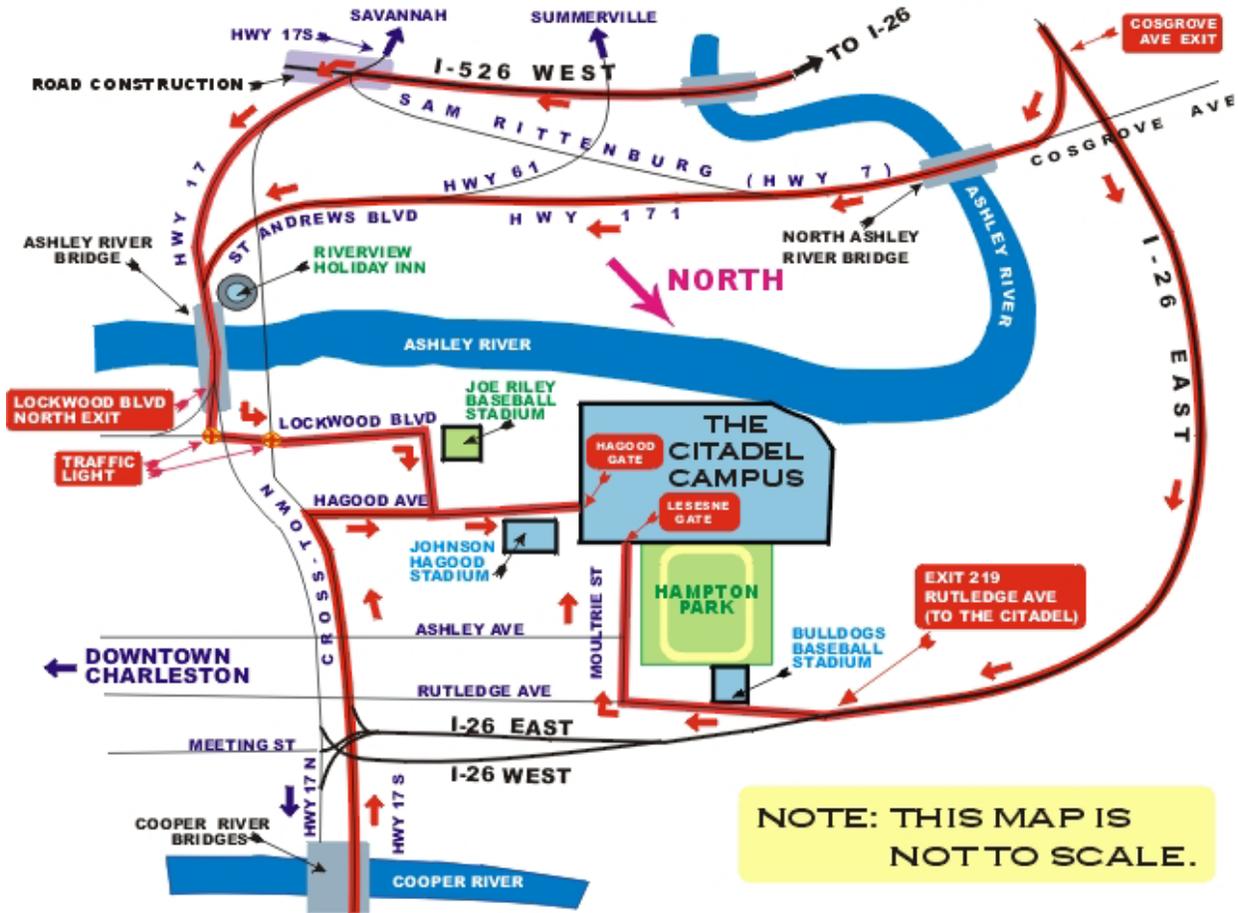
Citadel Campus Map

- 1 Alumni House
- 2 Boating Center
- 3 Bond Hall
- 4 Byrd Hall
- 5 Cadet Services
- 6 Capers Hall
- 7 Citadel Dev. Foundation
- 8 Counseling Center
- 9 Coward Hall**
- 10 Daniel Library & Museum
- 11 Deas Hall
- 12 Duckett Hall
- 13 Facilities & Construction
- 14 Freshman Field
- 15 Grimsley Hall
- 16 Hagood Gate
- 17 Hampton Park
- 18 Human Resources
- 19 Jenkins Halls
- 20 Johnson Hagood Stadium
- 21 Laundry
- 22 Law Barracks
- 23 Lesesne Gate (MAIN)**
- 24 Letellier Hall
- 25 Lockwood Field
- 26 Mark Clark Hall**
- 27 McAlister Field House
- 28 Motor Pool
- 29 Murray Infirmary
- 30 Padgett-Thomas Barracks
- 31 Physical Plant
- 32 President's House
- 33 Procurement
- 34 Seignious Hall
- 35 Stevens Barracks
- 36 Stoney Field
- 37 Summerall Chapel
- 38 Summerall Field
- 39 Thompson Hall
- 40 Vandiver Hall
- 41 Watts Barracks
- 42 Willson Field
- p Parking



(map taken from the Citadel's website www.citadel.edu/hr/misc/macampusmap.htm)

CHARLESTON AREA



(map taken from the Citadel's website <http://www.citadel.edu/graphics/maps/area.jpg>)

Directions to The Citadel Beach House

4700 Palm Blvd., Isle of Palms, S.C. 29452

From The Citadel: Exit the main gate and stay on Moultrie Street until you reach Rutledge Avenue. Turn RIGHT onto Rutledge Avenue and proceed until you reach the Cross-town (Hwy. 17). At the bank of lights, turn LEFT. Proceed to and over the Cooper River Bridge, staying on Hwy. 17 North.

From Interstate 26 (I-26): Follow signs to Mt. Pleasant (Hwy. 17 North) over the Cooper River Bridge.

From Base of Cooper River Bridge (in Mt. Pleasant): Follow Hwy. 17 North for approximately 5 miles. At the intersection of Hwy. 17N and the Isle of Palms Connector, stay in the RIGHT lane and proceed over the connector. The connector ends on the Isle of Palms at another intersection of lights. At this point, turn LEFT onto Palm Boulevard. This road will make a rather sharp turn to the right and then another sharp turn to the left. The Atlantic Ocean will be on the right. Continue down Palm Boulevard for approximately 3 miles until you make a sharp turn to the LEFT. Proceed only one block and again make a sharp RIGHT continuing on Palm Boulevard. You will soon see the entrance to Wild Dunes on the left side of the street. Continue a few yards and The Citadel Beach House will be on the RIGHT (Ocean) side.